

Mariner High School



2016-17 Schoolwide Improvement Plan

Mariner High School

701 CHIQUITA BLVD N, Cape Coral, FL 33993

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mariner High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To ensure student learning through purposeful student engagement.

b. Provide the school's vision statement.

To provide a world class education.

2. School Environment

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

Mariner High School (MHS) is committed to students' cultures and builds relationships between teachers and students through our mentoring program, Mariner Achievement Period (MAP), and providing access to talented and trained advisors, and counselors. Additionally, we align our District Vision, School Vision, and Mission with the District Strategic Plan and our classroom objectives by creating individual classroom Mission Statements that address the who, what, and how of each classroom's demographic and curricular objectives.

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

MHS creates an environment where students feel safe and respected before, during, and after school by providing multiple opportunities for various learners to thrive. MHS has multiple clubs and activities that focus on varying interests, and MAP allows for stronger mutually respectful relationships to be built with teachers on campus. MHS has a variety of opportunities that promote an environment of safety and respect: consistent visibility of adults, process documents for supervision, facilities single point of entry, on site deputy, Mariner student pass policy, and safety drills.

c. 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.

MHS has multiple systems in place to keep students engaged during instructional time. The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for student improvement. Additionally, the team assists with the monitoring of the students' response to current interventions, curricula, and school systems. The Mariner Achievement Period (MAP) is a mentoring program in place as a preventative measure to deflect academic and behavioral issues by building relationships between teachers and students to ensure smooth problem-solving and decision-making skills. Liberty Call is used as an incentive for students demonstrating appropriate behavior, academics, and attendance where the student would go instead of MAP. Additionally, each classroom is structured with a set of protocols addressing student "Rights and Responsibilities" and "Classroom Expectations," which are clearly and consistently posted in each MHS classroom. Moreover, each disciplinary incident is enforced and managed with firm, fair, and consistent equitable treatment using the District Code of Conduct.

d. 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.

MHS ensures social-emotional needs of all students by providing access through a variety of avenues. Our school provides students with consistent availability of multiple resources: school counselors, school social worker, and district psychologists. MHS maintains student 504s and IEPs as a course of regular school practice ensuring State mandated requirements are met, as well as the needs of students. Our MTSS/PBS team along with our Intervention Specialist also monitor the social-emotional needs of students and intervene with Student Intervention Plans when applicable. Additionally, MAP provides students access to adults and peers through weekly meetings with a mentor, data chats, goal setting, and progress monitoring. Mariner's extra-curricular activities provide an outlet for student-based and organized groups with similar interests.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

MHS works at building positive relationships with families through a variety of resources: ParentLink, Survey Monkey, SAC meetings, interim reports, parent conferences, news letters, website, IEPs, 504 meetings, and parent visits. Classroom mission statements are integrated into Mariner High School curriculum that reflect District, and school level mission and vision statements. Classroom Mission Statements are posted in the classroom, while the School Mission and Vision statements are posted on the school website.

2. 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.

MHS participates in CAPE Academies, which allow Career and Technical Education (CTE) teachers and students access to local businesses on a regular basis. An example of a program would be STEM @ Work that is run through the School District. MHS has various booster clubs that support athletics and activities through community and parent partnerships. Examples of these partnerships include the Band Booster and the Athletic Booster clubs. Additionally, community businesses and families sponsor various athletic and club activities. MHS has a faith-based partnership with a local church that provides community based fellowship for students as well as teachers. MHS also provides rental opportunities for the community to utilize the building.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Butz, Robert	Principal
Gedde, Beth	Assistant Principal
Grote, Darya	Assistant Principal
Michel, Tom	Assistant Principal
White, Roberta	Assistant Principal

b. Duties

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

The function and responsibility of each school-based leadership team member is described as follows:

Classroom Teachers

- Keep ongoing progress monitoring notes in a MTSS folder (Curriculum Assessments, EOC, CCE or FSA Scores, Work Samples, Anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on and monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports

- Deliver instructional interventions with fidelity
- Execution of MAP

Reading Coach

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

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Incorporate MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions

Principal/Assistant Principal

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

School Counselor/Intervention Specialist

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

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review and interpret progress monitoring data
- 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/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff training

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School Improvement Plans are written to ensure compliance with all state and national regulations. All School Improvement Plans are 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 schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math, health services, and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Salus Care and Lutheran Services; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

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

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These

services include after school tutorials, professional development, supplemental scientifically research based resources, and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

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. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are

aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

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

Job Training

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

Other

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

Mariner Achievement Period (MAP)

MAP is a mentoring program overseen by APs, and managed by classroom teachers. It is a preventative measure to deflect behavioral issues and monitor academic progress by building relationships between teachers and students to ensure smooth problem-solving and decision-making skills.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Robert Butz	Principal
Christian Butz	Student
Jeff Swearinger	Business/Community
Robert Herring	Student
Sonia Lopez	Education Support Employee
Dianne Mahlman	Business/Community
Anna Jones	Teacher
Cindy Burke	Teacher
Rhonda Hansen	Parent
Curtis Lawson	Education Support Employee
Shannon Northorp	Parent
Angela Pfeiffer	Parent
Tonia Duszynski	Parent
Enrique Diaz	Parent
Rosemary Teague	Parent
Justin Sparkman	Education Support Employee
Saray Velasco Fernandez	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

No data for evaluation has been received.

b. Development of this school improvement plan

The most important function of the SAC is to ensure the SIP is approved, implemented, and consistently monitored to ensure continuous improvement and academic achievement.

c. Preparation of the school's annual budget and plan

We currently do not have any funds for this year.

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

Calculators were purchased for the math department: \$3025.00.

On-Course was purchased for teacher lesson planning: \$2738.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Butz, Robert	Principal
Gedde, Beth	Assistant Principal
Grote, Darya	Assistant Principal
Michel, Tom	Assistant Principal
White, Roberta	Assistant Principal
Barnett, Donald	Teacher, K-12
England, Carolyn	Teacher, K-12
Holloway, Rachel	Teacher, K-12
Jones, Anna	Instructional Coach
Lucero, Lucrecia	Teacher, K-12
Stoudt, Patricia	Teacher, K-12
Wendt, Cheryle	School Counselor
Wolfe, Briska	Teacher, K-12
Black, Kevin	Teacher, K-12
Crego, Tesha	Teacher, K-12
Jones, Keeth	Teacher, K-12
Strauss, Ben	Teacher, K-12
Schoen, Kelly	Teacher, K-12
dearinger, jeremy	Teacher, Career/Technical
Youngs, Gina	Teacher, K-12
Shamrock, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for the Literacy Leadership Team this year will be to implement, monitor, and analyze various school initiatives:

1. Staff participation in Triton Teaches, a program for peer classroom access demonstrating best teaching practices
2. Lead Professional Learning Communities during common planning times
3. Check for 3: Capitalization, Punctuation, and Spelling
4. FSA/ELA Standard of the Month
5. Common Board configurations
6. Data Walls will be managed according to a variety of measurable classroom outcomes and State Standards
7. Triton Navigation binders organize necessary academic and behavioral data and procedures, content standards, and miscellaneous resource information for the benefit of student engagement and learning

8. Department standards tracking
9. Common department and District checkpoints
10. Professional development

Overall, the team will monitor school progress and select professional development trainings that meet the needs of the staff as they implement the initiatives throughout the school year.

D. Public and Collaborative Teaching

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

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

Collaborative planning is made available throughout Mariner High School within each content area. Teachers are expected to meet within their Professional Learning Communities weekly, and submit outcomes on their Google Classroom. Departments share Best Practices during the PLC time. Triton Teaches is an opportunity for teachers to open their classrooms and demonstrate Best Practices for their colleagues. A weekly schedule is made available for all staff for Best Practices scheduled and available for observation.

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

- Regular meetings of new teachers with assistant principal of curriculum and mentors
- Partnering new teachers or teachers with less than three years of experience with a clinical education certified veteran teacher
- New teachers will participate in the cross-curricular and department PLCs
- Professional development trainings
- Staff recognition
- Staff appreciation events
- Team-building activities
- Monitoring out-of-field plans
- Quarterly reflection meetings

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

All new teachers will participate in district orientation and will participate in the A.P.P.L.E.S program where they will receive support from their mentor. Each new teacher will maintain a Triton Navigation binder which will contain all school-wide data on their students to guide classroom instruction. New teachers will also participate in monthly formative (peer) and two summative (APPLES coordinator) observations. They will also participate in cross-curricular and department PLCs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

N/A

b. Instructional Strategies

1. 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.

N/A

2. 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: 70,200

Tutoring in all content areas, daily

Strategy Rationale

Providing additional academic time and resources.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Butz, Robert, robertlb@leeschools.net

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

Data is collected through the use of Baseline, Mid-year, and Final Checkpoints, End of Course Exams, FSA/ELA Writing and Reading tests. The data is used to determine areas for reteaching in order to reach 80% mastery on content standards.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Mariner High School employs the Anchor/Leadership Academy specifically for incoming freshman, MAP, school counselors, career counselor for students transitioning from one level to another, and FutureMakers (financial aide, scholarships, job placement) specifically for outgoing seniors.

b. College and Career Readiness

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

Our school addresses and incorporates academic and career planning with the following strategies. The Mariner Achievement Period (MAP) is a mentoring program in place to ensure student accountability for monitoring goal setting strategies. School counselors and the career counselor meet with students individually and in the classroom to address academic and career plans. Parent-student conferences are an integral part of the plans. We promote local career and college fairs and events. A great deal of information related to this planning is included in the school website as well as in the school newsletter. We utilize the 9th grade Anchor/Leadership Academy to disseminate

information and discuss four-year plans. We meet with incoming 9th graders prior to high school to explain programs of study and classes that they need to take.

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

MHS offers the AP Capstone program which provides instruction in college bound classes in the areas of English, Math, Science, and Social Studies. Higher academic performing students that qualify may apply for dual-enrollment courses. All students are provided access to vocational classes via CAPE Academies of their choosing, and are offered industry specific certification opportunities in Microsoft Office Specialist, Microsoft Office Specialist Master, Adobe Indesign, Adobe Premier Pro, Adobe (Dreamweaver, Photoshop, Flash), Autodesk Certified User (Inventor), Adobe Illustrator, CNA, EKG, and Certified Veterinary Assistant.

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

College readiness skills are developed through the promotion of test prep for ACT, SAT, PERT tests through online practice, test prep books, and test prep classes. We encourage tutoring in academic subject areas, test prep workshops, and the TABE test for the GED. CAPE Academy students are selected to participate in the STEM@Work program connecting them to local businesses promoting the application of classroom theory and connecting to community. MHS Academies (Veterinary Assistant, Health Science, Engineering, and Bio-medical Engineering) connect with local businesses partners to provide on the job experiences, guest speakers, and may include volunteer service hours required for certification purposes.

4. 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.

Strategies used for improving student readiness for the public post-secondary level are: MAP, parent-student conferences, school counselors, and the career counselor. Counselors meet with students individually and in the classroom to address academic and career plans promoting local career and college fairs and events. A great deal of information related to this planning is included in the school website as well as in the school newsletter. College readiness skills are developed through the promotion of test prep for ACT, SAT, PERT through online practice, test prep books, test prep classes, and on campus tutoring.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Mariner High School will use results of assessments to improve individual student performance and also improve the instructional program.
- G2.** To ensure a safe and secure learning environment, out of school suspensions will be reduced by 10% for the 2016-17 school year from 168 to 152 utilizing Restorative Justice practices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Mariner High School will use results of assessments to improve individual student performance and also improve the instructional program. 1a

G082871

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
ELA/Reading Gains	46.0
ELA/Reading Lowest 25% Gains	40.0
FSA Mathematics Achievement	40.0
Math Gains	37.0
Math Lowest 25% Gains	37.0
Bio I EOC Pass	68.0
U.S. History EOC Pass	71.0

Targeted Barriers to Achieving the Goal 3

- Poor testing taking strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000
- Digital Read-Works
- SAT/ACT updated studyguides
- USA Test Prep
- C-K12 Online Program
- Professional Development
- Extended School Day
- Monitored reading room
- Khan Academy
- Algebra Nation
- Tutoring everyday
- Compass Learning

Plan to Monitor Progress Toward G1. 8

We will know implementation of test taking strategies has a positive effect on instructional programs when district and state assessment scores increase.

Person Responsible

Robert Butz

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will look quarterly for district and state assessment scores.

G2. To ensure a safe and secure learning environment, out of school suspensions will be reduced by 10% for the 2016-17 school year from 168 to 152 utilizing Restorative Justice practices. 1a

G082872

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	152.0

Targeted Barriers to Achieving the Goal 3

- Parental Communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Code of Conduct
- Principal
- Assistant Principals
- District Student Services
- Triton School
- Work-Detail

Plan to Monitor Progress Toward G2. 8

We will know our Restorative Justice Practices are successful by the decrease in out of school suspensions.

Person Responsible

Beth Gedde

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The summary of referral report will be pulled from the District Support Applications System.

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. Mariner High School will use results of assessments to improve individual student performance and also improve the instructional program. **1**

 **G082871**

G1.B1 Poor testing taking strategies **2**

 **B219658**

G1.B1.S1 Consistently revisiting test taking tips, teach/modeling test taking strategies on a daily basis, monitor test taking strategies during any assessment. **4**

 **S231979**

Strategy Rationale

The constant teaching, modeling, and revisiting of test taking strategies on a daily basis will improve student academic performance.

Action Step 1 **5**

Develop and implement a system which allows all teachers to know and to be able to deliver effective test taking strategies to students for increased district and state assessment scores.

Person Responsible

Anna Jones

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Inservice record

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

Administration will review and monitor teacher lesson plans on a weekly basis for test taking strategies and provide instructional feedback to teachers.

Person Responsible

Roberta White

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administration will notify Teacher via the Castle System on lesson plan preparedness.

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

We will know if our instructional guidance is successful when we see growth in student district and state assessment scores.

Person Responsible

Robert Butz

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The results of district and state assessments will be analyzed within PLC departments and reported on agendas.

G2. To ensure a safe and secure learning environment, out of school suspensions will be reduced by 10% for the 2016-17 school year from 168 to 152 utilizing Restorative Justice practices. 1

G082872

G2.B1 Parental Communication 2

B219671

G2.B1.S1 Utilize the Castle tracking system to increase parental communication 4

S231980

Strategy Rationale

The increase in parental communication will support a decrease in the number of disciplinary outcomes

Action Step 1 5

The Administrators in Student Affairs will pull a variety of discipline reports from the District Support Applications System.

Person Responsible

Beth Gedde

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The summary of referral report will be pulled from the District Support Applications System.

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

Discipline reports will be reviewed from the District Support Applications System quarterly to monitor student behavior.

Person Responsible

Beth Gedde

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The summary of referral report will be pulled from the District Support Applications System.

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

We will know we have provided a safe and secure learning environment through a random sampling of student and teacher interviews.

Person Responsible

Beth Gedde









Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The summary of referral report will be pulled from the District Support Applications System.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M300091	We will know implementation of test taking strategies has a positive effect on instructional...	Butz, Robert	8/10/2016	We will look quarterly for district and state assessment scores.	5/26/2017 quarterly
G2.MA1  M300094	We will know our Restorative Justice Practices are successful by the decrease in out of school...	Gedde, Beth	8/10/2016	The summary of referral report will be pulled from the District Support Applications System.	5/26/2017 quarterly
G1.B1.S1.MA1  M300089	We will know if our instructional guidance is successful when we see growth in student district and...	Butz, Robert	8/10/2016	The results of district and state assessments will be analyzed within PLC departments and reported on agendas.	5/26/2017 quarterly
G1.B1.S1.MA1  M300090	Administration will review and monitor teacher lesson plans on a weekly basis for test taking...	White, Roberta	8/10/2016	Administration will notify Teacher via the Castle System on lesson plan preparedness.	5/26/2017 weekly
G1.B1.S1.A1  A296675	Develop and implement a system which allows all teachers to know and to be able to deliver...	Jones, Anna	8/10/2016	Inservice record	5/26/2017 semiannually
G2.B1.S1.MA1  M300092	We will know we have provided a safe and secure learning environment through a random sampling of...	Gedde, Beth	8/10/2016	The summary of referral report will be pulled from the District Support Applications System.	5/26/2017 quarterly
G2.B1.S1.MA1  M300093	Discipline reports will be reviewed from the District Support Applications System quarterly to...	Gedde, Beth	8/10/2016	The summary of referral report will be pulled from the District Support Applications System.	5/26/2017 quarterly
G2.B1.S1.A1  A296676	The Administrators in Student Affairs will pull a variety of discipline reports from the District...	Gedde, Beth	8/10/2016	The summary of referral report will be pulled from the District Support Applications System.	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. Mariner High School will use results of assessments to improve individual student performance and also improve the instructional program.

G1.B1 Poor testing taking strategies

G1.B1.S1 Consistently revisiting test taking tips, teach/modeling test taking strategies on a daily basis, monitor test taking strategies during any assessment.

PD Opportunity 1

Develop and implement a system which allows all teachers to know and to be able to deliver effective test taking strategies to students for increased district and state assessment scores.

Facilitator

Heather Ades, Reading Coach, Reading Department

Participants

Instructional Staff

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop and implement a system which allows all teachers to know and to be able to deliver effective test taking strategies to students for increased district and state assessment scores.	\$0.00
2	G2.B1.S1.A1	The Administrators in Student Affairs will pull a variety of discipline reports from the District Support Applications System.	\$0.00
Total:			\$0.00