

The School District of Lee County

North Fort Myers High School



2016-17 Schoolwide Improvement Plan

North Fort Myers High School

5000 ORANGE GROVE BLVD, North Fort Myers, FL 33903

<http://nfm.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	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	0
Technical Assistance Items	0
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 North 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.

North Ft. Myers High School's mission is to guide students in a purposeful and challenging direction and to inspire mastery of skills for lifelong success.

b. Provide the school's vision statement.

North Ft. Myers High School will prepare every student for success.

2. School Environment

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

At North Fort Myers High School, we believe communication is the key to building relationships between teachers and students. Thus, each teacher is encouraged to personally contact the family of each assigned student at the start of the year to set the tone for a positive relationship. In addition to personal phone contacts and conferences scheduled as needed, Parentlink is utilized as a primary source of communication, informing parents of successes and/or difficulties students' are experiencing. It is also our policy that parents of students who are struggling academically are notified every three weeks with suggestions and strategies for improvement provided.

Our teachers and staff also receive training in relationship-building and how to create and maintain connections with our students and their families. Castle, a comprehensive, district-supported data base, provides a plethora of information that assists in the understanding of students' academic and behavioral histories. This allows teachers to learn a tremendous amount of information before students walk into their classrooms. This oftentimes serves as a starting point in building those valuable relationships.

In addition to historical data about students, current data is input on a daily basis, simplifying the lines of communication for each adult who comes into contact with a specific student. Information regarding absences, tardies, discipline issues, counselor observations/concerns/contacts, grades, conferences with students, parent contacts, schedule changes, and even more are input and immediately available so that other staff members can support students and follow up, as is appropriate. These steps work together to build a positive culture of concern for the well-being of each student attending North Fort Myers High School.

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

North Fort Myers High School has a reputation for being a beautiful, inviting and safe campus. We ensure safety protocols are in place and practiced by all. Gates are closed during school hours and security officers are responsible for monitoring who comes on or leaves campus. Sign-in/sign-out procedures are in place and followed by all staff and students.

In addition, members of the administrative team are visible in the halls before and after school, during class transitions and throughout the day as they conduct classroom walk-throughs, perform observations, and provide supervision in the cafeteria during breakfast and lunch times.

We have many extra-curricular offerings and athletic activities to provide students with a well-rounded education and close adult supervision continues throughout the extended day, making these activities possible.

Students have a sense of self worth, feel safe and are respected through the policies set in place and continuous actions of adults on our campus.

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.

North Fort Myers High School cultivates a culture of respect. Students are expected and held accountable for showing respect for themselves, other students, adults and the campus. Class meetings are held at the start of each school year to emphasize and remind students of these expectations. Teachers adhere to the schoolwide behavioral plan, providing learning opportunities that keep students actively engaged, keeping disciplinary incidents to a minimum.

In the event of an incident, teachers conference with students, change seating assignments, make parent contact and/or remove the student for a short time into a peer's classroom. When it is deemed necessary for a student to be removed from the classroom setting to limit the disruption to other learners, an adult escort is utilized. Students spend the determined amount of time in the Corrective Action Center, reflecting on his/her choices. Following a conference with a member of administration, a student may be asked to write a note of apology to the offended teacher/class, to make an action plan to avoid further problems, required to serve a period of time-out, and so forth, and a parent contact is always initiated. Noticeable improvement and/or change of behavior on future days is shared with parents in a follow-up contact.

New staff members are trained on these procedures at the start of each school year and details are available in the staff handbook for reference by all.

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.

Our school counselors dedicate themselves to building positive relationship with our students and work diligently to meet the social, academic and emotional needs of each student. Our student body is divided into fourths and one of four counselors is assigned to each group. A fifth counselor is dedicated to career/college advisement and assistance with scholarships. Counselors meet with seniors at a scheduled time each fall to conduct credit checks but counselors are available to all students upon request. With the introduction of Chromebooks in 2016, the request to see a counselor is now streamlined and completed electronically.

We also have a very hands-on social worker who works closely with teachers, tracking and communicating with truant students, mentoring as needed, and assisting students in securing outside resources when necessary.

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.

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	0	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	0
Level 1 on statewide assessment	0	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.

We have many early warning systems in place for attendance, grades, test scores and behavior incidences. Our attendance secretary pulls excessive absences bi-weekly and sends a report to the social worker, who in return, meets with each student to discuss the excessive absences and possible cause.

Discipline information is gathered, within Castle and displayed, including in-school suspensions, out of school suspensions, detentions, referrals, parent contacts, all on a single page so it is easy for a teacher or administrator to look up information about a student when meeting with parents or conferencing with the students themselves.

Every two weeks, administration runs reports based on course failures by each teacher. Teachers are responsible for contacting any students with a D or F every 3 weeks to keep the percentage of course failures at a minimum. Administration also keeps a close eye on seniors with a GPA of a 2.0 or lower. The list of students is divided among the administrative staff to ensure relationships and close monitoring.

If a student received a Level 1 on a standardized English Language Arts exam, they are placed in an Intensive Reading class or a double block of an Intensive Reading class. Students who received a Level 1 or Level 2 on an EOC Algebra exam are enrolled in an Intensive Math class.

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

We hold an Open House each year before school starts, providing an opportunity for families to meet their child's teachers, to experience the school's culture, to learn about the curriculum, to become aware of the mission and vision and to provide an opportunity for parents to share insight with staff regarding their child(ren).

Each teacher provides expectations of student achievement, behavior and explains ways families can support their learners at home.

We have a new and improved website design, providing a plethora of information about events and resources available at North Ft. Myers High School. Parents are encouraged to volunteer and the application, as well as current opportunities, are posted and updated regularly.

Also new for 2016, a news update is being emailed to each family weekly, providing current happenings and relevant news from North Ft. Myers High. This is an initiative based on parent feedback at an earlier SAC meeting.

The School Advisory Council (SAC) meets quarterly and the principal and her designee keep the parent group informed of many aspects of their children's education. Parents are kept abreast of school grade assignment, goals, and are asked to provide input into the School Improvement activities and expenditures of School Improvement funds. Parent trainings are offered based on formal and informal needs surveys.

We host and invite families to various academic trainings and other events, including, but not limited to AICE Information Night, Financial Aid Night, Art and Media Programs, Red Carpet Knight (recruitment of incoming 8th graders each January), Digital Knight (showcase of digital design accomplishments of students).

Our mission is to prepare students for lifelong success through academics, but also to get involved in extracurricular activities. Oftentimes, these events increase family involvement. Seventy-five percent of our teachers are involved with students in some type of extracurricular activity which serves to enhance positive student/teacher relationships outside of the classroom as well.

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.

This is the second year of our Red Knight Foundation, a non-profit organization comprised of school leaders, community members and business partnerships. Substantial fundraisers are organized by this group and all money secured is dedicated to academic initiatives, extracurricular activities, athletic needs and/or campus improvements. In addition, grants for classroom initiatives are awarded to a number of individual teachers annually.

North Ft. Myers High School has a partnership with the local Rotary Chapter. Students and staff are invited to and attend weekly and monthly meetings, sharing ideas and projects while supporting the Rotary's initiatives and gaining knowledge from the members. In addition, the Rotary Organization offers scholarships to qualifying seniors of North High each spring.

An alumni association has been formed to join previous classes from North with current students and staff. Once we gather a high number of participants, a monthly newsletter will be created and sent out to advertise events and news about the school.

Through our Student Government Association and various other clubs, local businesses oftentimes contribute food, money, and prizes upon request. These businesses are recognized in our quarterly Knightly Newspaper that is mailed to each student's home.

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
Marks, Joy	Assistant Principal
Drake, John	Assistant Principal
Diggs, Debbie	Principal
McKeever, Douglas	Assistant Principal
Molloy, Adam	Teacher, K-12
Wiley, Patty	Teacher, K-12
Wray, Laurie	Teacher, K-12
Curls, Jennifer	Teacher, K-12
Sushil, Mike	School Counselor
Curls, Jacqueline	Teacher, K-12
Cook, Susan	Teacher, K-12
Rigdeo, Jeremy	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 School Leadership Team (SLT) meets monthly to discuss items related to teaching and learning and to make relevant decisions so information can be communicated to all stakeholders in a timely fashion.

Each administrative member of the SLT has been assigned content-specific departments in which to serve as an instructional leader. He/she is responsible for monitoring, observing, and coaching teachers within the assigned departments.

Each department chairperson of the SLT is responsible for serving as a liaison for the information and for working in a collaborative manner to share best practices, providing coaching, mentoring, and leadership to his/her respective department members.

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.

School Leadership Team

During or prior to the monthly Leadership Team meetings, the Department Heads communicate personnel, instruction, and curriculum needs specific to their specific content areas. Together, the SLT evaluates these needs, identifying needed and available resources, making the best possible decisions for the progression of students' learning.

Additionally, the SLT regularly reviews program offerings and data from related tests, including AICE, Arts, and Media certifications, ensuring the most rigorous programs of study are available to the

appropriate students.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. 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. 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.

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.

Career and Technical Education

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debbie Diggs	Principal
Karen Crompton	Parent
Steve Casolino	Teacher
Susan Cook	Teacher
Michelle Stewart	Principal
Taylor Nation	Student
Jamie Crompton	Student
Bernice Ortega	Parent
Sindia Perez	Parent
Ana Cole	Parent
Ken Boyd	Parent
Cindy Goldstein	Parent
Jim Meers	Education Support Employee
Patrick Crissy	Business/Community

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 Council (SAC) reviewed the 2015-2016 School Improvement Plan (SIP) on 9/7/16 and reviewed progress made towards the goals, as well as professional development initiatives and expenditures of school improvement funds in 2016. The principal shared that the District will require one academic goal and one safety-related goal for the 2017 SIP.

b. Development of this school improvement plan

At the September SAC meeting, data was presented regarding the recently assigned school grades and areas targeted for improvement were identified by SAC members. Members were encouraged to ask questions and to make suggestions on future goals and strategies in developing the SIP for 2016-2017. Since this group meets quarterly, the need to convene in between scheduled meetings in order to review and approve the 2017 SIP was discussed.

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

SAC is involved in the discussion and approval of school improvement fund expenditures and this occurs at regularly scheduled SAC meetings.

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

No funds will be used.

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
Curls, Jacqueline	Teacher, K-12
Bucher, Tiffany	Teacher, K-12
Marks, Joy	Teacher, K-12
Skinner, Lisa	Teacher, K-12
Flynn, Claire	Teacher, K-12
McKeever, Douglas	Assistant Principal
Mirro, Diane	Teacher, K-12
Wiley, Patty	Teacher, K-12
Wray, Laurie	Teacher, K-12

b. Duties

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

Literacy within the school is promoted through vocabulary studies, higher order questioning techniques, student engagement procedures, and critical thinking activities. Each of these areas will continue to be the areas of focus for 2016-2017. The members of LLT will serve as instructional leaders, providing support to teachers in preparing students for FY17 state assessments as well as college- and career-readiness.

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.

Professional Learning Communities (PLCs) are implemented for the purpose of collaborative problem solving and progress monitoring to increase student achievement. Teachers gather in small groups based on subject areas and levels and plan pacing guides, lessons, and share best strategies for student success. In FY17, teachers will be encouraged to observe one another teaching model lessons and to participate in follow-up discussions. Continual analysis of student data for the purpose of progress monitoring guides PLCs.

PLCs have been established by the administrative team and meet twice per month. Effective 2016, the PLCs are subject area specific rather than full departments and are further divided in most cases by student levels. During PLCs, teachers share best practices, discuss data collection tools, create lessons and revise pacing guides to increase student achievement. Teachers are encouraged to visit other teachers to observe their instructional practices as well.

During each PLC meeting, groups are asked to maintain a focus on the 4 critical PLC questions which are:

1. What do we want students to learn?

2. How will we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do if they already know it?

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

Recruitment:

Members of our administration attend recruiting fairs, if available, and utilize on-line resources, such as TeachinFlorida and our district's PeopleSoft program to recruit teachers.

Retention:

An administrative designee meets with new teachers biweekly to offer support and to ensure attendance/participation in all required professional development. The teachers are encouraged to bring forward issues of concern or confusion. In addition, through observations and formative conversations, training is made available to teachers to assist them in being successful in the classroom.

North Fort Myers High offers a family-like atmosphere as we all guide each other along the same path which is leading our students to success. New teachers are immediately made to feel part of the team with the betterment of all the primary objective.

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

As part of the District APPLES program, new teachers are paired with experienced teachers within the same department who serve as mentors. Each mentor models effective classroom management skills that will benefit the mentee. Formal classroom observations are conducted including pre-and post-observation conferences to discuss areas of focus for the observation.

In addition to the APPLES Program, teachers with three or less years of experience are paired with a mentor that hold particular strengths in the areas where the less experienced teachers feel as though they need to develop. The mentor serves as a role model, sounding board and encourager.

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.

During monthly department meetings, core academic teachers collaborate, using District Academic Plans, to ensure their instructional design, formative assessments and response to assessments align to the Florida 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.

At North Ft. Myers High, data is used consistently for the purpose of differentiating instruction. Beginning Fall, 2016, Renaissance Star 360 assessments will be given quarterly to provide achievement and growth data needed for screening, progress monitoring, and guiding instruction in a minimal testing timeframe in the areas of reading and mathematics.

In addition to STAR results, data provided by students' performance on the previous year's standardized test may be used to group students according to their need for additional instruction/ remediation on the necessary critical thinking skills. These data points are used when providing "drill down" lessons in small group during "rotations" in the IR classroom. Students who have mastered certain skills may then be assigned independent work to deepen or enhance their understanding of concepts/ vocabulary or to read and or engage in authentic literacy independently.

These methods of differentiation, both electronic- and teacher-facilitated, are effective methods for promoting success while allowing for the individual needs of our demographic.

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: 5,400

After school tutoring in science, math, and world language occurs weekly. Two targeted bootcamps will be provided in the areas of reading, math and science. Students will be selected for these bootcamps based on prior year FCAT/EOC/FSA scores and classroom performance.

Strategy Rationale

These tutoring programs are designed to assist students with mastering concepts in core classes as well as state assessments and college readiness measures.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Marks, Joy, joyrm@leeschools.net

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

Student sign-in sheets are collected. Student's standardized tests are compared against participation in the extended learning opportunities.

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.

Each summer, North Ft. Myers High School hosts a team building and informational camp for incoming freshman referred to as Freshman Camp. The goals of this event include:

1. Orienting students to the physical layout of campus
2. Identifying points of contact including administration, teacher leaders, coaches, sponsors, etc.

3. Discussing the North Way of behaving and achieving at a high level which falls in line with the NFMHS motto of "Once a Red Knight, Always a Red Knight."

We additionally provide post-secondary planning through AVID elective courses and the counseling department.

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.

Each student selects areas of study based on a face to face meeting with a school counselor or a member of the administrative team. Courses are selected around students' future goals and aspirations. During the 11th and 12th grade year the counselors meet additional times with all students and complete a "graduation contract" that focuses on the areas students need to complete to meet graduation requirements an future career and college goals.

Representatives from colleges, universities and industrial/technical schools are invited on a regular basis to meet with students after school. These visits are advertised to interested students and informal, but informational.

Effective in 2016, one guidance counselor is dedicated to assisting students with career and college planning. He works to find and match appropriate scholarships with students and to assist with the application process.

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

North Fort Myers High School has the largest CAPE academy in the district. Every student that enters the ninth grade must take the course Introduction to Information Technology and complete the Microsoft Office bundle. We also offer Adobe CS6 and Autodesk certifications throughout the higher level courses.

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

STEM is integrated fully in the CTE classes as well as science and math. We have a STEM club group that attends monthly trips to visit STEM related businesses in the Lee County area and learn about the variety careers that are in STEM.

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.

North High aggressively supports advanced academic studies and challenges students to take at least one advanced course (AP, AICE, industry certification course) prior to graduation. North High provides all students with the opportunity to access AICE courses that match their strengths regardless if they are officially accepted into the AICE program. In addition, testing data is utilized to place students appropriately in math classes to ensure that students are receiving appropriate and rigorous mathematics instruction that matches their ability and best prepares them for postsecondary studies. After further analysis and consideration, North High plans to add A-Level AICE courses to its curriculum to provide opportunities to students for further studies that will be recognized by the top universities world-wide. Furthermore, North High has aggressively sought business and community partnerships, such as STEM at work partnerships, so that students can immerse themselves in volunteer experiences and internships that will expose them to career opportunities.

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.** North Ft. Myers High School will use effective instructional strategies and progress monitoring to improve student performance.

- G2.** North Ft. Myers High School will provide a safe learning environment, increasing instructional time 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. North Ft. Myers High School will use effective instructional strategies and progress monitoring to improve student performance. 1a

G083017

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	70.0
Math Lowest 25% Gains	35.0

Targeted Barriers to Achieving the Goal 3

- Lack of progress in PLCs due to large group size and widely varying student levels and needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Renaissance STAR 360
- Flexibility with composition of PLC groups
- Kagan-trained teachers on staff

Plan to Monitor Progress Toward G1. 8

Results from Compass (U. S. History) and Renaissance STAR 360 (Math) will serve as quarterly monitoring tools.

Person Responsible

Joy Marks

Schedule

On 5/12/2017

Evidence of Completion

History EOC scores and the Learning Gains of the lowest 25% in Mathematics

G2. North Ft. Myers High School will provide a safe learning environment, increasing instructional time for all students. 1a

G083018

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	50.0
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Security personnel are unable to monitor the halls adequately due to shortage of personnel and being pulled for various other safety concerns such as needing to open and close the student parking lot for late arrivals

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle Silent Pass System
- Teacher training on discerning the need of student requests to leave class
- Allocation of security personnel

Plan to Monitor Progress Toward G2. 8

Security personnel schedules and notes/modifications will be collected every two months and compared with related discipline data from the same time period.

Person Responsible

Debbie Diggs

Schedule

Every 2 Months, from 10/31/2016 to 5/19/2017

Evidence of Completion

Security personnel schedules and summaries of discipline data will be collected.

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. North Ft. Myers High School will use effective instructional strategies and progress monitoring to improve student performance. **1**

 G083017

G1.B1 Lack of progress in PLCs due to large group size and widely varying student levels and needs **2**

 B220141

G1.B1.S1 Current administration supports PLCs to be broken into smaller groups of similar grade levels with common standards. **4**

 S232378

Strategy Rationale

A smaller group of teachers of similar grade levels can better target the learning goals, provide and share adequate progress monitoring tools and share best practices to be implemented.

Action Step 1 **5**

The Professional Learning Communities (PLCs) previously comprised of full departments will be broken into smaller groups of approximately 3-6 teachers who teach, not only common subject areas, but also students of similar levels (grade and performance). A PLC leader will be selected from each group and asked to facilitate meetings and delegate tasks as needed.

Person Responsible

Debbie Diggs

Schedule

Biweekly, from 8/29/2016 to 5/12/2017

Evidence of Completion

PLC agendas will be posted in a shared staff folder 48 hours prior to each meeting and meeting minutes will follow, approximately 48 hours after each meeting. A schedule of meetings to occur during the 2nd and 4th week of each month will be provided to the administrative designee of each group.

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

Teachers will receive the list of teachers assigned to each newly formed PLC and will work within their own group to find a common time for the meetings to be held twice each month. Calendar invites will be sent via email.

Person Responsible

Debbie Diggs

Schedule

On 9/2/2016

Evidence of Completion

Attendance will be documented in the PLC meeting minutes.

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

A teacher satisfaction survey will be conducted.

Person Responsible

Joy Marks

Schedule

On 5/19/2017

Evidence of Completion

The results of the survey will provide evidence of effective PLCs throughout 2016-2017.

G2. North Ft. Myers High School will provide a safe learning environment, increasing instructional time for all students. 1

G083018

G2.B1 Security personnel are unable to monitor the halls adequately due to shortage of personnel and being pulled for various other safety concerns such as needing to open and close the student parking lot for late arrivals 2

B220144

G2.B1.S3 Increase the amount of time students are actively engaged in classroom activities, thus decreasing time out of class. 4

S232381

Strategy Rationale

If students believe they will get caught AND/OR miss valuable learning opportunities, they will be less likely to spend unnecessary time out of class.

Action Step 1 5

Administration will work with teachers and security personnel to ensure everyone understands the goal is to keep students actively engaged in the classrooms, reducing the risk of safety issues.

Person Responsible

Debbie Diggs

Schedule

Monthly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Disciplinary action for tardies, skipping, and horseplay in the hallways will be monitored.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

The number of disciplinary incidents for tardies, skipping, being out of area, and horseplay in the hallways will be monitored.

Person Responsible

John Drake

Schedule

Monthly, from 10/10/2016 to 5/19/2017

Evidence of Completion

Discipline data kept for tardies, skipping, being out of area and horseplay in the hallways will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

The admin designee will pull data monthly to monitor the number of related incidents.

Person Responsible

John Drake









Schedule

Monthly, from 10/10/2016 to 5/19/2017

Evidence of Completion

Security personnel will create a schedule with designated areas for each to cover throughout the day. Through review with administrators, changes will be implemented as deemed needed. Increased security in the hall should decrease the amount of time students are out of class.

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					
G1.B1.S1.MA1  M301090	Teachers will receive the list of teachers assigned to each newly formed PLC and will work within...	Diggs, Debbie	8/29/2016	Attendance will be documented in the PLC meeting minutes.	9/2/2016 one-time
G1.MA1  M301091	Results from Compass (U. S. History) and Renaissance STAR 360 (Math) will serve as quarterly...	Marks, Joy	4/10/2017	History EOC scores and the Learning Gains of the lowest 25% in Mathematics	5/12/2017 one-time
G1.B1.S1.A1  A297321	The Professional Learning Communities (PLCs) previously comprised of full departments will be...	Diggs, Debbie	8/29/2016	PLC agendas will be posted in a shared staff folder 48 hours prior to each meeting and meeting minutes will follow, approximately 48 hours after each meeting. A schedule of meetings to occur during the 2nd and 4th week of each month will be provided to the administrative designee of each group.	5/12/2017 biweekly
G2.MA1  M301094	Security personnel schedules and notes/modifications will be collected every two months and...	Diggs, Debbie	10/31/2016	Security personnel schedules and summaries of discipline data will be collected.	5/19/2017 every-2-months
G1.B1.S1.MA1  M301089	A teacher satisfaction survey will be conducted.	Marks, Joy	5/8/2017	The results of the survey will provide evidence of effective PLCs throughout 2016-2017.	5/19/2017 one-time
G2.B1.S3.MA1  M301092	The admin designee will pull data monthly to monitor the number of related incidents.	Drake, John	10/10/2016	Security personnel will create a schedule with designated areas for each to cover throughout the day. Through review with administrators, changes will be implemented as deemed needed. Increased security in the hall should decrease the amount of time students are out of class.	5/19/2017 monthly
G2.B1.S3.MA1  M301093	The number of disciplinary incidents for tardies, skipping, being out of area, and horseplay in the...	Drake, John	10/10/2016	Discipline data kept for tardies, skipping, being out of area and horseplay in the hallways will serve as evidence.	5/19/2017 monthly
G2.B1.S3.A1  A297322	Administration will work with teachers and security personnel to ensure everyone understands the...	Diggs, Debbie	10/3/2016	Disciplinary action for tardies, skipping, and horseplay in the hallways will be monitored.	5/19/2017 monthly