

The School District of Lee County

# Fort Myers High School



## 2021-22 Schoolwide Improvement Plan

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# Fort Myers High School

2635 CORTEZ BLVD, Fort Myers, FL 33901

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

## Demographics

**Principal: Christian Engelhart**

Start Date for this Principal: 9/20/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	75%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (66%) 2016-17: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Fort Myers High School

2635 CORTEZ BLVD, Fort Myers, FL 33901

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

### 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	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

### School Grades History

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

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<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

To provide a safe, student-centered culture where each student achieves his/her highest potential through a tradition of excellence

#### Provide the school's vision statement.

To become the highest performing public high school in the State of Florida.

### 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
Butz, Robert	Principal	Provide instructional leadership at FMHS that will ensure continuous improvement in measurable student performance and achievement. Provide organizational leadership to include personnel, budget, purchasing safety, public relations, plant operations, food services, and transportation that will support high performance expectations for all stakeholders.
Bernard, Misty	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Grote, Darya	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school. Assume full responsibility of the school when the Principal is absent from the building.
Heinzman-Britton, Kelly	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Washington-Knight, Toni	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.

## Demographic Information

### Principal start date

Monday 9/20/2021, Christian Engelhart

**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.*

11

### Total number of teacher positions allocated to the school

96

### Total number of students enrolled at the school

1,910

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

11

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

11

## 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	491	494	456	469	1910
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	53	49	73	226
One or more suspensions	0	0	0	0	0	0	0	0	0	24	26	19	28	97
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	35	36	40	115
Course failure in Math	0	0	0	0	0	0	0	0	0	4	28	21	38	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	67	78	77	66	288
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	116	111	61	372
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	65	100	95	82	342	

**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	5	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	1	3	14	

**Date this data was collected or last updated**

Tuesday 9/21/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0		

## 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				73%	55%	56%	73%	55%	56%
ELA Learning Gains				61%	49%	51%	60%	50%	53%
ELA Lowest 25th Percentile				49%	37%	42%	52%	42%	44%
Math Achievement				67%	50%	51%	59%	54%	51%
Math Learning Gains				47%	45%	48%	41%	43%	48%
Math Lowest 25th Percentile				39%	43%	45%	34%	43%	45%
Science Achievement				79%	62%	68%	84%	70%	67%
Social Studies Achievement				84%	67%	73%	84%	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	72%	51%	21%	55%	17%
Cohort Comparison						
10	2021					
	2019	73%	48%	25%	53%	20%
Cohort Comparison		-72%				

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	77%	56%	21%	67%	10%
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	84%	64%	20%	70%	14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	59%	-10%	61%	-12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	50%	22%	57%	15%

### Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	234/56	227/51.1	235/52.2
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/12.9	1/2.7	4/10.5
	English Language Learners	3/15.8	2/11.1	3/17.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	190/57.2	212/59.1	219/61.2
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/15.6	7/17.9	7/18.9
	English Language Learners	3/37.5	3/33.3	4/44.4
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	237/77.5	292/90.1	268/85.9
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6/85.7	4/57.1	4/57.1
	English Language Learners	4/100	3/75	4/100
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	246/61.5	217/52.2	253/60.0
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/12.5	2/4.9	5/13.5
	English Language Learners	1/5.6	2/9.1	3/13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/25.6	35/22.6	47/30.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	3/13	1/3	2/6.9
	English Language Learners	2/16.7	4/26.7	4/22.2
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/30.2	50/43.9	46/39.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	8/23.5	8/25.8	8/23.5
	English Language Learners	1/5.6	6/28.6	9/40.9
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	108/80	198/63.3	128/71.5
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	1/50	1/50	1/50
	English Language Learners	1/50	1/50	1/50

Grade 11				
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	2/40	2/40	2/50
	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
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	113/57.4	157/53.8	144/53.9
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/23.8	8/34.8	8/38.1
	English Language Learners	0/0	2/66.7	0/0

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	0/0	0/0	2/100
	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
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/100	4/80	2/50
	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	13	32	33	18	29	26	16	53		94	24
ELL	24	52	46	22	35	33	19	79		89	53
ASN	86	83		75	71		92	95		100	95
BLK	36	46	38	17	19	23	36	51		97	45
HSP	59	57	57	40	35	38	64	83		95	67

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
MUL	81	71		80	33		100	91		93	77
WHT	77	63	37	61	35	43	75	89		100	79
FRL	47	50	41	26	23	28	50	72		98	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	29	53	44	46	56	36	36	40		95	20
ELL	41	57	33	67	44		56	63		94	33
ASN	87	67		89	59		90	100		95	95
BLK	43	51	42	39	36	32	47	61		97	30
HSP	70	61	45	60	48	39	76	86		97	57
MUL	85	74		75	64			100			
WHT	81	63	57	78	50	50	88	91		99	79
FRL	60	61	45	54	44	37	64	69		96	53
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	29	50	47	27	38	32	21	63		63	32
ELL	45	42	33	29	15			67		90	
ASN	85	66		87	67		100	94		100	89
BLK	47	50	42	31	28	27	45	62		91	38
HSP	71	62	55	49	36	33	79	84		93	68
MUL	73	58		67	43		70			90	
WHT	83	64	62	73	47	41	92	90		97	78
FRL	59	56	51	43	34	30	71	72		90	56

### 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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	78
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	66
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Subgroup data is outdated, so based on 2021 spring assessment data all core content areas except for social studies showed a decrease in proficiency with math achievement showing the largest drop of 23 percentage points.

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

Math proficiency, math learning gains, and science proficiency show the greatest need for improvement.

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

The change in the math progression may have led to this drop in proficiency as well as the difficulty of teaching math through the home connect instructional model. In previous years, level 1 ninth graders were placed in a bridge class to build their skills and close gaps before being placed in Algebra 1. Additionally there were staff changes in the math department which may have led to the decrease. The science drop may also be linked to some staff changes as well as the learning gaps stemming from COVID and the home connect instructional model.

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

No areas showed improvement, but ELA learning gains had the smallest drop of only 2 percentage points and social studies maintained an 84% proficiency rate.

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

Students not proficient in ELA were placed in an intensive reading course with experienced reading teachers. In addition, the Social Studies, English, and Reading teachers all collaborated to infuse common language and strategies across the departments. This alignment helped to ensure rigorous, standards-based instruction in their courses.

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

This year, all ninth graders not currently enrolled in an Intensive Reading course will be enrolled in Pre-IB Inquiry skills to help hone their critical thinking and writing skills. The IB social studies progression was also adjusted to include more reading and writing intensive courses in ninth and tenth grades. One third of the instructional staff participated in summer Approaches to Teaching and Learning training as well.

To increase the math achievement, support facilitators were more strategically scheduled to support students in a more efficient way. Additionally, the lowest performing students were placed in an Algebra 1A/1B course so they have daily math instruction with two teachers in the room each day.

Teachers of core content areas are provided common planning time during the school day to allow for increased collaboration.

### **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.**

Teachers have been training in Approaches to Teaching and Learning in an effort to make rigorous instruction more accessible to all students. The School District also provides content-specific Leading and Learning training through a train the trainer approach each quarter. This material is then brought back to each department through professional learning communities (PLCs).

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

Each year, additional staff will be trained in the Approaches to Teaching and Learning until all staff has completed it. This will support our IB Access for All initiative. Supplemental training will be provided during faculty meetings as well.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Proficiency and learning gains decreased in ELA, Math, and Science in 2021 as compared with results from 2019. While more level 1 and level 2 students are entering the school, we must bring these students to proficiency to ensure graduation and to set students up for success in their post-secondary activities. FMHS had declines in all content areas with the exception of Social Studies, which held steady. While there were drops in nearly all subject areas, the decrease in Math proficiency and learning gains was the most dramatic. Math proficiency dropped from 67% in 2019 to 44% in 2021, Math learning gains dropped from 47% in 2019 to 31% in 2021, and L25 learning gains dropped from 39% in 2019 to 30% in 2021.
<b>Measurable Outcome:</b>	In the 2021-2022 school year, Math proficiency will increase from 44% to 47% as measured by the state Algebra EOC and Geometry EOC scores in May 2022.
<b>Monitoring:</b>	Quarterly progress monitoring and tracking of standards proficiency through use of District exemplars will be used to monitor progress towards this goal. The administrative team will have quarterly data chats with teachers in tested areas and additionally training will be provided as necessary. A physical data wall will also be maintained to track learning gains as measured by the quarterly progress monitoring results.
<b>Person responsible for monitoring outcome:</b>	Misty Bernard (mistyjb@leeschools.net)
<b>Evidence-based Strategy:</b>	<p>Approaches to Teaching and Learning:          Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, DP students can become "self-regulated learners" (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011).</p> <p>Retrieved from: <a href="https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf">https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf</a></p>
<b>Rationale for Evidence-based Strategy:</b>	The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. A 2007 survey of 400 hiring executives of major US corporations identified their top four requirements of new recruits as being oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, and

teamwork and collaboration skills (Trilling and Fadel 2009). Similar skills lists have been developed by the International Society for Technology in Education (ISTE) and the Organisation for Economic Co-operation and Development (OECD), and are also the subject of numerous books such as The Global Achievement Gap (Wagner 2010). Yet many students struggle with some of the basic skills of effective learning.

Retrieved from: <https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf>

### Action Steps to Implement

Coordinate ATL training for teachers prior to the start of school

**Person Responsible** Darya Grote (daryang@leeschools.net)

Create master schedule to place teachers in their area of best results and students in classes to support their needs and address learning gaps.

**Person Responsible** Misty Bernard (mistyjb@leeschools.net)

Ensure teachers administer quarterly process monitoring assessments and track exemplar data.

**Person Responsible** Darya Grote (daryang@leeschools.net)

Schedule quarterly data chats with teachers and administration.

**Person Responsible** Misty Bernard (mistyjb@leeschools.net)

Monitor implementation of ATL strategies in classes through review of lesson plans and classroom walkthroughs

**Person Responsible** Robert Butz (robertlb@leeschools.net)

Provide follow-up training as necessary.

**Person Responsible** Darya Grote (daryang@leeschools.net)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	As noted above, there were significant drops in all content areas except Social Studies. ELA is one of those areas. ELA achievement decreased from 73% in 2019 to 65% in 2021, ELA Learning Gains decreased from 61% in 2019 to 59% in 2021, and L25 ELA Learning Gains decreased from 49% in 2019 to 42% in 2021. ELA proficiency is critical to students' success in other academic areas and thus, improvement in this content area is a critical need.
<b>Measurable Outcome:</b>	In the 2021-2022 school year, ELA proficiency will increase from 65% to 68% as measured by the state FSA ELA assessment administered in May 2022.
<b>Monitoring:</b>	Quarterly progress monitoring and tracking of standards proficiency through use of District exemplars will be used to monitor progress towards this goal. The administrative team will have quarterly data chats with teachers in tested areas and additionally training will be provided as necessary. A physical data wall will also be maintained to track learning gains as measured by the quarterly progress monitoring results.
<b>Person responsible for monitoring outcome:</b>	Darya Grote (daryang@leeschools.net)
<b>Evidence-based Strategy:</b>	<p>Approaches to Teaching and Learning:          Developing students' ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, DP students can become "self-regulated learners" (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011).</p> <p>Retrieved from: <a href="https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf">https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf</a></p> <p>The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. A 2007 survey of 400 hiring executives of major US corporations identified their top four requirements of new recruits as being oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, and teamwork and collaboration skills (Trilling and Fadel 2009). Similar skills lists have been developed by the International Society for Technology in Education (ISTE) and the Organisation for</p>
<b>Rationale for Evidence-based Strategy:</b>	

Economic Co-operation and Development (OECD), and are also the subject of numerous books such as The Global Achievement Gap (Wagner 2010). Yet many students struggle with some of the basic skills of effective learning.  
Retrieved from: <https://www.acsdvt.org/cms/lib8/VT01918853/Centricity/Domain/59/Approaches%20to%20Teaching%20and%20Learning.pdf>

### Action Steps to Implement

Coordinate ATL training for teachers prior to the start of school

**Person Responsible** Darya Grote (daryang@leeschools.net)

Create master schedule to place teachers in their area of best results and students in classes to support their needs and address learning gaps.

**Person Responsible** Misty Bernard (mistyjb@leeschools.net)

Ensure teachers administer quarterly process monitoring assessments and track exemplar data.

**Person Responsible** Darya Grote (daryang@leeschools.net)

Schedule quarterly data chats with teachers and administration.

**Person Responsible** Misty Bernard (mistyjb@leeschools.net)

Monitor implementation of ATL strategies in classes through review of lesson plans and classroom walkthroughs

**Person Responsible** Robert Butz (robertlb@leeschools.net)

Provide follow-up training as necessary.

**Person Responsible** Darya Grote (daryang@leeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**FMHS is ranked 369 out of 505 high schools statewide with a "very high" rating for violent and property incidents. FMHS ranked 226 in in-school and out-of-school suspensions. Staff changes have been implemented to place employees in areas where they can most positively impact students' behavior. Alternatives to suspension programs, restorative justice and school-wide mentoring have also been added this year after limited implementation due to COVID last year. Additionally, a full time Intervention Specialist position has been created to provide both behavioral and academic interventions.**

## 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.

Students feeling valued and having a trusted adult in the school is essential to a positive school culture and environment. During pre-school, all returning 10th through 12th grade students were listed and teachers identified those students who they believe they had a relationship with. After reviewing the data, we found that teachers believed they had a relationship with 97% of returning students. In response to this data, the school-wide mentoring program was re-established this year. Through this program, students are able to choose their own mentor and each mentor group will meet monthly for one hour.

Restorative justice strategies such as mediation are also implemented to assist students with handling conflict and developing healthy relationships.

In addition to the mentoring program and restorative justice strategies, FMHS also has a boutique for students who need clothing and essential items such as toiletries. Donations are received from the community and the boutique is maintained by our exceptional education students. Is is set up like a store, but students are able to visit the boutique and take needed items at no cost to them or their families. Use of the boutique is confidential.

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

School counseling department staff and dean - create mentor groups from students' requests and develop activities for use during the monthly mentor period

Teachers, counselors, administrators - lead mentor groups

Intervention specialist, school counselors, time out monitor, and administrators - facilitate mediations

Community members - provide donations for the Green Wave Boutique

Exceptional student education department - maintain the Green Wave Boutique

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

Total:	\$0.00
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