

The School District of Lee County

South Fort Myers High School



2023-24

Schoolwide Improvement Plan (SIP)

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South Fort Myers High School

14020 PLANTATION RD, Fort Myers, FL 33912

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mathews, Edward	Principal	
Demming, Allison	Assistant Principal	
Locke, Taylor	Assistant Principal	
Steele , Mike	Assistant Principal	
Deinhart-Mackay, Staci	Other	Intervention Specialist, BARR
Moses, Olivia		Intervention Specialist
Richardson, Lisa	Magnet Coordinator	Grants
Doherty, Regan	Instructional Coach	Science, AVID
Fishtorn, Regina	Teacher, ESE	
Henderson, Detres	Curriculum Resource Teacher	PCT-Math
Lincolnhol, Emily	Graduation Coach	Career and College Specialist
Potter, Mary Jo	Instructional Coach	Reading Coach
Roback, Melissa	School Counselor	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan is discussed, planned for, and reviewed during our School Advisory Meetings. This gives teachers, staff, parents, students, families and business leaders an opportunity to work as a team to ensure our learning goals are being met. Once the SIP is discussed and created, SAC will have another opportunity to review, make changes or updates before being approved and finalized.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP was created as a working document and will be reviewed by the leadership team and SAC quarterly. As we see the need for updates and revisions, we will do so with the input of our stakeholders.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	413
One or more suspensions	0	0	0	0	0	0	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	212
Course failure in Math	0	0	0	0	0	0	0	0	0	0	146
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	97
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	136
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	779

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	21

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	47	50	27	49	51	31		
ELA Learning Gains				35			34		
ELA Lowest 25th Percentile				33			32		
Math Achievement*	26	34	38	21	33	38	23		
Math Learning Gains				30			24		
Math Lowest 25th Percentile				44			28		
Science Achievement*	46	54	64	27	35	40	35		
Social Studies Achievement*	41	58	66	44	40	48	41		
Middle School Acceleration					38	44			
Graduation Rate	88	84	89	97	49	61	97		
College and Career Acceleration	54	65	65	59	60	67	56		
ELP Progress	36	36	45	38			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	7
Percent Tested	93
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	4	
ELL	32	Yes	4	
AMI				
ASN				
BLK	36	Yes	4	
HSP	44			
MUL	35	Yes	3	
PAC				
WHT	60			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	36	Yes	3	
AMI				
ASN				
BLK	35	Yes	3	
HSP	41			
MUL	40	Yes	2	
PAC				
WHT	48			
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			26			46	41		88	54	36
SWD	12			16			33	22		26	7	25
ELL	11			16			28	21		48	7	36
AMI												
ASN												
BLK	20			16			38	27		46	7	13
HSP	22			25			42	40		58	7	36
MUL	33			36							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	40			45			65	56		57	6	
FRL	23			23			42	36		52	7	35

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	27	35	33	21	30	44	27	44		97	59	38
SWD	9	25	19	14	26	34	12	18		91	27	33
ELL	9	37	35	10	37	47	13	26		97	46	38
AMI												
ASN												
BLK	23	35	33	13	28	37	15	42		94	43	19
HSP	25	34	34	20	31	50	26	36		99	62	39
MUL	29	17		29	23		25			100	60	
PAC												
WHT	39	40		35	29	25	43	60		95	68	
FRL	23	35	38	19	29	41	24	40		96	59	44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	34	32	23	24	28	35	41		97	56	38
SWD	12	21	26	16	28	23	16	34		90	37	36
ELL	10	32	38	16	33	34	18	20		99	38	38
AMI												
ASN												
BLK	23	26	19	14	21	28	27	36		95	34	40
HSP	28	33	35	24	24	27	32	38		98	60	38
MUL	50	60		19	18					100	64	
PAC												
WHT	46	44	41	33	28		57	52		97	66	
FRL	24	28	31	20	21	26	29	36		97	55	38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	30%	45%	-15%	50%	-20%
09	2023 - Spring	34%	46%	-12%	48%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	39%	-22%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	43%	-11%	48%	-16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	50%	-10%	63%	-23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	54%	-20%	63%	-29%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math proficiency is our lowest performance at 32% however there was an 11% increase from the year prior. During the school year, we did have an opening in one of our classes that was a challenge to get filled. Although we did have this opening, admin and teachers worked really closely to look over data and increase interventions.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History decreased by 4% from the prior year. One reason for this decline is that we did not have as much support with coaches and PCT's to assist teachers in their classroom. Our goal is to be tighter in the PLC and classroom to assist with reaching higher proficiency rates by the end of the year. We will also use our reading coach to support more frequently in these classes to assist with reading comprehension.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in US History where we scored 22% below the state average. (South: 40% vs State: 62%) As stated above, I believe the biggest factor was the need for additional supports both for the teacher and student.

Which data component showed the most improvement? What new actions did your school take in this area?

Science improved by 21%. Teachers were able to really dig into the data. We changed some teachers to meet the needs of our students. Students were also given the opportunity to take Environmental as 9th graders so they had a stronger background in the science.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Safety and Security
2. Increase ELA 10th grade proficiency
3. Increase Algebra 1/Math proficiency
4. Tracking Junior Senior signups for ACT/SAT for the purpose of Interventions
5. Increase Graduation Rate

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 9th grade class is a crucial need for SFMHS because it is the foundation of their high school career, specifically with our low-performing black, multi-racial, ELL, and SWD subgroups. Students who can be on track and passing their classes during their first year will have a much smoother transition to high school. This increases the culture and positivity on a school campus because it allows for these students to take pride in their work. They also have more opportunities to join athletic teams, clubs, and enroll in career academies.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

9th Grade Cohort Tracking: SFMHS 9th grade students will reduce the number of classes failed by 5% (from last years 9th graders) by the end of the 2023-2024 School Year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the 9th grade cohort through FOCUS failures every other week within the BARR model.

Person responsible for monitoring outcome:

Allison Demming (allisonad@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

BARR: Building Assets, Reducing Risks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

BARR is a researched based system that combines relationships and data to reduce the failure rate and increase the graduation rate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

9th grade cohort onboarding in Freshmen Success, AICE, AVID, and Learning Strategies to ensure students understand the importance of GPA and graduation requirements. We will also meet with all 9th graders in the auditorium as a whole to discuss high school and the importance of freshmen year.

Person Responsible: Allison Demming (allisonad@leeschools.net)

By When: Freshmen onboarding and class assembly will be completed by 8/18/23.

BARR tracking through FOCUS weekly to identify students who are failing.

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

By When: Data pulled each week.

Interventions and Success Contracts for students with a pattern of failing grades.

Person Responsible: Olivia Moses (oliviamm@leeschools.net)

By When: Quarterly

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA 10th grade proficiency is an absolute crucial need for SFMHS, specifically with our low-performing black, multi-racial, ELL, and SWD subgroups. ELA 10th is one of the two assessments needed for graduation. Last school year, we were 18% points below the state average. The more students who pass on the first time around allows for less retakes. Passing this exam also allows for students to have a more open schedule for the remainder of their high school career where they have time for electives and career pathways.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SFMHS will increase the 10th Grade ELA Proficiency from 31.6% to 35% using the ELA 10 Assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor 10th grade ELA students through the 3 PM data opportunities.

Person responsible for monitoring outcome:

Taylor Locke (taylorsl@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Standards based re-teaching for mastery based upon student data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As we review data related to the ELA PM, it is important to ensure students are getting interventions based upon the standards they are struggling in. This will allow for targeted interventions to increase mastery of the material.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Analyze PM 1 data and identify students who went down in proficiency for interventions.

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

By When: Within 1 week after PM 1.

Analyze PM data 2 to identify students who went down in proficiency for interventions.

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

By When: Within 1 week after PM 2

Analyze PM data 2 to identify students who are consistently on the "bubble" for interventions.

Person Responsible: Taylor Locke (taylorl@leeschools.net)

By When: Within 1 week after PM 2

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Meeting graduation requirements is always a top priority at a high school, specifically with our low-performing black, multi-racial, ELL, and SWD subgroups. With a slight dip in graduation rate, it is a crucial need for SFMHS.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SFMHS will increase the Graduation Rate of our senior students graduation requirements from 88% to 91% by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor students on our senior tracking sheets through the district portal.

Reading Coaches will track students who are signing up for ACT/SAT for concordant scores to create intervention plans before they sit for the test.

Edgenuity will be used if behind in credits and teacher will track progress and inform administrator if they are behind.

Person responsible for monitoring outcome:

Mike Steele (mikeest@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Counselors will go into English class to create senior contract to ensure all students know exactly what requirements they still need to complete by the end of the year to graduate. This will then be sent home by mail.

Person Responsible: Melissa Roback (wintermr@leeschools.net)

By When: End of August

Reading Coaches will track students who are signing up for ACT/SAT for concordant scores to create intervention plans before they sit for the test.

Person Responsible: Mary Jo Potter (maryjp@leeschools.net)

By When: ongoing by SAT/ACT test date

Parent meetings will be set up for students who are not making the needed grades, seat time (attendance) to encourage students and ensure parents understand the possibility of non-graduation if they continue this route.

Person Responsible: Mike Steele (mikest@leeschools.net)

By When: Data checked at the quarter.

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To meet Federal Index requirements, South Fort Myers High School will support the ESE population in the English Language Arts and Math assessed areas to close the achievement gap of the ESE student population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of ESE students in the 10th grade scoring at proficiency (levels 3-5) in ELA as reported on the FAST progress monitoring assessment will increase three percentage points from the baseline score, by the quarter three progress monitoring testing window.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Area of focus will be measured using FAST progress monitoring assessments.

Person responsible for monitoring outcome:

Taylor Locke (taylorl@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using Marzano's High Yield Strategies (student engagement strategies) in the classroom. Marzano's High Yield Strategies (student engagement strategies) include:

1. Identifying similarities and differences
2. Summarizing and Note-taking
3. Homework and practice
4. Reinforcing effort and providing recognition
5. Cooperative learning
6. Setting Objectives and providing feedback
7. Questions, cues and advanced organizers

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of high yield instructional strategies will authentically engage students to enhance student performance. The use of the strategy is evidenced by teacher lesson plans and instructional strategies and practices used in the classroom. High performing school systems understand that the use of research-based high yield instructional strategies improves instruction, learning and, achievement. High performing school systems understand that the quality of instruction is a more powerful achievement variable than students' background characteristics.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will support, review and monitor teacher instructional practices for Marzano High Yield Instructional Strategies being used in the classroom using Common Lesson Plans and Curriculum Pacing Guides.

Person Responsible: Taylor Locke (taylorl@leeschools.net)

By When: monthly

Use FAST progress monitoring assessment and District created exemplars data to drive instruction.

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

By When: after each exemplar

Provide common planning for all PLC Teams: Wednesdays 1:45 - 2:45 and 6th period

Person Responsible: Taylor Locke (taylorl@leeschools.net)

By When: by pre-school

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

District protocol is for each school to do the following:

School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.

On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts

On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.

On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.

Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

SFMHS recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. Some of the barriers include lack of transportation, the ability to get off work, working multiple jobs, proximity to the school, language barriers, etc.). In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools' baseline data sources. i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year.

Our school believes positive relationships is key to the success of our students. This is driven by our proud Principal, Ed Mathews, through engaging parents/guardians, as partners, in student learning. We promote and support this endeavor through:

- Quarterly SAC meetings
- Teach ABCD tracking and focus as monitoring tool at Open House and post recording on website
- School Messenger
- BARR Risk Review meetings
- Create bilingual grade level meetings and community outreach nights for parents that do not speak English
(BARR Family Community Outreach)
- Open House/Choice Open House
- Incoming Freshman Individual Schedule Nights for planning incoming 9th grade schedule with the family
- Advisement teacher contacts parents when an ABCD threshold is of concern (safety net)
- Parents as partners for MTSS and IEP meetings; involved and in attendance
- FAFSA night to help with financial aid for college

-STEAM night for students and parents.

We build positive relationships with our students through the BARR program, Building Assets, Reducing Risks. Furthermore, our school culture is driven through rewards, recognition and encouraging positive student behavior (PBIS):

-Teach Schoolwide Wolfpack P.A.C.K. standard and expectations

-Wolfpack P.A.C.K. expectations posted in every classroom and common area so that students understand

the rewards provided based on the expectations set and shared building wide

-Students are recognized weekly through our Wolfpack P.A.C.K. reward system; teachers nominate students for Pride, Attendance, Character, and Knowledge weekly. Then students are chosen as winners towards the end of the week leading by example and receiving nominations by teachers showcased each

week on the news and on social media.

-Monthly rewards for students

-Intervention and Behavior Specialists create PBIP's for students who are struggling to meet P.A.C.K. expectations

-Monitoring of discipline on ABCD tracker in Advisement meetings with 5th period teacher

Lastly, we build a positive school culture and environment through our AICE courses, CTE academies and Jobs for Florida Graduates program.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

SFMHS will strengthen the academic programs in our schools in variety of ways. We believe that student learning is directly based upon the amazing efforts of our teachers. Our goal is to be fully staffed. We also are grateful to additional staff hires that will assist our teachers teaching and our students learning including but not limited to 3 PCTs in the areas of Math, Science, and English, Reading Coach, Math Coach, Science Coach, Literacy Coach, Intervention Specialist, BARR Coach, 2 Social Workers, LMHP, College and Career Specialist, 4 Counselors, ESE Instructional Support, and ELL Para Professionals. We will offer after school tutoring and E2020 assistance with licensed teachers as a support system. SFMHS also offers PD opportunities to improve teacher quality made available using grant funding on a weekly basis.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of

communication and encourage cooperation between programs to align towards student academic success.

We are a Cambridge and CTE Academy school under grant funding. Our grant coordinator is working diligently to bridge the gap to ensure all general education courses are offering lessons and curriculum that relate back to our wonderful CTE courses, and vice versa. Our CTE programs on campus include: Automotive, Welding, Plumbing, Masonry, JFG, Fire Fighting, Medical, Veterinary, Hospitality, JROTC and Digital Design.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

SFMHS has the pleasure of working with 4 School Counselors, 2 Intervention Specialists, 1 College and Career Specialist, 2 Social Workers, and 1 Licensed Mental Health Specialist, all full time. This allows for our students to have a variety of amazing staff on campus ready to support them when they are in need. The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We have a full time College and Career Specialist who focuses on awareness of postsecondary opportunities all year. She organizes both a college and career fair (separately) every year so students of all grade levels have the opportunity to see what may be the right fit for them. We are an academy school so many of our students leave high school with a certification in a CTE area. As a comprehensive high school, we provide secondary students with an educational alternative that enhances the traditional high school curriculum. Students will not only be able to select from the traditional academic and extracurricular programs but also can pursue a specialized program within a Technical and Career Education Academy within this high school setting. Students graduating from a comprehensive high school will leave with marketable skills and competencies now required in businesses and industries. SFMHS has an AVID (Advancement Via Individual Determination) program which is an in school academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period a day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation. AVID students attend tutorials 2 days a week during the school day with a trained volunteer from the community. We were able to send 14 teachers this past summer for training to branch off and become a more schoolwide system. Students also have the opportunity to gain acceleration and

postsecondary credit by taking a number of AICE courses or even dual enrolling at CCTC, FMTC, FGCU, or FSW.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have multiple ways of addressing, monitoring and supporting our students. The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

On top of the MTSS system, we have implemented BARR, which is a data-based systematic process in which students are tiered and every student has an adult mentor. We also have a full time Intervention Specialist who focuses on services and supports.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We have many opportunities for professional learning that staff can attend including PACK PD and our Lunch and Learns. These are PD's given on campus for our teachers weekly to ensure they have what they need to fill their toolbox and give our students the best opportunity for learning.

The district's Curriculum and Staff Development department will offer training opportunities for

paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and PCT's/Coaches will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Graduation: Graduation	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes