Mariner Middle School

2016-17 Schoolwide Improvement Plan

Mariner Middle School

425 CHIQUITA BLVD N, Cape Coral, FL 33993

http://mrm.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)
Middle School 6-8	Yes	87%

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	B	B*	C	C

*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.

Table of Contents

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 Middle 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.

Through a challenging educational experience, Mariner Middle School will develop lifelong learners who appreciate differences and create a better and peaceful world through mutual compassion and respect. These ideals will help me on my journey to determine who I become.

b. Provide the school's vision statement.

To become a world class school.

2. School Environment

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

Each student has a mentor teacher whom they will be assigned to for their three years at Mariner.
This mentor group is designed to build relationships, set goals, and track data.

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

Mariner Middle has a before and after school program available to all student at no cost.
After school clubs are offered for students who are interested.
We have a full time school resource officer and security specialist.
Closed campus with locked gates.
Teachers, administration and security specialist monitor the hallways during class changes.
Mariner Middle has five core values of Respect, Integrity, Learning, Compassion, and Safety
Two counselors are available to students
Anti-Bullying program
The International Baccalaureate (IB) trait that encouraged the students to be reflective

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.

Ship Shape Card for positive reinforcement as described by IB traits
-every five positive marks result in a reward
Triton Discipline Card
-after the third, fifth, seventh, and ninth mark on the card student receives lunch detention
- on the ninth offense administrator is notified and parent contact is made
- On the tenth offense the student gets a referral

The School Resource officer and/or security specialist may be notified at any time

Teachers and staff received training on these procedures during pre-school week

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.

To meet the social-emotional needs of all students 2 guidance counselors are available, and requests can be processed through Castle.

Each student has a mentor teacher whom they are assigned to for their three years at Mariner. This mentor group is designed to build relationships, set goals, and track data.

3. Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: 163
One or more suspensions, whether in school or out of school:154
Course failure in English Language Arts or mathematics: 28
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics: 277

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	43	52	68	0	0	0	0	163
One or more suspensions	0	0	0	0	0	0	44	59	51	0	0	0	0	154
Course failure in ELA or Math	0	0	0	0	0	0	6	17	5	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	76	99	102	0	0	0	0	277

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	37	51	45	0	0	0	0	133

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

For students exhibited below 90 percent attendance, a contract between the student, parent, and school is completed.
After ten days absent, a letter is sent home.
Additionally, phone calls are made daily by the Parent Involvement Specialist.
An intervention / enrichment block is being implemented for all students daily for 40 minutes.
Standards based common assessments are used daily for tracking the needs of students.

B. Family and Community Engagement

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).

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.

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

As a Title I School, Mariner Middle has developed a Parent Involvement Plan that spells out specific strategies to involve parents in our school. A sampling of those items include: Title I Annual Meeting/ Open House (school wide), Parent Teacher Conferences / Communication, SAC meetings; how parents can prepare the child, Technology trainings/workshops, School newsletter directly mailed home, Coffee With the Principal, and Evening Under the Stars.

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.

Relationships are built through monthly meetings with the School Advisory Council.
Open House events
Parent Involvement Nights
Sporting events
Family Movie Nights
Google Classroom
Parent Workshops
Public Forum in different areas of the community
Evening Under the Stars family night
Coffee With the Principal
Mobile Food Pantry

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Gould, Rachel	Principal
McCreary, Alanna	Instructional Coach
Hill, Paula	Instructional Coach
Castaldo, Joanne	Teacher, K-12
Johnson, Ben	Teacher, K-12
Lindmyer, Kim	Teacher, K-12
Michael, Lisa	Teacher, K-12
Stevens, Kristin	Instructional Coach
Wunderlich, Marla	Assistant Principal
Player, Mitchell	Assistant Principal
Franklin, Lynann	Instructional Coach
Bresson, Meghan	Teacher, K-12

b. Duties

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

The MTSS Leadership team at Mariner Middle 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 that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder or through Castle.leeschools.net (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
TIF Teachers/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotal of interventions implemented
• 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
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building

The role of the school-based MTSS Leadership Team in the development and implementation of the

school improvement plan and how the MTSS Problem-solving process is used in developing and implementing the SIP is as follows:
• Provide or 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
Guidance Counselors
• Often MTSS Team facilitators
• 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 & on all students receiving
intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & 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 trainings
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 Leadership team at Mariner Middle 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 that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Mariner Middle School utilizes the district adopted data management systems: Focus, Castle, Performance Matters, and STAR. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented

interventions.

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 processes and procedures in place to assist students and their families with 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 Center and Lutheran Services; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Krystal York	Parent
Marla Wunderlich	Principal
Tina Sbarra	Education Support Employee
Rachel Gould	Principal
Paula Hill	Teacher
Alanna McCreary	Teacher
Kristin Stevens	Teacher
Mitchell Player	Principal
Zaida Uzal	Parent
Trish Fenton	Parent
Laurie Groeneveld	Parent
Madeline Fuentes	Student
Leslie Aguilar	Student
	Student
Carrie Pike	Parent
Jett Derwick	Student
Tabetha Taylor	Parent
Luis Lopez	Education Support Employee
Tanya Player	Business/Community

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

Plan was approved.

b. Development of this school improvement plan

SAC helped in the development of this plan by providing technical assistance, review, and requested information. SAC also reviews the plan once feedback is provided by the county and also votes on whether to approve or not.

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

SIP funds will be used to purchase novels to enhance curriculum and create integrated units with Language Arts and Social Studies.

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

Data from FSA, Teenbiz, and STAR testing shows that while Mariner students are making gains in reading, reading still needs to be a targeted focus school wide. SIP funds will be used to purchase novels and other items related to enhancing the curriculum, along with classroom novels as needed.

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
Gould, Rachel	Principal
Hill, Paula	Instructional Coach
McCreary, Alanna	Instructional Coach
Franklin, Lynann	Instructional Coach
Wunderlich, Marla	Assistant Principal
Stevens, Kristin	Teacher, K-12
Johnson, Ben	Teacher, K-12
Castaldo, Joanne	Teacher, K-12
Michael, Lisa	Teacher, ESE
Player, Mitchell	Assistant Principal
Bresson, Meghan	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will continue its school wide focus on reading strategies across the curriculum.
Strategies such as Close Reading, CUCC and other core strategies will continue to be taught across the curriculum and used throughout the school as preparation for the state assessment and as part of teacher's best practices. All students are being exposed to WICR strategies to reinforce reading and writing goals. Additionally Inside is being implemented in the Reading classes. The Inside Middle Grades program targets the needs of adolescent learners through systematic reading instruction at each student's instructional level.

Additionally, the LLT will continue the "One Book, One School" program initiated in 2010-2011. This year, all three grade levels will read one novel.

To assist the students, students will access individualized learning paths through Compass Learning, differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile/reading level. Compass Learning closely aligns with the objectives of the Florida State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. BrainPop - a computer program utilizing short movies that may be used to introduce a new lesson or topic, to illustrate complex subject matter or for review. Content is aligned to USA state education standards and is searchable. In addition to movies, the BrainPop site displays quizzes, games, experiments and other related content which reinforces student reading, vocabulary and learning, and may be especially beneficial to struggling learners such as ELL and ESOL students.

The Literacy Leadership Team will monitor the efficiency of their use.

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.

Teachers participate in weekly Professional Learning Communities every Wednesday for one hour. Teachers have common planning to be able to collaborate on lesson planning, create common standards based assessments, and analyze the data from those assessments to make instructional decisions.
Teachers attend monthly grade level meetings. Teachers meet bi-monthly as a department by grade level with the IB coordinator to build in depth IB unit plans.

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

Regular meetings with the new teachers and the Principal/Assistant Principals as well as inclusion of new
teachers is teacher mentoring program and inclusion in PLC's.

In-school professional development and trainings will be held weekly from 8-9 a.m. on Wednesdays throughout the year to develop proficiency in core curriculum, International Baccalaureate Program requirements, reading strategies and best practices. Additional professional development and trainings will be held before, during and after school. Each Friday optional PD is offered based on topics that staff has requested. Staff participation in trainings, coursework, and certification exams to meet district, state and federal requirements, and for professional development will be monitored by the administration to ensure all staff are in compliance with state and district requirements for Title I schools.

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

Mariner Middle's Teacher Mentors are experienced teachers who serve in a leadership capacity at the school
and are active in coordinating trainings. They are also very knowledgeable of district requirements and standards. The teacher mentors will meet with their protégées on a regular basis to assist in the completion of
their District Certification Programs as well as: APPLES program, classroom observations, reflection discussions, journals, professional development, and collaboration with the Learning Professional.

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.

Through the use of state approved textbooks adoptions, the textbooks are aligned with the Florida Standards. The Lee County Academic plans for all subjects are aligned with the Florida standards as well.

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.

Teachers develop common standards based assessments to use as a basis for gathering data to be able to assess if a student is proficient in each standard. If a student is proficient in each standard, they are able to choose an academic enrichment. If the student is not proficient, they are assigned to an intervention period where they will work on mastering that standard. Standards mastery is tracked using Castle Standards Tracker. Additionally, students will complete STAR progress monitoring each quarter. This will create an individualized learning path for each student based on their need.

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: Weekend Program

Minutes added to school year: 480

Students are given the opportunity to utilize four hours each of tutoring in Math, ELA, and Civics. Tutoring consists of computer based learning, targeted objectives based on student need, basic skills review, and use of manipulatives. Students will be invited to attend Saturday morning camps prior to standardized tests to increase skills.

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gould, Rachel, rachelgo@leeschools.net

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

In-class quizzes and tests are used to assess the effectiveness of tutoring. Teacher feedback is also collected as evidence.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Extended School Day

Minutes added to school year: 10,500

Students are offered the opportunity to participate in a variety of after school academic clubs which include: Junior Model UN, Junior Youth in Government, Math Club, Battle of the Brains, Odyssey of the Mind and NJHS. All clubs except NJHS meet weekly. NJHS meets monthly. Additionally, clubs such as Chess Club (which is not included here), but require students to activate logic and rationalization skills are also offered at Mariner Middle.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is informally assessed via in club competitions and, if applicable, competitions between schools.

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. § 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.

Not applicable as we are not a K-8 school.

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.

Using test scores, teacher recommendations, grades, and student work, students may be moved into academic classes that meet their levels. Mariner Middle has numerous students that are taking Algebra, Geometry and Spanish II for high school credit. Furthermore, in the fourth quarter, all eighth grade students must complete a career and technical education component as required by Lee County School District. Lastly, Mariner Middle has arranged for two of the three local high schools to come meet with eighth grade students to discuss high school class options before they make their high school schedule choices.

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

Mariner Middle School is a candidate International Baccalaureate School. As such, a large focus of unit lesson planning is focused on the IB areas of Interaction which require the student to link their learning to the world around them. Unit plans are often a cooperative between academic departments and exploratories and often contain technical components. Students will also be required to complete a community plan in 8th grade as part of IB.

All students in grade 6-8 are given their choice of exploratories from which to choose each year.

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

Not Applicable - High schools only

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.

Not Applicable - High Schools only

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. All core academic teachers will actively participate in instructional teams where they use student learning data from aligned assessments to make instructional and curriculum decisions to improve student achievement.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success.

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. All core academic teachers will actively participate in instructional teams where they use student learning data from aligned assessments to make instructional and curriculum decisions to improve student achievement. 1a

🔑 G082977

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0
FSA ELA Achievement	57.0
FSA Mathematics Achievement	67.0
Civics EOC Pass	79.0
ELA/Reading Lowest 25% Gains	58.0
Math Lowest 25% Gains	56.0
ELA/Reading Gains	65.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8).
- Civics proficiency is contingent upon reading capability.
- Students lack foundational skills in both math and reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle is used to track performance on standards
- Admin team attends PLC to increase support
- Master schedule
- STAR data

Plan to Monitor Progress Toward G1. 8

Standards data will be entered into Castle Standards tracker to monitor progress of each student.

Person Responsible
Rachel Gould

Schedule
Biweekly, from 8/3/2016 to 5/29/2017

Evidence of Completion
Castle Standards Tracker

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success. 1a

🔑 G082978

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	7.0
Students exhibiting two or more EWS indicators (Total)	9.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Teacher Error

Resources Available to Help Reduce or Eliminate the Barriers 2

- Castle
- Restorative Justice
- BASE
- Social Worker
- Compass
- STAR

Plan to Monitor Progress Toward G2. 8

Star Results, Bucket Growth Chart, and Castle Learning Gains Reports

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

🔑 1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All core academic teachers will actively participate in instructional teams where they use student learning data from aligned assessments to make instructional and curriculum decisions to improve student achievement. 1

🔑 G082977

G1.B1 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8). 2

🔑 B219987

G1.B1.S1 Develop a team of teachers who are dedicated to collaborating through following PLC guidelines.. 4

🔑 S232255

Strategy Rationale

By working together there will be a unified goal towards increasing student progress.

Action Step 1 5

Vertical alignment in PLCs for Science department to develop spiraling techniques.

Person Responsible

Rachel Gould

Schedule

Semiannually, from 8/8/2016 to 5/29/2017

Evidence of Completion

Lesson plans and common assessments turned in to the principal. Teachers will understand spiraling multiple years of of science standards and how to do that along with staying on pace with their curriculum.

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

Principal will check lesson plans and monitor the PLC for fidelity of standards.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/3/2016 to 5/29/2017

Evidence of Completion

Turn in lesson plans and attend PLC

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

Classroom walk throughs to check for fidelity of lesson plans being executed.

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Classroom walk through

G1.B1.S2 Progress monitoring using STAR and Compass. 4

🔑 S232256

Strategy Rationale

By monitoring students every two weeks teachers can provide additional support to students who need it.

Action Step 1 5

Teachers will utilize STAR and Compass data, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/18/2016 to 5/30/2017

Evidence of Completion

Teachers will analyze data in STAR and Compass. They will also input student scores on standards based common assessments into Castle for data tracking.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC will meet weekly with the administration to analyze and discuss progress of all students on standards and to assign intervention to students in need.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/18/2016 to 5/29/2017

Evidence of Completion

Standards in data tracking and schedule of students going to intervention.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Progress towards standard mastery will be analyzed by PLC team.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/18/2016 to 5/29/2017

Evidence of Completion

Grades in Focus and progress on standards in Castle.

G1.B2 Civics proficiency is contingent upon reading capability. `2`
🔑 B219988

G1.B2.S1 Civics, Language Arts, and Reading teachers meet together in Professional Learning Communities to support academic growth. `4`
🔑 S232257

Strategy Rationale

By focusing on common reading strategies, Civics and Reading achievement will improve.

Action Step 1 `5`

Civics and Language Arts teachers will meet in a Professional Learning Community once a quarter to plan common strategies and analyze STAR reading data.

Person Responsible

Rachel Gould

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

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

To support the fidelity of implementation, lesson plans will be reviewed and administration will attend PLCs.

Person Responsible

Rachel Gould

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Lesson plans, STAR Reading data, Compass Civics results

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

PLCs will use STAR and Compass growth reports to monitor for effectiveness.

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/10/2016 to 5/29/2017

Evidence of Completion

STAR and Compass growth reports

G1.B3 Students lack foundational skills in both math and reading. 2

🔑 B219989

G1.B3.S1 Students who scored a Level 1 on previous year math and/or reading FSA are placed into an intensive class. 4

🔑 S232258

Strategy Rationale

Students scoring a Level 1 lack foundational knowledge necessary to pass FSA. Intensive Reading and Intensive Math classes offer support in foundational skills.

Action Step 1 5

Students will receive instruction in foundation skills.

Person Responsible

Marla Wunderlich

Schedule

Weekly, from 8/10/2016 to 5/29/2017

Evidence of Completion

All students scoring a Level 1 will be scheduled into the appropriate intensive class.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plans will be used to monitor the fidelity of implementation.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/10/2016 to 5/29/2017

Evidence of Completion

Lesson plans will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

STAR Reading and Math growth reports will be used to monitor and support the effectiveness of implementation.

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/10/2016 to 5/29/2017

Evidence of Completion

STAR Growth reports will be used to demonstrate the action plan.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success. `1`

🔑 G082978

G2.B1 Student Attendance `2`

🔑 B219990

G2.B1.S1 New Social Worker who is eager to help. `4`

🔑 S232259

Strategy Rationale

The social worker will work with teachers and families to increase student attendance.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 Teacher Error 2

🔑 B219991

G2.B2.S1 Provide Professional Development in Castle, Star, and Compass as much as the teachers need. 4

🔑 S232260

Strategy Rationale

Teachers' errors will decrease and student achievement will increase.

Action Step 1 5

The TIF teachers will provide PD in Castle, Star, and Compass.

Person Responsible

Paula Hill

Schedule

Weekly, from 8/1/2016 to 5/19/2017

Evidence of Completion

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

Data Entry in Castle, Star Reports, and Compass Usage

Person Responsible

Schedule

Biweekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

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

Student Growth in Star for Reading and Math

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

PD attendance records, Percent of students making gains broken down by teacher.

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					
G2.B1.S1.MA1 M300845	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M300846	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A1 A297171	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1 A297172	The TIF teachers will provide PD in Castle, Star, and Compass.	Hill, Paula	8/1/2016		5/19/2017 weekly
G2.MA1 M300849	Star Results, Bucket Growth Chart, and Castle Learning Gains Reports	Gould, Rachel	8/8/2016		5/26/2017 quarterly
G2.B2.S1.MA1 M300847	Student Growth in Star for Reading and Math	Gould, Rachel	8/8/2016	PD attendance records, Percent of students making gains broken down by teacher.	5/26/2017 quarterly
G2.B2.S1.MA1 M300848	Data Entry in Castle, Star Reports, and Compass Usage		8/8/2016		5/26/2017 biweekly
G1.MA1 M300844	Standards data will be entered into Castle Standards tracker to monitor progress of each student.	Gould, Rachel	8/3/2016	Castle Standards Tracker	5/29/2017 biweekly
G1.B1.S1.MA1 M300837	Principal will check lesson plans and monitor the PLC for fidelity of standards.	Gould, Rachel	8/3/2016	Turn in lesson plans and attend PLC	5/29/2017 weekly
G1.B1.S1.A1 A297167	Vertical alignment in PLCs for Science department to develop spiraling techniques.	Gould, Rachel	8/8/2016	Lesson plans and common assessments turned in to the principal. Teachers will understand spiraling multiple years of of science standards and how to do that along with staying on pace with their curriculum.	5/29/2017 semiannually
G1.B2.S1.MA1 M300840	PLCs will use STAR and Compass growth reports to monitor for effectiveness.	Gould, Rachel	8/10/2016	STAR and Compass growth reports	5/29/2017 quarterly
G1.B2.S1.MA1 M300841	To support the fidelity of implementation, lesson plans will be reviewed and administration will...	Gould, Rachel	8/10/2016	Lesson plans, STAR Reading data, Compass Civics results	5/29/2017 monthly
G1.B2.S1.A1 A297169	Civics and Language Arts teachers will meet in a Professional Learning Community once a quarter to...	Gould, Rachel	8/10/2016		5/29/2017 monthly
G1.B3.S1.MA1 M300842	STAR Reading and Math growth reports will be used to monitor and support the effectiveness of...	Gould, Rachel	8/10/2016	STAR Growth reports will be used to demonstrate the action plan.	5/29/2017 quarterly
G1.B3.S1.MA1 M300843	Lesson plans will be used to monitor the fidelity of implementation.	Gould, Rachel	8/10/2016	Lesson plans will be used as evidence.	5/29/2017 biweekly
G1.B3.S1.A1 A297170	Students will receive instruction in foundation skills.	Wunderlich, Marla	8/10/2016	All students scoring a Level 1 will be scheduled into the appropriate intensive class.	5/29/2017 weekly
G1.B1.S2.MA1 M300838	Progress towards standard mastery will be analyzed by PLC team.	Gould, Rachel	8/18/2016	Grades in Focus and progress on standards in Castle.	5/29/2017 biweekly
G1.B1.S2.MA1 M300839	PLC will meet weekly with the administration to analyze and discuss progress of all students on...	Gould, Rachel	8/18/2016	Standards in data tracking and schedule of students going to intervention.	5/29/2017 weekly
G1.B1.S1.MA1 M300836	Classroom walk throughs to check for fidelity of lesson plans being executed.	Gould, Rachel	8/3/2016	Classroom walk through	5/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 A297168	Teachers will utilize STAR and Compass data, PLC created standards based common assessments, and...	Gould, Rachel	8/18/2016	Teachers will analyze data in STAR and Compass. They will also input student scores on standards based common assessments into Castle for data tracking.	5/30/2017 biweekly

V. Professional Development Opportunities

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

G1. All core academic teachers will actively participate in instructional teams where they use student learning data from aligned assessments to make instructional and curriculum decisions to improve student achievement.

G1.B1 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8).

G1.B1.S2 Progress monitoring using STAR and Compass.

PD Opportunity 1

Teachers will utilize STAR and Compass data, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.

Facilitator

TIF Teachers

Participants

All staff

Schedule

Biweekly, from 8/18/2016 to 5/30/2017

G1.B2 Civics proficiency is contingent upon reading capability.

G1.B2.S1 Civics, Language Arts, and Reading teachers meet together in Professional Learning Communities to support academic growth.

PD Opportunity 1

Civics and Language Arts teachers will meet in a Professional Learning Community once a quarter to plan common strategies and analyze STAR reading data.

Facilitator

District Leadership

Participants

Social Studies, Language Arts, Reading teachers

Schedule

Monthly, from 8/10/2016 to 5/29/2017

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success.

G2.B2 Teacher Error

G2.B2.S1 Provide Professional Development in Castle, Star, and Compass as much as the teachers need.

PD Opportunity 1

The TIF teachers will provide PD in Castle, Star, and Compass.

Facilitator

Tif Teachers

Participants

Teacher

Schedule

Weekly, from 8/1/2016 to 5/19/2017

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	Vertical alignment in PLCs for Science department to develop spiraling techniques.	$0.00
2	G1.B1.S2.A1	Teachers will utilize STAR and Compass data, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.	$0.00
3	G1.B2.S1.A1	Civics and Language Arts teachers will meet in a Professional Learning Community once a quarter to plan common strategies and analyze STAR reading data.	$0.00
4	G1.B3.S1.A1	Students will receive instruction in foundation skills.	$0.00
5	G2.B1.S1.A1		$0.00
6	G2.B2.S1.A1	The TIF teachers will provide PD in Castle, Star, and Compass.	$0.00
		Total:	$0.00