



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Fort Myers Middle Academy**

3050 CENTRAL AVE

Fort Myers, FL 33901

239-936-1759

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

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
87%

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## School Grades History

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**2013-14**  
C

**2012-13**  
D

**2011-12**  
D

**2010-11**  
C

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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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 Middle Academy

##### Principal

BethEllen Ohberg

##### School Advisory Council chair

Toni Washington-Knight

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

Name	Title
BethEllen Ohberg	Principal
Carol Frink	AP
Kandrick Barnes	AP
Toni Washington-Knight	Math Coach
Amy Szafran	Lead TIF-Math
Ileana Adams	Reading Coach
Angela Edmonds	Science Coach
Jackie Few	Lead TIF-Science
Joseph Kilbane	Lead TIF-Reading
Monique Campbell	School Counselor
Curtis McCarter	Parent Involvement Specialist
Amy Rothenberg	Grant Specialist
Margaret Radtke	Literacy Coach

#### 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

Fort Myers Middle Academy works with school parents and community members to establish our School Advisory Council. Members of the Advisory Council represents the larger school community and includes

parents, area residents, school alumni, local businesses, representatives from faith-based/community-based organizations, and members of the local university community. Our members provide the school with a wealth of knowledge and support. Together we plan and implement school based decisions aimed at helping our school succeed.

The SAC membership includes the following individuals:

1. Toni Washington-Knight-Math Coach & SAC Chair
2. Curtis McCarter- Parent Involvement Specialist & Co-Chair
3. BethEllen Ohberg-Principal
4. Barbara Flickner- DAC Representative & member
5. Kimberly Harris-member
6. Robert Scallan-member
7. Vadis Parsons-DAC Representative & member
8. Betty Harris-parent & member
9. Todd Thomas-business partner & member
10. Cecil Carter-Community partner & member
11. Jennifer Joseph-Student & member
12. Ileana Adams- Teacher & member
13. Margaret Radtkey-Teacher & member
14. Cecelia St Arnold- business partner & member
15. Mary LeFaiver- business partner & member
16. Maggie Dumorne- business partner & member
17. Glen Bietman- business partner & member
18. Lauren Willison- business partner & member
19. Cedric Hall- business partner & member
20. Vernon Cook- business partner & member
21. Reginald Billups- business partner & member
22. Fredrick D. Morgan- business partner & member
23. Harrison S. Knight-business partner & member

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

The School Advisory Council of Fort Myers Middle Academy offers a unique role in the development of the school improvement plan. Each member plays a vital part in providing feedback and suggestions as it relates to the goals and objectives of Fort Myers Middle Academy. Final decision making relating to the implementation of the provisions of the annual School Improvement Plan is done so through SAC. Furthermore, the council assists in the evaluation of the School Improvement Plan (SIP) and in the preparation of the school's annual budget. Once the plan is complete, it is voted upon by SAC for final approval and shared with all staff members as a final document.

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

Fort Myers Middle Academy School Advisory Council will host on-going events throughout the school year. The purpose of the events are to create a collaborative environment where stakeholders have an avenue to voice their concerns and offer suggestions.

2013-2014 Events:

Seven meetings per year (September, October, November, January, February, March, April)

Bi-annual Data review ( January & April)

Open House Meeting-State of the School Address

Elections of Officers 2014-2015

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

The projected use of school improvement funds for Fort Myers Middle Academy will be aimed towards increasing student literacy. Reading is essential to success in all subject areas. Therefore, the increased

usage of our school library will support students' in building a better literacy foundation. Classroom libraries are also important in providing greater opportunities for students to become skilled readers. Therefore, our projected use of school improvement funds will be spent on increasing the literacy inventory. Purchases include:

- \* increasing the library resources 50% of total funds
- \* providing updated supplemental materials for core classes 25% of total funds
- \* nonfiction reading materials to support core academic areas 25 % of total funds

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**BethEllen Ohberg**

Principal

Years as Administrator: 12

Years at Current School: 1

**Credentials**

Degrees and Credentials – Master of Arts in Education and Current Doctoral Candidate in Organizational Leadership  
 Masters of Education – Master of Arts, Educational Supervision and Administration  
 Professional Certification - FL Certificate w/Elementary Education, Educational Leadership, School Principal, ESOL Endorsement

**Performance Record**

Performance Record: Effective

**Carol Frink**

Asst Principal

Years as Administrator: 4

Years at Current School: 8

**Credentials**

Masters Degree - Educational Leadership  
 Doctorate Degree

**Performance Record**

2012-2013 Performance Record: Effective



<b>Kandrick Barnes</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	Masters Degree - Educational Leadership Professional Certification: Business Education (6-12) Educational Leadership (all levels) Exceptional Student Education (K-12)	
<b>Performance Record</b>	2012-2013 Performance Record: Effective	

**Instructional Coaches**

**# of instructional coaches**  
3

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

**Instructional Coach Information:**

<b>Angela Edmonds</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Science	
<b>Credentials</b>	General Science, grades 5-9 Mathematics, grades 5-9	
<b>Performance Record</b>	Performance Record: Effective 2012-2013	

<b>Ileana Adams</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education, grades 1-6 English Speakers of Other Languages, Endorsement Reading, Endorsement	
<b>Performance Record</b>	Performance Record: Effective	

**Toni Knight**

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

**Areas**

Mathematics

**Credentials**

Elementary Education, grade 1-6

English Speakers of Other Languages, Endorsement

**Performance Record**

Performance Record: Effective

**Classroom Teachers****# of classroom teachers**

43

**# receiving effective rating or higher**

41, 95%

**# Highly Qualified Teachers**

100%

**# certified in-field**

43, 100%

**# ESOL endorsed**

17, 40%

**# reading endorsed**

9, 21%

**# with advanced degrees**

10, 23%

**# National Board Certified**

2, 5%

**# first-year teachers**

6, 14%

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

12, 28%

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

15, 35%

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

10, 23%

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

10

**# Highly Qualified**

10, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

3

### # 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

1. Partnering new teachers with veteran teacher. This is on-going throughout the school year.
2. Lead teachers work closely with new teachers and meet with new teachers regularly to address concerns, issues, challenges, and new procedures. This is on-going throughout the school year.
3. Technology training regarding the use of Pinnacle Gradebook, Parentlink, Performance Matters, OnCourse Lesson Planner, and Microsoft Outlook will be addressed throughout the school year.
4. Regular meetings of grade-level teams and department also support new teachers as they become acclimated to school and district procedures.
5. New teachers are provided opportunities to visit effective teachers classrooms in order to observe best practices in action.
6. Campus instructional leaders open their classrooms for observations and modeling of instructional strategies.

## 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

In alignment with the District's New Teacher's Program the Developing Professional (DP) is enrolled in the APPLES Program.

Mentor teacher Bobbi Jo Thomas is paired with Jason Caissie. Ms. Thomas is an experienced teacher who serves in a leadership capacity at FMMA and is active in coordinating trainings. She is very knowledgeable of district requirements, standards and classroom management. The Clinical Educator (CE) and Developing Professional (DP) meet monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the DP. Time is given for the feedback, coaching and planning.

Mentor teacher Tamara Wilson is paired with Dan Bent. Ms. Thomas is an experienced teacher who serves in a leadership capacity at FMMA and is active in coordinating trainings. She is very knowledgeable of district requirements, standards and classroom management. The CE and DP are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the DP. Time is given for the feedback, coaching and planning.

Mentor teacher Kati Kay is paired with Ashli Little. Ms. Kay is an experienced teacher who serves in a leadership capacity at FMMA and is active in coordinating trainings. She is very knowledgeable of district requirements, standards and classroom management. The CE and DP are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the DP. Time is given for the feedback, coaching and planning.

Mentor teacher Toni Washington-Knight is paired with Thomas Romano. Ms. Washington-Knight is an experienced teacher who serves in a leadership capacity at FMMA and is active in coordinating

trainings. She is very knowledgeable of district requirements, standards and classroom management. The CE and DP are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the DP. Time is given for the feedback, coaching and planning.

Mentor teacher Whitney Bryant is paired with Andrea DeShazo. Ms. Bryant is an experienced teacher who serves in a leadership capacity at the school and is active in coordinating trainings. She is very knowledgeable of district requirements, standards and classroom management. The CE and SP are meeting monthly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the DP. Time is given for the feedback, coaching and planning.

### **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**

Fort Myers Middle Academy addresses the Multi-Tiered System of Support through a systematic process. Details are listed in prompt number 2.

The MTSS Problem-Solving Team for Fort Myers Middle Academy consists of the following members:

Monique Campbell - School Counselor/Coordinator

Beth Ohberg - Principal

Carol Frink - Assistant Principal

Kandrick Barnes - Assistant Principal

Helen Davis - District Instructional Support, TIF

Toni Knight - Math Coach

Ileana Adams - Reading Coach

Angie Edmonds - Science Coach

Curtis McCarter - Parent Involvement

Andy Montalvo - ESE Resource teacher

Maurice Gilmore - Social Worker

Classroom teacher

Parents

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

The MTSS Coordinator schedules meetings as necessary to analyze school and or student progress data in order to identify students in need of further support. The MTSS Coordinator communicates regularly with the school based leadership team to share student progress and concerns. The MTSS team also ensures that students receiving interventions do so according to a multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in the MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, FMMA progress monitoring reports, and anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling.

- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

- Deliver instructional interventions with fidelity.

Reading Coach/Specialist

-Attend MTSS Team meetings

Train teachers in interventions, progress monitoring, differentiated instruction

-Implement supplemental and intensive interventions.

-Keep progress monitoring notes & anecdotes of interventions implemented

-Administer screenings

-Collect school-wide data for team to use in determining at risk students

Principal/Assistant Principal

-Facilitate implementation of the MTSS problem solving process in your building

-Provide and coordinate valuable and continuous professional development

-Assign paraprofessionals to support MTSS implementation when possible

-Attend MTSS meetings to be active in the MTSS change process

-Conduct classroom walk throughs to monitor fidelity

School Counselor

-Facilitates MTSS team facilitator

-Schedule and attend MTSS meetings

-Maintain log of all students involved in the MTSS process

-Send parent invites

-Complete necessary forms

-Conduct social developmental history interviews when requested

School Psychologist

-Attends MTSS meetings on some students receiving supplemental supports and on all students receiving intensive support

-Monitor data collection process for fidelity

-Review & interpret process for fidelity

-Collaborate with MTSS team on effective instruction and specific interventions

-Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions

ESE Teacher

-Consult with MTSS team regarding intensive interventions

-Incorporate MTSS data when making eligibility decisions

Social Worker

-Attend MTSS team meetings when requested

-Conduct social developmental history interviews and share with team

ESOL Representative

-Attend all MTSS team meetings for identified ELL students, advising and completing LEP paperwork

-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**

Fort Myers Middle Academy Instructional Leadership Team, Dolphin Design Team, meets weekly to discuss school-wide academic progress. All teachers are expected to assess students, collect data and analyze results based on academic core standards. Teachers are expected to align classroom goals with school improvement plan goals. Furthermore, all teachers are required to communicate students concerns to their grade level team leader during bi-monthly team meetings. The grade level team leaders will in turn communicate concerns with Ms. Campbell, who in turn collaborates with the MTSS team for support and resolve. All MTSS progress is communicated to the appropriate grade level administrator.

### **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**

Progress monitoring is vital to the academic success of all students at FMMA. Therefore, administrators, teachers and students are kept abreast of current academic progress using diverse portals of

information: STAR reading, STAR math, formative assessments, FCAT assessment results, work samples, Ripple Writes, behavior records, attendance records and teacher anecdotes.

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

Professional development pertaining to the MTSS process will be provided for teachers. Sessions will be conducted by both school and district level personnel. Individual planning sessions will be arranged to further assist teachers with developing interventions aligned with each tier of the MTSS process.

**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:** 0

Fort Myers Middle Academy offers after school programs for both students in need of improvement and students who meet or exceed standards. These programs include research based strategies to help increase academic skills. Strategies include:

## 1. Afterschool Extended Learning

\*Small group tutoring for English Language Learners to assist in language acquisition

\*Small group math enrichment for students scoring a level 3 or higher on the FCAT 2.0 math assessment

\*Small group science labs for all students

\*Enrichment Camps offered during Spring and Summer school breaks

## 2. Online Learning Lab

\*Fort Myers Middle Academy also offers hybrid courses aimed at supporting learners who meet and/or exceed state standards in reading; Spanish, Digital Design, Reading, and PE.

\*Students are afforded the opportunity to enroll in virtual courses/internet based learning in conjunction with their traditional courses.

## 3. Master Schedule

\*Fort Myers Middle Academy has defined a unique 5x5 master schedule which expands instructional time for every child in all core areas. The 5x5 schedule also supports sixty-four minutes daily planning for teachers with common planning for; math, reading, science, social studies and language arts.

## 4. Renzulli - SEM

\*Through interest based surveys, the Renzulli Schoolwide Enrichment Model enhances student driven learning.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

1. Attendance and Pre and Post assessments
2. Individual student passing rate
3. Student performance outcomes
4. Satisfaction survey - teacher and students

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

1. Dr. Carol Frink/ Maxine Davis
2. Dr. Carol Frink/ Dr. Denise Fitzpatrick
3. Dr. Carol Frink/ Mrs. BethEllen Ohberg
4. Amy Rothenberg/ Kandrick Barnes

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Beth Ohberg	Principal
Carol Frink	Assistant Principal
Chris Adams	Literacy Coach
Margaret Radtke	Reading Coach/Department Head
Joseph Kilbane	TIF Teacher-Reading
Helen Davis	TIF Coordinator

### How the school-based LLT functions

The school based LLT meets monthly to review student achievement in Reading. In collaboration with school administration, the team reviews school data and pertinent research, and makes suggestions regarding school initiatives and professional development opportunities.

The role of the school based LLT is to schedule and conduct meetings, monitor progress of students, review data, and assist in the implementation of initiatives and professional development.

The role of the Literacy Coach is to provide regular analysis of student data for the 25% bottom quartile which is a focus in our school improvement plan.

The role of the general membership is to provide leadership and guidance to staff members in all content areas .

### Major initiatives of the LLT

The Literacy Leadership Team will implement a school wide focus on reading and writing strategies across all content areas. Strategies include words walls, common board configuration, Cornell Notes, AVID WICOR, Twelve Powerful Words, Ripple Writes, Friday school-based PD, TIF Teachers and Coordinator, Development of media collection, Renzulli Learning, Professional Learning Communities, 5x5 master schedule with common planning, FCAT Explorer, TeenBiz, OnCourse lesson planning, Brain POP, Extended day tutoring for ELL, Schoolwide academic binder initiative, Scholastic weekly reader, AVID current events, IPOD Touch Labs, IPAD Minis, and NG-CAR PD.

## Every Teacher Contributes to Reading Instruction

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

The focus of literacy across the curriculum will be emphasized in a variety of settings to all teachers (faculty meetings, PLC meetings, and department meetings). This focus will be reinforced throughout the school year and supported by the school's Academic Coaches, TIF teachers, and members of the Literacy Leadership Team. All teachers will receive professional development on literacy strategies that they can implement in their classes.

This year, special emphasis is being placed on writing strategies. Each department is required to set aside time each week to focus on literacy in the classroom, every day (outside the text). Furthermore, specific reading strategies are being taught school-wide, such as Cornell Notes, Thinking Maps, Twelve Powerful Words, Word Walls, and Academic Vocabulary. A new schoolwide initiative is Ripple Writes with student data driving instruction and professional development for all content area teachers.

Regular and continuous administrative Classroom Walk Throughs will produce data for individual coaching.

## 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**

Fort Myers Middle Academy prepares students for the career academies at the high school level. All of our 8th grade students participate in a career technology class which includes a career component. This component helps students realize the relationship between subjects and relevance to their future. As part of our Magnet Schools Assistance Program Grant, students are given multiple opportunities during the school year to visit local businesses based on their interests. We also promote a Job Jamboree each spring which brings local colleges and universities as well as businesses on campus for an expo style event. An established AVID Program, a college readiness curriculum, is available to all students.

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

Fort Myers Middle Academy provides several academic and career planning courses which engage our students in developing a relationship between varied subjects and the relevance to their future. FMMA also offers several advance placement courses in which students can receive high school credit upon successful completion. For the first year, an online hybrid learning lab supports the needs of personalized learning for high achieving students. Further, the school offers weekly Enrichment Clusters designed to provide students with a hands-on approach about a particular career interest. Each student selects their interest based on the Renzulli Total Talent Assessment and creates a portfolio of career interests using the results of the assessment. Together students and teachers learn and work to build a repertoire of knowledge pertaining to careers. In addition to advanced courses and Enrichment Clusters, our school counselor meets with students in small groups to advise them regarding course selections for high school and beyond. One on one career guidance is available on demand.

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

N/A

## 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	45%	35%	No	51%
American Indian				
Asian				
Black/African American	38%	29%	No	45%
Hispanic	53%	44%	No	57%
White	61%	48%	No	65%
English language learners	26%	7%	No	33%
Students with disabilities	30%	20%	No	37%
Economically disadvantaged	43%	34%	No	48%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	100	21%	26%
Students scoring at or above Achievement Level 4	46	10%	15%

#### 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>		74%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	194	41%	46%
Students in lowest 25% making learning gains (FCAT 2.0)	43	36%	41%

**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)	[data excluded for privacy reasons]		30%
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]		15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		12%

**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	63	38%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		88%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	43%	No	55%
American Indian				
Asian				
Black/African American	47%	38%	No	52%
Hispanic	51%	49%	No	56%
White	63%	52%	No	66%
English language learners	30%	11%	No	37%
Students with disabilities	34%	28%	No	41%
Economically disadvantaged	48%	42%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	124	27%	32%
Students scoring at or above Achievement Level 4	49	11%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		72%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	206	45%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	35%	40%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	62	13%	18%
Middle school performance on high school EOC and industry certifications	49	79%	84%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	55%	60%
Students scoring at or above Achievement Level 4	15	24%	29%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	17%	22%
Students scoring at or above Achievement Level 4	18	11%	16%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		91%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

**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)	17		20
Participation in STEM-related experiences provided for students	391	80%	85%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	119	24%	29%
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	18	3%	8%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	136	30%	10%
Students who fail a mathematics course	28	6%	3%
Students who fail an English Language Arts course	8	2%	1%
Students who fail two or more courses in any subject	35	8%	4%
Students who receive two or more behavior referrals	124	26%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	202	49%	20%

**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 Middle Academy will host parent involvement activities during the 2013-2014 academic year.

Dance Recitals

Student Recognition (honor roll)

Athletic Events

Curriculum Night (Science)

Our Parent Involvement events will balance between academic and extracurricular events. Sign-in sheets serve as documented data in determining the percentage of parents attending campus events.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Back-to-School Open House	197	20%	30%
Athletic Banquet	83	8%	12%
ExSTREAM Family Night	51	5%	10%
Student Recognition (Honor Roll)	112	11%	15%

## Goals Summary

- G1.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.

## Goals Detail

**G1.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

### **Resources Available to Support the Goal**

- Resources available: Classroom teachers, TIF teachers, academic coaches, all students receive 320 minutes of instruction in reading, math and language arts each week, common planning, department PLCs, District personnel support, MSAP Grant, technology, manipulatives, NEA Grant, Title 1, Parent Involvement Specialist, Security Specialists, and ESOL Spanish and French/Creole Paraprofessionals. A process in place to reduce classroom interruptions. Positive Support training will be given to all teachers throughout the school year by Dr. Pam Bruening. This training will help our teachers deal with behavior interruptions and keep more students in class learning.

### **Targeted Barriers to Achieving the Goal**

- Interruptions of instructional time; telephone calls to classrooms, behavior, intercom, campus events to name a few.



## Plan to Monitor Progress Toward the Goal

The Green Team will analyze the post survey

**Person or Persons Responsible**

Green Team Members

**Target Dates or Schedule:**

April 30, 2013

**Evidence of Completion:**

End of year survey to be completed to determine a reduction of instructional interruptions

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.

**G1.B6** Interruptions of instructional time; telephone calls to classrooms, behavior, intercom, campus events to name a few.

**G1.B6.S6** Classroom Management Training with Dr. Pam Bruening

#### **Action Step 1**

Professional Development for Classroom Management. This ongoing training with Dr. Pam Bruening will help our teachers deal with daily behavior issues. Once our teachers understand how to deal with certain behaviors it will allow for all students to learn and keep kids in class. We will continue to progress monitor reduction or elimination of the barriers through surveys and records. This will help all students meet or exceed proficiency in core academic areas.

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

Beth Ohberg

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

September through May, dates TBA, ongoing throughout the school year.

#### **Evidence of Completion**

Participant records, student records

#### **Facilitator:**

Dr. Pam Bruening

#### **Participants:**

All Instructional Staff and optional for Support Staff

## **Action Step 2**

Fewer classroom interruptions will occur this school year. Expectations were set at the beginning of the school year - no intercom calls, only certain staff can make phone calls to classrooms, campus events must need approval. We will continue to progress monitor reduction or elimination of the barriers through surveys and records.

### **Person or Persons Responsible**

Administrative Team

### **Target Dates or Schedule**

Expectation was set at the beginning of the school year. Communication and expectations will be shared ongoing throughout the school year.

### **Evidence of Completion**

Evidenced documented through teacher survey.

## **Action Step 3**

One of our barriers is teacher attendance. We want our teacher to come to work and enjoy work every day. Our teachers need to feel supported and appreciated for their hard work and efforts. We created a rotation schedule to help us with classroom coverage when a teacher is absent and a substitute doesn't pick up the job. This schedule allows equal support to help out their colleagues when they are absent. Another step we started this year are thank you notes. Frequently, teachers will receive a little note with specific praise or appreciation. Our teachers enjoy the recognition. We also began the "Teach Like Your Hair is on Fire" teacher recognition program. So far this school year we recognized six outstanding teachers. We needed to implement a recognition program for our teachers so they feel appreciated. Appreciation was felt schoolwide. We also shared on the morning news with students and faculty our teacher recognition program. This is a great way to show our appreciation and help our teachers feel appreciated. This is helping build those healthy relationships that our school needs.

### **Person or Persons Responsible**

teachers; administration recognizes the teachers

### **Target Dates or Schedule**

ongoing throughout the school year

### **Evidence of Completion**

attendance records

## Plan to Monitor Fidelity of Implementation of G1.B6.S6

Classroom Walk Throughs

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Continuously

### **Evidence of Completion**

Classroom Walk Through data-Domains 2 and 3

## Plan to Monitor Effectiveness of G1.B6.S6

Referral rate

### **Person or Persons Responsible**

Kandrick Barnes

### **Target Dates or Schedule**

Quarterly

### **Evidence of Completion**

Reduction in referrals, ISS, and OSS. Post Survey Monkey survey for teachers

## 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 I, Title II, Title III and SAI programs coordinate through the SIP process. School improvement plans are written to ensure compliance with all local, state, and federal regulations. After careful examination of our students' educational and social needs, administrators and staff determine programs specific for meeting their academic needs. The School Improvement Plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support Fort Myers Middle Academy.

Our school coordinates health services, emotional support, and other social needs to support our school families. The district Health Services, Interventions Department, Food Services Department, Student Services Department, and ESE Departments are all a critical dimension of this collaborative effort. Multiple business partnerships provide opportunities for continued student development.

Funding for Fort Myers Middle Academy Professional Development Plan, Title II, is augmented by Magnet Schools Assistant Program federal grant, National Education Association state grant, school district consultant contracts and Title I. The focus for 2013-2014 professional development at Fort Myers Middle Academy is aligned to several school initiatives to include; Renzulli Schoolwide Enrichment Model, Classroom Management, Choosing Excellence, varied national conferences, AVID strategies, content area writing, and Performance Matters data tools. Professional development is offered to teachers, paraprofessionals, and administrators.

As part of the School Advisory Council, parents are included in this planning process. School improvement plans are written to ensure compliance with all local, state, and national regulations. 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.

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.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards.

SAI is used to provide unique learning experiences at Fort Myers Middle Academy. Our SAI plan has been aligned with the School District's goals and core values and the school improvement plan through increasing instructional time in reading and writing across content areas and grade levels. FMMA targets our bottom 25% quartile students and our free and reduced lunch, minority, and ELL subgroups. Teachers will provide enrichment opportunities for students that are experiencing academic difficulties.

Bullying prevention programs are offered through the District. Teachers are required to complete an annual bully prevention online course. This course is designed to assist teachers with developing strategies in order to prevent this type of violence. In an effort of continuous improvement the district has retained the services of an expert in Rtl, PBS, MTSS and other classroom management strategies.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered electronic free and reduced lunch applications throughout the year. All students are offered free

breakfast at Fort Myers Middle Academy.

Fort Myers Middle Academy provides extensive opportunity for Career and Technical Education including Industry Certification, college prep courses, and hybrid learning opportunities for personalize education.

## 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.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.

**G1.B6** Interruptions of instructional time; telephone calls to classrooms, behavior, intercom, campus events to name a few.

**G1.B6.S6** Classroom Management Training with Dr. Pam Bruening

### PD Opportunity 1

Professional Development for Classroom Management. This ongoing training with Dr. Pam Bruening will help our teachers deal with daily behavior issues. Once our teachers understand how to deal with certain behaviors it will allow for all students to learn and keep kids in class. We will continue to progress monitor reduction or elimination of the barriers through surveys and records. This will help all students meet or exceed proficiency in core academic areas.

#### Facilitator

Dr. Pam Bruening

#### Participants

All Instructional Staff and optional for Support Staff

#### Target Dates or Schedule

September through May, dates TBA, ongoing throughout the school year.

#### Evidence of Completion

Participant records, student records

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.	\$4,585
Total		\$4,585

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	\$4,585	\$4,585
Total	\$4,585	\$4,585

### Budget Details

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

**G1.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met through fewer classroom interruptions and through building healthy relationships with all stakeholders.

**G1.B6** Interruptions of instructional time; telephone calls to classrooms, behavior, intercom, campus events to name a few.

**G1.B6.S6** Classroom Management Training with Dr. Pam Bruening

#### Action Step 1

Professional Development for Classroom Management. This ongoing training with Dr. Pam Bruening will help our teachers deal with daily behavior issues. Once our teachers understand how to deal with certain behaviors it will allow for all students to learn and keep kids in class. We will continue to progress monitor reduction or elimination of the barriers through surveys and records. This will help all students meet or exceed proficiency in core academic areas.

#### Resource Type

Professional Development

#### Resource

In an effort of continuous improvement the district has retained the services of an expert in Rtl, PBS, MTSS and other classroom management strategies.

#### Funding Source

Title II

#### Amount Needed

\$4,585