

# North Fort Myers High School



2014-15 School Improvement Plan

## North Fort Myers High School

5000 ORANGE GROVE BLVD, North Fort Myers, FL 33903

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

47%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

25%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To guide students in a purposeful and challenging direction and to inspire mastery of skills for lifelong success.

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

To prepare every student for success.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Our school has implemented Parentlink as our main communication between teachers and students. Trainings occur monthly as part of our Tech Tuesday training series. Castle is also another communication medium but mainly between teacher to teacher as we learn about our students' well-being. Teachers share data about their students as parent contacts, discipline issues, test data, schedules, grades all in one place. Teachers that share the same students learn a tremendous amount of information before the student walks into their classroom. This valuable information is key to guide the teacher in the best teaching strategies and also build a relationship with the student. Offering a wide variety of after school activities between sports, clubs and class events is a strong implementation. Our community is very involved and donates their time and money which in return enables us to do many events.

NFMHS teachers and staff have continuous training about relationships and how to build and maintain connections with our students. The teachers keep track, through Castle, of their lowest, average and high performing students and build relations based off the information learned.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

North Fort Myers High School has a reputation for a beautiful, preserved and very inviting campus. Our campus is very well-kept due to our building supervisor and grounds crew. We have implemented a school-wide directive called "Project Beautification" where student work will hang in all of the classrooms advertising our arts and media programs and at the same time promoting the students themselves.

We also ensure safety protocols are in place and practiced. Security on campus has control of who comes on campus through Castle. Security officers are stationed at the front of school and throughout the hallways. The security officers have access to Castle through their iPad and can keep track of the students with/without passes and can look up student schedules.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Castle has been a pivotal software program especially through notifications of parent contacts and behavior incidents. The teachers and staff have been fully trained to submit a referral through Castle and the teacher that administered it can see the process and consequence of the situation. Teachers



can see if and when the student checks into ISS at a live status. When a student checks into ISS, parents get contacted instantly through a Red Alert form and also emails the teachers for work missed during that time. Teachers are not bothered during instructional time from student aides walking in and asking to gather class assignments or the many emails/phone calls received. We have weekly Tech Tuesday training in Castle to learn new protocols and also to refresh on the current program.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students are provided with opportunities to meet with their school counselor on an as needed basis in addition students can meet with the school's social worker for dramatic situations and/or assistance with career opportunities and job placement. Futhermore, we employ a licensed mental health counselor who meets with and counsels students on personal issues.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school's early warning system is evident through Castle as we track students who are to low to high performing. Teachers are trained on each aspect in Castle to get the most out of the data presented to them. On our dashboard, we can see attendance issues, ISS/OSS, and test scores.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

We have many early warning systems in place for attendance, grades, test scores and behavior incidences. Our attendance secretary pulls excess absences weekly/bi-weekly and sends a report to the social worker which in return will meet with the student to discuss the excessive absences. Castle gathers and displays discipline information such as ISS, OSS, detentions, referrals, parent contacts all in one page so it is easy for a teacher or administrator to look up information about a student when meeting with parents or the student themselves. Every 2 weeks, administration runs reports based on course failures by each teacher. Teachers are responsible for contacting any students with a D or F every 3 weeks to maintain a low percentage of course failures. Administration also keeps a close eye on seniors with a GPA of a 2.0 or lower.

If a student received a Level 1 on a statewide English Language Arts test, they are placed in an Intensive Reading class or a double block of an Intensive Reading class. Students who received a Level 1 or Level 2 on an EOC Algebra exam are enrolled in an Intensive Math class.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

We have two main mediums of communication with the parents and students, Parentlink and Castle. We use Parentlink to communicate essential information on a quick basis through phone, email and text. Teachers/Coaches/Sponsors can send parentlink messages about grades, class information or discipline issues. Castle is a way to communicate with the students here at school with an announcement page and bulletin board. The staff advertises student successes and events on a daily basis.

North holds Red Knight Carpet Knight in December to provide information to incoming 9th graders about our arts and media programs, AICE, academic programs, sports and activities on campus. We publicize before the event to attract as many students and parents as possible.

Our mission is to prepare for lifelong success through academics but also through activities. We encourage students to get involved in extracurricular activities and immerse themselves fully in academics.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

This year we have implemented a bold mission called Red Knights Partnership Fund. The money raised will go towards remodeling, academic, activities and athletic needs. The community can purchase their legacy and place a plaque in various spots around the campus. They also can contribute larger amounts to naming building and memorable areas around the school.

An alumni association is started to join all classes from North. Once we gather a high number of participants, a monthly newsletter will be created and sent out to advertise events and news about the school.

Digital Knight was created 2 years ago to promote the digital media section of the arts program. Local companies and partners contribute and purchase prizes for the students who win the competition. A scholarship is also given out to the best senior project.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Marks, Joy	Assistant Principal
Drake, John	Assistant Principal
Iovine, Martha	Assistant Principal
Mederios, Matthew	Principal
McKeever, Douglas	Assistant Principal
Flynn, Claire	Instructional Coach
Ballara, Lourdes	Teacher, K-12
Bucher, Tiffany	Teacher, K-12
Curls, Jennifer	Instructional Technology
Melvin, Jimmie	Teacher, K-12
Mirro, Diane	Teacher, K-12
Molloy, Adam	Teacher, K-12
Rigdeo, Jeremy	Instructional Coach
Skinner, Lisa	Teacher, K-12
Teitelzweig, Barbara	Teacher, K-12
Thompson, Ashley	Instructional Technology
Wiley, Patty	Teacher, K-12
Wray, Laurie	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Claire Flynn, Literacy Coach

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR assessment data, FCAT scores, work samples, anecdotes)

to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Support implementation of interventions designed by MTSS Team for students in Tier 2 & 3
- Monitor instructional interventions

Patty Wiley, Tiffany Bucher, Jim Melvin, Dianne Mirro, Adam Molloy, Lisa Skinner, Barbara Teitelzweig, Laurie Wray classroom teacher, Department heads

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Collect school-wide data for team to use in determining at-risk students

Ellen Phillips, Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

John Drake, Assistant Principal

- Facilitate implementation of MTSS in the building

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Mike Sushil, Guidance Counselor

- Attend MTSS Team meetings
- Maintain log of all students involved in the RTI process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

Cheryl Acevedo, Specialist (Behavior)

- Consult with MTSS Team
- Provide staff trainings

Lourdes Ballara, ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

Jennifer Curls, Ashley Thompson, Jeremy Ridgeo, Instructional Technology

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Collect school-wide data for team to use in determining at-risk students

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Problem-Solving team at North Fort Myers High School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research

based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Joy Marks	Principal
Marti Iovine	Principal
Matt Mederios	Principal
Andrea Gray	Business/Community
Karen Crompton	Parent
Doug McKeever	Parent
Linda Burkey	Teacher
Steve Casolino	Teacher
John Drake	Principal
Lisa Spires	Parent
Marcy Ferguson	Business/Community
Jose Santiago	Education Support Employee
Grace Giliberti	Parent
Alan Weis	Parent
Cindy Proia	Education Support Employee
Lourdes Ballara	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC committee reviewed the information from 2013-2014 SIP. They agreed that student and school progress is essential in establishing a #1 school in the west zone. They reviewed the strategies and evaluation procedures to measure student performance.

*Development of this school improvement plan*

SAC members are presented with school data and goals that the school would like to implement to increase student gains and given opportunity to give input and ask informational questions on how to support the school improvement plan.

*Preparation of the school's annual budget and plan*

The SAC committee annual budget plan is to spend monies only on school projects or programs selected by the SAC. These monies may not be used for capital improvements and may support the school's effort to achieve its school improvement goals.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

No funds will be used

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ballara, Lourdes	Teacher, K-12
Bucher, Tiffany	Teacher, K-12
Curls, Jennifer	Teacher, K-12
Flynn, Claire	Teacher, K-12
Marks, Joy	Teacher, K-12
Mirro, Diane	Teacher, K-12
Molloy, Adam	Teacher, K-12
Skinner, Lisa	Teacher, K-12
Teitelzweig, Barbara	Teacher, K-12
Thompson, Ashley	Instructional Technology
Wiley, Patty	Teacher, K-12
Wray, Laurie	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Areas such as vocabulary, higher-level questioning, student engagement, and text complexity will be a focus this year. The LLT is working on implementing a school-wide vocabulary plan. The LLT will also provide support to teachers to increase awareness of the Common Core State Standards and implementation in classrooms in order to prepare students for college and careers and for the 2014-15 change in assessment.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

PLC's are created for teachers to collaborate together with their best teaching practices. Teachers gather in small groups based on the same subject/prep and partner up to teach the same benchmarks on a pacing schedule. This ensures all students get the same education if their schedule changes, no standard was lost.

New teachers to North partner up with the Apples teachers and/or department head. The department head models teaching practices and helps ensure the transition to North is smooth and positive.

We have monthly staff gatherings/events to develop relationships within the staff in a nonacademic setting.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Bi-weekly meetings with new teachers will be held with assistant principal. Administration will follow up with all new or out of field staff to ensure attendance/participation in all required professional development. New teachers and teachers with less than 3 years experience will be partnered with a veteran teacher. Administration will ensure staff participation in trainings, coursework, and/or

professional development. Data Analysis on gain scores will be monitored regularly. Three staff members went on recruitment trips to college of education around the state. The Assistant Principal for Curriculum participated in the district recruitment fair. Ms. Kilic and Mrs. Robson both bring student interns into their classrooms.

North has an Apples program headed by Dr. Iovine. This is a mentoring program for first year teachers to ensure their first year is a nice and easy transition into the world of education. North's department heads offer mentoring outside of the school day which also helps the first year teachers in conjunction with seasoned teachers.

North offers a family-like atmosphere as we all guide each other along the same path which is leading our students to success. 75% of our teachers are involved in extracurricular activities and this also builds positive student/teacher relationships.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Bi-weekly meetings with new teachers will be held and facilitated by an assistant principal. The meetings will be focused on required professional development and on the implementation of best teaching practices. New teachers will be partnered with a veteran teacher. Administration will ensure staff participation in trainings, coursework, and/or professional development.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

During Professional Learning Communities, the core instructional program teachers collaborate together with the academic plan to align with the Florida Standards. We meet weekly to confirm the materials are being used correctly and effectively.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

At NFMHS data is used on a consistent basis to differentiate instruction, particularly with the level 1 and 2 students in the Intensive Reading classes. Initially, several tests are administered to IR students in order to determine their current independent reading lexile. The Edge Placement test and the Empower Level-Set provide our baseline lexile information, and the Empower program allows for a lexile "auto-adjust" on a monthly basis. This gradually increases their level of challenge after proving mastery at the previous lexile. The Edge Placement lexile serves as a 2nd data point to support or refute the Level set test, which acts as our progress monitoring tool in LCSD.

In addition, the data provided by students' performance on their last FCAT test may be used to group students according to their need for additional instruction/ remediation on the necessary critical thinking skills. These data points are used when providing "drill down" lessons in small group during "rotations" in the IR classroom. Students who have mastered certain skills may then be assigned independent work to deepen or enhance their understanding of concepts/ vocabulary or to read and or engage in authentic literacy independently.

These methods of differentiation both electronic and teacher facilitated are effective methods for facilitating success while allowing for the individual needs of our demographic.



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

After school tutoring in science, math, and world language. Two targeted bootcamps will be provided in the areas of reading, math and science. Students will be selected for these bootcamps based on prior year FCAT scores and classroom performance. These students will be selected based on prior year FCAT performance and edge cluster test.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Marks, Joy, joyrm@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student sign in sheets are collected. Student's standardized tests are compared against participation in the extended learning opportunities.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

When the student enters North, guidance counselors have regular meetings to ensure the students are placed appropriately in the new classes. The students also answer questions based on interests so the guidance counselor knows what class is best suited for them. Furthermore, guidance counselors place students accordingly to their previous schedule.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Each students selects course based on a face to face meeting with a guidance counselor or administrative staff member. Courses are selected around students future goals and aspirations. During the 11th and 12th grade year the counselors meet additional times with the student and complete a "graduation contract" that focuses on what areas the students need to complete to graduate and meet future career and college goals.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

North Fort Myers High School has the largest CAPE academy in the district. Every student that enters the ninth grade must take Introduction to Information Technology and complete the Microsoft Office bundle. We also offer Adobe CS6 and Autodesk certifications throughout the higher level courses.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

With BYOD as a new law, students now have the ability to use laptops and tablets to implement in the classroom. Students need to know the basics of accessing websites and use office software skills to create documents, spreadsheets and presentations.

STEM is integrated fully in the CTE classes as well as science and math. We have a STEM club group that attends monthly trips to visit STEM related businesses in the Lee County area and learn about the variety careers that are in STEM.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

North High aggressively supports advanced academic studies and challenges students to take at least one advanced course (AP, AICE, industry certification course) prior to graduation. North High provides all students with the opportunity to access AICE courses that match their strengths regardless if they are officially accepted into the AICE program. In addition, testing data is utilized to place students appropriately in math classes to ensure that students are receiving appropriate and rigorous mathematics instruction that matches their ability and best prepares them for postsecondary studies. After further analysis and consideration, North High plans to add A-Level AICE courses to its curriculum to provide opportunities to students for further studies that will be recognized by the top universities world-wide. Furthermore, North High has aggressively sought business and community partnerships, such as STEM at work partnerships, so that students can immerse themselves in volunteer experiences and internships that will expose them to career opportunities.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To improve writing and reading comprehension across the content areas utilizing Florida Standards, Empower 3000, PLCs, and literacy based instructional strategies across the content areas.
  
- G2.** To improve the passing rate for the Algebra I EOC by 3% or more by utilizing Florida Standards, PLCs, EOCs, and instructional strategies across each mathematics course and grade level.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To improve writing and reading comprehension across the content areas utilizing Florida Standards, Empower 3000, PLCs, and literacy based instructional strategies across the content areas. 1a

 G039310

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	90.0
ELA/Reading Lowest 25% Gains	90.0
FSA - English Language Arts - Proficiency Rate	75.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Race to the Top Technology Specialist
- District Master Teachers
- Professional Learning Communities
- Monthly Best Practices Trainings
- APPLS Mentoring Program with bi-weekly meetings focused on best teaching practices
- Trainings using the software
- Administrators: Instructional Leaders

**Targeted Barriers to Achieving the Goal** 3

- Data is collected but not utilized to inform instruction

**Plan to Monitor Progress Toward G1.** 8

Classroom walkthroughs and lesson plans

**Person Responsible**

Matthew Mederios

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Feedback emails to staff members and completed IPAD walk through forms

**G2.** To improve the passing rate for the Algebra I EOC by 3% or more by utilizing Florida Standards, PLCs, EOCs, and instructional strategies across each mathematics course and grade level. 1a

G039311

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	90.0
Math Lowest 25% Gains	90.0
Algebra I EOC Pass Rate	60.0

**Resources Available to Support the Goal** 2

- Monthly professional development through department based PLCs.
- Classroom modeling from the reading coach and race to the top instructional technology specialist.
- Weekly after school tutoring.
- Implementing math strategies across curriculum

**Targeted Barriers to Achieving the Goal** 3

- Time
- Data is collected but not analyzed or utilized to inform instruction.

**Plan to Monitor Progress Toward G2.** 8

Department data included in PLC binders

**Person Responsible**

**Schedule**

**Evidence of Completion**


During department head meetings, we will analyze the progress being made by information provided in the PLC binders

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To improve writing and reading comprehension across the content areas utilizing Florida Standards, Empower 3000, PLCs, and literacy based instructional strategies across the content areas. **1**

 G039310

**G1.B2** Data is collected but not utilized to inform instruction **2**

 B094652

**G1.B2.S1** limited time in the classroom to utilize results **4**

 S120292

### Strategy Rationale

#### Action Step 1 **5**

Teachers will utilize PLC time to analyze results

#### Person Responsible

Martha Iovine

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

PLC meeting minutes, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

administrators will attend each departments PLC meetings, assist in faciitating

**Person Responsible**

Matthew Mederios

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

PLC minutes, discussions administrative meetings

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

feedback from teachers, feedback from assessments

**Person Responsible**

Joy Marks

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

test scores, surveys, performance matters data

**G2.** To improve the passing rate for the Algebra I EOC by 3% or more by utilizing Florida Standards, PLCs, EOCs, and instructional strategies across each mathematics course and grade level. 1

G039311

**G2.B1** Time 2

B094655

**G2.B1.S1** Create and implement an detailed instructional calendar. 4

S105709

### Strategy Rationale

#### Action Step 1 5

Select key personnel to develop a monthly calendar

#### Person Responsible

Jennifer Curls

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

an electronic calendar

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

uploaded in Castle, print paper versions

#### Person Responsible

Jennifer Curls

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

an electronic version



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Instructional calendar will improve time management, organization

**Person Responsible**

Jennifer Curls


**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

surveys time on task

**G2.B2** Data is collected but not analyzed or utilized to inform instruction. 2

 B094656

**G2.B2.S1** Professional Learning Communities Trainings/Meetings 4

 S105712

**Strategy Rationale**

**Action Step 1** 5

Implement the PLC process.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Completion of Action Forms submitted to administration.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Implementation of PLC process

**Person Responsible**

**Schedule**

**Evidence of Completion**

Completion of Action Forms submitted to Administration

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

During department head meetings, we will have data chats using information included in the PLC binders.

**Person Responsible**

**Schedule**

**Evidence of Completion**

PLC facilitator binder with artifacts, action forms, and student data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Implement the PLC process.		Completion of Action Forms submitted to administration.	once	
G2.B1.S1.A1	Select key personnel to develop a monthly calendar	Curls, Jennifer	8/11/2014	an electronic calendar	5/29/2015 monthly
G1.B2.S1.A1	Teachers will utilize PLC time to analyze results	Iovine, Martha	8/18/2014	PLC meeting minutes, classroom walkthroughs	5/29/2015 weekly
G1.MA1	Classroom walkthroughs and lesson plans	Mederos, Matthew	9/15/2014	Feedback emails to staff members and completed IPAD walk through forms	6/5/2015 weekly
G1.B2.S1.MA1	feedback from teachers, feedback from assessments	Marks, Joy	8/18/2014	test scores, surveys, performance matters data	5/29/2015 weekly
G1.B2.S1.MA1	administrators will attend each departments PLC meetings, assist in faciitating	Mederos, Matthew	8/18/2014	PLC minutes, discussions administrative meetings	5/29/2015 weekly
G2.MA1	Department data included in PLC binders		During department head meetings, we will analyze the progress being made by information provided in the PLC binders	one-time	
G2.B1.S1.MA1	Instructional calendar will improve time management, organization	Curls, Jennifer	8/11/2014	surveys time on task	5/29/2015 monthly
G2.B1.S1.MA1	uploaded in Castle, print paper versions	Curls, Jennifer	8/11/2014	an electronic version	5/29/2015 monthly
G2.B2.S1.MA1	During department head meetings, we will have data chats using information included in the PLC binders.		PLC facilitator binder with artifacts, action forms, and student data	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Implementation of PLC process		Completion of Action Forms submitted to Administration	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** To improve writing and reading comprehension across the content areas utilizing Florida Standards, Empower 3000, PLCs, and literacy based instructional strategies across the content areas.

**G1.B2** Data is collected but not utilized to inform instruction

**G1.B2.S1** limited time in the classroom to utilize results

### PD Opportunity 1

Teachers will utilize PLC time to analyze results

#### Facilitator

Dr. Iovine

#### Participants

teachers

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

**G2.** To improve the passing rate for the Algebra I EOC by 3% or more by utilizing Florida Standards, PLCs, EOCs, and instructional strategies across each mathematics course and grade level.

**G2.B1** Time

**G2.B1.S1** Create and implement an detailed instructional calendar.

### PD Opportunity 1

Select key personnel to develop a monthly calendar

#### Facilitator

Jennifer Curls

#### Participants

teachers

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

**G2.B2** Data is collected but not analyzed or utilized to inform instruction.

**G2.B2.S1** Professional Learning Communities Trainings/Meetings

**PD Opportunity 1**

Implement the PLC process.

**Facilitator**

Administration & PLC Leadership Team

**Participants**

Administration & PLC Leadership Team

**Schedule**

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0