

Fort Myers Middle Academy



2014-15 School Improvement Plan

Fort Myers Middle Academy

3050 CENTRAL AVE, Fort Myers, FL 33901

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

87%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	C

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Excellence in college and career preparation.

School Environment

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

FMMA has strong ties to the local community and strong relationships with its families. The average proximity to the school for each student is very low, which means that FMMA is deeply connected to the community where its students live. Three years ago, FMMA created a position, Teacher Liaison, with the goal of intimately getting to know every family who sends a child to FMMA. The individual selected to fill that position has deep and strong ties to the community which helps FMMA learn about the cultures in our community and strengthens relationships. The Teacher Liaison is responsible for scheduling, attending, and running Parent-Teacher conferences which serves to strengthen school-family relationships.

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

At FMMA, administration, staff, and security work together in providing a safe and orderly environment throughout the day. Before school, all staff members have duties to be in security areas when the students first come on campus. During the school day, staff members are required to stand at their door to monitor hallways and welcome the students to class. After school, we have the "homework huddle", where a teacher stays to help students with the homework for the day. Also, security monitors campus until all students are gone by bus, parent pick-up, or walking.

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

Students are expected to follow the rules of the Code of Conduct at all school activities, including off-campus school sponsored activities such as field trips, sports, competition, etc...Any student who runs from a staff member or refuses to adhere to the request of a staff member, is committing a major act of insubordination. FMMA is a Positive Behavior System (PBS) school and each student carries a binder to monitor positive behaviors throughout each quarter. A "stamp" system is in place to encourage good behavior throughout the day and then a celebration occurs at the end of each quarter.

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

FMMA uses many different resources to provide counseling of all of the students needs inside and outside of the school environment. The school has a school guidance counselor to help make decisions on classes to prepare for the future. The career/counselor works with the students in seeing different places in the community that may help them in their future goals. The Parent Liaison works with the parents to ensure that the community needs are met and that we work with the neighborhood to ensure safety of all of our students to and from home.

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

At FMMA we have a number of early warning systems in place to address issues related to discipline, absenteeism, and students with academic deficiencies.

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
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	122	261	353	736
Course failure in ELA or Math	6	1	10	17
Level 1 on statewide assessment	133	102	136	371
	0	0	0	

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

At FMMA, MTSS is utilized to ensure proper placement of students within the school. This guarantees that the students will receive the support necessary to succeed in middle school. FMMA also has dedicated ESE staff members who work with students in need of extra support. Those staff members communicate regularly with teaching staff to ensure that the student is given the opportunity to succeed while in class. If extra assistance is needed with those students, the staff members can provide one-on-one and small-group instruction to address areas of weakness.

Homework Huddle is a special program started at FMMA. Homework is given on designated days (ie Social Studies on Monday, Science on Weds) and students are invited to come to the library for 80 minutes, Monday-Thursday, to receive extra help for the homework assigned that day. This works to "extend" engagement time at the school for an additional 80 minutes as well as to provide one-on-one help to students who may be struggling with their assignments. Lastly, it helps to reduce the SES gap that is present with regard to homework completion rates and helps to again make homework a powerful tool in the FMMA teacher arsenal.

Additionally, the teaching staff at FMMA is required to "Touch base" to any parents of students who have a 'D' or an 'F' at interim time in an effort to notify the parent of the grade as well as recruit the parent(s) to be involved in providing support to that student. This helps to reduce the percentage of course failures by the end of the semester/year.

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

Fort Myers Middle Academy will host parent involvement activities during the 2014-2015 academic year:

Open House

Dance Recitals

Band Concerts

Student Recognition (honor roll)

Athletic Events

Curriculum Night (Science)

School Advisory Council (SAC)

Parent Conferences

Touching Base (initial teacher contact by phone made within first 30 days)

On-going parent contact via telephone and/or email

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

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

Our Career and Academic Event Coordinator position as well as our Magnet Grant Lead Teacher work to secure guest speakers which are brought in on a regular basis to speak to subject-appropriate classes about application of subject matter in the real-world as well as career possibilities in the field. Those two positions also work to organize field trips for our students. Many of FMMA students have never been outside city lines, and/or have not experienced many highlights that our community has to offer due to their socioeconomic status. These field trips help to expose our students to those sights and surroundings which serve to expand their thinking and their horizons. Additionally, these two positions serve as school liaisons to the community to help establish partnerships to directly benefit our students. For example, we are in the process of securing a partnership with the Imaginarium (a local interactive science museum) to join with FMMA for our Science Fair for the '14-'15 school year.

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
Schuyler, Ron	Principal
Washington-Knight, Toni	Assistant Principal
Lemme, Michael	Teacher, K-12
Fitzpatrick, Denise	Assistant Principal

Duties

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

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

Classroom Teacher

- Keep ongoing progress monitoring notes in the MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, FMMA progress monitoring reports, and anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling.
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity.

Reading Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions.
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at risk students

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem solving process in your building
- Provide and coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS meetings to be active in the MTSS change process
- Conduct classroom walk throughs to monitor fidelity

School Counselor

- Facilitates MTSS team facilitator
- Schedule and attend MTSS meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary forms
- Conduct social developmental history interviews when requested

School Psychologist

- Attends MTSS meetings on some students receiving supplemental supports and on all students receiving intensive support
- Monitor data collection process for fidelity
- Review & interpret process for fidelity

- Collaborate with MTSS team on effective instruction and specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions
- ESE Teacher
- Consult with MTSS team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Social Worker
- Attend MTSS team meetings when requested
 - Conduct social developmental history interviews and share with team
- ESOL Representative
- Attend all MTSS team meetings for identified ELL students, advising and completing LEP paperwork
 - Provide ELL interventions at all tiers

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

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

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

Monique Campbell - School Counselor/Coordinator

Ron Schuyler - Principal

Denise Fitzpatrick- Assistant Principal

Toni Washington-Knight- Assistant Principal

Helen Davis - District Instructional Support, TIF Coordinator

Austin Hardy- Math Coach

Ileana Adams - Reading Coach

Angie Edmonds - Science Coach

Curtis McCarter - Parent Involvement

Andy Montalvo - ESE Resource teacher

Maurice Gilmore - Social Worker

Classroom teacher

Parents

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

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

Funding for Fort Myers Middle Academy Professional Development Plan, Title II, is augmented by Magnet Schools Assistant Program federal grant, National Education Association state grant, school district consultant contracts and Title I. The focus for 2014-2015 professional development at Fort Myers Middle Academy is aligned to several school initiatives to include; Renzulli Schoolwide Enrichment Model, Classroom Management, Choosing Excellence, varied national conferences, AVID strategies, content area writing, and Performance Matters data tools. Professional development is offered to teachers, paraprofessionals, and administrators.

As part of the School Advisory Council, parents are included in this planning process. School

improvement plans are written to ensure compliance with all local, state, and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

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

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

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ron Schuyler	Principal
Toni Washington-Knight	Principal
Michael Lemme	Teacher
Christopher Drake	Teacher
Jocelyn Tiburcio	Parent
Beatrice Henderson	Parent
Jeff Melvin	Parent

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

[On the Agenda to be discussed at Oct. 15th SAC meeting.]

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Title I, Title II, Title III and SAI programs coordinate through the SIP process. School improvement plans are written to ensure compliance with all local, state, and federal regulations. After careful examination of our students' educational and social needs, administrators and staff determine programs specific for meeting their academic needs. The School Improvement Plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support Fort Myers Middle Academy. Our school coordinates health services, emotional support, and other social needs to support our school families. The district Health Services, Interventions Department, Food Services Department, Student Services Department, and ESE Departments are all a critical dimension of this collaborative effort. Multiple business partnerships provide opportunities for continued student development. Funding for Fort Myers Middle Academy Professional Development Plan, Title II, is augmented by Magnet Schools Assistant Program federal grant, National Education Association state grant, school district consultant contracts and Title I. The focus for 2014-2015 professional development at Fort Myers Middle Academy is aligned to several school initiatives to include; Renzulli Schoolwide Enrichment Model, Classroom Management, Choosing Excellence, varied national conferences, AVID strategies, content area writing, and Performance Matters data tools. Professional development is offered to teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. School improvement plans are written to ensure compliance with all local, state, and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

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

resources and materials.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not

attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program

staff, the same services for homeless students in Non-Title I schools are provided to homeless students in

Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who

attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full

participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards.

SAI is used to provide unique learning experiences at Fort Myers Middle Academy. Our SAI plan has been

aligned with the School District's goals and core values and the school improvement plan through increasing instructional time in reading and writing across content areas and grade levels. FMMA targets

our bottom 25% quartile students and our free and reduced lunch, minority, and ELL subgroups.

Teachers

will provide enrichment opportunities for students that are experiencing academic difficulties.

Bullying prevention programs are offered through the District. Teachers are required to complete an annual

bully prevention online course. This course is designed to assist teachers with developing strategies in

order to prevent this type of violence. In an effort of continuous improvement the district has retained the

services of an expert in RtI, PBS, MTSS and other classroom management strategies.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are

offered electronic free and reduced lunch applications throughout the year. All students are offered free

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

The projected use of school improvement funds for Fort Myers Middle Academy will be aimed towards increasing student literacy. Reading is essential to success in all subject areas. Therefore, the increased usage of our school library will support students' in building a better literacy foundation. Classroom libraries are also important in providing greater opportunities for students to become skilled readers. Therefore, our projected use of school improvement funds will be spent on increasing the literacy inventory. Purchases include:

* increasing the library resources 50% of total funds

* providing updated supplemental materials for core classes 25% of total funds

* nonfiction reading materials to support core academic areas 25 % of total funds

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
Fitzpatrick, Denise	Assistant Principal
Schuyler, Ron	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will implement a school wide focus on reading and writing strategies across all content areas. Strategies include words walls, common board configuration, Cornell Notes, AVID WICOR, Twelve Powerful Words, Ripple Writes, Friday school-based PD, TIF Teachers and Coordinator, Development of media collection, Renzulli Learning, Professional Learning Communities, 7-period schedule with common planning, FCAT Explorer, TeenBiz, OnCourse lesson planning, Brain POP, Extended day tutoring for ELL, Schoolwide academic binder initiative, Scholastic weekly reader, AVID current events, IPOD Touch Labs, IPAD Minis, and NG-CAR PD.

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

Professional Learning Communities (PLC's) are utilized on a weekly basis at FMMA. PLC's are organized into subject areas: Science, Math, ELA, Reading), Social Studies, and Electives. In addition, once a month grade-level PLC's meet as well. PLC's are used to do the following: lesson planning, common assessments, sharing best practices, data analysis and the resulting targeted instruction for intervention as well as enrichment.

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

1. Partnering new teachers with veteran teacher. This is on-going throughout the school year.
2. Lead teachers work closely with new teachers and meet with new teachers regularly to address concerns, issues, challenges, and new procedures. This is on-going throughout the school year.
3. Technology training regarding the use of Pinnacle Gradebook, Parentlink, Performance Matters, OnCourse Lesson Planner, and Microsoft Outlook will be addressed throughout the school year.
4. Regular meetings of grade-level teams and department also support new teachers as they become acclimated to school and district procedures.
5. New teachers are provided opportunities to visit effective teachers classrooms in order to observe best practices in action.
6. Campus instructional leaders open their classrooms for observations and modeling of instructional strategies.
7. In and out of state recruitment fair attended regularly by the administrative team throughout the year.
8. Reconstitution for the '14-'15 school year. 40% of staff was replaced and new personnel hired and trained.

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

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

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

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

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

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

One Thursday morning per month is designated for New Teacher Chit-Chat where new teachers meet with the admin team to discuss issues pertaining to the school as well as the district processes and procedures, as well as for Professional Development for teachers new to the school.

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

All staff members are required to include how the objectives and class lesson line up with Florida's standards. They must include it in the lesson plans that are due to administration each week. They will also list the objectives and standards on the board for students and observers to see.

Administrators also do walk-throughs and formal evaluations to ensure that the standards are being taught. The teachers meet in PLC's through their common planning periods to work on best strategies in the classroom.

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

Teachers are using weekly formative assessments each week to monitor the students learning during the week. The teachers then use the data from the assessments that are directly tied into standards to see which students understood the material that was taught the previous week. If the student does not meet the minimum requirement for the assessment, the standard is re-taught and tested again the following week. We also use TIF teachers and coaches to make up the assessments and pull out kids when needed.

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: After School Program

Minutes added to school year: 0

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

1. Afterschool Extended Learning

* Homework Huddle: 80 minutes of after-school help that is aligned with the subject area that assigned HW that day in school, which is a set schedule every week.

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

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

*Small group science labs for all students

*Enrichment Camps offered during Spring and Summer school breaks

2. Online Learning Lab

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

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

3. Master Schedule

*Fort Myers Middle Academy has a seven period day which allows for students to spend time with each subject area each day. This will lessen the instruction time lost from a rotating block schedule, as it is often necessary to review what was covered during the previous class because it has been 48 hours or longer since the students last were in class.

4. Renzulli - SEM

*Through interest based surveys, the Renzulli Schoolwide Enrichment Model enhances student driven learning through student-picked Enrichment Clusters during two seven-week series.

Strategy Rationale

*This strategy will "extend" the time of engagement students have per day and provide them with one-on-one support to complete their work after school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Schuyler, Ron, ronaldks@leeschools.net

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

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

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

Part of FMMA's vision is to ensure that every student who spends their entire middle school years at FMMA is prepared to meet the academic and social demands of high school. FMMA cannot control what students come through its doors, nor the education those students received before coming to FMMA, but it can control progress made in those three years.

Homework Huddle is a four-day/week after-school program designed to ensure that students receive support with homework assigned that day in class. Each subject area has a designated night of HW, and that afternoon, from 4-5pm, students may come to the Library to receive tutoring and/or help with their homework from subject-area teachers. This has increased the rates at which students turn in homework as well as their understanding of the assignments and implementation of skills in the following days' class.

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

Fort Myers Middle Academy provides several academic and career planning courses which engage our students in developing a relationship between varied subjects and the relevance to their future. FMMA also offers several advance placement courses in which students can receive high school credit upon successful completion. For the first year, an online hybrid learning lab supports the needs of personalized learning for high achieving students.

Further, the school offers weekly Enrichment Clusters designed to provide students with a hands-on approach about a particular career interest. Each student selects their interest based on the Renzulli Total Talent Assessment and creates a portfolio of career interests using the results of the assessment. Together students and teachers learn and work to build a repertoire of knowledge pertaining to careers. In addition to advanced courses and Enrichment Clusters, our school counselor meets with students in small groups to advise them regarding course selections for high school and beyond. One on one career guidance is available on demand.

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

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

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

Because we are recipients of a federal magnet schools assistance program grant with an emphasis in college and career preparation, all academic classrooms infuse career awareness into lessons on a regular and systematic basis. Further, we offer a Business Technology class in which lessons are designed to help students learn to use computer technology to enhance their academic achievement in other classrooms. Examples include using web resources to create timelines, search the Internet, complete projects and more. Our career specialist, funded by magnet grant funds also works to provide career awareness lessons and career-related guest speakers.

The career specialist conduct classroom presentations with all students through the social studies departments. The presentation focuses on: deciding on a possible career, options after high school,

beginning now to prepare for a career, how to decide on which high school to attend (career academies), career interest inventories, career salaries, Vo-tech, vs. college. Also, teachers are expected to integrate careers into their lessons. For example, if language arts students are writing an argumentative paper, that paper could be to persuade the reader why one college is better than another. And, we do strive to bring in a host of guest professionals from STEM careers that share with students information about their careers such as salary range, job market outlook, and training needed.

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

At FMMA, we have placed a huge emphasis on the Literacy needs of our student population, which historically, have been quite high. This helps to address one of the main issues county-wide, state-wide, and nationwide, which is low literacy rates.

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.** All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement.

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. All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement. 1a

G039317

Targets Supported 1b

Indicator	Annual Target
Math Gains	67.0
Math Lowest 25% Gains	74.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- Resources available: • Classroom teachers • TIF teachers • Academic coaches • Common planning • Department PLCs • District personnel support • MSAP Grant • NEA Grant • Technology • Manipulatives • Title 1 • Parent Involvement Specialist • Security Specialists • ESOL Spanish Paraprofessionals

Targeted Barriers to Achieving the Goal 3

- Student engagement at school and at home could be improved

Plan to Monitor Progress Toward G1. 8

Administrators will meet and collect and monitor data throughout the year and coordinate with department and grade-level teams as well as PBS to determine whether or not progress towards the goal is being made.

Person Responsible

Toni Washington-Knight

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting minutes along with data numbers that accompany them will be tracked.

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. All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement.

1

G039317

G1.B4 Student engagement at school and at home could be improved 2

B119371

G1.B4.S1 • Continue to refine Parent Conference Process • Student Transitions from period-to-period through music • Agenda Planners to monitor hallway traffic • Pre-planning of all events • Dress code and learning material donations • Homework Huddle o Daily after-school help corresponds with homework assigned that day in class ? 60 minutes/day ? Led by subject-area teachers • School-wide AVID binders and strategies implemented o Cornell notes o WICOR strategies • AVID and Choosing Excellence PD offered over the summer for all teachers and will continue throughout the year • Choosing Excellence o Questioning strategies coupled with data walls, charts, and student data folders 4

S131208

Strategy Rationale

These strategies will help to "extend" the engagement time for students for an additional 80 minutes on top of the school day, provide a safe and supportive place to complete assignments, and give students time to practice skills learned that day in class. It will also removed the research-proven barrier to completing homework, which is a lack of support at home, which is a wide-spread issue with our population.

Action Step 1 5

FMMA will provide continued Professional Development for AVID and Choosing Excellence strategies outlined in the strategy in Step 4.

Person Responsible

Ron Schuyler

Schedule

Biweekly, from 7/28/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets will monitor participation in the PD and classroom walk-throughs will be used to track the levels of student engagement in teachers' classrooms

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom Walk-Throughs: Focus will be on student engagement in the classroom.

Person Responsible

Ron Schuyler

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Participation rates for PD will be monitored through attendance, engagement will be monitored through classroom walk-throughs with the data consisting of # of students engaged/# of students in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

- Reduction in referrals, ISS, and OSS
- Data Walls and Folders
- PBS Stamps

Person Responsible

Toni Washington-Knight

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data will be reviewed by administrators and teacher-leaders to determine if further PD or supportive action is necessary. PBS will monitor the effects of the strategies by collecting data on student behaviors including stamp-sheets, referral and detention #'s, and teachers will monitor student engagement in part through data folders.

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
G1.B4.S1.A1	FMMA will provide continued Professional Development for AVID and Choosing Excellence strategies outlined in the strategy in Step 4.	Schuyler, Ron	7/28/2014	Sign-in sheets will monitor participation in the PD and classroom walk-throughs will be used to track the levels of student engagement in teachers' classrooms	6/5/2015 biweekly
G1.MA1	Administrators will meet and collect and monitor data throughout the year and coordinate with department and grade-	Washington-Knight, Toni	8/18/2014	Meeting minutes along with data numbers that accompany them will be tracked.	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	level teams as well as PBS to determine whether or not progress towards the goal is being made.				
G1.B4.S1.MA1	<ul style="list-style-type: none"> • Reduction in referrals, ISS, and OSS • Data Walls and Folders • PBS Stamps 	Washington-Knight, Toni	8/18/2014	Data will be reviewed by administrators and teacher-leaders to determine if further PD or supportive action is necessary. PBS will monitor the effects of the strategies by collecting data on student behaviors including stamp-sheets, referral and detention #'s, and teachers will monitor student engagement in part through data folders.	6/5/2015 weekly
G1.B4.S1.MA1	Classroom Walk-Throughs: Focus will be on student engagement in the classroom.	Schuyler, Ron	8/18/2014	Participation rates for PD will be monitored through attendance, engagement will be monitored through classroom walk-throughs with the data consisting of # of students engaged/# of students in the classroom.	6/5/2015 monthly

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. All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement.

G1.B4 Student engagement at school and at home could be improved

G1.B4.S1 • Continue to refine Parent Conference Process • Student Transitions from period-to-period through music • Agenda Planners to monitor hallway traffic • Pre-planning of all events • Dress code and learning material donations • Homework Huddle o Daily after-school help corresponds with homework assigned that day in class ? 60 minutes/day ? Led by subject-area teachers • School-wide AVID binders and strategies implemented o Cornell notes o WICOR strategies • AVID and Choosing Excellence PD offered over the summer for all teachers and will continue throughout the year • Choosing Excellence o Questioning strategies coupled with data walls, charts, and student data folders

PD Opportunity 1

FMMA will provide continued Professional Development for AVID and Choosing Excellence strategies outlined in the strategy in Step 4.

Facilitator

Ronald Schuyler, Toni Washington-Knight, Denise Fitzpatrick, Kindra Pinnace

Participants

Entire teaching staff including TIF teachers and coaches.

Schedule

Biweekly, from 7/28/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement.	24,500
Grand Total	24,500

Goal 1: All Fort Myers Middle Academy students will meet or exceed proficiency in core academic areas. Our goal will be met by implementing a number of strategies and initiatives focused on increasing student engagement.

Description	Source	Total
B4.S1.A1 - Magnet School of Assistance Program - A federal magnet grant awarded to FMMA October 2011.	Other Federal	24,500
Total Goal 1		24,500