

# Fort Myers High School



## 2014-15 School Improvement Plan

## Fort Myers High School

2635 CORTEZ BLVD, Fort Myers, FL 33901

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

35%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

36%

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>25</b>

## 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

Each student can learn. Each student is capable of reaching his or her academic potential. Each student has an inherent right to receive the finest education possible for his or her future and for world class citizenship.

Therefore, it is the mission of Fort Myers High School to create and maintain an orderly business-like environment with an equitably enforced, uniform standard discipline policy in which each student may discover his or her respective potentials and bring them to fruition. Excellence at all performance levels shall be recognized and celebrated.

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

There is not a vision statement for the school.

#### School Environment

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

Fort Myers High School (FMHS) is constantly learning about our students as well as building relationships among the staff and students. The principal's philosophy of F.A.I.M.L.Y (forget about me, I love you) has permeated the school and has become part of the FMHS culture. This attitude has helped Fort Myers High School build and promote an atmosphere of putting others first. Through various committees such as the Principals Advisory Committee (PAC), and School Advisory Committee (SAC), as well as during staff meetings or one-on-one conferences, the faculty and staff are able to learn about students' cultures. Fort Myers High School also provides a mentoring program through Positive Behavior Support (PBS). In this program, teachers are paired with at-risk students to help monitor grades, discipline, and the needs of students.

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

Creating an environment that is safe and conducive to learning throughout the day is of the utmost importance in our school and to our administrative team. Students are constantly being monitored whether they are in the classroom or involved in a school activity. All teachers are required to be in the hall monitoring students. In addition to teachers monitoring of students during class changes, the administrative team and School Resource Officer are also at assigned posts in heavy traffic areas to ensure student are proceeding in a safe manner to their next class. Before school, students are monitored by the school's security and the administrative teams in designated areas around the school. After school, the school is monitored by a security guard who walks the hallways ensuring that all students are in designated areas or are with teachers. In addition to the night security guard patrolling the hallways of the school, the custodial staff also ensures that students are where they need to be during those after school hours. Lastly, Fort Myers High School provides a mentoring program through the Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to follow up on grades, discipline, and the lives of students. The mentor and teacher meet frequently throughout the school year to build relationships in the school.

**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**

Keeping students engaged during instructional time and minimizing distractions in the school is a team effort at Fort Myers High. From the teachers, to the security guards, to the administrative team, we all take pride in ensuring that students are constantly focused on learning. This is accomplished by teachers posting classroom rules or taking disciplinary action when necessary and by our administrators giving students the appropriate punishment. When rules are broken, Fort Myers High staff is utilizing CASTLE as the primary resource for processing referrals. This has increased the efficiency and transparency of the process.

Another way in which Fort Myers High ensures that students are engaged and that distractions are minimized is to make sure that students understand the high expectations that the school has for them during the school year. Expectations are made clear on the first day of school when all the teachers go over with the students what those expectations are for the year as well as class meetings. In addition, the students are given an agenda book which contains Fort Myers High and Lee County School Board policies. All these items help our school keep students engaged during the school day with a minimum number of distractions.

**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**

Ensuring that the social-emotional needs of students are being met requires a team effort by a school. The school counselors are not the only individuals ensuring that students' social-emotional needs are being met; teachers and administrators are also involved in this process and are available to students in order to guide and help those students out if necessary. The school also provides a social worker and school psychologist to help ensure that students' social-emotional needs are being met in the school. Lastly, Fort Myers High School provides a mentoring program through efforts of a Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to help follow up on grades, discipline, and the lives of students. The mentor and teacher meet frequently throughout the school 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**

Parents at Fort Myers High School are given various opportunities to establish positive relationships with the school. Open houses, curriculum night, sporting events/performances, awards banquets, and involvement in School Advisory Council (SAC) are some ways that the school provides forums for parents to hear and see what the school represents and how students are progressing. Parents can also be informed about what is going on with their students' progress through ParentLink. This

provides a way for teachers to communicate with parents about student progress by sending messages to parents and allowing parents to see grades.

**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**

Fort Myers High is constantly working to build and sustain relationships with its stakeholders in the community to ensure the community's involvement in supporting student achievement at our school. This is done at Fort Myers High by meeting with stakeholders and allowing those stakeholders to visit the school on a regular basis in order to show those individuals how the school is using resources to benefit student success and achievement. For example, the principal attends Rotary Club meetings and speaks with its members about Fort Myers High School's academic and athletic achievements. Our school also works with multiple booster clubs to help support the school and students both academically and athletically.

**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
Larosa, David	Principal
Bredenkamp, Matthew	Assistant Principal
Bernard, Misty	Assistant Principal
Kirschner, Jamie	Assistant Principal
Plucker, Jason	Assistant Principal
Elkin, Patricia	Guidance Counselor
Jones, Sheryl	Guidance Counselor
Hendrix, Melissa	Guidance Counselor
Sizemore, Bobby	Guidance Counselor
Becker, Joan	Other
Connors, Karen	Other
Tucker, Kimberly	Other
Sousa, Russell	Other
Tomlinson, Jennifer	Other
Shanks, Johanna	Other
Weekley, Patricia	Other
Roberts, Jimmy	Other
Atkins, Deborah	Other

**Duties**

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

The Role of each member of the School Leadership Team is as follows:

Principal/Assistant Principals

- \* Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices.
- \* Participate in leadership team meetings to discuss issues and concerns with department heads.
- \* Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
- \* Evaluate data to help make school-based decisions.
- \* Provide a safe environment for teachers and students to work at a high level.

Guidance Counselors/IB Coordinator

- \* Ensure that students are placed in the correct courses for their individualized path to graduation.
- \* Meet with students about future aspirations and make sure they are on track to reach their goals.
- \* Discuss career path options with students.
- \* Analyze student data to help make department decisions.
- \* Communicate with parents and teacher on how a student is progressing in their education.
- \* Assist students and parents in making education decisions.
- \* Provide input on development of parent information sessions and master schedule.

Department Heads

- \* Conduct monthly meetings in order to disseminate information to department members
- \* Conduct inter-department in-services for department members
- \* Help to make sure that all department members' needs are met in order to conduct class
- \* Relay vital information from department members to the Principal or Asst. Principals if an issue arises.
- \* Order all materials for the department (e.g. textbooks, ancillaries materials, supplies..)
- \* Keep track of the mobile lab for the department

***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 High School is publicly funded with local and state funding. The General Operating Budget comes from primarily those two sources. Due to our relatively low percentage of low socio-economic students, many other funds are not available to be used by Fort Myers High School.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
David LaRosa	Principal
Richard Tanner	Parent
John Carlin	Parent
Peggy Bos	Business/Community
Sharon Gunsett	Parent
Randy Wesley	Parent
Mary Higginson	Parent
Lisa Munkelwitz	Parent
Lisa Fleishman	Parent
Susan Glasser	Parent
Beth Randolph	Parent
Judy Czahor	Parent
Stacy Brown	Parent
Sara Leone	Parent
Debbi Nicolosi	Parent
Maryanne Lamon	Parent
Donandrea Stemle	Parent
Tom Roberts	Parent
Arlene Knox	Parent
Geoff Negin	Parent
Robin Negin	Parent
Cynthia Fetterhoff	Parent
Hunter Wynne	Parent
Dianne Cook	Parent
Walter Levy	Parent
Lisa Levy	Parent
Will Prather	Parent
Debbie Sayer	Parent
Ivan Mazzorana	Parent
Amy Potter	Parent
Erin Harrel	Parent
Tona Hackett	Parent
Olivia Bredenkamp	Business/Community
Kristy Rigot	Parent
Kira Dworkin	Parent
Russell Sousa	Teacher
Alex Bueno	Student
Morgan LaRosa	Student

Name	Stakeholder Group
Patricia Gusason	Education Support Employee
Joyce Baskin	Teacher
Charity Cummings	Education Support Employee
Roxi Hambleton	Business/Community
Jocelyn Mufalli	Parent
Christina Beck	Education Support Employee
Johanna Shanks	Teacher
Nadia Nieves	Business/Community
Isabel Diaz	Teacher
Vanessa Davis	Teacher
Gloria Armadore	Education Support Employee
Jason Plucker	Principal

## 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*

Data from last year (2013-2014) was discussed at the first SAC meeting on 8/25/2014. The SAC members were told about the gains that occurred in all subject areas as well as any deficiencies.

*Development of this school improvement plan*

The SAC started the 2014-2015 school year with a forum to discuss all data from the previous year. They then were informed of how restructured PLCs will work this school year and the role those PLCs would play in analyzing and data to determine growth areas for each student. The SAC also helped develop the targets for the goal that has been put into place.

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

As stated in previous years, school improvement funds will be allocated to projects through out the school year. All funds must be aligned with the School Improvement Plan (SIP) and approved by the School Advisory Counsel. This process has been followed in previous years and as of this date no specific project has been allocated any funds at this time. However, the SIP has made professional development as it pertains to Professional Learning Communities (PLC) a priority and funds will be needed to complete trainings for staff.

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

There were no school improvement funds allocated last year.

***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
Bernard, Misty	Assistant Principal
Rose, Julie	Teacher, K-12
Riis, Ron	Teacher, K-12
Bredenkamp, Matthew	Assistant Principal
Kirk, Morgan	Teacher, K-12
Kozel, Leonard	Teacher, K-12
Cato, Steven	Teacher, K-12
Barns, Susan	Teacher, K-12
Ferrell, Tami	Teacher, K-12
Tenfelde, Colleen	Teacher, K-12
Johnson, Gillian	Teacher, K-12
Metevia, Kelly	Teacher, K-12
Drew, Mark	Teacher, K-12
Anderson, Janice	Teacher, K-12
Baskins, Joyce	Instructional Coach
Larosa, David	Principal

## Duties

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

The Reading Leadership Team concentrates on increasing awareness and use of online resources in the media center by both teachers and students at all reading levels. Monthly PLC (Professional Learning Communities) will concentrate on sharing best practices and current research on innovative research techniques.

Weekly PLC meetings provide a forum to share ideas with staff on how to use data walls and data folders to increase awareness of reading abilities and growth in the classroom, across all subjects. Also, Reading Coach Joyce Baskins will support classroom teachers through modeling reading strategies and assistance with small group instruction.

## 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**

FMHS has Professional Learning Communities established to promote positive relationships between teachers. These PLC's were developed to allow for teachers to plan and collaborate to ensure a positive environment and reinforcement of the school and district expectations. Within the PLC's teachers are distributed to allow for effective time of PLC goals and to aide in sharing instructional best practices.

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

Working with the leadership in the school district, the principal of Fort Myers High School attends in-state and out of state conferences to attract the highest qualified teachers in IB, AP and content areas. The

principal also gives detailed feedback to all teachers to assist with their professional growth. This professional growth also includes allowing many of the staff members to take on leadership roles at the school and in the school district. Other strategies utilized would be reviewing data and standards and collaborating to develop common lessons and assessments.

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

Lee County Schools uses a program called A.P.P.L.E.S. (Accomplished Professional Practices for Lee Educational System). The goal of this program is to retain the most promising teachers, foster self-assessment/reflection, improve instructional practice, model professionalism, offer professional growth, and familiarize new teachers with district and state initiatives. New teachers are paired with trained experienced teachers to complete the 1-2 year program. This program has been in place since 1997 and has been successful at helping new teachers learn the "Lee County" way of professionalism.

## **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***

Fort Myers High ensures that all core instructional programs and materials offered at the school are aligned to state standards by following the direction of the state and our local School Board. Fort Myers ensures that standards are being followed in a variety of ways. For example, the school recently conducted a Pre-School in-service on CPALMS which is a state managed website for teachers and its purpose is to support teachers with the implementation of their subject's standards. This in-service showed teachers how the website worked and where teachers could find the standards for the course they teach. Another way in which Fort Myers High ensures that school core instructional programs and materials are being aligned to Florida Standards is during Professional Learning Communities (PLC's) meeting times. In these groups our teachers constantly discuss what those standards mean, how those standards are met with in their own classrooms and discuss various best practices in order to meet those standards.

#### **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***

Fort Myers High has a diverse population of students and must be able to meet the needs of those students in order to make them lifelong learners. This is accomplished by providing trainings and support for teachers in order to meet our school's goal. This is evident since our school had a few teachers led a Pre-School in-service in Kagan Based Strategies which are designed to help those diverse learners in a classroom. This in-service gave teachers the opportunity to learn Kagan Strategies that could be implemented into their classrooms seamlessly without disrupting their daily routines. Another area in which our school supports diverse learners is through after school study sessions which are teacher run and are designed to help students who are struggling in core academic areas and to help those students who are looking for more enrichment activities on a topic. Reading instruction is differentiated through the use of Achieve 3000 online reading program.

##### ***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: 13,680**

- \*FCAT 2.0 tutoring 4 days per week for 20 weeks, after school
- \*Alg EOC tutoring the last 2 weeks before test, after school
- \*Alg EOC summer camp 6 hours per day for 12 days

**Strategy Rationale**

There is no extra time during the school day for students to get extra help. This poses a problem for students that might be having trouble with a subject or crave enrichment activities. After school study sessions provide a time for students to obtain help from their teachers in mastering or furthering their knowledge of course work.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Bredenkamp, Matthew, matthewtb@leeschools.net

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

State tests scores and gains compared to similar students of similar ability that did not take advantage of the extended learning day and year

**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**

Fort Myers High provides guidance counselors to students who transition from one grade level to the next to ensure that those students are getting the required guidance to be successful in high school and ultimately beyond the doors of Fort Myers High. In addition to the continuing educational courses, the school's counselors have formed their own Professional Learning Community (PLC) to discuss student progression through the school and to make sure that students are getting the desired counseling to achieve success in college and eventually in the work force.

**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**

To advance college and career awareness, Fort Myers High School offers the following:

- Career Academies which include career and technology education courses utilizing industry certification.
- OJT program that allows seniors to work off-campus part-time while still taking courses at the school during the day as well.
- Offering the PERT test which assesses post secondary readiness.

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

Fort Myers High School has two main CAPE academies. The Academies and their industry certification options are as follows:

Academy of Business and IT

Courses:

Administrative Assistant I & II – MS Word, MS Outlook, MS PowerPoint, MS Excel

Business Software Applications - MS Word, MS Outlook, MS PowerPoint, MS Excel

Intro to IT IB - MS Word, MS Outlook, MS PowerPoint, MS Excel

Intro to IT NON-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel

Intro to IT PRE-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel

Multimedia – Flash CS6, Photoshop CS6, Illustrator CS6

Foundations of Web Design – Dreamweaver CS6

Digital Design I, II, and III – Photoshop CS6, Illustrator CS6 InDesign

TV Production-Premier Pro

Finance Quick Books

Academy of Engineering and Design

Courses:

Engineering Technology I, II, and III – Solidworks Certification

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

Fort Myers High School has gone to great lengths to integrate career and technical education with academic courses in order to ensure that students will be fully prepared for life after high school. All incoming freshmen take Introduction to Information Technology to help those students to become better acquainted with various Microsoft programs (e.g. Word, PowerPoint, Excel...) which they will be using during high school and beyond.

**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**

Based on the data in the High School Feedback Report, Fort Myers High School scores well above the district and state averages in almost all of the categories that are represented in the report. The area where we could most improve is increase the percentage of students taking the PERT. This would help us see our students' level of college readiness. Students can also participate in after-school tutoring sessions in various subject to perform at or above post-secondary levels.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

## 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. Increase student achievement gains school-wide by focusing on teaching and learning.** 1a

G039932

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - Asian	98.0
AMO Reading - African American	57.0
AMO Reading - White	95.0
AMO Reading - ED	69.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	81.0
Math Gains	85.0
Math Lowest 25% Gains	68.0

**Resources Available to Support the Goal** 2

- 1.District Support 2.Data Specialist 3.School Leaders 4.PLC 5.PBS (lowest 25% mentoring program) 6.MTSS 7.Highly Qualified Teachers 8.Parental Support 9.Highly motivated learners

**Targeted Barriers to Achieving the Goal** 3

- Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan. 1.Data collection/distribution/use 2.Limited time to evaluate data 3.Data overload (too many assesments) 4.Disseminate Data in an organized user-friendly mode 5.Lack of time to meet with teachers and staff to discuss subgroup data 6.No common planning time during the instructional day for teachers 7.Lack of systematic support for teachers

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

Feedback from the PLC Team Leaders and making necessary adjustments to existing plans.

**Person Responsible**

Matthew Bredenkamp

**Schedule**

Weekly, from 9/10/2014 to 6/3/2015

**Evidence of Completion**

Meeting notes and agendas

## 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.** Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 **G039932**

**G1.B1** Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan. 1.Data collection/distribution/use 2.Limited time to evaluate data 3.Data overload (too many assesments) 4.Disseminate Data in an organized user-friendly mode 5.Lack of time to meet with teachers and staff to discuss subgroup data 6.No common planning time during the instructional day for teachers 7.Lack of systematic support for teachers **2**

 **B096480**

**G1.B1.S1** - Use of PLC's to create time for the whole staff to look at data and then break into smaller PLC's to continue disseminating the data to create common assessments, education plans for groups of students, as well as individual students. - Cycle of assessments, data collection, and data evaluation and integration to guide instruction - Flexible schedule of teachers and staff to create more time to analyze data **4**

 **S107658**

### Strategy Rationale

Using the PLCs to break down the data will help in regards to helping the barriers to the goal.

### Action Step 1 **5**

The time given each week for PLCs is uninterrupted time which will allow teachers to analyze data, create common assessments, and collaborate on best teaching practices.

### Person Responsible

Matthew Bredenkamp

### Schedule

Weekly, from 9/10/2014 to 6/3/2015

### Evidence of Completion

PLC logs, meeting agenda/notes.

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership will monitor by regularly (weekly) visiting each PLC group.

### Person Responsible

Matthew Bredenkamp

### Schedule

Weekly, from 8/27/2014 to 5/31/2015

### Evidence of Completion

PLC Meeting Agenda and Summary

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

- 1.Student Data folders
- 2.Teacher Data Walls
- 3.PLC Data collection
- 4.Lesson Plans

### Person Responsible

Matthew Bredenkamp

### Schedule

Weekly, from 8/27/2014 to 5/31/2015

### Evidence of Completion

Samples of up-to-date data folders, teacher data walls, lesson plans, and notes from PLC meetings.

## 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.B1.S1.A1	The time given each week for PLCs is uninterrupted time which will allow teachers to analyze data, create common assessments, and collaborate on best teaching practices.	Bredenkamp, Matthew	9/10/2014	PLC logs, meeting agenda/notes.	6/3/2015 weekly
G1.MA1	Feedback from the PLC Team Leaders and making necessary adjustments to existing plans.	Bredenkamp, Matthew	9/10/2014	Meeting notes and agendas	6/3/2015 weekly
G1.B1.S1.MA1	1.Student Data folders 2.Teacher Data Walls 3.PLC Data collection 4.Lesson Plans	Bredenkamp, Matthew	8/27/2014	Samples of up-to-date data folders, teacher data walls, lesson plans, and notes from PLC meetings.	5/31/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Leadership will monitor by regularly (weekly) visiting each PLC group.	Bredenkamp, Matthew	8/27/2014	PLC Meeting Agenda and Summary	5/31/2015 weekly

## 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.** Increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Lack of time to appropriately sort through the large pool of data to create and then disseminate a cohesive and comprehensible plan. 1.Data collection/distribution/use 2.Limited time to evaluate data 3.Data overload (too many assesments) 4.Disseminate Data in an organized user-friendly mode 5.Lack of time to meet with teachers and staff to discuss subgroup data 6.No common planning time during the instructional day for teachers 7.Lack of systematic support for teachers

**G1.B1.S1** - Use of PLC's to create time for the whole staff to look at data and then break into smaller PLC's to continue disseminating the data to create common assessments, education plans for groups of students, as well as individual students. - Cycle of assessments, data collection, and data evaluation and integration to guide instruction - Flexible schedule of teachers and staff to create more time to analyze data

#### **PD Opportunity 1**

The time given each week for PLCs is uninterrupted time which will allow teachers to analyze data, create common assessments, and collaborate on best teaching practices.

##### **Facilitator**

Administrators will request that each teacher within any given PLC should evaluate their student's data and determine where growth can be addressed.

##### **Participants**

All teachers

##### **Schedule**

Weekly, from 9/10/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0