

South Fort Myers High School



2016-17 Schoolwide Improvement Plan

South Fort Myers High School

14020 PLANTATION RD, Fort Myers, FL 33912

<http://sfm.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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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 South 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.

To prepare all students to successfully enter the world of work and/or further their education by challenging them with rigorous academic and technical studies.

b. Provide the school's vision statement.

To inspire students to be life-long learners through rigor and relevance.

2. School Environment

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

The school utilizes Parent/Student Contact Information sheets when students are enrolled. The teachers and staff have created surveys and assignments utilized to identify cultures and experiences. Once the cultures have been identified, lessons and events of appreciation showcasing the various are represented.

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

South Ft. Myers ensures a safe environment for the students by ensuring that security, administration, and teachers are always visible. All staff and students have read and received the District Code of Conduct, which clearly states the rules, regulations and expected behaviors on campus. The consequences are also clearly identified. The classroom doors are locked, as well as all exterior doors to the building. All visitors must be signed in and identification verified at the front desk. The school has an SRO in the building at all times. As a whole, the students are treated as family and personal respect is paramount.

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.

As a school, we follow a cohesive Code of Conduct as stated above. All teachers are posted at their classroom doors to monitor student safety and welcome them to their class. Students are actively engaged in Bell to Bell instruction. School rules and expectations are clearly posted in every classroom and in the common areas. There is a discipline plan for behaviors that is all encompassing from minor issues such as tardies to major student altercations. The entire staff is trained to recognize and react to situations and know whom to contact if there's a guidance or safety issue that cannot be handled at their level of expertise or job description. Staff have been trained in Restorative Justice and all behaviors are logged into Castle. This allows us to track student behavior.

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.

South Ft. Myers HS has an extensive Guidance and ESE department with highly trained professionals available for students and staff. The staff has been trained to refer the student to the correct individual best suited to support the student's emotional needs. The students have mentors

and counseling available whenever needed, student focus is an immediate priority. The staff is constantly collaborating to ensure that input is complete for all students that are in need of services. We have Leadership classes that offer opportunities for students to mentor one another with properly trained counselors as the facilitators.

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.

Our Intervention Specialist closely monitors the school's early warning system. Using Castle and teacher/staff recommendations, the IS meets with students on a regular basis who showcase behaviors and evaluates regularly.

Absence Rate
All Day Absence
Credits Earned
Course Related Failures
Discipline
Reading/Math scores
Unweighted GPA
Mobility
Retention

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

If a student is habitually absent he or she is referred to the school counselors and social worker to identify the underlying causes for the absences. Once they have been identified the initial step is to reach out to the student and their families in order to create an action plan enabling the student to succeed academically. Parent Conferences are set with the Principal, counselors, and AP's to discuss academics and the path to graduation. When students are disciplined they meet with an administrator and other school professionals as necessary to discuss the behaviors and actions that the student has chosen. All of the students discipline records are tracked and monitored

electronically. The data allows us to not only keep and maintain accurate records, but to ensure that we are preventing any future disciplinary actions. If the students are spending their time being disciplined they are missing educational opportunities. In addition to these remedies we are fully utilizing current MTSS and Restorative Behavior strategies.

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?

No

1. PIP Link

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

2. Description

Parents are invited to all School Advisory Council meetings, Athletic Booster meetings, and specialized club meetings. Our goal is to have more parents actively involved throughout the school day, tutoring students and assisting teachers.

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.

The school is constantly inviting the local community to school sponsored events such as the aforementioned. We are fortunate to be located in a community that has a tremendous wealth of families and businesses surrounding our school. The community is encouraged to participate and create internships for our students and staff. South Fort Myers HS is an Academy HS therefore community involvement is paramount. Our parent involvement specialist is habitually networking and reaching out to the local community in an effort to build and continue fostering relationships that are mutually beneficial. We want to know what the community is seeking from our graduates in addition to an excellent academic education. We realize that these partnerships are vital to the academic success of our students.

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
Mathews, Edward	Principal
Mitchell, Samone	Assistant Principal
Potter, Mary Jo	Instructional Coach
Demming, Allison	Assistant Principal
Dutton, Sarai	Teacher, Adult
Kepler, Shelley	Assistant Principal
pease, charles	Assistant Principal
Wilkie, Steven	Teacher, Adult
Deinhart-Mackay, Staci	Teacher, Adult
Rubenstein, Lindsay	Teacher, Adult
Mazza, Bonnie	School Counselor
Gunnels, Katrina	

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, EOC, FSA, and/or FCAT scores, work samples, anecdotal) 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 or Math Coach/Specialist

- Attend MTSS Team meetings
- 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

Principal/Assistant Principal

- 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-Throughs to monitor fidelity
- Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators
 - Schedule and attend MTSS Team meetings
 - Maintain log of all students involved in the MTSS process
 - Send parent invites
 - Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - 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
- 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 South Ft. Myers High School meets on an as-needed basis to analyze school and/or student progress data. They 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. A small team was trained in Restorative techniques and brought the training back to the school staff. During pre-school week, staff were trained the RJ process heavily relying on building relationship with students. The Intervention Specialist continually meets with staff members to assist in the process.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarai Dutton	Teacher
Allison Demming	Teacher
Janet Hildebrand	Parent
Kelly McClenthen	Parent
Joan Downen	Parent
Shemariah Dixon	Education Support Employee
Juliette Del Valle	Student
Brenda Rivera	Parent
Joseph Mobley	Parent
Vicky Jones	Parent
Wilmaris Ocasio	Parent
Ed Mathews	Principal
Robin Kull	Parent
Christopher Dutton	Business/Community
Aryanna Raskin	Student
Laura Blanchard	Parent
Yolaine Martin	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

SAC reviewed and approved last year's SIP goals and progress made on the goals. Mini grants requested by teachers were reviewed carefully and money was dispersed for items that directly related to the SIP.

b. Development of this school improvement plan

The first SAC meeting was held on September 12, 2016 at 6pm, The SIP was discussed and the vision and mission was given by the Principal. The SAC reviewed, gave feedback, and approved the SIP goals by October 12, 2016. At a future meeting, they will give their approval of the finished plan including strategies to ensure goals are met. After clarification on last years results, all were in favor.

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

SAC helps determine how school improvement funds are dispersed. SAC members were given the opportunity to provide recommendations for expenditures. They will also bring ideas to future SAC meeting to ensure student achievement. Teachers have the option to write school related grants that the SAC will review and approve/deny during future meetings.

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

All funds acquired will be used for support of teaching and learning and align to the SIP.

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
Mathews, Edward	Principal
Mitchell, Samone	Assistant Principal
Alexander, Deborah	Teacher, K-12
Bailey, Nicole	Teacher, Career/Technical
Dozier, Jeanne	Teacher, K-12
Jeffcott, Cynthia	Instructional Media
Mates, Angela	Teacher, Career/Technical
Mazza, Bonnie	School Counselor
Sabiston, Gina	Teacher, Career/Technical
Spurrier, James	Teacher, K-12
Strange, Robyn	Teacher, K-12
Edwins, Cathy	Teacher, K-12
Fishtorn, Regina	Teacher, K-12
Dutton, Sarai	Teacher, K-12
Wallis, Petra	Other
Williams, Reiner	Other
Potter, Mary Jo	Instructional Coach
Morris, Kati	Teacher, K-12
Jablonski, Jeff	Teacher, K-12
Baran, Nicole	Teacher, K-12
Demming, Allison	Assistant Principal

b. Duties

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

- 1) Every teacher on campus will be considered a Literacy teacher.
- 2) Every teacher will incorporate reading strategies in their lesson plans.
- 3) Data will be analyzed (STAR Reading) to help increase student achievement. Students will have goals to reach. If a student reaches their personalized goal, they will receive a STAR Card which gives them the opportunity for treats and classroom privileges.

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.

South Fort Myers HS has made common planning a priority. All teachers within in the same department teaching the same course will have common planning to collaborate and create effective lesson plans, as well as summative and formative assessments based upon data driven results both internally and externally from nationally accredited resources. South Ft. Myers HS also has four academic coaches that are available to assist in planning, teacher support, data dissemination, lesson application and presentation. We also have an extensive ESE and ESOL Department to ensure that all students and staff have an opportunity to flourish.

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

Peer teachers and an administrator are assigned to mentor, coach, and plan with new teachers to the profession and to the building. There are quarterly meetings as a whole group and monthly check-ins with peer teachers. The Assistant Principal, Samone Mitchell, oversees the process.

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

We provide mentoring to teachers new to the district and new teachers to the profession through the APPLES program. This is a year-long program that provides coursework, mentor observations, administration observations, and master teacher follow-up as needed. New teachers are helped to adapt to their new environment quickly and helped to develop the teaching skills they need to be effective with today's students.

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.

South Ft. Myers HS is in compliance with all federally and state mandated education laws. Teachers, administrators, paraprofessionals, and all personnel that are involved in the direct and indirect instruction of our students attend mandatory training's and in-services. All of the textbooks and technology have been replaced with the most current state adopted standards, ensuring that it satisfies the needs of students and is compliant with the governing bodies' mandates. Our course work and materials are aligned to the Florida State Standards, where teachers follow academic plans set forth by the district with the focus of student learning and achievement.

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.

Once the data is broken down based upon the Florida State Standards to ensure teachers are successfully educating their students, South is fully utilizing Star Data, Performance Matters and CASTLE to assist in the evaluation of the data. Once the area of improvement have been identified, the administration and coaches will devise a plan and strategies to be presented to the staff as in-service on a monthly basis. Once the strategies have been presented to the staff, they are monitored

to ensure that the desired goal is being achieved, and if not, the strategies are modified with continual monitoring. South has have implemented afterschool tutoring in addition to our co-teaching model, Critical Thinking Skills courses, Mathematics for College Readiness course, and English IV College Prep for Seniors course. Students have the opportunities to enroll in remedial classes and meet with coaches and counselors to ensure their academic success.

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: 9,540

SFMH's plan is designed to keep students in the classroom as well as offer time outside of the normal school hours for additional learning and preparation. Students have the opportunity after school to complete homework, make-up assignments, and/or work on computer-based programs as E20/20 credit retrieval. There are after school tutors that are available for reading, math, and science. The E20/20 instructor is available after school to offer additional time for the students to work on obtaining their credits.

Strategy Rationale

South Ft. Myers HS rationale is to ensure that all students have ample instructional time during the school day and as well as after normal hours. The tutoring and mentoring programs at SFMS offers the students every conceivable method to succeed.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Potter, Mary Jo, maryjp@leeschools.net

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

Data is collected and analyzed through attendance records, grade reports, and behavioral data such as student discipline referrals.

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.

All freshmen are enrolled in the Introduction to Information Technology course which allows them to be introduced to the HS expectations and norms, as well as earn the on-line credit necessary for graduation. In this course the students are required to participate in AVID strategies, maintain an AVID binder, and utilize their agendas for HW and all activities. Students are activity creating personal and academic goals and discussing them with their teachers and revisiting and creating new goals on a weekly basis. The students are encouraged to join extracurricular activities and strive for our academic success programs such as Renaissance, NHS, and higher level courses, including honors, Dual Enrollment and AP Capstone. These strategies are introduced in freshmen year and

practiced throughout the upper classmen as well. As juniors and seniors the students participate in College, FAFSA evenings and class parent meetings where parents are encouraged to attend.

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.

Students are split between five guidance counselors who meet with all grade levels via their English classes to address credit, grade, and graduation concerns. Administration is split by grade level which allows for a better understanding of their specific student needs. At least once per week, colleges, universities, or technical schools visit our campus to address student enrollment. Our school is an academy high school for Career and Technology, and all students are encouraged to participate in one three-year academy program.

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

The school follows the district and state plan for incorporating combined, applied, and integrated courses in the core content areas. These courses are led by highly qualified teachers who work in common goal teams to create common assessments based on the Florida State Standards. Teammates plan instruction and assessment in unison and examine performance data for reteaching and retesting. The goal is for students to master the skills necessary to advance to accelerated courses. Programs include Medical: Allied Health, Certified Nursing, Veterinary, Public Service: Journalism, TV production, Yearbook, Fire Fighting, Criminal Justice, Automotive, Drafting, Business: Finance, Digital Design, and Military Science Leadership.

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

The school has implemented a Critical Thinking Skills course for juniors and seniors. The majority of senior students are enrolled in Mathematics for College Readiness and English IV College Prep in order to become college and career ready. Our school offers SAT testing and regularly enrolls students in ACT testing at locations of close proximity. ACT and SAT test-taking strategies are incorporated into all junior and senior level core classes.

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.

South Ft. Myers HS has researched the information based upon the report for our school, district, and the state. Our data trends and analysis guides the decisions that we have made in the past, guided us to the present, and will move us forward efficiently and effectively. We have incorporated new courses of study and hired and trained additional personnel. Our trend is moving in a positive direction with enrollment in advanced courses such as Dual Enrollment, Advanced Placement and Honors steadily increasing. In 2015-2016, we applied for AP Capstone certification. South Ft. Myers HS also has more students earning Industry certifications and attaining scholarships such as Florida Bright Futures and Gold Seal. Due to the strategies that have been implemented in the previous section these are the results.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase by providing engaging and rigorous instruction over the Florida Standards.
- G2.** To ensure each student at South Fort Myers is provided with a safe and healthy learning environment that provides a place of belonging, wellness and security.

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. Student achievement will increase by providing engaging and rigorous instruction over the Florida Standards. 1a

G082935

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
ELA/Reading Gains	40.0
ELA/Reading Lowest 25% Gains	33.0
FSA Mathematics Achievement	30.0
Math Gains	35.0
Math Lowest 25% Gains	40.0
Bio I EOC Pass	55.0
U.S. History EOC Pass	55.0

Targeted Barriers to Achieving the Goal 3

- Student deficiency in math, reading and English along with student motivation that hinder grade level performance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- PLC's
- Castle
- STAR
- Teacher Leaders
- School-wide strategies
- Bilingual staff

Plan to Monitor Progress Toward G1. 8

Student STAR data will show learning gains

Person Responsible

Shelley Kepler

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

STAR reports, proficiency on standards.

Plan to Monitor Progress Toward G1. 8

Weekly PLC attendance where common assessment performance data will be reviewed.

Person Responsible

Shelley Kepler

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

FOCUS gradebook, PLC minutes, In-service record report, CASTLE lesson plans, assessment results

G2. To ensure each student at South Fort Myers is provided with a safe and healthy learning environment that provides a place of belonging, wellness and security. 1a

G082936

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	145.0
Attendance rate	94.5

Targeted Barriers to Achieving the Goal 3

- Previous unresolved student issues with family, community and other peers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Watch Dogs
- Security
- Intervention Specialist
- Administration
- School Counselors
- Social Worker
- Community Outreach

Plan to Monitor Progress Toward G2. 8

We will know that we have provided a safe and healthy learning environment when there is a decrease in negative discipline incidents and an increase in attendance.

Person Responsible

Allison Demming

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Discipline data, attendance data

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

 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase by providing engaging and rigorous instruction over the Florida Standards. 1

G082935

G1.B3 Student deficiency in math, reading and English along with student motivation that hinder grade level performance 2

B219888

G1.B3.S1 Teachers will meet in PLC's on a weekly basis to analyze performance data in order to track student growth and deficit areas and plan differentiated instruction. 4

S232143

Strategy Rationale

Through collaborative examination of data and student work, teachers will be better prepared to differentiate instruction based on student needs. Leadership will participate in weekly PLCs to support the process.

Action Step 1 5

Differentiating instruction using STAR data and Compass Learning based on prior student performance data.

Person Responsible

Shelley Kepler

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Lesson plans, including Compass Learning and school-wide strategies

Action Step 2 5

Teachers will track data on their data walls and in student data folders

Person Responsible

Gina Sabiston

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Choosing excellence and admin walk thru; display of data wall and data folders

Action Step 3 5

Development of common assessments through subject area and grade level Professional Learning Communities and common planning

Person Responsible

Shelley Kepler

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

In-service reports, meeting minutes, common lesson plans, common assessment results

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

Review of lesson plans, observations, and teacher feedback/reflections

Person Responsible

Shelley Kepler

Schedule

Biweekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Lesson plans tracked/noted in Castle, District classroom walk-thru app, Calendar invites for teacher conferences

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

Choosing excellence CWT and/or choosing excellence professional development

Person Responsible

Gina Sabiston

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Choosing excellence team feedback, data wall, data folders, In-service records

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

Administration and/or teacher leader presence in professional learning communities

Person Responsible

Edward Mathews

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Administration/teacher leader names will be included in the meeting notes.

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

We will know if students are becoming proficient/making learning gains by using STAR data and monitoring their personal bucket goals.

Person Responsible

Shelley Kepler

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Student STAR data entered into CASTLE and/or Compass Learning will show learning. Increase in number of students receiving STAR cards (showing movement in buckets)

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

We will know if students are proficient/making learning gains by using end of course state assessments

Person Responsible

Shelley Kepler

Schedule

On 5/19/2017

Evidence of Completion

Assessment data and school grade points

G2. To ensure each student at South Fort Myers is provided with a safe and healthy learning environment that provides a place of belonging, wellness and security. 1

G082936

G2.B1 Previous unresolved student issues with family, community and other peers 2

B219889

G2.B1.S1 Provide a learning climate that is safe, welcoming, stimulating and nurturing to all students through the Restorative Justice Initiative. 4

S232150

Strategy Rationale

By taking the time to mediate with the students, we can determine the underlying issues that cause the unwanted behaviors.

Action Step 1 5

A selected team will attend the District's Restorative Justice Training.

Person Responsible

Katrina Gunnels

Schedule

On 6/23/2016

Evidence of Completion

In-service report, training and google classroom materials

Action Step 2 5

The Restorative Justice Team created the South Fort Myers action plan.

Person Responsible

Katrina Gunnels

Schedule

Daily, from 6/27/2016 to 7/1/2016

Evidence of Completion

Intervention Steps, Google Classroom

Action Step 3 5

The team trained all teachers with RJ practices during the preschool in-service.

Person Responsible

Katrina Gunnels

Schedule

On 8/8/2016

Evidence of Completion

Teacher sign-in, PowerPoint presentation

Action Step 4 5

South will continuously reinforce Restorative Justice Practices by providing alternative interventions.

Person Responsible

Katrina Gunnels

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Castle tracking, intervention specialist notes, discipline data

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

Due to the implementation of interventions, school leadership will monitor the change in school culture.

Person Responsible

Edward Mathews

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Castle tracking of interventions, discipline data, amount of prize tickets/participation in activities

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

We will know if we have provided a learning climate that is safe, welcoming, stimulating and nurturing to all students when there is a decline in out of school suspensions.

Person Responsible

Allison Demming

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Castle tracking, discipline 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 A296987	A selected team will attend the District's Restorative Justice Training.	Gunnels, Katrina	6/22/2016	In-service report, training and google classroom materials	6/23/2016 one-time
G2.B1.S1.A2 A296988	The Restorative Justice Team created the South Fort Myers action plan.	Gunnels, Katrina	6/27/2016	Intervention Steps, Google Classroom	7/1/2016 daily
G2.B1.S1.A3 A296989	The team trained all teachers with RJ practices during the preschool in-service.	Gunnels, Katrina	8/8/2016	Teacher sign-in, PowerPoint presentation	8/8/2016 one-time
G1.MA1 M300548	Student STAR data will show learning gains	Kepler, Shelley	8/10/2016	STAR reports, proficiency on standards.	5/19/2017 quarterly
G1.MA2 M300549	Weekly PLC attendance where common assessment performance data will be reviewed.	Kepler, Shelley	8/10/2016	FOCUS gradebook, PLC minutes, In-service record report, CASTLE lesson plans, assessment results	5/19/2017 weekly
G2.MA1 M300552	We will know that we have provided a safe and healthy learning environment when there is a decrease...	Demming, Allison	8/10/2016	Discipline data, attendance data	5/19/2017 daily
G1.B3.S1.MA1 M300543	We will know if students are becoming proficient/making learning gains by using STAR data and...	Kepler, Shelley	8/10/2016	Student STAR data entered into CASTLE and/or Compass Learning will show learning. Increase in number of students receiving STAR cards (showing movement in buckets)	5/19/2017 quarterly
G1.B3.S1.MA5 M300544	We will know if students are proficient/making learning gains by using end of course state...	Kepler, Shelley	8/10/2016	Assessment data and school grade points	5/19/2017 one-time
G1.B3.S1.MA1 M300545	Review of lesson plans, observations, and teacher feedback/reflections	Kepler, Shelley	8/10/2016	Lesson plans tracked/noted in Castle, District classroom walk-thru app, Calendar invites for teacher conferences	5/19/2017 biweekly
G1.B3.S1.MA2 M300546	Choosing excellence CWT and/or choosing excellence professional development	Sabiston, Gina	8/15/2016	Choosing excellence team feedback, data wall, data folders, In-service records	5/19/2017 quarterly
G1.B3.S1.MA4 M300547	Administration and/or teacher leader presence in professional learning communities	Mathews, Edward	8/10/2016	Administration/teacher leader names will be included in the meeting notes.	5/19/2017 weekly
G1.B3.S1.A1 A296984	Differentiating instruction using STAR data and Compass Learning based on prior student performance...	Kepler, Shelley	9/19/2016	Lesson plans, including Compass Learning and school-wide strategies	5/19/2017 monthly
G1.B3.S1.A2 A296985	Teachers will track data on their data walls and in student data folders	Sabiston, Gina	8/10/2016	Choosing excellence and admin walk thru; display of data wall and data folders	5/19/2017 quarterly
G1.B3.S1.A3 A296986	Development of common assessments through subject area and grade level Professional Learning...	Kepler, Shelley	8/10/2016	In-service reports, meeting minutes, common lesson plans, common assessment results	5/19/2017 weekly
G2.B1.S1.MA1 M300550	We will know if we have provided a learning climate that is safe, welcoming, stimulating and...	Demming, Allison	8/10/2016	Castle tracking, discipline data	5/19/2017 daily
G2.B1.S1.MA1 M300551	Due to the implementation of interventions, school leadership will monitor the change in school...	Mathews, Edward	8/10/2016	Castle tracking of interventions, discipline data, amount of prize tickets/ participation in activities	5/19/2017 daily
G2.B1.S1.A4 A296990	South will continuously reinforce Restorative Justice Practices by providing alternative...	Gunnels, Katrina	8/10/2016	Castle tracking, intervention specialist notes, discipline data	5/19/2017 daily

V. Professional Development Opportunities

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

G1. Student achievement will increase by providing engaging and rigorous instruction over the Florida Standards.

G1.B3 Student deficiency in math, reading and English along with student motivation that hinder grade level performance

G1.B3.S1 Teachers will meet in PLC's on a weekly basis to analyze performance data in order to track student growth and deficit areas and plan differentiated instruction.

PD Opportunity 1

Differentiating instruction using STAR data and Compass Learning based on prior student performance data.

Facilitator

TIF

Participants

All faculty

Schedule

Monthly, from 9/19/2016 to 5/19/2017

PD Opportunity 2

Development of common assessments through subject area and grade level Professional Learning Communities and common planning

Facilitator

Administration and Teacher Leadership

Participants

All faculty

Schedule

Weekly, from 8/10/2016 to 5/19/2017

G2. To ensure each student at South Fort Myers is provided with a safe and healthy learning environment that provides a place of belonging, wellness and security.

G2.B1 Previous unresolved student issues with family, community and other peers

G2.B1.S1 Provide a learning climate that is safe, welcoming, stimulating and nurturing to all students through the Restorative Justice Initiative.

PD Opportunity 1

A selected team will attend the District's Restorative Justice Training.

Facilitator

Katrina Gunnels

Participants

All Instructional Faculty

Schedule

On 6/23/2016

PD Opportunity 2

The team trained all teachers with RJ practices during the preschool in-service.

Facilitator

Gunnels, Potter, Demming, Mitchell

Participants

All faculty

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.