South Fort Myers High School

2021-22 Schoolwide Improvement Plan

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South Fort Myers High School

14020 PLANTATION RD, Fort Myers, FL 33912

http://sfm.leeschools.net/

Demographics

Principal: Edward Mathews

Start Date for this Principal: 7/6/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (50%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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 that has a school grade of D or F.

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To inspire students to be lifelong learners through rigor and relevance.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Mathews, Edward	Principal	Principal
Kepler, Shelley	Assistant Principal	AP Curriculum English ESOL Reading
Demming, Allison	Assistant Principal	APSA Math Career Academies Title I
Seluk, Jennifer	Assistant Principal	APSA Science Electives JROTC Foreign Language APPLES Transportation
Locke, Taylor	Other	Testing Coordinator Cambridge Coordinator SAC School Improvement
Deinhart-Mackay, Staci	Instructional Coach	PCT-English AVID
Gunnels, Katrina	Other	Intervention Specialist BARR
Spurrier, James	Teacher, Career/Technical	JROTC
Wilkie, Steven	Instructional Coach	PCT-Science AICE
Fishtorn, Regina	Teacher, ESE	ESE/IEP
Aguedo, Nelson	Teacher, K-12	ESOL,ELL
Roback, Melissa	School Counselor	Counseling Threat Assessment

Name	Position Title	Job Duties and Responsibilities
Henderson, Detres	Instructional Coach	PCT-Math AVID
Potter, Mary Jo	Instructional Coach	Reading Coach School Newsletter Business Partnerships
Steele , Mike	Assistant Principal	AP Duties Building and Operations Social Studies Career Academies

Demographic Information

Principal start date
Wednesday 7/6/2016, Edward Mathews

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
10

Total number of teacher positions allocated to the school
117

Total number of students enrolled at the school
1,868

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
19

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	452	500	479	442	1873
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	71	90	106	375
One or more suspensions	0	0	0	0	0	0	0	0	0	47	39	32	17	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	67	48	59	191
Course failure in Math	0	0	0	0	0	0	0	0	0	15	32	41	44	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	174	211	153	157	695
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	165	247	210	172	794
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	172	222	179	179	752

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	1	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	1	9	12	26

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	462	447	433	439	1781
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	60	52	71	234
One or more suspensions	0	0	0	0	0	0	0	0	0	0	70	33	37	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	197	162	130	730	1219
Course failure in Math	0	0	0	0	0	0	0	0	0	112	294	191	39	636
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	73	222	208	450	953

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	8	11	5	27

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	462	447	433	439	1781
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	60	52	71	234
One or more suspensions	0	0	0	0	0	0	0	0	0	0	70	33	37	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	197	162	130	730	1219
Course failure in Math	0	0	0	0	0	0	0	0	0	112	294	191	39	636
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	8	11	5	27

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	55%	56%	38%	55%	56%
ELA Learning Gains				42%	49%	51%	42%	50%	53%
ELA Lowest 25th Percentile				37%	37%	42%	34%	42%	44%
Math Achievement				37%	50%	51%	50%	54%	51%
Math Learning Gains				43%	45%	48%	40%	43%	48%
Math Lowest 25th Percentile				29%	43%	45%	28%	43%	45%
Science Achievement				39%	62%	68%	75%	70%	67%
Social Studies Achievement				54%	67%	73%	51%	66%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	34%	51%	-17%	55%	-21%
Cohort Comparison						
10	2021					
	2019	29%	48%	-19%	53%	-24%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	56%	-21%	67%	-32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	64%	-16%	70%	-22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	59%	-32%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	50%	-12%	57%	-19%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We will begin the academic year with progress monitoring by subject area and grade level (STAR Reading and STAR Math; Biology; US History), then will proceed with assessments called exemplars (formerly known as District Formatives), and lastly quarterly comprehensive checks (data point for content mastery).

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/24.5	89/23.1	94/23.2
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	3/9.1	5/12.2	5/11.4
	English Language Learners	4/5.3	9/10.6	7/8.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	86/29.5	87/26.4	95/28.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	3/17.6	2/9.1	2/7.7
	English Language Learners	7/10.3	15/18.1	16/19.3
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	82/63.6	86/65.2	91/71.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	2/100	2/66.7	2/100
	English Language Learners	4/21.1	4/23.5	5/27.8
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	112/31.8	97/26.4	94/24.4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	3/9.1	5/15.2	4/10.5
	English Language Learners	4/7.4	1/1.9	1/1.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/23	67/23.4	43/14.6
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	3/10.7	5/16.1	3/8.8
	English Language Learners	7/14.6	10/18.2	4/7.1
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/34.9	61/34.5	70/40.7
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/16	6/22.2	7/29.2
	English Language Learners	14/37.8	16/40.0	13/32.5
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/50	3/42.9	4/57.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/33	1/25	1/25

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1/20	1/14.3	3/42.9
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/20	1/16.7	2/40
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	146/45.8	143/43.9	105/49.5
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	10/30.3	12/36.4	14/43.8
	English Language Learners	12/23.1	10/18.5	12/21.8

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/50	1/20	3/60
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	2/50	1/25	2/50
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	0/0
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	21	26	16	28	23	16	34		90	37
ELL	10	32	38	16	33	34	18	20		99	38
BLK	23	26	19	14	21	28	27	36		95	34
HSP	28	33	35	24	24	27	32	38		98	60
MUL	50	60		19	18					100	64

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	46	44	41	33	28		57	52		97	66
FRL	24	28	31	20	21	26	29	36		97	55

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	37	35	20	38	38	11	29		97	32
ELL	9	34	30	18	31	17	18	31		59	46
BLK	27	39	45	31	39	28	24	37		93	39
HSP	34	42	35	34	41	25	40	55		85	57
MUL	44	23		42							
WHT	45	43	27	48	52	38	55	63		96	58
FRL	31	40	37	33	41	28	34	50		91	51

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	31	31	26	28		59	30		77	20
ELL	8	31	34	29	29	32		15		71	47
ASN	60	50		60							
BLK	23	34	26	32	30	20	36	41		86	34
HSP	35	43	37	47	36	31	80	43		88	54
MUL	50	65		82	70					90	
WHT	52	45	39	64	54	33	85	68		93	57
FRL	34	41	33	46	38	28	71	45		89	50

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

9th grade trended in a consistent manner for progress monitoring. 10th grade however, trended downward and something to focus in on this year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of 2019 State assessments, ELA Achievement and Science demonstrate the greatest need for improvement. When looking at the progress monitoring for this past year, 10th grade math and ELA took a decline from each testing window.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to COVID, these past few years have been extremely difficult. While we are looking to resume to normalcy in the classroom, we know that this is still not a normal year. We have major deficits to overcome from the additional time away from school. Many students need additional support and time to get caught back up and on grade level.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology, within both 9th and 10th grade trended in a positive direction when looking at the Progress Monitoring. That is an area that is well behind the district average for the 2019 state assessment which will hopefully be a good indicator as we move forward this school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Science worked closely last school year ensuring standards were being met. Additional PD was brought in from the district science lead to assist teachers with the curriculum and data.

What strategies will need to be implemented in order to accelerate learning?

We will be using additional supports from the district to assist our teachers in the subjects of ELA, Math, and Science. Teachers will continue to common plan, keeping to an agenda to ensure time is not lost. Data will be used to drive instruction. Teachers will work to reteach and scaffold within their classrooms, activating prior knowledge to help with filling in gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Quarterly PD by department with district staff, Training Tuesdays, PCT led trainings, APPLES

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional Staff: 3 PCT's, Reading Coach, Math Coach, Science Coach, Dean, Intervention Specialist, BARR Coach, Social Worker. LMHP, Career Specialist. The additional personnel will assist with teacher effectiveness and student support. After school assistance will be offered via zoom and a Back on Track initiative will be put into place for students who are behind on credits.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Two-thirds of students are achieving below proficiency on the ELA FSA exam. This area rolls into all other core content areas (i.e., Science, History, Math) as students need to be able to read and write well in order to comprehend content and correctly interpret what is asked on assessments. By incorporating a Writing Coordinator new to the group of peer collaborative teachers this year to support our ELA, Reading, Science, History Departments we hope to expand on the connection and correlation between reading and writing through pushing into classrooms for additional aggressive intervention and supports. As well as working directly with teachers after school for added professional development and during school with small groups of students in core content areas in need of additional supports.
Measurable Outcome:	SFMHS will increase proficiency in ELA (9th grade) by 3% (from a 27% to a 30%) by May 2022 as measured by the FY22 ELA FSA exam results. SFMHS will increase proficiency in ELA (10th grade) by 3% (from a 32% to a 35%) by May 2022 as measured by the FY22 ELA FSA exam results.
Monitoring:	This area of focus will be monitored through progress monitoring data checks, exemplars, and district assessments quarterly. Checks for understanding and conducting purposeful, meaningful data chats with each student will support the progress monitoring and goal setting throughout each quarter.
Person responsible for monitoring outcome:	Shelley Kepler (shelleyak@leeschools.net)
Evidence-based Strategy:	*Peer Collaborative Teacher in-classroom instructional and planning support *ESE teacher flexible scheduling to ensure SWDs are getting maximum supports *Reading Coach and PCT awareness and progress monitoring of ESSA subgroup performance; related teacher coaching *Targeted interventions based on progress monitoring (witch special attention paid to level 2 students considered to be "on the bubble") *Differentiated reading intervention programs (e.g., Read 180, System 44) *Supports for ELL students through International Academy; SIOP strategies and bi-lingual instructors and paraprofessionals *Assignment of mentors and invitations to after-school tutoring program *targeted student feedback *summarize the text *student collaboration *guided and independent student work *pre-writing and pre-reading strategies *text annotations while reading *close reads *written response questions *checks for understanding
Rationale for Evidence-based Strategy:	Reading and writing proficiency directly impact all other core content/ learning areas. Specific, data-driven supports and classroom interventions, along with differentiated, research-based programs and strategies such as Read 180 and SIOP have been shown to close achievement gaps.
Action Steps to Implement	

1. Review baseline data progress monitoring (STAR, USA Test Prep, past FSA results) as a team (PLCs and data meetings)
2. Provide focused interventions utilizing additional staff based on strategic scheduling (PCT in-class support and ESE teacher flexible scheduling for SWDs)
3. Ensure International Academy teachers are maintaining required level of rigor with ELL students (coaching and monitoring by content area administrator and Peer Collaborative Teachers)
4. On-going High-Yield Instructional Strategies training (starting with full day workshop by ESOL Specialists during pre-school week)
5. BARR Block Meeting sub-group grade/progress analysis with recommended next steps
6. On-going progress monitoring and instructional strategy adjustments (PLCs and data meetings)
7. Pull-out intervention groups for identified students (Reading Coach and Peer Collaborative Teacher)
Lee - 0511 - South Fort Myers High School - 2022-22 SIP

Person Responsible	Staci Deinhart-Mackay (stacild@leeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Academic - Math L25 Learning Gains Learning gains for the lowest 25% of math students have been relatively flat for the past few years (+4% two-year trend; lagging behind overall math learning gains of +18% over last two years).
Measurable Outcome:	SFMHS will increase Math Learning Gains in the ALG EOC within the L25 cohort by 3% (from 16% to 19%) by May 2022 as measured by the FY22 Math EOC exam results. SFMHS will increase Math Learning Gains in the GEO EOC within the L25 cohort by 3% (from 27% to 30%) by May 2022 as measured by the FY22 Math EOC exam results.
Monitoring:	*Consistent data chats with students independently (teachers, PCT's administrators, Math Coach) *Aggressive intervention as needed for high risk students *Progress monitoring data, checks for understanding
Person responsible for monitoring outcome:	Allison Demming (allisonad@leeschools.net)
Evidence-based Strategy:	*Level 1 and level 2 students are taught by two teachers this year (not double blocked like previous years with one teacher) Algebra 1 courses for students needing additional supports *Peer Collaborative Teacher in-classroom instructional and planning support *ESE teacher flexible scheduling to ensure SWDs are getting maximum supports *Awareness and Monitoring of L25 students and ESSA sub-groups within lowest 25% group *Supports for ELL students through International Academy; SIOP strategies and bi-lingual instructors and paraprofessionals *Assignment of mentors and invitations to after-school tutoring program *"Mathematics Mindset" strategies and activities (https://www.youcubed.org/)
Rationale for Evidence-based Strategy:	*Students performing below grade level need additional instructional time to make gains and "catch up" to their peers who are proficient. They also need intentional supports and academic interventions focused on identified skill gaps (i.e., areas of focus identified through STAR, USA Test Prep, past FSA/ EOC results, etc.). Research also shows that students who have a growth mindset when it come to mathematics can make significant gains with the right support system in place (see https://www.youcubed.org/ for research and resources).

Action Steps to Implement

1. Identify L25 students and ensure all math teachers are aware of these students (planning accordingly and checking in regularly)
2. Review baseline data (STAR, USA Test Prep, past FSA/EOC results), progress monitoring, as a team (PLCs and data meetings)
3. Provide focused interventions utilizing additional staff based on strategic scheduling (PCT in-class support and ESE teacher flexible scheduling for SWDs)
4. Ensure International Academy teachers are maintaining required level of rigor with ELL students (coaching and monitoring by content area administrator and Peer Collaborative Teachers)
5. On-going High-Yield Instructional Strategies training (starting with full day workshop by ESOL Specialists during pre-school week)
6. BARR Block Meeting sub-group grade/progress analysis with recommended next steps

7. On-going progress monitoring and strategy adjustments (PLCs and data meetings) Lee - 0511 - South Fort Myers High School - 2021-22 SIP

Person Responsible   Detres Henderson (detreshe@leeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Sixty one percent of students are achieving below proficiency on the Biology EOC exam. This is a substantial drop from the previous year's cohort, but a similar result to that of the cohort that was tested two years ago.
Measurable Outcome:	SFMHS will increase proficiency in Science by 3% (from 32% to 35%) by May 2022 as measured by the FY22 Biology EOC exam results.
Monitoring:	student teacher data chats progress monitoring exemplars district quarterly assessments
Person responsible for monitoring outcome:	Jennifer Seluk (jenniferas@leeschools.net)
Evidence-based Strategy:	*Peer Collaborative Teacher in-classroom instructional and planning support *Implementation of Instructional guides with increased fidelity (more adoption vs. adaptation) *ESE teacher flexible scheduling to ensure SWDs are getting maximum supports *SIOP strategies *ELL in-class support by ESOL paraprofessionals, as well as International Academy teacher content and skill reinforcement (cross-department collaboration) *PCT awareness and progress monitoring of ESSA sub-group performance; related teacher coaching *After school tutoring program
Rationale for Evidence-based Strategy:	Planning and in-classroom supports that focuses intentionally on key skills (e.g., graph interpretation and analysis) is key to success on the Biology EOC exam. SWD and ELL students can better attain these skills when one-on-one and small group supports, along with research-based instructional strategies (e.g., SIOP model) are implemented consistently and strategically.

Action Steps to Implement

1. Review progress monitoring (USA Test Prep, past FSA results), exemplars, district quarterly assessments as a team (PLCs and data meetings).
2. Provide focused interventions utilizing additional staff based on strategic scheduling (ESE teacher flexible scheduling for SWDs and bilingual paraprofessionals for ELL students)
3. Peer Collaborative Teacher in-classroom instructional and planning support (focus on key skills)
4. International Academy teacher content and skill reinforcement (crossdepartment collaboration)
5. On-going High-Yield Instructional Strategies training (starting with full day workshop by ESOL Specialists during pre-school week)
6. BARR Block Meeting sub-group grade/progress analysis with recommended next steps
7. On-going progress monitoring and instructional strategy adjustments (PLCs and data meetings)

Person Responsible	Steven Wilkie (stevenjw@leeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	Behavior - Decrease Discipline Referrals for 9th, 10th and 11th Grade Students. Behavioral issues (and resulting discipline referrals and consequences) result in missed instructional time and classroom distractions which impact learning the learning of all students.
Measurable Outcome:	SFMHS will decrease behavior-related referrals in 9th,10th, 11th Grade by 5% (year-over-year) as measured by FOCUS by June 2022.
Monitoring:	This will be monitored through positive behavior referrals, decreasing FOCUS discipline referrals, monitoring failure rate weekly through grade level risk review meetings, increasing supports through BARR implementation schoolwide.
Person responsible for monitoring outcome:	Katrina Gunnels (katrinalg@leeschools.net)
Evidence-based Strategy:	*BARR program ("Building Assets, Reducing Risks"; https://barrcenter.org/) - small group and sub-groups monitored closely during weekly Block Meetings (teachers are responsible for specific students) *Restorative Justice Approach - Intervention Specialist small-groups and check-in/check-out process for identified students *AVID - Young Women's and Young Men's Leadership Academies that focus on developing leaders amongst at-risk and minority (black and multi-racial) students who serve as mentors and role-models for classmates *International Academy (ELL support system/mentorship/behavior monitoring) *ESE Case Managers/Mentors - behavior check-ins *9th, 10th, 11th Grade Mentor Program (for identified at-risk students; students selected based on measurable behavior data after 1st quarter; led by Intervention Specialists) *PBIS (Positive Behavioral Interventions and Supports) - support from district staff as needed for identified student behaviors
Rationale for Evidence-based Strategy:	All strategies listed above are research-based and we can look to district and outside experts for support as needed (e.g., in the areas of Diversity and Inclusion {Jarrett Eady works with our AVID Leadership Academies}, PBIS, Social Worker best-practices, mentorship strategies, etc.). The BARR program (Building Assets, Reducing Risks) is a major focus for our school this year as we are the only school in South Florida implementing it with support and resources from a national team of experts.

Action Steps to Implement

1. BARR Block Meetings (weekly) and relationship-building activities (e.g., weekly "i-Time" lessons)
2. Intervention Specialists to review historical and behavior trends and
provide early intervention supports (e.g., behavior contracts, check-in/checkout process)
3. Administrative team data tracking and early intervention meetings with families (to include counselors and Intervention Specialists)
4. 9th,10th, 11th grade mentor program (at-risk students identified by Intervention team after first quarter)
4. ESE team data and support implementation monitoring
5. PBIS incentives (monthly and quarterly); FOCUS PBIS badge reward system tracked and monitored weekly

Person Responsible	Jennifer Seluk (jenniferas@leeschools.net)

#5. Other specifically relating to Attendance	
Area of Focus Description and Rationale:	Attendance - Decrease absences and tardies for 9th, 10th,11th, and 12th Grade Students
Measurable Outcome:	SFMHS will decrease attendance related issues surrounding absences and tardies in 9th, 10th, 11th, and 12th Grade by 5% (year-over-year) as measured by FOCUS by June 2022.
Monitoring:	Attendance is monitored daily and weekly. Daily based on the Dean, Janeli Marics, monitoring it each morning and following the SFMHS procedures in regards to communicating with parents and following the procedures involved based on how many tardies accumulated. Absences are monitored closely by the social worker and admin, counselors, social worker, BARR coordinator, Dean meet weekly to review attendance risk review list and interventions and communication needed for home visits and more.
Person responsible for monitoring outcome:	Jennifer Seluk (jenniferas@leeschools.net)
Evidence-based Strategy:	Data tracking daily and weekly, ongoing open line of communication
Rationale for Evidence-based Strategy:	All strategies listed above are research-based and we can look to district and outside experts for support as needed (e.g., PBIS, Social Worker best-practices, Dean intervention support via monitoring attendance and tardy tracker, mentorship strategies, Attendance Risk Review Meeting weekly for 1.5 hours etc.). The BARR program (Building Assets, Reducing Risks) is a major focus for our school this year as we are the only school in South Florida implementing it with support and resources from a national team of experts.

Action Steps to Implement

1. BARR Block Meetings (weekly) and relationship-building activities (e.g., weekly "i-Time" lessons)
2. Intervention Specialist, Social Worker, BARR Coordinator, Admin Team, Dean, Guidance Counselors to review historical and behavior trends and provide early intervention supports (e.g., attendance contracts, tardy contracts, check-in/checkout process)
3. Administrative team data tracking and early intervention meetings with families (to include counselors and Intervention Specialists)
4. 9th,10th, 11th, 12th grade mentor program (at-risk students identified by Intervention team after first quarter)
4. Attendance Risk Review team data and support implementation monitoring
5. PBIS incentives (monthly and quarterly); FOCUS PBIS badge reward system tracked and monitored weekly

Person Responsible	Katrina Gunnels (katrinalg@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

SFMHS reported 4.7 per 100 students. When compared to all high schools statewide
Primary area of concern surrounds: skipping and insubordination/disrespect.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At the beginning of the school year, families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of the school. A positive school culture is such an important aspect of a school building and starts from the top. We have updated the look of the school, paint, new decals in the halls, updated entrance signs, welcome street signs, etc. as we know the students must want to come to the building everyday. When students enter the building, staff are at their doors and in the halls welcoming students to school and class. South Fort Myers High School is on year three of the BARR (Building Assets, Reducing Risks) program which is a strengths based initiative that correlates with PBIS. Students are teamed which allows for their team of teachers to discuss them frequently to ensure their needs are being met, whether that be academic, social or emotional. Staff are trained in social emotional learning to ensure an open line of communication is occuring at all times. Our goal is that every student has at least one staff member that is their "person". We encourage students to get involved in sports, activities or clubs to have a connection to the school. Freshmen Success class has been added to assist with the major change that comes with high school.

Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment through invitation and voluntary participation in various school events (e.g., "High School 101", "Academy Nights", "Grade Level Nights", "STEM Night Activities", that highlight curriculum and student opportunities, SAC/Title 1 meetings, etc.). Data will be shared and analyzed for all student sub-groups to identify school needs. Stakeholders will participate as the result of invitations through the school newsletter, SchoolMessenger calls and emails, personal phone calls, social media, and/or school website. Meeting times will be flexible (typically evenings) and community and business partners will be contacted as needed to support curriculum and school needs and expose students to new/unique opportunities.

Input from stakeholders will be collected through open discussion and votes during SAC meetings, parent workshop surveys that are reviewed in a timely fashion, school website submissions, and ongoing conversations with teachers and school leaders. These communications are flexible in format, allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily

understand. Information gathered from this data will be used to identify school needs and create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. During a scheduled SAC meeting, the committee will hold an open discussion and will decide, with input from parents, how the 1% set aside for Parent Involvement will be used.

Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, minutes, sign-in sheets, and/or workshop comments maintained in the Title I Crate.

Strategies to increase family engagement are included in the PFEP.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

It takes everyone to have a positive school culture! All stakeholders are a valued part of the team and ensure the school is able to function with the goal of teaching and learning. Administration, Staff, Students, Parents, Community Members, and Business Partnerships work together to ensure students will graduate and become productive members of the community.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$90,178.43**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0511 - South Fort Myers High School	Title, I Part C		$67,983.45
	6300	210-Retirement	0511 - South Fort Myers High School	Title, I Part C		$7,818.10
	6300	220-Social Security	0511 - South Fort Myers High School	Title, I Part C		$5,200.73
	6300	230-Group Insurance	0511 - South Fort Myers High School	Title, I Part C		$8,170.00
	6300	240-Workers Compensation	0511 - South Fort Myers High School	Title, I Part C		$965.36
	6300	250-Unemployment Compensation	0511 - South Fort Myers High School	Title, I Part C		$40.79
2	III.A.	**Areas of Focus: Instructional Practice: Math**				**$89,253.19**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0511 - South Fort Myers High School	Title, I Part C		$67,216.44
	6300	210-Retirement	0511 - South Fort Myers High School	Title, I Part C		$7,729.89
	6300	220-Social Security	0511 - South Fort Myers High School	Title, I Part C		$5,142.06
	6300	230-Group Insurance	0511 - South Fort Myers High School	Title, I Part C		$8,170.00
	6300	240-Workers Compensation	0511 - South Fort Myers High School	Title, I Part C		$954.47

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	250-Unemployment Compensation	0511 - South Fort Myers High School	Title, I Part C		$40.33
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$91,069.12**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0511 - South Fort Myers High School	Title, I Part C		$68,721.81
	6300	210-Retirement	0511 - South Fort Myers High School	Title, I Part C		$7,903.01
	6300	220-Social Security	0511 - South Fort Myers High School	Title, I Part C		$5,257.22
	6300	230-Group Insurance	0511 - South Fort Myers High School	Title, I Part C		$8,170.00
	6300	240-Workers Compensation	0511 - South Fort Myers High School	Title, I Part C		$975.85
	6300	250-Unemployment Compensation	0511 - South Fort Myers High School	Title, I Part C		$41.23
4	**III.A.**	**Areas of Focus: Culture & Environment: Discipline**				**$0.00**
5	**III.A.**	**Areas of Focus: Other: Attendance**				**$0.00**
					Total:	**$270,500.74**