2013-2014 SCHOOL IMPROVEMENT PLAN

North Fort Myers High School

5000 ORANGE GROVE BLVD

North Fort Myers, FL 33903

239-995-2117

http://nfm.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	47%

Alternative/ESE Center	Charter School	Minority Rate
No	No	25%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	A	B	A	B

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

North Fort Myers High School

Principal

Dale Houchin

School Advisory Council chair

Mrs. Trombley

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

Name	Title
Daman Essert	Assistant Principal
Kristine Sund	Assistant Principal
Joy Marks	Assistant Principal
Melissa Booth	Race to the Top Technology Instructional Specialist
Kassidy Lynch	Teacher
Kathy Padilla	Athletic Director
Winston Woods	Teacher
Susan Cook	Teacher
Claire Flynn	Reading Coach
Matthew Kaye	Teacher
Jeremy Ridgeo	AICE & Arts Coordinator

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 SAC is composed of parents, community members, a business owner and school staff from around the NFMHS community.
Mrs. Trombley is the SAC chair,
Mrs. Gray is the SAC secretary

Mr. Houchin is the principal of NFMHS
Mrs. Burkey is a teacher at NFMHS
Mr. Casolino is a teacher at NFMHS
Mr. Prado is a staff member at NFMHS
Ms. Miliani Roman is a student at NFMHS
Mrs. Trombley is a parent at NFMHS and Business owner
Mrs. Moran is a parent at NFMHS
Mrs. Bernard is a parent at NFMHS
Mrs. Phelan is a parent at NFMHS
Mrs. Dickey is a parent at NFMHS

Involvement of the SAC in the development of the SIP

SAC members are presented with school data and goals that the school would like to implement to increase student gains and given opportunity to give input and ask infroamtional questions on how to support the school improvement plan.

Activities of the SAC for the upcoming school year

September 9th: Volunteer training for all adults
October 14th Curriculum outline and Q&A
November 18th MRs. Sund and Mrs. Marks will review test scores and school data
January 13th Mrs. Booth will discus testing, industry certificaiotn and the AVID program
Febuary 10th Mr. Drake will highlight the facility and asked community input
March 10th Mr. Woods and MRs. Kaye will conduct an end of year wrap up and suggestions from imporvement.

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

No funds will be used

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
5

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dale Houchin		
Principal	Years as Administrator: 21	Years at Current School: 0

Credentials	B.A. in Social Studies M.A. in Education
Performance Record	Veterans Parks Academy for the Arts, Principal, 2012-2013: A 2011-2012: A 2010-2011: A 2009-2010: A 2008-2009: A

Daman Essert		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	B.A. History M.A. Curriculum and Instruction M.Ed. Educational Leadership E.D.S. Educational Leadership
Performance Record	Cypress Lake Middle School, Assistant Prinicipal 2011-2012: A 2010-2011: A

Kristine Sund		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	A.A. General Education B.S. Early Childhood Education M.S. Educational Leadership
Performance Record	North Fort Myers High School Center for Arts & Media 2012-2013: pending

John Drake		
Asst Principal	Years as Administrator: 23	Years at Current School: 16

Credentials	A.A. General Education B.A. Elementary Education and US History M.S. Educational Leadership
Performance Record	North Fort Myers High School Center for Arts and Media, Assistant Principal, 2012-2013: B 2011-2012: A 2010-2011: B 2009-2010: A 2008-2009: A

Joy Marks		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	A.A. General Education B.S. Business Management M.S.E. Educational Leadership
Performance Record	N/A

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melissa Booth		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
Areas	Other	

Credentials	B.A. Dance Performance in Secondary Education M.A. Curriculum and Instruction
Performance Record	N/A

Claire Flynn		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11

Areas	Reading/Literacy
Credentials	B.S. Speech Pathology and Audiology
Performance Record	N/A

Classroom Teachers

# of classroom teachers
84

 # receiving effective rating or higher
87, 104%

 # Highly Qualified Teachers
118%

 # certified in-field
99, 118%

 # ESOL endorsed
20, 24%

 # reading endorsed
12, 14%

 # with advanced degrees
37, 44%

 # National Board Certified
2, 2%

 # first-year teachers
6, 7%

 # with 1-5 years of experience
21, 25%

 # with 6-14 years of experience
29, 35%

 # with 15 or more years of experience
44, 52%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
100, 2000%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

8

 # receiving effective rating or higher

(not entered because basis is < 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

Bi-weekly meetings with new teachers will be held with assistant principal. Administration will follow up wtih all new or out of field staff to ensure attendance/participation in all required professional development.New teachers and teachers with less than 3 years experience will be partnered with a veteran teacher. Administration will ensure staff participation in trainings, coursework, and/or professional development. Data Analysis on gain scores will be monitored regularly.Three staff members went on recruitment trips to college of education around the state. The Assistant Principal for Curriculum particpated in the district recuitment fair. Ms. Kilic and Mrs. Robson both bring student interns into their classrooms.

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

Bi-weekly meetings with new teachers will be held and facilitated by an assistant principal. The meetings will be focused on required professional development and on the implementation of best teaching practices. New teachers will be partnered with a veteran teacher. Administration will ensure staff participation in trainings, coursework, and/or professional development.

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

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

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

Claire Flynn, Literacy Coach
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR assessment data, FCAT scores, work samples, anecdotals)
to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Support implementation of interventions designed by MTSS Team for students in Tier 2 & 3
• Monitor instructional interventions
Patty Wiley, classroom teacher
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Collect school-wide data for team to use in determining at-risk students
Ellen Phillips, Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
John Drake, Assistant Principal
• Facilitate implementation of MTSS in the building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support RTI implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Mike Sushil, Guidance Counselor
• Attend MTSS Team meetings
• Maintain log of all students involved in the RTI process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
Cheryl Acevedo, Specialist (Behavior)
• Consult with MTSS Team
• Provide staff trainings
M.J. Mojica, Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with RTI Team
Lourdes Ballara, ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

North Fort Myers High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, 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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They 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 within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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: Before or After School Program

Minutes added to school year: 5,400

After school tutoring in science, math, and world language. 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 scores and classroom performance. Standards based tutoring will be provided during the school day by the literacy coach. These students will be selected based on prior year FCAT perfromance and edge cluster test.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

Kassidy Lynch-Kaye

Literacy Leadership Team (LLT)

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

Name	Title
Dale Houchin	Principal
Claire Flynn	Reading Coach
Daman Essert	Assistant Principal for Curriculum
Kristine Sund	Assistant Principal
Patty Wiley	English Department Head
Laurie Wray	Math Department Head
Adam Molloy	Social Studies Department Head
Diane Mirro	Reading Teacher/AVID Coordinator
Jim Melvin	Science Department
Judith Cintron	World Language Department Head
Lisa Skinner	Language Arts Teacher
Heidi Van Waus	Reading Teacher
Barbara Teitelzweig	Language Arts Teacher/Dual Enrollment
Tiffany Bucher	History Teacher/AVID Coordinator
Melissa Booth	Instructional Technology Specialist

How the school-based LLT functions

Led by the Literacy Coaches, the LLT meets the fourth Friday of each month to discuss reading initiatives, particularly reading in the content areas. The LLT also analyzes data collected from baseline tests in the content areas, cold reads in reading classes and 9th and 10th grade English classes, Teen Biz, and Edge Cluster Tests for progress monitoring. In addition, the LLT discusses and plans the monthly staff professional development/in-service. Moreover, the LLT discusses pressing issues/areas of concern school-wide as well as solutions.

Major initiatives of the LLT

Areas such as vocabulary, higher-level questioning, student engagement, and text complexity will be a focus this year. The LLT is working on implementing a school-wide vocabulary plan. The LLT will also provide support to teachers to increase awareness of the Common Core State Standards and implementation in classrooms in order to prepare students for college and careers and for the 2014-15 change in assessment.

Every Teacher Contributes to Reading Instruction

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

During the 2013-2014 preschool an emphasis was placed on best tesching practices. Cornell notes was selected as a school wide strategy. Every teacher will have students write summaries at the end of thier note sections. A school wide vocabulary plan is being deployed throughout the school.

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

North Fort Myers High School has the largest CAPE academy in the district. Every student that enters the ninth grade must take Introduction to Inforamtion Technology and complete the Microsoft office bundle.

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

Each students selects course based on a face to face meeting with a guidance counselor or administrative staff member. Courses are selected around students future goals and asspirations. During the 11th and 12th grade year the counselors meet additional times with the student and complete a "graduation contract" that focuses on what areas the students need to complete to graduate and meet future career and college goals.

Strategies for improving student readiness for the public postsecondary level

During the 2012-2013 school year north increased the graduation rate by 3%. Students scoring college ready in reading increased by 5% from 72 to 77. Students scoring college ready in math increased 12% from 63% to 75%. North has also increased the number of students taking advanced course with over creation of the AICE magnet program. 140 freshman enrolled in the magnet at the start of 2013-2014 school year

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	70%	68%	No	73%
American Indian				
Asian	71%	88%	Yes	74%
Black/African American	57%	52%	No	61%
Hispanic	64%	64%	Yes	68%
White	71%	70%	No	74%
English language learners	17%	17%	Yes	25%
Students with disabilities	35%	43%	Yes	42%
Economically disadvantaged	64%	60%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	542	68%	73%
Students scoring at or above Achievement Level 4	342	42%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		23%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	586	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	143	70%	73%

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	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	38%	45%

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.	72	35%	40%

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	330	76%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		87%

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	55%	71%	Yes	60%
American Indian				
Asian				
Black/African American	58%	71%	Yes	63%
Hispanic	48%	64%	Yes	54%
White	55%	72%	Yes	60%
English language learners				
Students with disabilities	43%	50%	Yes	49%
Economically disadvantaged	53%	57%	Yes	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		15%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		69%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	544	64%	68%
Students in lowest 25% making learning gains (EOC)	108	51%	56%

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.	199	75%	78%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	57%	62%
Students scoring at or above Achievement Level 4	135	7%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	31%	38%
Students scoring at or above Achievement Level 4	158	39%	45%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

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

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	45%	50%
Students scoring at or above Achievement Level 4	115	29%	37%

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)	13		15
Participation in STEM-related experiences provided for students	200	12%	18%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1422	87%	90%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		92%	100%
Students taking one or more advanced placement exams for STEM-related courses	315	100%	100%
CTE-STEM program concentrators	189		200
Students taking CTE-STEM industry certification exams	869	54%	56%
Passing rate (%) for students who take CTE-STEM industry certification exams		81%	83%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	868	54%	56%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	703	81%	83%
Completion rate (%) for CTE students enrolled in *accelerated* courses		81%	83%
Students taking CTE industry certification exams	703	81%	83%
Passing rate (%) for students who take CTE industry certification exams		93%	95%
CTE program concentrators	189	21%	23%
CTE teachers holding appropriate industry certifications	8	100%	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	319	19%	17%
Students in ninth grade with one or more absences within the first 20 days	65	4%	3%
Students in ninth grade who fail two or more courses in any subject	28	1%	0%
Students with grade point average less than 2.0	119	1%	0%
Students who fail to progress on-time to tenth grade	97	5%	4%
Students who receive two or more behavior referrals	302	18%	16%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	161	9%	7%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	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)	1450	89%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	23	64%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	1515	93%	94%

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

North Fort Myers High School's goal is to have over 10,000 individual contacts with parents during the 2013-2014 school year. The school will use mass mailings, Parent Link, Twitter, open house, parent information nights, monthly news letters, indvidual parent phone calls, and face-to-face conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The school will interact with parents 10,000 times during the 2013-2014 school year.	7950	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

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

G2. Teachers will use data to plan for learning to increase reading proficiency.

Goals Detail

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

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, 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 - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Reading Coach
- Race to the Top Technology Specialist
- District Master Teachers
- Professional Learning Communities
- Monthly Best Practices Trainings
- APPLES Mentoring Program with bi-weekly meetings focused on best teaching practices
- Site visits to AVID schools
- Administrators: Instructional Leaders

Targeted Barriers to Achieving the Goal

- Limited funds for professional development

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs and lesson plans

Person or Persons Responsible
Administrative team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Feedback emails to staff members and completed IPAD walk through forms

G2. Teachers will use data to plan for learning to increase reading proficiency.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, Postsecondary Readiness)
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Monthly professional development through department based PLCs.
- Classroom modeling from the reading coach and race to the top instructional technology specialist.
- Weekly after school tutoring.
- Classroom computer labs with achieve 3000 in all reading teacher classrooms.

Targeted Barriers to Achieving the Goal
- Time
- Data is collected but not analyzed or utilized to inform instruction.

Plan to Monitor Progress Toward the Goal

Department data included in PLC binders

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
During department head meetings, we will analyze the progress being made by information provided in the PLC binders

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.B3 Limited funds for professional development

G1.B3.S2 AVID, AICE, and AP professional development trainings

Action Step 1

PLC planning sessions

Person or Persons Responsible

Administrative team and department heads

Target Dates or Schedule

Plcs every Wednesday from 1:50-2:50

Evidence of Completion

Completed departmental trainings on best teaching strategies

Facilitator:

Melissa Booth

Participants:

Administrative team and department heads

Plan to Monitor Fidelity of Implementation of G1.B3.S2

PLC action forms and completed best teaching presentations

Person or Persons Responsible

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Target Dates or Schedule

Weekly during the PLC meetings

Evidence of Completion

PLC action froms and completed best teaching presentations

Plan to Monitor Effectiveness of G1.B3.S2

Classroom walk throughs and lesson plans.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student performance on standardized test.

G2. Teachers will use data to plan for learning to increase reading proficiency.

G2.B2 Data is collected but not analyzed or utilized to inform instruction.

G2.B2.S1 Professional Learning Communities Trainings/Meetings

Action Step 1

Implement the PLC process.

Person or Persons Responsible

Administration & PLC Leadership Team

Target Dates or Schedule

Wednesdays from 1:45-2:50

Evidence of Completion

Completion of Action Forms submitted to administration.

Facilitator:

Administration & PLC Leadership Team

Participants:

Administration & PLC Leadership Team

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

Implementation of PLC process

Person or Persons Responsible

Administration

Target Dates or Schedule

Wednesdays from 1:45-2:50

Evidence of Completion

Completion of Action Forms submitted to Administration

Plan to Monitor Effectiveness of G2.B2.S1

During department head meetings, we will have data chats using information included in the PLC binders.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

PLC facilitator binder with artifacts, action forms, and student data

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

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.
Violence Prevention Programs
The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Nutrition Programs
Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Career and Technical Education
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Job Training
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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.B3 Limited funds for professional development

G1.B3.S2 AVID, AICE, and AP professional development trainings

PD Opportunity 1

PLC planning sessions

Facilitator

Melissa Booth

Participants

Administrative team and department heads

Target Dates or Schedule

Plcs every Wednesday from 1:50-2:50

Evidence of Completion

Completed departmental trainings on best teaching strategies

G2. Teachers will use data to plan for learning to increase reading proficiency.

G2.B2 Data is collected but not analyzed or utilized to inform instruction.

G2.B2.S1 Professional Learning Communities Trainings/Meetings

PD Opportunity 1

Implement the PLC process.

Facilitator

Administration & PLC Leadership Team

Participants

Administration & PLC Leadership Team

Target Dates or Schedule

Wednesdays from 1:45-2:50

Evidence of Completion

Completion of Action Forms submitted to administration.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$4,200
G2.	Teachers will use data to plan for learning to increase reading proficiency.	$1,000
	Total	$5,200

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	$5,200	$5,200
Total	$5,200	$5,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

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

G1.B3 Limited funds for professional development

G1.B3.S2 AVID, AICE, and AP professional development trainings

Action Step 1

PLC planning sessions

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$4,200

G2. Teachers will use data to plan for learning to increase reading proficiency.

G2.B2 Data is collected but not analyzed or utilized to inform instruction.

G2.B2.S1 Professional Learning Communities Trainings/Meetings

Action Step 1

Implement the PLC process.

Resource Type

Professional Development

Resource

PLC trainings and professional development support (books, articles, webinars)

Funding Source

Title II

Amount Needed

$1,000