The School District of Lee County

Fort Myers High School

2016-17 Schoolwide Improvement Plan

Fort Myers High School

2635 CORTEZ BLVD, Fort Myers, FL 33901

http://fmh.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	A	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fort Myers High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Each student can learn. Each student is capable of reaching his or her academic potential. Each student has an inherent right to receive the finest education possible for his or her future and for world class citizenship.

Therefore, it is the mission of Fort Myers High School to create and maintain an orderly business-like environment with an equitably enforced, uniform standard discipline policy in which each student may discover his or her respective potentials and bring them to fruition. Excellence at all performance levels shall be recognized and celebrated.

b. Provide the school's vision statement.

There is not a vision statement for the school.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Fort Myers High School (FMHS) is constantly learning about our students as well as building relationships among the staff and students. The principal's philosophy of F.A.I.M.L.Y (forget about me, I love you) has permeated the school and has become part of the FMHS culture. This attitude has helped Fort Myers High School build and promote an atmosphere of putting others first. Through various committees such as the Principals Advisory Committee (PAC), and School Advisory Committee (SAC), as well as during staff meetings or one-on-one conferences, the faculty and staff are able to learn about students' cultures. Fort Myers High School also provides a mentoring program through Positive Behavior Support (PBS). In this program, teachers are paired with at-risk students to help monitor grades, discipline, and the needs of students. Fort Myers High School implemented a school wide mentoring block which takes place twice a month for 20 minutes.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Creating an environment that is safe and conducive to learning throughout the day is of the utmost importance in our school and to our administrative team. Students are constantly being monitored whether they are in the classroom or involved in a school activity. All teachers are required to be in the hall monitoring students. In addition to teachers monitoring of students during class changes, the administrative team and School Resource Officer are also at assigned posts in heavy traffic areas to ensure student are proceeding in a safe manner to their next class. Before school, students are monitored by the school's security and the administrative teams in designated areas around the school. After school, the school is monitored by a security guard who walks the hallways ensuring that all students are in designated areas or are with teachers. There is a bell that rings at 1:50 PM every day to ensure that students are in their after school activity location. In addition to the night security guard patrolling the hallways of the school, the custodial staff also ensures that students are where they need to be during those after school hours. Lastly, Fort Myers High School provides a mentoring program through the Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to follow up on grades, discipline, and the lives of

students. The mentor and student meet frequently throughout the school year to build relationships in the school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Keeping students engaged during instructional time and minimizing distractions in the school is a team effort at Fort Myers High. From the teachers, to the security guards, to the administrative team, we all take pride in ensuring that students are constantly focused on learning. This is accomplished by teachers posting classroom rules or taking disciplinary action when necessary and by our administrators giving students the appropriate punishment. When rules are broken, Fort Myers High staff is utilizing CASTLE as the primary resource for processing referrals. This has increased the efficiency and transparency of the process.

Another way in which Fort Myers High ensures that students are engaged and that distractions are minimized is to make sure that students understand the high expectations that the school has for them during the school year. Expectations are made clear on the first day of school when all the teachers go over with the students what those expectations are for the year as well as class meetings. In addition, the students are given an agenda book which contains Fort Myers High and Lee County School Board policies. All these items help our school keep students engaged during the school day with a minimum number of distractions.

Fort Myers High School uses PBS as a schoolwide behavioral system that aids in minimizing distractions to keep students engaged during instructional time. We implement Growing Greenies for our top referral holders in the school. An administrator meets with these students weekly to discuss grades, attendance, and behavior. These students work toward a quarterly goal and celebrates success at the end of the quarter.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Ensuring that the social-emotional needs of students are being met requires a team effort by a school. The school counselors are not the only individuals ensuring that students' social-emotional needs are being met; teachers and administrators are also involved in this process and are available to students in order to guide and help those students out if necessary. The school also provides a social worker and school psychologist to help ensure that students' social-emotional needs are being met in the school. Lastly, Fort Myers High School provides a mentoring program through efforts of a Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to help follow up on grades, discipline, and the lives of students. The mentor and student meet frequently throughout the school year.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents at Fort Myers High School are given various opportunities to establish positive relationships with the school. Open houses, curriculum night, sporting events/performances, awards banquets, and involvement in School Advisory Council (SAC) are some ways that the school provides forums for parents to hear and see what the school represents and how students are progressing. Parents can also be informed about what is going on with their students' progress through ParentLink. This provides a way for teachers to communicate with parents about student progress by sending messages to parents and allowing parents to see grades.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Fort Myers High is constantly working to build and sustain relationships with its stakeholders in the community to ensure the community's involvement in supporting student achievement at our school. This is done at Fort Myers High by meeting with stakeholders and allowing those stakeholders to visit the school on a regular basis in order to show those individuals how the school is using resources to benefit student success and achievement. For example, the principal attends Rotary Club meetings and speaks with its members about Fort Myers High School's academic and athletic achievements. Our school also works with multiple booster clubs to help support the school and students both academically and athletically.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Larosa, David	Principal
Bredenkamp, Matthew	Assistant Principal
Bernard, Misty	Assistant Principal
Kirschner, Jamie	Assistant Principal
Jones, Sheryl	School Counselor
Hendrix, Melissa	School Counselor
Sizemore, Bobby	School Counselor
Becker, Joan	Other
Tucker, Kimberly	Other
Sousa, Russell	Other
Tomlinson, Jennifer	Other
Shanks, Johanna	Other
Stanford, Michele	Assistant Principal
Klinger, Kevin	
Barns, Susan	Teacher, K-12
Hollan, Andrea	Teacher, K-12
Brant, Angela	Teacher, K-12
Keefe, Kevin	Teacher, K-12
Robinson, Rodney	Teacher, K-12
McGarry, Adam	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Role of each member of the School Leadership Team is as follows:

Principal/Assistant Principals
* Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices.
* Participate in leadership team meetings to discuss issues and concerns with department heads.
* Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
* Evaluate data to help make school-based decisions.
* Provide a safe environment for teachers and students to work at a high level.

Guidance Counselors/IB Coordinator
* Ensure that students are placed in the correct courses for their individualized path to graduation.
* Meet with students about future aspirations and make sure they are on track to reach their goals.
* Discuss career path options with students.
* Analyze student data to help make department decisions.
* Communicate with parents and teacher on how a student is progressing in their education.
* Assist students and parents in making education decisions.
* Provide input on development of parent information sessions and master schedule.

Department Heads
*Conduct monthly meetings in order to disseminate information to department members
*Conduct inter-department in-services for department members
*Help to make sure that all department members' needs are met in order to conduct class
*Relay vital information from department members to the Principal or Asst. Principals if an issue arises.
*Order all materials for the department (e.g. textbooks, ancillaries materials, supplies..)

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Fort Myers High School is publicly funded with local and state funding. The General Operating Budget comes from primarily those two sources. Due to our relatively low percentage of low socio-economic students, many other funds are not available to be used by Fort Myers High School.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
David LaRosa	Principal
John Carlin	Parent
Peggy Bos	Business/Community
Sharon Gunsett	Parent
Randy Wesley	Parent
Mary Higginson	Parent
Lisa Munkelwitz	Parent
Lisa Fleishman	Parent
Susan Glasser	Parent
Beth Randolph	Parent
Stacy Brown	Parent
Sara Leone	Parent
Debbi Nicolosi	Parent
Donandrea Stemle	Parent
Tom Roberts	Parent
Hunter Wynne	Parent
Will Prather	Parent
Ivan Mazzorana	Parent
Amy Potter	Parent
Erin Harrel	Parent
Tona Hackett	Parent
Russell Sousa	Teacher
Charity Cummings	Education Support Employee
Roxi Hambleton	Business/Community
Alessandra Giordano	Parent
Bob Valenta	Parent
Anne Campbell	Teacher
Lara Evans	Parent
Vanessa Lombardo	Parent
Donna Kennedy	Parent
Carline Julmisse	Parent
Rick Herman	Parent
Keenan Beck	Student
DJ LaRosa	Student
Nancy Nieves	Education Support Employee
Christina Beck	Education Support Employee
Johanna Shanks	Teacher
Olivia Bredenkamp	Business/Community

Name	Stakeholder Group
Angela McDonald	Parent
Gloria Armadore	Education Support Employee
Michael Wilhelm	Parent
Chris Nicholson	Parent
Joan Becker	Teacher
Kesha Tyler	Parent
Tiffany Salters	Parent
Amanda Heidt	Parent
Christy Robertson	Parent
Jean Augustin	Parent
Lisa Bloomston	Parent
Judith Fernandez	Parent
Cindy Roberts	Parent
Melisa Giovannelli	Parent
Ramie Hall	Parent
Ralph Novella	Parent
Alissa Traycik	Parent
Tina Gelinas	Parent
Ann Spielmaker	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Data from last year (2015-2016) was discussed at the first SAC meeting on 8/31/2016. The SAC members were told about the gains that occurred in all subject areas as well as any deficiencies.

b. Development of this school improvement plan

The SAC started the 2016-2017 school year with a forum to discuss all data from the previous year. The SAC also helped develop the targets for the goals that has been put into place.

c. Preparation of the school's annual budget and plan

As stated in previous years, school improvement funds will be allocated to projects through out the school year. All funds must be aligned with the School Improvement Plan (SIP) and approved by the School Advisory Counsel. This process has been followed in previous years and as of this date no specific project has been allocated any funds at this time.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

There were no school improvement funds allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bernard, Misty	Assistant Principal
Riis, Ron	Teacher, K-12
Bredenkamp, Matthew	Assistant Principal
Barns, Susan	Teacher, K-12
Tenfelde, Colleen	Teacher, K-12
Johnson, Gillian	Teacher, K-12
Anderson, Janice	Teacher, K-12
Larosa, David	Principal
Kirschner, Jamie	Assistant Principal
Stanford, Michele	Assistant Principal
Koenig, Amy	Teacher, K-12
Taylor, Kindra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Reading Leadership Team concentrates on increasing awareness and use of online resources in the media center by both teachers and students at all reading levels. Monthly PLC (Professional Learning Communities) will concentrate on sharing best practices and current research on inovative research techniques.
PLC meetings provide a forum to share ideas with staff on how to use data walls, data folders, and effective literacy strategies to increase awareness of reading abilities and growth in the classroom, across all subjects. The Literacy Leadership Team analyzes STAR data and discusses schoolwide trends. Also, Reading Coach Amy Koenig will support classroom teachers through modeling reading strategies and assistance with small group instruction.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

FMHS has Professional Learning Communities established to promote positive relationships between teachers. These PLC's were developed to allow for teachers to plan and collaborate to ensure a positive environment and reinforcement of the school and district expectations. Within the PLC's teachers are distributed to allow for effective time of PLC goals and to aide in sharing instructional best practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Working with the leadership in the school district, the principal of Fort Myers High School attends in-state and out of state conferences to attract the highest qualified teachers in IB, AP and content areas. The principal also gives detailed feedback to all teachers to assist with their professional growth. This professional growth also includes allowing many of the staff members to take on leadership roles at the school and in the school district. Other strategies utilized would be reviewing data, standards, and collaborating to develop common lessons and assessments. For the 2016 - 2017 school year, some of our goals include student engagement and higher order questioning. We intend on increasing teacher engagement by focusing on and utilizing teacher's opinions. By involving teachers in opportunities to voice their opinions or provide suggestions/input, we are hopeful that teacher engagement will increase throughout the school year which will lead to higher retention rates. This element of teacher engagement is addressing the focus area of "hiring and retaining the best talent" on the district strategic plan. A strategic APPLES plan was implemented this school year to make sure teachers feel supported and encouraged.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Lee County Schools uses a program called A.P.P.L.E.S. (Accomplished Professional Practices for Lee Educational System). The goal of this program is to retain the most promising teachers, foster self-assessment/reflection, improve instructional practice, model professionalism, offer professional growth, and famililarize new teachers with district and state initiatives. New teachers are paired with trained experienced teachers to complete the 1-2 year program. This program has been in place since 1997 and has been successful at helping new teachers learn the "Lee County" way of professionalism.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Fort Myers High ensures that all core instructional programs and materials offered at the school are aligned to state standards by following the direction of the state and our local School Board. Fort Myers ensures that standards are being followed in a variety of ways. For example, the school conducted a Pre-School in-service on CPALMS which is a state managed website for teachers and its purpose is to support teachers with the implementation of their subject's standards. This in-service showed teachers how the website worked and where teachers could find the standards for the course they teach. Another way in which Fort Myers High ensures that school core instructional programs and materials are being aligned to Florida Standards is during Professional Learning Communities (PLC's) meeting times. In these groups our teachers constantly discuss what those standards mean, how those standards are meet with in their own classrooms and discuss various best practices in order to meet those standards. In the 2016 - 2017 school year, we intend to provide training to teachers on how to utilize the CASTLE standards tracker. This will give the teachers a very close look at each student and their progress on showing mastery of the standards in the course. Utilization of the CASTLE standards tracker is addressing the focus area of "driving decisions with data" on the district strategic plan. Each quarter the STAR test is administered and the teachers pull reports that target specific standards that the students need in to show mastery of the Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Fort Myers High has a diverse population of students and must be able to meet the needs of those students in order to make them lifelong learners. This is accomplished by providing trainings and support for teachers in order to meet our school's goal. Several teachers implement cooperative learning strategies which are designed to help those diverse learners in a classroom. Cooperative learning strategies are implemented into classrooms seamlessly without distributing daily routines. Another area in which our school supports diverse learners is through after school study sessions which are teacher run and are designed to help students who are struggling in core academic areas and to help those students who are looking for more enrichment activities on a topic. Reading instruction is differentiated through the use of STAR and Compass. In the 2016 - 2017 school year, we intend to train all of our teachers on how to utilize the CASTLE standards tracker. This will give the teachers a very close look at each student and their progress on showing mastery of the standards in the course.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 13,680

*FSA tutoring 4 days per week for 20 weeks, after school
*Alg EOC tutoring the last 2 weeks before test, after school
*Alg EOC summer camp 6 hours per day for 12 days

Strategy Rationale

There is no extra time during the school day for students to get extra help. This poses a problem for students that might be having trouble with a subject or crave enrichment activities. After school study sessions provide a time for students to obtain help from their teachers in mastering or furthering their knowledge of course work.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bernard, Misty, mistyjb@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

State tests scores and gains compared to similar students of similar ability that did not take advantage of the extended learning day and year

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Fort Myers High provides guidance counselors to students who transition from one grade level to the next to ensure that those students are getting the required guidance to be successful in high school and ultimately beyond the doors of Fort Myers High. In addition to the continuing educational courses, the school's counselors have formed their own Professional Learning Community (PLC) to discuss student progression through the school and to make sure that students are getting the desired counseling to achieve success in college and eventually in the work force.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

To advance college and career awareness, Fort Myers High School offers the following:

- Career Academies which include career and technology education courses utilizing industry certification.
- OJT program that allows seniors to work off-campus part-time while still taking courses at the school during the day as well.
- Offering the PERT test which assesses post secondary readiness.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Fort Myers High School has two main CAPE academies. The Academies and their industry certification options are as follows:

Academy of Business and IT
Courses:
Administrative Assistant I & II – MS Word, MS Outlook, MS PowerPoint, MS Excel
Business Software Applications - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT NON-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT PRE-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Multimedia – Flash CS6, Photoshop CS6, Illustrator CS6
Foundations of Web Design – Dreamweaver CS6
Digital Design I, II, and III – Photoshop CS6, Illustrator CS6 InDesign
TV Production-Premier Pro
Finance Quick Books

Academy of Engineering and Design
Courses:
Engineering Technology I, II, and III – Solidworks Certificaiton
Drafting I - AutoCAD Associate Certification

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Fort Myers High School has gone to great lengths to integrate career and technical education with academic courses in order to ensure that students will be fully prepared for life after high school. All incoming freshmen take Introduction to Information Technology to help those students to become better acquainted with various Microsoft programs (e.g. Word, PowerPoint, Excel…) which they will be using during high school and beyond.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Based on the data in the High School Feedback Report, Fort Myers High School scores well above the district and state averages in almost all of the categories that are represented in the report. The area where we could most improve is increase the percentage of students taking the PERT. This would help us see our students' level of college readiness. Students can also participate in after-school tutoring sessions in various subject to perform at or above post-secondary levels.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If all staff are striving toward the utilization of high-yield literacy strategies, data-driven instruction, and continuous meaningful collaboration, then student achievement on annual assessments will increase in all content areas.

G2. If we ensure a safe quality environment for all students through the use of an effective school supervision plan, then all students will thrive academically and a positive school culture on Ft. Myers campus.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all staff are striving toward the utilization of high-yield literacy strategies, data-driven instruction, and continuous meaningful collaboration, then student achievement on annual assessments will increase in all content areas. 1a

🔑 G082816

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0
Algebra I EOC Pass Rate	34.0
Geometry EOC Pass Rate	79.0
Algebra II EOC Pass Rate	51.0
Bio I EOC Pass	82.0
U.S. History EOC Pass	88.0
4-Year Grad Rate (Standard Diploma)	100.0
CTE Industry Certification Exam Passing Rate	75.0
AP Exam Passing Rate	60.0
IB Exam Passing Rate	60.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of systemic support and training in differentiating instruction in diversified situations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Content Area Coaches

- Student Support Specialists (e.g., MTSS, ESOL, ESE)

- Chrome books

- SMART Boards

- Tutors

- District Support (PDL Specialists)

- STAR 360

- Performance Matters

-

Plan to Monitor Progress Toward G1. `8`

Collection and analysis of various student and teacher outcome data will be reviewed year round.

> **Person Responsible**
> David Larosa
>
> **Schedule**
> Biweekly, from 8/10/2016 to 5/26/2017
>
> ***Evidence of Completion***
> Teacher value-added measure data from FSA data, Checkpoint data, STAR quarterly data, content area summative data.

G2. If we ensure a safe quality environment for all students through the use of an effective school supervision plan, then all students will thrive academically and a positive school culture on Ft. Myers campus. `1a`

🔍 G082817

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	80.0
Discipline incidents	1700.0
Teacher attendance rate	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and systemic implementation of the student supervision plan by all faculty and staff.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Student Supervision Protocol

Plan to Monitor Progress Toward G2. `8`

Monitor all school related activities and aspects of the student emergency plans

> **Person Responsible**
> David Larosa
>
> **Schedule**
> Monthly, from 8/10/2016 to 5/26/2017
>
> ***Evidence of Completion***
> incident reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If all staff are striving toward the utilization of high-yield literacy strategies, data-driven instruction, and continuous meaningful collaboration, then student achievement on annual assessments will increase in all content areas. `1`

🔑 G082816

G1.B1 Lack of systemic support and training in differentiating instruction in diversified situations. `2`

🔑 B219498

G1.B1.S1 Implement ongoing professional development opportunities for all content area instructors to increase their instructional capacity in order to implement highly effective differentiated instructional strategies `4`

🔑 S231844

Strategy Rationale

Teachers will be engaged in staff development activities to allow them to deliver highly effective instructional strategies to assist their planning of classroom instruction to meet varying exceptionalities

Action Step 1 `5`

Literacy Strategy of the Month

Person Responsible

Michele Stanford

Schedule

Monthly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Sign in sheets

Action Step 2 `5`

School Wide implementation of WOW words

Person Responsible

Michele Stanford

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

WOW assessments

Action Step 3 5

Host multiple staff development opportunities that focus on the monitoring and analysis of
assessment data to inform instructional decisions and engage students in differentiated instruction
based on student needs.

Person Responsible

Misty Bernard

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

PD sign in sheets

Action Step 4 5

Monitor meaningful continuous collaboration within the individual content area PLC's to create
common lesson plans and common assessments aligned to academic standards

Person Responsible

Misty Bernard

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

PLC agenda, lesson plans

Action Step 5 5

Academic coaches will provide instructional support in the classrooms to meet the needs of all
students

Person Responsible

Michele Stanford

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

lesson plans

Action Step 6 `5`

Provide extended learning opportunities through tutoring using research-based instructional activities to serve students in need of support, credit recovery, EOC support, SAT/ACT support.

Person Responsible

Misty Bernard

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

sign in sheets

Action Step 7 `5`

Increase higher order questioning and teacher to student feedback techniques during classroom instruction.

Person Responsible

Jamie Kirschner

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Observations in Peoplesoft will focus on teacher performance in the use of differentiated instruction through structured group activities.

Person Responsible

Misty Bernard

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, PLC minutes, student products, classroom walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Participate in data meetings to discuss evidences of student academic performance.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

student academic data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will participate, inform, and monitor in PLC & collaborative planning sessions

Person Responsible

Jamie Kirschner

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administration observations, department meetings, PLC notes, grade-level lesson plans.

G2. If we ensure a safe quality environment for all students through the use of an effective school supervision plan, then all students will thrive academically and a positive school culture on Ft. Myers campus. 1

🔍 G082817

G2.B1 Lack of understanding and systemic implementation of the student supervision plan by all faculty and staff. 2

🔍 B219499

G2.B1.S1 Systemically implement the student supervision protocol to ensure students are continuously supervised on campus. 4

🔍 S231845

Strategy Rationale

To ensure that the school is safe throughout the year for all learners and conducive towards quality learning time in classroom settings.

Action Step 1 5

Provide teachers clear expectations regarding the student supervision protocols.

Person Responsible

David Larosa

Schedule

On 8/8/2016

Evidence of Completion

pre-school sign in sheets, discipline data

Action Step 2 5

Communicate to all stakeholders the strategic School Supervision Plan

Person Responsible

Jamie Kirschner

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

newsletters, websites, social media, SAC meetings minutes

Action Step 3 5

Increase faculty and staff understanding of the school supervision plan

Person Responsible

Misty Bernard

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

faculty meeting sign in sheets

Action Step 4 5

Monitor campus "hot spots" for administrative coverages

Person Responsible

Matthew Bredenkamp

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

coverage areas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will monitor daily coverage areas.

Person Responsible

Michele Stanford

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Daily coverage form

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administrators will monitor qualitative data on the student perception of their safety on campus

Person Responsible

Michele Stanford

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

survey data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 A296450	Provide teachers clear expectations regarding the student supervision protocols.	Larosa, David	8/8/2016	pre-school sign in sheets, discipline data	8/8/2016 one-time
G1.B1.S1.A1 A296443	Literacy Strategy of the Month	Stanford, Michele	8/15/2016	Sign in sheets	5/22/2017 monthly
G1.B1.S1.A2 A296444	School Wide implementation of WOW words	Stanford, Michele	8/15/2016	WOW assessments	5/22/2017 daily
G1.B1.S1.A3 A296445	Host multiple staff development opportunities that focus on the monitoring and analysis of...	Bernard, Misty	8/15/2016	PD sign in sheets	5/22/2017 quarterly
G1.B1.S1.A4 A296446	Monitor meaningful continuous collaboration within the individual content area PLC's to create...	Bernard, Misty	8/15/2016	PLC agenda, lesson plans	5/22/2017 weekly
G1.B1.S1.A5 A296447	Academic coaches will provide instructional support in the classrooms to meet the needs of all...	Stanford, Michele	8/15/2016	lesson plans	5/22/2017 daily
G1.B1.S1.A6 A296448	Provide extended learning opportunities through tutoring using research-based instructional...	Bernard, Misty	8/15/2016	sign in sheets	5/22/2017 weekly
G1.B1.S1.A7 A296449	Increase higher order questioning and teacher to student feedback techniques during classroom...	Kirschner, Jamie	8/15/2016	lesson plans	5/22/2017 quarterly
G1.MA1 M299754	Collection and analysis of various student and teacher outcome data will be reviewed year round.	Larosa, David	8/10/2016	Teacher value-added measure data from FSA data, Checkpoint data, STAR quarterly data, content area summative data.	5/26/2017 biweekly
G2.MA1 M299757	Monitor all school related activities and aspects of the student emergency plans	Larosa, David	8/10/2016	incident reports	5/26/2017 monthly
G1.B1.S1.MA1 M299751	Administration will participate, inform, and monitor in PLC & collaborative planning sessions	Kirschner, Jamie	8/10/2016	Administration observations, department meetings, PLC notes, grade-level lesson plans.	5/26/2017 weekly
G1.B1.S1.MA1 M299752	Observations in Peoplesoft will focus on teacher performance in the use of differentiated...	Bernard, Misty	8/10/2016	Lesson plans, PLC minutes, student products, classroom walkthrough data	5/26/2017 weekly
G1.B1.S1.MA3 M299753	Participate in data meetings to discuss evidences of student academic performance.	Bredenkamp, Matthew	8/10/2016	student academic data reports	5/26/2017 weekly
G2.B1.S1.MA1 M299755	Administrators will monitor qualitative data on the student perception of their safety on campus	Stanford, Michele	8/10/2016	survey data	5/26/2017 weekly
G2.B1.S1.MA1 M299756	Administration will monitor daily coverage areas.	Stanford, Michele	8/10/2016	Daily coverage form	5/26/2017 daily
G2.B1.S1.A2 A296451	Communicate to all stakeholders the strategic School Supervision Plan	Kirschner, Jamie	8/10/2016	newsletters, websites, social media, SAC meetings minutes	5/26/2017 monthly
G2.B1.S1.A3 A296452	Increase faculty and staff understanding of the school supervision plan	Bernard, Misty	8/10/2016	faculty meeting sign in sheets	5/26/2017 monthly
G2.B1.S1.A4 A296453	Monitor campus "hot spots" for administrative coverages	Bredenkamp, Matthew	8/10/2016	coverage areas	5/26/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all staff are striving toward the utilization of high-yield literacy strategies, data-driven instruction, and continuous meaningful collaboration, then student achievement on annual assessments will increase in all content areas.

G1.B1 Lack of systemic support and training in differentiating instruction in diversified situations.

G1.B1.S1 Implement ongoing professional development opportunities for all content area instructors to increase their instructional capacity in order to implement highly effective differentiated instructional strategies

PD Opportunity 1

Literacy Strategy of the Month

Facilitator

Amy Koenig

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/22/2017

PD Opportunity 2

Host multiple staff development opportunities that focus on the monitoring and analysis of assessment data to inform instructional decisions and engage students in differentiated instruction based on student needs.

Facilitator

Amy Koenig

Participants

teachers

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

G2. If we ensure a safe quality environment for all students through the use of an effective school supervision plan, then all students will thrive academically and a positive school culture on Ft. Myers campus.

G2.B1 Lack of understanding and systemic implementation of the student supervision plan by all faculty and staff.

G2.B1.S1 Systemically implement the student supervision protocol to ensure students are continuously supervised on campus.

PD Opportunity 1

Provide teachers clear expectations regarding the student supervision protocols.

Facilitator

Dave LaRosa

Participants

Faculty and staff

Schedule

On 8/8/2016

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Literacy Strategy of the Month	$0.00
2	G1.B1.S1.A2	School Wide implementation of WOW words	$0.00
3	G1.B1.S1.A3	Host multiple staff development opportunities that focus on the monitoring and analysis of assessment data to inform instructional decisions and engage students in differentiated instruction based on student needs.	$0.00
4	G1.B1.S1.A4	Monitor meaningful continuous collaboration within the individual content area PLC's to create common lesson plans and common assessments aligned to academic standards	$0.00
5	G1.B1.S1.A5	Academic coaches will provide instructional support in the classrooms to meet the needs of all students	$0.00
6	G1.B1.S1.A6	Provide extended learning opportunities through tutoring using research-based instructional activities to serve students in need of support, credit recovery, EOC support, SAT/ACT support.	$0.00
7	G1.B1.S1.A7	Increase higher order questioning and teacher to student feedback techniques during classroom instruction.	$0.00
8	G2.B1.S1.A1	Provide teachers clear expectations regarding the student supervision protocols.	$0.00
9	G2.B1.S1.A2	Communicate to all stakeholders the strategic School Supervision Plan	$0.00
10	G2.B1.S1.A3	Increase faculty and staff understanding of the school supervision plan	$0.00
11	G2.B1.S1.A4	Monitor campus "hot spots" for administrative coverages	$0.00
		Total:	$0.00