

The School District of Lee County

# North Fort Myers Academy For The Arts



2016-17 Schoolwide Improvement Plan

## North Fort Myers Academy For The Arts

1856 ARTS WAY, North Fort Myers, FL 33917

<http://nfa.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)
Combination School PK-8	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	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>.

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## 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 North Fort Myers Academy For The Arts

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.

"Academics and Arts for life long learning in a safe and caring environment"

##### b. Provide the school's vision statement.

The vision of North Fort Myers Academy for the Arts is to be a world-class school.

#### 2. School Environment

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

We have a diverse faculty and staff, School Advisory Committee, as well as parent volunteers which provide opportunity to explore multiple cultures in ways of contribution of suggestions, assistance creating/running events and also through discussion in team/parent conferences to provide input that may help in the classrooms. This offers perspectives that may otherwise have not been viewed. These instances provide unique opportunity for relationships to be built and sustained over the school year.

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

NFMAA provides a before school and after school program where students are cared for by trained professional in an educational environment where they can receive academic assistance, enrichment, and the behavior expectations are the same as they are during the school day. The students and staff are expected and do address each other in respectful tones using manners and appropriate language. Faculty and staff frequently refer to code of conduct for behavior instruction as needed to re mediate or inform. A School Safety Plan is in place and reviewed with students and staff. Safety drills are scheduled, practiced, and debriefed upon for improvement by Administration, Staff, and the School Safety Officer.

##### 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.

We are a Positive Behavior School where we focus on students making choices that are positive and in alignment with the Code of Conduct, and that would be representative of a good citizen. Students across the school in all grades are rewarded with Dragon Diamonds randomly which they can use to purchase items from the Dragon store. We also hold quarterly school wide events that students may attend if they are in good standing behaviorally. If the need arises to utilize the referral system, the process outlined in the Code of Conduct is followed to determine consequence based on infraction severity and frequency. All faculty and staff are trained on PBS.

##### 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.

On staff we have 2 full time Guidance Counselors, a full time School Safety Officer, a part time School Social Worker, a part time School Psychologist, a full time School Nurse, full time

Interventionist, a full time parent involvement specialist, and a full time Behavior Specialist. Our required professional development has trained all staff and faculty in child abuse, bullying, and warning signs. Our staff members have access to communicate with any of the social -emotional support staff and refer children as needed. We work thru our MTSS process as student needs are identified. The MTSS process allows for interventions to assist in the students need for support. We communicate frequently between family and staff as appropriate.

### 3. Early Warning Systems

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

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance is closely monitored by teachers, guidance counselors, school social worker, and Intervention Specialist. Phone calls and parent conferences are held to address concerns as they arise. Behavior is monitored through teacher/parent communication, administration, and the MTSS process as needed. Assessment/student performance is monitored by collaboration among Leadership Teams and is analyzed to provide course placement and interventions as needed by the MTSS process. Additional course time is given to those students who have not met the expectations in English Language Arts or math. Tutoring is also made available throughout the semester for those students who have not met the standards.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	1	3	2	2	6	14	44	53	43	0	0	0	0	168
Course failure in ELA or Math	1	4	9	2	4	4	0	3	4	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	7	0	0	0	0	0	0	0	0	0	7

##### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	2	3	8	15	20	29	0	0	0	0	81

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The information specialist works with administration and the social worker to identify students with excessive absences and tardies. Our Social Worker will focus on students who were absent for 18 days or more in 2016-17 school year. She will follow up with students as soon as they have 2 or more consecutive absences.

Academically, in 2016, on the ELA FSA, our student achievement levels dropped 3%, with 61% of the students being proficient. The results of the Math FSA also indicated a 2% decline with 64% of the students being proficient. Additionally, 37% of our ELA students and 34% of our math students in the

lowest 25% made a learning gain.

For the 2016-2017 school year, we have:

1. Re-focused the PLC Process- Teachers utilizing diagnostics to identify & group students.
2. Created more support for students in the lowest 25% through interventions and classroom support.
3. Implemented & trained teachers in new Phonics Program and Standards-Based Design.
4. Trained and assisted teachers in utilizing STAR Reading & Math data to identify student's needs.
5. Trained teachers in how to provide systematic interventions by grade level.
6. Utilize data wall to review where students are and will move students throughout the year.
7. Work with teachers to set classroom and grade level goals to move students.
8. Refocus MTSS & 504 processes.
9. Provide support to review groups and movement based on students' needs.
10. Celebrate success in PLC teams and implement changes as needed.
11. Teachers will utilize Fluency Probes, bell-ringers/exit tickets, and grade level assessments to progress monitor. Utilize student success folders to progress monitor individual students.

## B. Family and Community Engagement

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

### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319160>.

#### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**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.**

At NFMAA, we pursue partnerships with the surrounding businesses that have interests in building ties that support families, school, and community relationships. We ask for donations of goods that we can utilize to draw families into events that lead to stronger academic, behavioral, and Arts support between family and school.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Gunns, Andrea	Assistant Principal
Winfield, Emma	Assistant Principal
Millins, Thomas	Principal
Carley, Yasmin	Teacher, K-12
Johnson, Kim	Teacher, K-12
Taylor, Stacy	Teacher, K-12
Willis, Teresa	Teacher, K-12
Bregenzer, Margaret	Teacher, K-12
Jamison, Tiffany	Teacher, K-12
Froehlich, Peter	Teacher, K-12
West Taylo, Theresa	Teacher, K-12
Ptak, Andrea	School Counselor
Maxwell, Jan	School Counselor
Carrigan, Mariella	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 roles of each member are as follows:

#### Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder ( curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

#### Reading /Science Coach

- Attend District Team meetings
- Analyze data to identify students in need of interventions
- Coach teachers on standards-based instruction and differentiated instruction to meet students needs

#### MTSS Specialist

- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

#### Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student

contact

- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

- Monitor data collection process for fidelity

- Review & interpret progress monitoring data

- Collaborate with MTSS Team on effective instruction & specific interventions

- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate PLC Data meetings and identify student's needs

- Develop a data room in which teachers can analyze students and apply appropriate strategies to improve instruction.

instruction.

- Facilitate implementation of the MTSS problem-solving process in your building

- Provide or coordinate valuable and continuous professional development

- Assign paraprofessionals to support MTSS implementation when possible

- Attend MTSS Team meetings to be active in the MTSS change process

- Conduct classroom Walk-Thru to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Create social skills lessons

- Develop social skills groups

- Attend MTSS Team meetings

- Monitor academic progress of students

- Collaborate with teachers, MTSS person, parents & students to improve academic achievement

- Conduct social-developmental history interviews when requested by the School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions

- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team

- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested

- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork

- Conduct language screenings and assessments

- Provide ELL interventions at all tiers

**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.**

The MTSS Problem-Solving team at NFMAA meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

#### Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

#### Title II, Part A

Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

#### Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District

and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed “Backpack Programs” in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

#### Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located at various locations within the Lee County School District. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

#### Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by federal guidelines. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded federally also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Other

Periodic district level meetings with managers of all programs funded under federal funds also open lines of communication and encourage cooperation between programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Bernice Ortega	Business/Community
Jill Moreland	Teacher
Daniel Ortega	Parent
Kieran McCarthy	Parent
Laurie Babcock	Parent
Larry Ruble	Parent
Tamar Walters	Parent
Linda Verdream	Teacher
Robin Bacheller	Education Support Employee
Dr. Thomas Millins	Principal
Megan Canty	Teacher
Jessica Jimenez	Parent
Heidi Bungard	Parent
Arellano, Casey	Parent

**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*

The School Advisory Committee reviewed last year's plan and discussed targeted areas of need, growth, and development as listed, and compared those to new data showing how we progressed in those areas. This then prompted discussion as to the new areas that should be addressed this year. Administration this year outline the three major priorities of equal importance safety, academics & the arts.

*b. Development of this school improvement plan*

At the SAC meetings school and district data is presented and discussed. SAC is given the opportunity to analyze data and assess areas that need improvement. There is a question and answer portion, and drafted goals are presented. The SAC then discusses and offers opinions as to how accomplish goals. The SIP is then adjusted as changes are recommended. A vote is taken to approve the SIP.

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

The areas of focus for the SAC this year will be how to spend Title I, Title II funds, SAI funds, and A+ funds. SAC will also discuss the Parent Involvements & School Improvement Plan together.

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

Title I Funds-Additional teachers/staff, phonics program K-3, Math Program in Middle School, Thinking Maps-school-wide

Title II - \$5,000.00 - projected use is for staff development, conferences

SAI Funds- \$206,254 - projected use is 2.97 Instructional Positions, Tutoring, supplies

**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
Bregenzer, Margaret	Teacher, K-12
Carley, Yasmin	Teacher, K-12
Johnson, Kim	Teacher, K-12
Friedman, Marcia	Teacher, K-12
Froehlich, Peter	Teacher, K-12
Jamison, Tiffany	Teacher, K-12
Fortune, Debbie	Teacher, K-12
Millins, Thomas	Principal
Case, Julie	Teacher, K-12
Taylor, Stacy	Teacher, K-12
West Taylo, Theresa	Teacher, K-12
Willis, Teresa	Teacher, K-12
Winfield, Emma	Assistant Principal
Gunns, Andrea	Assistant Principal

**b. Duties**

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

- \*Encourage and support the reading process across the curriculum.
- \*Use data to drive instruction
- \*Use data to differentiate instruction and coincide with PLC's.
- \*Prepare for new Florida State Standards
- \*Promotes school wide Accelerated Reader Program

**D. Public and Collaborative Teaching**

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

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

School based Professional Learning Communities provides opportunity for teachers to collaborate on grade level or department using student data to drive differentiation in planning, assessing, and remediation. Resources that may be utilized is Performance Matters, STAR Testing, and Formative assessments. Grade levels have common planning time in order to allow the team to collaborate.

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

Administration attended Spring Recruitment Fairs at FGCU and Edison College. All new faculty members are Highly Qualified.

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

When new teachers are hired at NFMAA they are assigned a mentor to help guide the first year teacher in their first year. This includes, but is not limited to: curriculum, district & school procedures, lesson planning, and classroom management. Mentors will make time in his/her schedule to observe mentee, provide feedback, coaching, and assist with planning. New teachers also participate in Staff Development through the APPLES program. Teachers are encouraged to attend Professional Development to become mentors when training is offered in the District.

## **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.**

Faculty along with district leadership develop the Academic Plan that coincides with Florida State Standards. Core instructional programs are chosen at the district level with the collaboration of representatives from each school. The focus at the school level is to take the Academic Plan along with the standards and utilize whichever resources support the standards. The academic plans allow for a variety of options as far as resources and encourage professionals to collaborate in their PLC's as to how to differentiate instruction based on student needs to master the 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.**

Data obtained from baseline assessments in each area of focus is used to begin forming fluid differentiated instruction. Summative data will be collected into Castle through the grade level assessments administered through Performance Matters. That data will be uploaded back into Castle every night, and then merged with any (optionally entered) teacher data to give a more composite picture of standards mastery. Teachers who are tracking standard mastery via additional methods will enter the data in Castle. Teachers and Leadership analyze data on a large scale and then break it down into class data and individual data. Teachers then can formulate whole group instruction as well as small group based on individual needs. Teachers can track data on formative and summative assessments and observations. This process is very fluid, based on student needs. This process can also be used to provide differentiation for students that have mastered the standard as well as students who may need remediation.

Suggested data resources: STAR, STAR Early Literature, Grade Level Assessments, Teacher Observations; Castle.

##### **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:** 2,730

After school tutoring is provided across multiple grade levels in reading, math, and science for targeted students who are minimally below grade level according to STAR. Students are tutored in areas based on individual needs.

**Strategy Rationale**

Students who receive additional small group instruction based on areas of need will show growth.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Millins, Thomas, thomascm@leeschools.net

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

Data is collected by weekly lesson plans and reports, analyzed using STAR, Early Literacy, FSA Scores, grade level assessments, and Castle. Students are monitored to assess progress.

**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. Â§ 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.**

At NFMAA, our pre-school Open House, we conduct orientation meetings for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. They are also given a basic math assessment to include, but not limited to testing number recognition, color recognition, oral counting ability, and one to one correlations. Screening data was collected and aggregated prior to September 30,2016. Data was used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. During the beginning of the first quarter, Kindergarten students are also assessed using the FLKRS. This information assesses the readiness skills students are coming into Kindegarten with from VPK.

Kindergarten students are Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will address social interaction, school/classroom rules and appropriate social behavior in a variety of environments. Instruction will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening and assessment tools will be re-administered quarterly for reading and phonological awareness, reading placement assessments are administered and monitored every 3 weeks and per district policy, STAR Early



Literacy is administered quarterly. Data from these assessments is analyzed to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

## **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.**

Grades 6-8 offer a variety of courses ranging from multiple levels of academics to electives in the ARTS, Career, and Tech Education. Students are encouraged to order the arts classes that they enjoy or want to pursue each year and every effort is made to honor their choices. All students are scheduled based on progression criteria and state standards. Students and parents are encouraged to consult, individually or in small groups, with the administration and school counselor to select the courses most appropriate for the student's personal goals. Open houses are held at least twice a year to encourage a review of opportunities available to our students. The administration is constantly seeking courses that offer rigor and depth to the knowledge base and to expand the curriculum.

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

AIM- Arts Integration Grant promotes the use of the the Arts in the Academic classroom across all subject areas. Faculty and staff are trained in arts Integration and this allows students to see how academic is woven into all areas of life. We offer Science Fair and have a variety of career and community speakers interact with our students. The Computer, Art, Music, Dance, Physical Education and the Family and Consumer Arts classes offer career education as part of their curriculum. Real world examples are used in many of the academic classes to bring the importance of the subject matter to the students awareness. Career Education and the high school programs that can lead to career choices are shared with the 8th graders as part of the preparation for transition from 5th grade and to 9th grade. All middle school students are receiving Chrome Books for their classes this year.

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

### **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.**

## **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" 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.** During the 2016-2017 school year, NFMAA students will increase proficiency and learning.
- G2.** The school will create a safe learning environment necessary for academic and behavioral success for all students.

## 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. During the 2016-2017 school year, NFMAA students will increase proficiency and learning. 1a**

G082928

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	49.0
Math Lowest 25% Gains	47.0
Math Gains	51.0
ELA/Reading Gains	55.0
FCAT 2.0 Science Level 3	57.0
Civics EOC Pass	75.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	68.0

**Targeted Barriers to Achieving the Goal 3**

- PLC meetings aren't focused on data action plan.
- There is a current inconsistency between students academic achievement level and what we are asking our lowest 25% of students to do, understand, and know.

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

- Weekly PLC sessions focused on analyzing data and developing formative assessments.
- Developing differentiated instructional plans which focus on student needs.
- Systematic phonics instruction K-3 and intervention programs in all grades K-8.
- Progress Monitoring and PLC meetings focused on data/instruction
- Additional teachers and staff to support ESE and all students
- Parent meetings to develop plans for students to improve academic achievement
- Parent/community volunteers to assist in the school/classrooms
- Family academic nights to provide strategies for parents to work with students
- Arts integration into the academic classes
- Develop differentiated instruction that is scaffolded to meet the needs of all learners

**Plan to Monitor Progress Toward G1. 8**

Data from STAR Reports and DIBELS

**Person Responsible**

Andrea Gunns

**Schedule**

Quarterly, from 11/10/2015 to 6/14/2016

**Evidence of Completion**

Student achievement data STAR & DIBELS

**G2.** The school will create a safe learning environment necessary for academic and behavioral success for all students. 1a

G082929

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	98.0
Retained Students	10.0

**Targeted Barriers to Achieving the Goal** 3

- Disengaged parents
- students are late for school and/or leave early

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

- Feedback thru survey; PLC discussions; problem solving
- Implement engaging curriculum that is based on students' needs
- Promote PBS and focus on attendance rewards
- Inviting Parent activities and meetings where parents feel welcome

**Plan to Monitor Progress Toward G2.** 8

We will track attendance and feedback from parents on the activities/events

**Person Responsible**

Thomas Millins

**Schedule**

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

**Evidence of Completion**

Attendance sheets, Feedback from parents from evaluation forms

## 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.** During the 2016-2017 school year, NFMAA students will increase proficiency and learning. **1**

 G082928

**G1.B3** PLC meetings aren't focused on data action plan. **2**

 B219852

**G1.B3.S1** During PLC meetings teachers look at data but do not utilize the data to plan standardized instruction to meet the needs of the individual students. **4**

 S232127

### Strategy Rationale

Administration & Resource teachers responsible for creating a data room to hold PLC Meetings for teachers to analyze data, group students, and plan instruction.

### Action Step 1 **5**

PLC Data sessions

#### Person Responsible

Andrea Gunns

#### Schedule

Weekly, from 8/2/2016 to 5/23/2017

#### Evidence of Completion

PLC minute template, instructional plans, grade level interventions

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration Progress Monitoring

**Person Responsible**

Andrea Gunns

**Schedule**

Daily, from 8/3/2016 to 5/26/2017

**Evidence of Completion**

PLC Meetings, lesson plans, Classroom Observations, Assessment Results,planned interventions, and meetings to discuss results/plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The PLC meetings will be monitored through documentation and observation

**Person Responsible**

**Schedule**

Weekly, from 8/16/2016 to 5/23/2017

**Evidence of Completion**

PLC minutes, observation, formative assessments,data wall interaction

**G1.B7** There is a current inconsistency between students academic achievement level and what we are asking our lowest 25% of students to do, understand, and know. 2

B219856

**G1.B7.S1** Students have difficulty with grade level standards due to lack of mastery of basic skills in academic areas. 4

S232128

### Strategy Rationale

Administration, teachers, and staff will develop an intervention plan to remediate and strengthen basic skills through targeted interventions and scaffolded instruction

### Action Step 1 5

Grade level interventions will be implemented and additional teachers will be staffed to work with students.

#### Person Responsible

Thomas Millins

#### Schedule

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

#### Evidence of Completion

Results from STAR, Grade level assessments, grades

### Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitor and check implementation and provide follow up support

#### Person Responsible

Emma Winfield

#### Schedule

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

#### Evidence of Completion

lesson plans, observation reports, student STAR reports, grades



**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Grade/Department Level meetings & PLC meetings to collaborate and analyze results

**Person Responsible**

Andrea Gunns

**Schedule**

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

***Evidence of Completion***

Teachers & students will set goals and the documentation of the progress will be monitored weekly. PLC & data meeting minutes will be monitored.

**G2.** The school will create a safe learning environment necessary for academic and behavioral success for all students. 1

G082929

**G2.B2** Disengaged parents 2

B219858

**G2.B2.S1** Increase parent involvement in school activities & meetings 4

S232129

### **Strategy Rationale**

Improve communication between SAC, PTO, and Arts Foundation

### **Action Step 1** 5

Parent involvement specialist will create a parent data base to contact parents

#### **Person Responsible**

Thomas Millins

#### **Schedule**

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

#### **Evidence of Completion**

Data base

### **Action Step 2** 5

Parent Involvement specialist work with school's PTO, SAC, & Arts Foundation to get parents involved

#### **Person Responsible**

Thomas Millins

#### **Schedule**

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

#### **Evidence of Completion**

Sign in sheets from activities

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Administration, Parent Involvement Specialist, & Chair people from PTO, SAC, & Arts Foundation

**Person Responsible**

Thomas Millins

**Schedule**

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

***Evidence of Completion***

Meeting Minutes, Sign-in sheets, Event fliers

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Monitor attendance at events/meetings with focus group & parent involvement specialist

**Person Responsible**

Thomas Millins

**Schedule**

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

***Evidence of Completion***

Sign-in sheets, meeting minutes

**G2.B3** students are late for school and/or leave early **2**

 B219859

**G2.B3.S1** Students arrive consistently arriving late for school and leaving early **4**

 S232130

**Strategy Rationale**

Students are missing instruction by arriving late and leaving early which effects their academics.

**Action Step 1** **5**

Administration, Informational Specialist, Teachers will track attendance

**Person Responsible**

Thomas Millins

**Schedule**

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

**Evidence of Completion**

Student attendance records from Focus and sign in sheets.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Parent phone calls and meetings

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Meeting minutes, call log, attendance records.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Communicating with parents and understanding families needs.

**Person Responsible**

Andrea Ptak

**Schedule**

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

***Evidence of Completion***

Minutes of meetings with actions to support families

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M300477	Data from STAR Reports and DIBELS	Gunns, Andrea	11/10/2015	Student achievement data STAR & DIBELS	6/14/2016 quarterly
G1.B3.S1.MA1 M300473	The PLC meetings will be monitored through documentation and observation		8/16/2016	PLC minutes, observation, formative assessments,data wall interaction	5/23/2017 weekly
G1.B3.S1.A1 A296943	PLC Data sessions	Gunns, Andrea	8/2/2016	PLC minute template, instructional plans, grade level interventions	5/23/2017 weekly
G2.MA1 M300482	We will track attendance and feedback from parents on the activities/events	Millins, Thomas	8/10/2016	Attendance sheets, Feedback from parents from evaluation forms	5/26/2017 monthly
G1.B3.S1.MA1 M300474	Administration Progress Monitoring	Gunns, Andrea	8/3/2016	PLC Meetings, lesson plans, Classroom Observations, Assessment Results,planned interventions, and meetings to discuss results/plans	5/26/2017 daily
G1.B7.S1.MA1 M300475	Grade/Department Level meetings & PLC meetings to collaborate and analyze results	Gunns, Andrea	8/10/2016	Teachers & students will set goals and the documentation of the progress will be monitored weekly. PLC & data meeting minutes will be monitored.	5/26/2017 weekly
G1.B7.S1.MA1 M300476	Monitor and check implementation and provide follow up support	Winfield, Emma	8/10/2016	lesson plans, observation reports, student STAR reports, grades	5/26/2017 weekly
G1.B7.S1.A1 A296944	Grade level interventions will be implemented and additional teachers will be staffed to work with...	Millins, Thomas	8/10/2016	Results from STAR, Grade level assessments,grades	5/26/2017 daily
G2.B2.S1.MA1 M300478	Monitor attendance at events/meetings with focus group & parent involvement specialist	Millins, Thomas	8/10/2016	Sign-in sheets, meeting miutes	5/26/2017 monthly
G2.B2.S1.MA1 M300479	Administration, Parent Involvement Specialist, & Chair people from PTO, SAC, & Arts Foundation	Millins, Thomas	8/10/2016	Meeting Minutes, Sign-in sheets, Event fliers	5/26/2017 monthly
G2.B2.S1.A1 A296945	Parent involvement specialist will create a parent data base to contact parents	Millins, Thomas	8/10/2016	Data base	5/26/2017 weekly
G2.B2.S1.A2 A296946	Parent Involvement specialist work with school's PTO, SAC, & Arts Foundation to get parents involved	Millins, Thomas	8/10/2016	Sign in sheets from activities	5/26/2017 monthly
G2.B3.S1.MA1 M300480	Communicating with parents and understanding families needs.	Ptak, Andrea	8/10/2016	Minutes of meetings with actions to support families	5/26/2017 weekly
G2.B3.S1.MA1 M300481	Parent phone calls and meetings		8/10/2016	Meeting minutes, call log,attendance records.	5/26/2017 daily
G2.B3.S1.A1 A296947	Administration, Informational Specialist, Teachers will track attendance	Millins, Thomas	8/10/2016	Student attendance records from Focus and sign in sheets.	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.** During the 2016-2017 school year, NFMAA students will increase proficiency and learning.

**G1.B3** PLC meetings aren't focused on data action plan.

**G1.B3.S1** During PLC meetings teachers look at data but do not utilize the data to plan standardized instruction to meet the needs of the individual students.

### PD Opportunity 1

PLC Data sessions

#### Facilitator

Andrea Gunns, Laura Sherman, Jessica Carney

#### Participants

Teachers

#### Schedule

Weekly, from 8/2/2016 to 5/23/2017

**G1.B7** There is a current inconsistency between students academic achievement level and what we are asking our lowest 25% of students to do, understand, and know.

**G1.B7.S1** Students have difficulty with grade level standards due to lack of mastery of basic skills in academic areas.

### PD Opportunity 1

Grade level interventions will be implemented and additional teachers will be staffed to work with students.

#### Facilitator

Claire Cutting-Elementary/Lisanne Thomas

#### Participants

Elementary/Middle School teacher teams

#### Schedule

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B3.S1.A1	PLC Data sessions				\$0.00
2	G1.B7.S1.A1	Grade level interventions will be implemented and additional teachers will be staffed to work with students.				\$30,264.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1000	120-Classroom Teachers	0601 - North Fort Myers Academy For The Arts			\$22,023.00
<i>Notes: Really Great Reading Company Training &amp; Curriculum \$22,023.00</i>						
	1000	120-Classroom Teachers	0601 - North Fort Myers Academy For The Arts	Title I, Part A		\$8,241.50
<i>Notes: Thinking Maps Training and Curriculum \$8241.50</i>						
3	G2.B2.S1.A1	Parent involvement specialist will create a parent data base to contact parents				\$0.00
4	G2.B2.S1.A2	Parent Involvement specialist work with school's PTO, SAC, & Arts Foundation to get parents involved				\$0.00
5	G2.B3.S1.A1	Administration, Informational Specialist, Teachers will track attendance				\$4,788.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1000	120-Classroom Teachers	0601 - North Fort Myers Academy For The Arts	Title I, Part A		\$4,788.00
<i>Notes: Second Step Curriculum for 6th Grade Success Class \$4788.00</i>						
					<b>Total:</b>	<b>\$35,052.50</b>