

The School District of Lee County

Fort Myers Middle Academy



2021-22 Schoolwide Improvement Plan

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Fort Myers Middle Academy

3050 CENTRAL AVE, Fort Myers, FL 33901

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

Demographics

Principal: Brian Gibson

Start Date for this Principal: 7/16/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (43%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Fort Myers Middle Academy

3050 CENTRAL AVE, Fort Myers, FL 33901

<http://fmm.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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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 quality learning environment that prepares our students for success in high school, post-secondary education, and future careers. This mission will be accomplished through high expectations, relevant and engaging learning experiences, multiple opportunities to learn, and parental and community involvement.

Provide the school's vision statement.

Our vision, at FMMA, is to ensure each child has the proper foundation towards college and career readiness.

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
Edward, Lynn	Principal	Mrs. Edward oversees operations schoolwide. In this role, Mrs. Edwards ensures the smooth day-to-day operations of the institution. This role encompasses building positive relationships with students, parents, teachers, staff and community partners. Mrs. Edward works with the leadership team that encompasses, assistant principals, grade-level chairs, department heads, discipline deans, and instructional coaches to develop plans for the continuous growth of the institution.
Fitzpatrick, Denise	Principal	Dr. Fitzpatrick is the associate principal at Fort Myers Middle Academy. Dr. Fitzpatrick oversees scheduling and curriculum. In this role, Dr. Fitzpatrick supports teaching and learning in a number ways, namely ensuring that students are properly scheduled into their classes that support their learning level. Dr. Fitzpatrick works with parents, students, and teachers to resolve any conflicts that arise in a students academic progress. As part of the leadership team Dr. Fitzpatrick works with building stakeholders to find fair and equitable solutions to the issues that arise throughout the day.

Demographic Information

Principal start date

Sunday 7/16/2017, Brian Gibson

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.*

1

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.*

12

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

671

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

2

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

8

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	256	205	210	0	0	0	0	671
Attendance below 90 percent	0	0	0	0	0	0	83	44	64	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	29	36	38	0	0	0	0	103
Course failure in ELA	0	0	0	0	0	0	56	4	8	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	68	6	13	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	95	83	83	0	0	0	0	261
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	106	102	83	0	0	0	0	291
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	120	94	94	0	0	0	0	308

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	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	205	196	192	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	41	34	42	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	14	38	33	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	29	1	3	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	18	7	2	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	63	57	70	0	0	0	0	190
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	52	56	0	0	0	0	172

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	62	52	64	0	0	0	0	178

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	4	3	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	205	196	192	0	0	0	0	593
Attendance below 90 percent	0	0	0	0	0	0	41	34	42	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	14	38	33	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	29	1	3	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	18	7	2	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	63	57	70	0	0	0	0	190
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	52	56	0	0	0	0	172

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	62	52	64	0	0	0	0	178

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	4	3	1	0	0	0	0	8
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				33%	55%	54%	31%	55%	53%
ELA Learning Gains				44%	56%	54%	40%	54%	54%
ELA Lowest 25th Percentile				37%	44%	47%	36%	44%	47%
Math Achievement				44%	64%	58%	37%	62%	58%
Math Learning Gains				51%	64%	57%	44%	63%	57%
Math Lowest 25th Percentile				43%	54%	51%	43%	54%	51%
Science Achievement				28%	50%	51%	31%	52%	52%
Social Studies Achievement				59%	70%	72%	53%	69%	72%

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
06	2021					
	2019	27%	52%	-25%	54%	-27%
Cohort Comparison						
07	2021					
	2019	26%	51%	-25%	52%	-26%
Cohort Comparison		-27%				
08	2021					
	2019	35%	57%	-22%	56%	-21%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	47%	-4%	55%	-12%
Cohort Comparison						
07	2021					
	2019	31%	57%	-26%	54%	-23%
Cohort Comparison		-43%				
08	2021					
	2019	26%	60%	-34%	46%	-20%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	26%	46%	-20%	48%	-22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	67%	-18%	71%	-22%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	59%	36%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Math and ELA data comes from iReady testing. Civics and Science data is compiled using benchmark tests compiled in Performance Matters.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/7%	16/6%	20/7%
	Economically Disadvantaged	18	16	20
	Students With Disabilities	1	0	0
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/3%	10/3%	11/4%
	Economically Disadvantaged	10	10	11
	Students With Disabilities	1	1	1
	English Language Learners	1	1	1

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/10%	35/17%	28/14%
	Economically Disadvantaged	21	35	28
	Students With Disabilities	2	3	1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/15%	35/17%	39/19%
	Economically Disadvantaged			
	Students With Disabilities	1	2	3
	English Language Learners	5	4	4
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/13%	42/20%	42/20%
	Economically Disadvantaged	28	42	42
	Students With Disabilities	1	2	2
	English Language Learners	1	2	2

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/20%	46/22%	46/22%
	Economically Disadvantaged	41	46	46
	Students With Disabilities	3	3	3
	English Language Learners	2	2	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/3%	4/2%	6/3%
	Economically Disadvantaged	6	4	6
	Students With Disabilities	0	0	0
	English Language Learners	0	1	2
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/8%	20/10%	20/10%
	Economically Disadvantaged	17	20	20
	Students With Disabilities	0	0	0
	English Language Learners	3	3	3

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	14	26	31	13	11	3	23	37			
ELL	14	51	45	22	32	36	17	19			
BLK	19	28	27	17	15	18	24	30	42		
HSP	26	38	37	29	30	21	29	40	57		
MUL	57			14							
WHT	39	35		34	37		45	55			
FRL	22	30	30	21	20	18	25	35	43		
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	18	39	47	24	45	52	15	43			
ELL	21	32	21	45	49	38	8	48			
BLK	25	37	37	35	47	45	20	51	52		

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
HSP	39	47	29	53	55	31	28	67	65		
MUL	64			73							
WHT	57	67		63	61		52	71	80		
FRL	31	42	43	41	49	41	23	55	56		
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	18	25	19	18	37	25	15	24			
ELL	20	38	40	41	51	39	21	54			
BLK	24	37	42	27	37	39	23	51	64		
HSP	30	45	22	41	51	53	30	41	73		
WHT	60	43		61	56		57	84			
FRL	31	41	36	36	44	43	30	53	68		

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	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	41
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

From 2018-2019 FMMA saw gains in all areas except, Science and L25 Math. In Science FMMA lost 3 percentage points and in lowest 25% Math there were no gains or losses. Although the institution is seeing modest gains in most areas, it still lags significantly behind the district and state averages.

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

7th grade math proficiency showed a decline of 43 percentage points from 2019 to 2021.

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 span of time indicated by this decline includes the period in which schools were shut down due to the COVID-19 Pandemic and last year when many students were moving freely between distance learning and in-person learning. To help close this gap FMMA has hired a Math Coach. Peer Collaborative Teacher, and Special Education to assist the Math teachers.

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

Both math learning gains and proficiency increased 7 percentage points in 2018 and 2019. Progress monitoring data from 2020 showed a trend of improvement as well. Factors contributing to this increase included reduced class sizes and the addition of a math coach and peer collaborative teacher to offer increased support and professional development for teachers in the math department. Beginning in the 3rd quarter L25 and students shown to be on the cusp improving a level were given focused tutoring to improve specific skills.

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

Factors contributing to this increase included reduced class sizes and the addition of a math coach and peer collaborative teacher to offer increased support and professional development for teachers in the math department. Beginning in the 3rd quarter L25 and students shown to be on the cusp improving a level were given focused tutoring to improve specific skills.

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

FMMA has a schoolwide commitment to devote the first 20 minutes of the day, before the first bell rings, to math skills practice. Every class and every student spends this time working on iReady Math. In the 3rd quarter FMMA will resume targeted skills tutoring for L25 students and those close to increasing their proficiency level.

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.

Continued training on the iReady program will help Math and ELA teachers better understand the data collected from student use of the program. This will help teachers provide a more targeted learning experience for their students.

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

Coaches in Math, ELA, and Social Studies will continue working with teachers to increase student learning. FMMA will continue its monthly focus on 8 of the Marzano Strategies for Effective teaching, those being: chunking, motivating and inspiring, tracking student progress, understanding the background and interest of students, establishing rules and procedures, examining errors and reasoning, demonstrating values and respect for reluctant learners, and celebrating success.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: FMMA has continued to fall well below the district average in ELA proficiency.

Measurable Outcome: Increase proficiency from 33% to 50% and increase overall ELA learning gains from 44 to 50% and increase the learning gains of the lowest 25% from 37 to 50%.

Monitoring: All FMMA staff is trained in AVID WICOR. Weekly PD with support and coaching will take place. AVID WICOR will be implemented school wide with fidelity. iReady provides an adaptive diagnostic assessment that influences an individualized learning path to target gaps.

Person responsible for monitoring outcome:

Denise Fitzpatrick (denisecf@leeschools.net)

Evidence-based Strategy:

AVID High Yield Instructional Strategies (WICOR) and use of iReady to monitor growth and provide differentiation to close achievement gaps, especially with our ESSA subgroups. FMMA has hired a writing to coach to work with ELA teachers, strengthening students writing ability. Additionally, FMMA will focus on 8 of the Marzano Strategies for Effective teaching, those being: chunking, motivating and inspiring, tracking student progress, understanding the background and interest of students, establishing rules and procedures, examining errors and reasoning, demonstrating values and respect for reluctant learners, and celebrating success.

Rationale for Evidence-based Strategy:

All FMMA staff is trained in AVID WICOR. Weekly PD with support and coaching will take place. AVID WICOR will be implemented school wide with fidelity. iReady provides an adaptive diagnostic assessment that influences an individualized learning path to target gaps. The 7 of the 8 Marzano Strategies selected reinforce the school focus on social/emotional learning and a commitment to educating the whole child.

Action Steps to Implement

1. Professional Learning Communities for high yield instruction and assessment strategies
2. Quarterly data chats
3. Use of iReady to drive instruction
4. Closely monitor low performing ESSA subgroup data to inform instructional decisions to increase achievement

Person Responsible

Denise Fitzpatrick (denisecf@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	FMMA made solid progress in mathematics achievement last year. We will continue the high yield instructional strategies which contributed to the results and set higher goals for achievement.
Description and Rationale:	
Measurable Outcome:	Increase proficiency in mathematics from 44 to 50%. Increase overall learning gains in math from 51 to 55% and increase learning gains of the lowest 25% from 43 to 50%.
Monitoring:	Use of iReady to diagnose, monitor progress, and provide differentiation to close the achievement gaps for our ESSA populations.
Person responsible for monitoring outcome:	Denise Fitzpatrick (denisecf@leeschools.net)
Evidence-based Strategy:	AVID High Yield Instructional Strategies (WICOR). Use of iReady to diagnose, monitor progress, and provide differentiation to close the achievement gaps for our ESSA populations. FMMA has hired additional personnel to support Math; a Math coach, Peer Collaborative Teacher, and a Special Education teacher. The additional personnel will work with the Math teachers to identify and work with students needing additional support. FMMA will focus on 8 of the Marzano Strategies for Effective teaching, those being: chunking, motivating and inspiring, tracking student progress, understanding the background and interest of students, establishing rules and procedures, examining errors and reasoning, demonstrating values and respect for reluctant learners, and celebrating success. These 8 areas of focus support learning and the schools social/emotional learning efforts.
Rationale for Evidence-based Strategy:	All FMMA staff is trained in AVID WICOR. Weekly PD with support and coaching will take place. AVID WICOR will be implemented school wide with fidelity. iReady provides three data points which drive instruction and increase supports for our student groups. The additional staff will support struggling learners.

Action Steps to Implement

1. Professional Learning Communities for high yield instruction and assessment strategies
2. Quarterly data chats
3. Use of iReady to drive instruction
4. Closely monitor low performing ESSA subgroup data to inform instructional decisions to increase achievement

Person Responsible Denise Fitzpatrick (denisecf@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.

Fort Myers Middle Academy ranks 18th out of 69 schools in our district for discipline incidents and 332 out of 553 statewide. Our primary and secondary areas of concern are the incidents of disruptive behavior and threats and intimidation. Incidents of this type pose the greatest threat to school culture by making students and staff feel unsafe and impeding learning. Lowering discipline incidents in these key indicators will show an overall shift toward a more positive school environment.

Part IV: Positive Culture & Environment

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

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

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

At the beginning of the school year, families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of the school.

FMMA ensures that social emotional needs are being met by providing resources to both students and families. Every Monday is "Mindful Monday" at FMMA where students begin their week by participating in lessons that focus on strengthening their social and emotional skills. Additional resources available to students include a PACE center counselor, full time school social worker, full time mental health counselor, full time school counselor, a representatives from the United Way Community Cooperative, and mentors from various organizations, such as Big Brothers/Big Sisters, who also support the social emotional needs of students.

A system of support is in place through a formal structure that includes social emotional learning, MTSS, positive behavior intervention and support, mediation, and teacher referrals. When students are identified by staff or themselves as having a need students are seen by a member of the team the day the need is identified. A plan is put into place by one of our counselors. If the need stems from the students home the school social worker will make contact with the family to offer resources and support. When applicable our United Way partners will offer additional assistance to families suffering financial needs, such as food insecurity. If the need is school based then our school counseling team will work with and communicate to teachers the plan to best support the student's individual needs. Monitoring will continue throughout the school year.

FMMA implements multiple strategies to ensure incoming 6th graders and outgoing 8th graders are

supported during their transitions. These strategies for incoming 6th graders include private tours, open house, curriculum night, parent night, grade level assemblies, and a 6th grade camp over the summer. For 8th graders these strategies include hosting high school principals and counselors to speak with incoming students for their schools, advertising different high schools open house dates, and helping students to register for school choice.

Fort Myers Middle Academy provides extensive opportunity for Career and Technical Education including Industry Certification, college prep courses, and hybrid learning opportunities for personalized education. These preparatory programs help students transition into high school career programs.

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

Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by reviewing data during SAC meetings, curriculum nights, and through communications such as the quarterly newsletter. Stakeholders will participate as the result of our continued efforts to communicate to all parties the importance of their participation and the positive results we have seen from building partnerships with parents and the community.

Input from stakeholders will be collected through parents surveys, business partner meetings, and student surveys. These communications will be flexible in format, available both online and in person, allowing for all parents to give input. Formats will be in different languages and simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and create a plan. During our quarterly SAC meetings decisions for the 1% set aside will be openly discussed and decided on by the SAC committee. These funds will be monitored continuously and reported on at each meeting. Strategies to increase family engagement are included in the PFEP.

Part V: Budget

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

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