



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Fort Myers High School

2635 CORTEZ BLVD

Fort Myers, FL 33901

239-334-2167

<http://fmh.leeschools.net/>

## School Demographics

**School Type**  
High School

**Title I**  
No

**Free and Reduced Lunch Rate**  
35%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
36%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**2011-12**  
B

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>22</b>
<b>Goals Detail</b>	<b>22</b>
<b>Action Plan for Improvement</b>	<b>24</b>
<b>Part III: Coordination and Integration</b>	<b>26</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>27</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>28</b>

---

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

---

### Part II: Expected Improvements

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

---

### Part III: Coordination and Integration

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

---

### Appendix 1: Professional Development Plan to Support Goals

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

---

### Appendix 2: Budget to Support Goals

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Fort Myers High School

##### Principal

David LaRosa

##### School Advisory Council chair

Richard Tanner

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ron Schuyler	Assistant Principal for Administration
Trent Eckhardt	Assistant Principal for Curriculum
Elmer Stewart	Assistant Principal for Student Affairs
Jamie Kirschner	Assistant Principal for Student Affairs

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Richard Tanner Chair

Susan Glasser Secretary

Kristy Rigot District Advisory Council

Sherry Gunsett

John Carlin

Jocelyne Mufalli

Cynthia Fetterhoff

Dianne Cook

Peggy Bos

Lisa Fleishman

Randy Wesley  
 Will Pranthor  
 Erin Harrel  
 Julie Yazici  
 Roxy Hambleton  
 Michael Lemme Teacher  
 Julie Bondreaux  
 Amy Potter

### **Involvement of the SAC in the development of the SIP**

The SAC ended the 2012-2013 school year with an evaluation of the school data that was available and started the 2013-2014 school year with a forum to discuss all data from the previous year. They then were informed of how PLCs will work this school year and they gave input on items they felt the PLCs should concentrate on as it pertained to the previous year's data.

### **Activities of the SAC for the upcoming school year**

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual budget, and will approve the use of the school improvement funds.

### **Projected use of school improvement funds, including the amount allocated to each project**

School improvement funds will be allocated to projects through out the school year. All funds must be aligned with the School Improvement Plan (SIP) and approved by the School Advisory Counsel. This process has been followed in previous years and as of this date no specific project has been allocated any funds at this time. However, the SIP has made professional development as it pertains to Professional Learning Communities (PLC) a priority and funds will be needed to complete trainings for staff.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

4

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

David LaRosa		
Principal	Years as Administrator: 9	Years at Current School: 8
Credentials	BA-Secondary Education, MA-Education Leadership Education Leadership and School Principal (all levels) PE (6-12) Social Science (6-12)	
Performance Record	Principal of Fort Myers High 2007-present 2012: A 2011: A 2010: B 2009:A 2008: B 2007: A 2006 Principal of Alternative Learning Center : School Grade not issued	
Jamie Kirschner		
Asst Principal	Years as Administrator: 4	Years at Current School: 0
Credentials	BA Special Education M.Ed. Education Leadership Special Education (K-12) Education Leadership (all levels) ESOL (all levels)	
Performance Record	Principal, Edison Park Creative and Expressive Elementary (2007-2009) 2009: B 2008: A Assistant Principal, Edison Park Creative and Expressive Elementary, (2005-2007)	
Ronald K. Schuyler, Jr.		
Asst Principal	Years as Administrator: 13	Years at Current School: 0
Credentials	BS Social Studies Comprehensive M.Ed. Education Leadership Education Leadership (all levels) Social Science (5-9 and 6-12)	
Performance Record	Principal of The Academy, 2005-2013 No Grades were issued Assistant Principal of Charlotte High School, 2002-2005 Assistant Principal of Lemon Bay High School, 2000-2002	



<b>Elmer Stewart</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
<b>Credentials</b>	BS Science MA Education Leadership Education Leadership (all levels) Physics (6-12) Chemistry (6-12)	
<b>Performance Record</b>	Assistant Principal Fort Myers High School 2012: A 2011: A	

<b>Trent Eckhardt</b>		
Asst Principal	Years as Administrator: 13	Years at Current School: 8
<b>Credentials</b>	BS History MS Education Leadership School Principal and Education Leadership (all levels) Social Science (5-9 and 6-12)	
<b>Performance Record</b>	Assistant Principal Fort Myers High School 2005-2012 2012: A 2011: A 2010: B 2009: A 2008: B 2007: A 2006: A 2005: A Assistant Principal, East Naples Middle School, 2001-2004	

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Joyce Baskin**

Full-time / District-based

Years as Coach: 10

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

BS Primary Education  
 M.Ed. Education Leadership  
 Elementary Education (K-8)  
 ESOL  
 Reading

**Performance Record****Classroom Teachers****# of classroom teachers**

103

**# receiving effective rating or higher**

103, 100%

**# Highly Qualified Teachers**

89%

**# certified in-field**

103, 100%

**# ESOL endorsed**

29, 28%

**# reading endorsed**

9, 9%

**# with advanced degrees**

43, 42%

**# National Board Certified**

8, 8%

**# first-year teachers**

9, 9%

**# with 1-5 years of experience**

32, 31%

**# with 6-14 years of experience**

28, 27%

**# with 15 or more years of experience**

34, 33%

**Education Paraprofessionals****# of paraprofessionals**

17

**# Highly Qualified**

17, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Working with the leadership in the school district, the principal of Fort Myers High School attends in-state and out of state conferences to attract the highest qualified teachers in IB, AP and Reading Coaches. The principal also gives detailed feedback to all teachers to continue their professional growth. This professional growth also includes allowing many of the staff members to take on leadership roles at the school and in the school district.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Rtl Leadership team at Fort Myers High School meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The Role of each member of the Rtl leadership team is as follows:

Teacher:

- \*Keep ongoing progress monitoring notes in a RTI folder (data folder)
- \*Attend RTI meetings to collaborate on and monitor students that are struggling
- \*Implement interventions designed to RTI Team for students in Tier 2 and 3
- \*Deliver instructional interventions with fidelity

#### Reading Coach

- \*Attend RTI meetings
- \* Train teachers in interventions, progress monitoring, differentiated instruction
- \*Implement Tier 2 and 3 interventions
- \*Administer screenings
- \*Keep progress monitoring notes and anecdotes of interventions implemented
- \*Collect school-wide data for team to use in determining at-risk students

#### Speech-Language Pathologist

- \* Attend RTI meetings for some Tier 2 and 3 Students
- \* Completes Communication Skills Screening for students unsuccessful with Tier 2 interventions
- \* Assists with Tier 2 and 3 Interventions through collaboration, training, and/or direct student contact
- \*Incorporate RTI data when guiding a possible Speech/Language referral and when making eligibility decisions

#### Principal/Assistant Principal

- \* Facilitate implementation of RTI in your building
- \* Provide or coordinate valuable and continuous professional development
- \*Assign Paraprofessionals to support RTI implementation when possible
- \*Attend RTI Team meetings to be active in the RTI change process
- \*Conduct classroom walk-throughs to monitor fidelity

#### Guidance Counselor/Curriculum Specialist

##### \*RTI Team Facilitators

- \*Schedule and attend RTI Team Meetings
- \*Maintain log of all students involved in RTI process
- \*Send parent invites

#### School Psychologist

- \*Attend RTI Team meetings on some students in Tier 2 and all students in Tier 3
- \*Monitor data collection process for fidelity
- \*Review and interpret progress monitoring data
- \*Collaborate with RTI team on effective instruction and specific interventions
- \*Incorporate RTI data when guiding a possible ESE referral and when making eligibility decisions

#### ESE Teacher/Staffing Specialist

- \*Consult with RTI Team regarding Tier 3 interventions
- \*Incorporate RTI data when making eligibility decisions

#### Social Worker

- \*Attend RTI team meetings when requested
- \*Conduct Social-Developmental history interviews and share with RTI Team

#### ESOL/ELL Representative

- \*Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- \*Conduct language screenings and assessments
- \*Provide ELL interventions at all Tiers

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Fort Myers High School utilizes the district adopted data management system, Performance Matters (along with prior year's Pinnacle Analytics). This allows the school comprehensive access to all school and district data bases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Fort Myers High School has developed a comprehensive training and support for our staff and parents. School teams have been established to support staff/parents in the implementation of the RTI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 13,680

\*FCAT 2.0 tutoring 4 days per week for 20 weeks, after school

\*Alg EOC tutoring the last 2 weeks before test, after school

\*Alg EOC summer camp 6 hours per day for 12 days

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Teachers of extended learning, Reading Coach, Assistant Principal for Curriculum and Principal

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Trent Eckhardt	Assistant Principal of Curriculum

Name	Title
Ron Schuyler	Assistant Principal of Administration
Joyce Baskin	Reading Coach
Julie Rose	Intensive Math Teacher
Ron Riis	English Teacher
Morgan Kirk	IB English Teacher
Leonard Kozel	Social Studies Teacher
Steven Cato	Biology Teacher/Reading Teacher
Carol Santana	Foreign Language Teacher
Susan Barnes	Reading Teacher
Tami Farrell	Reading Teacher
Colleen Tenfelde	Reading Teacher
Gillian Johnson	Reading Teacher

### How the school-based LLT functions

The Fort Myers High LTT meets three times a year, at the beginning of each semester and at the end of the year. Most member communication is via e-mail and this is done about once a week year round. At organizational meetings, duties related to the projects are accepted by volunteers on the team. Susan Barnes (Reading Teacher) takes minutes of the meetings and distributes them to team members. Joyce Baskin sets up meetings and communicates to team members.

### Major initiatives of the LLT

The Reading Leadership Team will concentrate on two major initiatives:

1. Increasing awareness and use of online resources in the media center by both teachers and students at ALL reading levels. Monthly PLC (Professional Learning Communities) will concentrate on sharing best practices and current research on innovative research techniques.
2. Weekly PLC meetings will share ideas with staff on how to use DATA Walls and DATA Folders to increase awareness of reading abilities and growth in the classroom, across all subjects.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Fort Myers High School reading strategy is currently in its fourth year of implementation. This year the school will focus on the four strategies below:

1. Continued use of Tier III Word Walls in ALL CLASSROOMS
2. SAT words integrated into all subject area curriculums
3. Reading Coach going into different subject classrooms teaching and modeling Anticipation Guides, Reading Around the Text, and Cornell Note Taking.
4. Reading Coach and Administration focusing on the 9 first year teachers to help them implement Word Walls and Data Folders for Students. This has been included into their APPLES training for this school year.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

During the last ten years the school has continued to add more emphasis on the transition from Middle School to High School. All freshmen are placed in either a freshmen success orientation (Intro to Information Technology) or are enrolled in a Center for the Arts program. The Freshmen Success Course covers three main areas:

1. Practical Computer Applications
2. Extensive Study of Career Opportunities
3. Lastly the class explains how students may access vocational opportunities like Gold Seal and industry certification.

Students enrolled in the Center of Arts Program may study a total of 10 high school credits with a focus on development of skills and experiences that may allow them access into post-secondary study in their area of concentration.

ALL students are given the opportunity to meet individually with their guidance counselor twice a year, with freshmen focusing on their future course work and career goals.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Students, parents, and guidance counselors meet minimally twice per year to discuss academic and career goals of the students. Each student (focusing on freshmen) complete an individual education plan and are encouraged to take additional elective courses that meet their interests and career goals. During the registration process, beginning the second semester, students are assisted by not only their guidance counselors but also by their current year teachers to select the appropriate level courses. Students then take these completed "draft" registrations to parents for review and input. Students also have the option to make additional individual appointments with their guidance counselors to discuss their choices and options to ensure it is meeting and adhering to their individual education plan.

### **Strategies for improving student readiness for the public postsecondary level**

The Fort Myers High School's percentage of graduates completing a college prep, enrolled in Algebra I before entering high school, completing a level 3 math class, and completing an AP or dual enrollment math class before graduation exceeds the district and state average. However, even with these results the school continues to put an emphasis on math preparedness.

We also encourage students to take more AP and dual enrollment classes. This current year (2013-2014) we have increased AP participants by 33% as compared to the 2012-2013 school year. During discussions with Guidance Counselors, AP and dual enrollment courses are explained and encouraged as it pertains to their postsecondary plans. These conversations also center on Bright Futures eligibility requirements.

Other strategies include but are not limited to:

\*Having a guidance counselor at each lunch shift to allow maximum student access to information regarding careers, testing dates, educational options and referral to other services.

\*Different Colleges and universities visit the campus weekly and are set-up in a permanent space in our cafeteria called "College Corner".

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	80%	Yes	84%
American Indian				
Asian	98%	92%	No	98%
Black/African American	46%	46%	Yes	51%
Hispanic	72%	68%	No	75%
White	93%	89%	No	94%
English language learners	27%	17%	No	34%
Students with disabilities	38%	35%	No	44%
Economically disadvantaged	62%	63%	Yes	66%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	211	21%	23%
Students scoring at or above Achievement Level 4	575	58%	60%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		52%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	727	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	151	70%	72%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		33%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	334	77%	80%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	383	77%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	81%	Yes	64%
American Indian				
Asian				
Black/African American	33%	50%	Yes	39%
Hispanic	61%	73%	Yes	65%
White	73%	88%	Yes	76%
English language learners				
Students with disabilities	39%	40%	Yes	45%
Economically disadvantaged	47%	67%	Yes	52%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	560	57%	60%
Students in lowest 25% making learning gains (EOC)	101	41%	51%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	334	77%	80%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	44%	46%
Students scoring at or above Achievement Level 4	48	19%	21%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	26%	27%
Students scoring at or above Achievement Level 4	146	55%	57%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	179	35%	37%
Students scoring at or above Achievement Level 4	256	50%	52%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	180	10%	12%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	1100	59%	61%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	98%
Students taking one or more advanced placement exams for STEM-related courses	138	7%	10%
CTE-STEM program concentrators	14		15
Students taking CTE-STEM industry certification exams	535	29%	31%
Passing rate (%) for students who take CTE-STEM industry certification exams		89%	91%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1000	54%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	700	70%	75%
Passing rate (%) for students who take CTE industry certification exams		89%	91%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	8	89%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	201	11%	9%
Students in ninth grade with one or more absences within the first 20 days	105	21%	15%
Students in ninth grade who fail two or more courses in any subject	17	3%	2%
Students with grade point average less than 2.0	70	3%	3%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	329	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	133	7%	5%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	410	96%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	41	72%	75%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	422	99%	100%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Fort Myers High has 4 main parent involvement targets:

1. Parents of students involved in extra-curricular activities (ex. band, athletics, theater)
2. Parents of IB students
3. Parents/Guardians of our Technical and Career centered students
4. Parents/Guardians of our 9th grade At-Risk Cohort

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parents that attend Freshmen Orientation during the first week of school. By placing an emphasis on the transition to high school we can be proactive in reducing the anxiety of the new learning setting, especially with our most at-risk students.	387	75%	85%

## Goals Summary

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning

## Goals Detail

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

- 1.District Support 2.Data Specialist 3.School Leaders 4.PLC 5.PBS (lowest 25% mentoring program) 6.Highly Qualified Teachers 7.Parental Support 8.Highly motivated learners

### Targeted Barriers to Achieving the Goal

- Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan.

## Plan to Monitor Progress Toward the Goal

Feedback from the PLC Team Leaders and making necessary adjustments to existing plans.

### **Person or Persons Responsible**

School Leadership led by the Principal

### **Target Dates or Schedule:**

1.Daily by walkthroughs 2.Weekly by lesson plans 3.Bi-weekly with regularly scheduled meetings  
4.Monthly Leadership Data Meetings 5.Scheduled Semester Meetings with EOC data

### **Evidence of Completion:**

Meeting notes and agendas

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### **G1.** Increase student achievement gains school-wide by focusing on teaching and learning

**G1.B1** Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan.

**G1.B1.S1** Use of PLC's to create time for the whole staff to look at data and then break into smaller PLC's to continue disseminating the data to create education plans for groups of students as well as individual students.

#### **Action Step 1**

The emphasis will be placed on each team member taking responsibility and ownership with their given data.

#### **Person or Persons Responsible**

The PLC team leader

#### **Target Dates or Schedule**

PLC training/meeting will occur weekly.

#### **Evidence of Completion**

PLC logs, meeting agenda/notes.

#### **Facilitator:**

Staff that has been trained in PLC. The facilitators of the PLC learning includes Mike Lemmee, Chris Drake, Mark Drew, Mark Dahlberg (all specifically trained to lead our PLC emphasis)

#### **Participants:**

All teachers



### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Leadership will monitor by holding regularly scheduled meetings with PLC team leaders.

#### **Person or Persons Responsible**

School Leadership

#### **Target Dates or Schedule**

Bi-weekly

#### **Evidence of Completion**

PLC presentation of Agenda/Data from each meeting. Notes will also be part of the record keeping of these PLC leadership meetings.

### **Plan to Monitor Effectiveness of G1.B1.S1**

1.Student Data folders 2.Teacher Data Walls 3.PLC Data collection 4.Lesson Plans

#### **Person or Persons Responsible**

School Leadership

#### **Target Dates or Schedule**

1.Daily by walkthroughs 2.Weekly by lesson plans 3.Bi-weekly with regularly scheduled meetings  
4.Monthly Leadership Data Meetings 5.Scheduled Semester Meetings with EOC data

#### **Evidence of Completion**

Samples of up to date data folders, snap shots of teacher data walls, samples of lesson plans, and anecdotal/survey notes from PLC meetings

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Fort Myers High School is publicly funded with local and state funding. The General Operating Budget comes from primarily those two sources. However, training of our staff, especially this year's PLC training, will be funded from Title II federal funds. Due to our relatively low percentage of low socio-economic students, many other funds are not available to be used by Fort Myers High School.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### **G1.** Increase student achievement gains school-wide by focusing on teaching and learning

**G1.B1** Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan.

**G1.B1.S1** Use of PLC's to create time for the whole staff to look at data and then break into smaller PLC's to continue disseminating the data to create education plans for groups of students as well as individual students.

#### **PD Opportunity 1**

The emphasis will be placed on each team member taking responsibility and ownership with their given data.

##### **Facilitator**

Staff that has been trained in PLC. The facilitators of the PLC learning includes Mike Lemmee, Chris Drake, Mark Drew, Mark Dahlberg (all specifically trained to lead our PLC emphasis)

##### **Participants**

All teachers

##### **Target Dates or Schedule**

PLC training/meeting will occur weekly.

##### **Evidence of Completion**

PLC logs, meeting agenda/notes.

## Appendix 2: Budget to Support School Improvement Goals