2013-2014 SCHOOL IMPROVEMENT PLAN

Mariner Middle School

425 CHIQUITA BLVD N
Cape Coral, FL 33993
239-772-1848
http://mrm.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	C	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mariner Middle School

Principal
Rachel Gould

School Advisory Council chair
Sami Gravedoni

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Richard Romano	TIF
Marla Wunderlich	Assistant Princpal
Karrie Wikman	TIF
Laura Schuls	TIF

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Despite intensive recruiting efforts through our website, multiple Parentlink messages, the school newsletter and one-on-one contacts made by our school Administration, only four parents so far have volunteered to participate in SAC. Our SAC Chair is a parent & community representative who has been the chair since her first child became a student at Mariner Middle in 2010-2011. The three remaining parents - two of whom have agreed to serve as our DAC representative and DAC alternate - are new to SAC, but as parents of sixth graders, will be around for a while! Our fourth parent is a teacher at an elementary school with a 6th grade child in our school. She was very eager to participate in SAC, but coming from another school, knew what the DAC position and Chair position entail and was not interested in either. The rest of SAC is made up of the school Principal, the teacher leader (who is responsible for the plan), and a member of the school's support staff.
SAC Chair (business representative): Sami Gravedoni busysami@gmail.com
DAC Rep. (Parent): Paige O'Neal pajoneal1@gmail.com
DAC Alt. (Parent): Denise Haggerty haggerty1004@gmail.com
DAC Alt. Alt. (Teacher): Kristin Stevens kristins@leeschools.net

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC will continue to be involved in the required updates of the SIP as well as development and approval of the Title I parent Participation Plan and other required Title I documents. SAC will review data as related to the SIP goals and making AYP.

Projected use of school improvement funds, including the amount allocated to each project

Data from FCAT 2.0 and Teenbiz testing shows that while Mariner students are making gains in reading, reading still needs to be a targeted focus school wide. One way the school addresses this is through the 'One School, One Book' program where students at each grade level will be reading one of the three books from the Hunger Games Trilogy. SIP funds will be used to purchased novels and other items related to the "One School, One Book" program along with classroom novels as needed.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Rachel Gould		
Principal	Years as Administrator: 11	Years at Current School: 4

Credentials	Masters Educational Leadership, BS Special Education; CERTIFICATIONS: Educational Leadership (all levels), School Principal (all levels), Specific Learning Disabilities (grades K - 12)
Performance Record	2012-13 Lowest 25% made gains in reading and math, 3% gain in students scoring at a level 3 or above in reading. 2011-2012 MMS only Lee County school to make gains in both reading and math. 2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.

Brian Munoz		
Asst Principal	Years as Administrator: 6	Years at Current School: 4

Credentials	Masters Educational Leadership, BS Education K-9, BS Business Administration; Certifications: Educational Leadership (all levels), Elementary Education (grades K - 6), English (grades 5 - 9), Social Science (grades 5 - 9)
Performance Record	2012-13 Lowest 25% made gains in reading and math, 3% gain in students scoring at a level 3 or above in reading. 2011-2012 MMS only Lee County school to make gains in both reading and math. 2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.

Marla Wunderlich		
Asst Principal	Years as Administrator: 5	Years at Current School: 4

Credentials	Masters Educational Leadership, BA Vocational Home Economics 6-12, BS Elementary Education; CERTIFICATIONS: Educational Leadership (all levels), Elementary Education (grades 1 - 6), Family And Consumer Science (grades 6 - 12)
Performance Record	2012-13 Lowest 25% made gains in reading and math, 3% gain in students scoring at a level 3 or above in reading. 2011-2012 MMS only Lee County school to make gains in both reading and math. 2010-11 First year as an Administrator at MMS; school grade B; 70% of Lowest 25% making gains in math, 56% in reading; while AYP not met, 82% of criteria met and proficiency met in math and writing.

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Linda Harr

Part-time / District-based	Years as Coach: 7	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Masters of Science, EH K-12; ESOL Endorsed; Reading Endorsed; SLD K-12; Elem. Ed.
Performance Record	2012-13 Lowest 25% made gains in reading; 3% gain in students scoring at a level 3 or above in reading. 2011-2012 (MMS): 47% level 3 or above in reading; 62% made learning gains in reading; 66% of the lowest 25% made learning gains in reading. North Fort Myers Academy Of the Arts 2010-11: school grade - A; 80% meet high standard in reading; 72% make learning gains in reading; 74% of lowest 25% making learning gains in reading; reading proficiency met in all subgroups; school AYP not met; 2012 0.5 FTE at MMS, 62% overall made learning gains in reading and 66% of the lowest 25% made learning gains in reading.

Laura Schuls

Part-time / District-based	Years as Coach: 1	Years at Current School: 5

Areas	Mathematics
Credentials	Bachelor's Degreein Business Management, Certified Mathematics 5-9, in 10th year of teaching.
Performance Record	In first year at position; 2012-13 MMS lowest 25% of students made gains.

Richard Romano

Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA English Lit and Secondary Education, New York Teacher Certification, FL Professional Teacher Certification 14 years of teaching
Performance Record	From Mariner High School - 64% proficiency in writing 2012-13, 55% reading proficiency, bottom 25% made gains in learning.

Karrie Wikman		
Part-time / District-based	Years as Coach: 1	Years at Current School:

Areas	Mathematics, Science
Credentials	Masters, Educational Leadership Certification: Biology (6-12) and Educational Leadership (All Levels) Years Teaching: In her 18th year
Performance Record	2012-13: 44% proficiency rating on Science FCAT

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
61, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
60, 98%

 # ESOL endorsed
49, 80%

 # reading endorsed
13, 21%

 # with advanced degrees
24, 39%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
17, 28%

 # with 6-14 years of experience
25, 41%

 # with 15 or more years of experience
18, 30%

Education Paraprofessionals

# of paraprofessionals
8

Highly Qualified
8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
1

receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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, AVID strategies, International Baccalaureate Program requirements, reading strategies and best practices. Additional professional development and trainings will be held before, during and after school. 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI/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 system, Pinnacle Analytics. 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI/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 (FAIR, curriculum assessments, STAR or FCAT 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
TIFF Teachers/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals 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
• 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 RtI 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problemsolving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.
Furthermore, The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problemsolvingprocess for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and
behavioral needs of students within a multi-tiered student support system.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Mariner Middle School utilizes the district adopted data management system, Performance Matters. 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.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Monthly district trainings in regards to MTSS will be attended by one or more members of the MTSS team. At bi-weekly staff meetings any new information will be disseminated to staff and policies and procedures will be updated on the school's Sharepoint site. In class weekly summative or formative assessments will help guide teachers towards deciding which students should be referred to the MTSS program. Any decisions of referrals to the program will result in a conference between the counselor, other MTSS staff as necessary, and parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 9,000

Beginning in October, students are given the opportunity to utilize three hours each of tutoring in math and reading. Tutoring consists of computer based learning, targeted objectives based on student need, basic skills review, homework help, and use of manipulatives.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected via Successmaker, FCAT Explorer and in-class quizzes and tests are used to assess the effectiveness of tutoring. Teacher feedback is also collected as evidence.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers and tutors are responsible for monitoring the implementation of the strategy under the guidance of the APC.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Strategy: Extended Day for All Students

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The club sponsors are responsible under the Vice Principal for Academics.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rachel Gould	Principal
Linda Harr	Reading Coach
Jennifer Johnson	Reading Department Chair
James Kroll	Social Studies Department Chair
Joanne Castaldo	Math Department Chair
Lisa Michaels	ESE Department Chair
Gaetano Ferlazzo	Exploratories Department Chair
Richard Romano	Language Arts Department Chair

How the school-based LLT functions

The school-based LLT meets as needed, but no less than quarterly, to review student achievement in reading. The team reviews school data and pertinent research and makes suggestions to administration regarding school initiatives and professional development opportunities.
The role of the school's administration is to schedule and conduct meetings, review data with membership and assist in the implementation of initiatives and professional development.
The role of the Reading Coach is to analyze and provide data on an ongoing basis to the LLT members.
The role of the general membership is to participate in the planning meetings, serve on committees and provide leadership and guidance to staff members.

Major initiatives of the LLT

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 FCAT and as part of teacher's best practices. All students are being exposed to WICR strategies to reinforce reading and writing goals. Additionally, the LLT will continue the "One Book, One School" program initiated in 2010-2011. This year, all three grade levels will read one of the novels from the "Hunger Games" trilogy by Suzanne Collins.
To assist the students, the Administration is continuing the subscriptions to TeenBiz®. "TeenBiz® is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. TeenBiz® closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career." Additionally, students will continue the use of "SuccessMaker®" - a computer based reading and math program that provides learners with "adaptive, personalized paths for mastery of essential reading and math concepts and (which) delivers outcome based data"; and "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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

This year, special emphasis is being put on literacy strategies. Using TeenBiz, each department will put aside time each quarter to focus on reading in the classroom (outside the text). Use of Teenbiz must be documented by department grade levels and articles to the reading department chair, and must be documented in lesson plans. Furthermore, specific reading strategies are being taught grade-wide, such as Cornell Notes, QAR, and summarizing while other strategies are being taught through the reading and language arts (LA) classes. Furthermore, all students who scored a 3 - 5 on the FCAT reading test has been put in a double block of LA class to increase writing skills as well as reading fluency. All students are being exposed to AVID's
WICR strategies to reinforce reading and writing goals.
Again, the Administration has purchased subscriptions to "TeenBiz", "SuccessMaker" and "Brain Pop" to reinforce and strengthen student reading, vocabulary and learning.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

Not Applicable - High schools only

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	50%	No	60%
American Indian				
Asian				
Black/African American	43%	49%	Yes	49%
Hispanic	53%	48%	No	57%
White	58%	50%	No	62%
English language learners	33%	17%	No	40%
Students with disabilities	35%	19%	No	42%
Economically disadvantaged	53%	47%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	436	50%	60%
Students scoring at or above Achievement Level 4	168	19%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		72%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	353	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	458	66%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	34%	38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	21%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	25%	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	131	45%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	50%	No	60%
American Indian				
Asian				
Black/African American	50%	40%	No	55%
Hispanic	53%	42%	No	57%
White	58%	55%	No	62%
English language learners	39%	17%	No	45%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	455	50%	60%
Students scoring at or above Achievement Level 4	112	12%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		48%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	565	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	130	57%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	119	100%	100%
Middle school performance on high school EOC and industry certifications	109	92%	63%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	51%	50%
Students scoring at or above Achievement Level 4	51	40%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	27%	32%
Students scoring at or above Achievement Level 4	47	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	270	30%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	112	12%	9%
Students who fail a mathematics course	27	3%	3%
Students who fail an English Language Arts course	31	3%	3%
Students who fail two or more courses in any subject	26	3%	3%
Students who receive two or more behavior referrals	260	29%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	97	11%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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, FCAT Night-how and when the students will be assessed; how parents can prepare the child, Technology trainings/ workshops, School newsletter directly mailed home, and Evening Under the Stars.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Evening Under the Stars	261	28%	30%
Choice Open House	252	27%	30%
FCAT Prep for Parents	31	3%	5%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

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

Goals Detail

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

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Algebra 1 EOC

- Geometry EOC

- Science - Middle School

Resources Available to Support the Goal
- Online and software resources (Criterion, Teenbiz, Successmaker, Algebra League, FCAT Olympics, FCAT Explorer)

- Personnel (TIF Teachers, Reading Coach, ESOL Specialists, Speech Therapists, Research Teachers, PLC's)

- Extended Time (Double-Blocked Math Classes, Intensive Reading, Before School Tutoring, Academic Clubs)

- Curriculum (IB Methodologies, reading tbd,)

Targeted Barriers to Achieving the Goal
- Lack of collection of relevant data for analysis

- Lack of data analysis to improve instruction

- Lack of common planning

Plan to Monitor Progress Toward the Goal

The Stakeholders will review data and the process quarterly to ensure gains are being made in the content areas. Modify instructional strategies if needed.

Person or Persons Responsible
Rachel Gould, Principal Brian Munoz, APC A+ Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
AMO Gains on FCAT, CCE gains by quarter/semester, Algebra I and Geometry EOC proficiency.

Action Plan for Improvement

Problem Solving Key

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

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

G1.B1 Lack of collection of relevant data for analysis

G1.B1.S1 TIF Teachers and the A+ Team will identify specific data elements to collect relevant to AMO Goals.

Action Step 1

Departmental data to be reviewed at A+ meetings, LLT meetings

Person or Persons Responsible

A+ Team, TIF Teachers, LLT team

Target Dates or Schedule

Weekly TIF meetings, Monthly A+ meetings, LLT meetings

Evidence of Completion

A+ meeting notes, LLT meeting notes

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

Meet with A+ Team to assess progress towards AMO Goals.

Person or Persons Responsible

APC, Brian Munoz

Target Dates or Schedule

Quarterly

Evidence of Completion

A+ Meeting Minutes

Plan to Monitor Effectiveness of G1.B1.S1

Data analysis reviews and reports to ensure data is meaningful.

Person or Persons Responsible

Brian Munoz, APC

Target Dates or Schedule

Quarterly

Evidence of Completion

A+ Meeting Minutes , LLT meeting minutes

G1.B1.S2 Department Leaders will track and identify trends specific to content benchmarks.

Action Step 1

Department Leaders will bring benchmark data from their respective content areas and decide what is relevant to student achievement.

Person or Persons Responsible

Department Leaders

Target Dates or Schedule

Monthly Department Meetings, Tuesday 8:30 to 9:00am

Evidence of Completion

Department Leader Meeting notes/follow-up

Facilitator:

Rachel Gould

Participants:

Department Leaders

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

CCE/Exams results will be monitored for student gains in proficiency.

Person or Persons Responsible

Brian Munoz, APC

Target Dates or Schedule

Semester

Evidence of Completion

CCE/Exam reports from Performance Matters.

Plan to Monitor Effectiveness of G1.B1.S2

CCE/Exam Results will be reviewed to ensure student gains in learning. Instructional strategies will be modified if necessary.

Person or Persons Responsible

Rachel Gould, Principal Brian Munoz, APC

Target Dates or Schedule

Semester

Evidence of Completion

CCE/Exams and lesson plans, reports from Performance Matters.

G1.B2 Lack of data analysis to improve instruction

G1.B2.S1 TIF Teachers and the A+ Team will assist department leaders and instructional staff in identifying learning deficits and will use results to improve instruct.

Action Step 1

Identify trends and learning deficits, and seek best practices in instruction to improve student achievement.

Person or Persons Responsible

TIF Leaders and A+ Team

Target Dates or Schedule

A+ Meeting, Second Tuesday of each month, 4:00 - 5:15pm

Evidence of Completion

A+ Meeting Minutes

Facilitator:

Principal

Participants:

A+ Team

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

Data reports will be reviewed to identify gaps in student achievement, and instructional best practices will be sought and implemented.

Person or Persons Responsible

Rachel Gould, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

A+ Minutes, Lesson plans, Summative and Formative Assessments.

Plan to Monitor Effectiveness of G1.B2.S1

Principal will review data to ensure implemented instructional strategies have increased student achievement.

Person or Persons Responsible

Rachel Gould, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

CCE/Exams, Formative and Summative Assessments

G1.B3 Lack of common planning

G1.B3.S1 Implementation of Professional Learning Communities to meet weekly on Wednesday mornings from 8:00am to 9:00am. Content area groups by grade level will meet to commonly plan lessons, assessments, and analyze data to improve instruction.

Action Step 1

Teachers will work in grade level content area groups to plan instruction, create common assessments and analyze data.

Person or Persons Responsible

Instructional staff, TIF Teachers, Reading Coach

Target Dates or Schedule

Every Wednesday, 8:00am to 9:00am

Evidence of Completion

Lesson plans, IBC Boards

Facilitator:

IB Coordinator

Participants:

all teachers

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

Administration will ensure staff participation in the PLC/IBC process, and weekly implementation goals are met.

Person or Persons Responsible

Rachel Gould, Principal Brian Munoz, APC Marla Wunderlich, AP

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, common IB Units, common assessments

Plan to Monitor Effectiveness of G1.B3.S1

Administration will ensure that staff participates in the PLC/IBC process and that weekly implementation goals are met.

Person or Persons Responsible

Rachel Gould, Principal Brian Munoz, APC Marla Wunderlich, AP

Target Dates or Schedule

Monthly

Evidence of Completion

Common Assessments, and data analysis from common assessments, IB Units, Lesson Plans

G1.B3.S2 Every eight weeks, Grade Level Teams will meet to vertically plan and identify common areas of interaction as part of the IB Curriculum.

Action Step 1

Horizontal planning across grade level

Person or Persons Responsible

IB Coordinator, TIF Teachers, Teachers

Target Dates or Schedule

every 8 weeks

Evidence of Completion

Planning Board

Facilitator:

TIF Teachers, IB Coordinator

Participants:

Grade level Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Ensure areas of interaction are identified across grade level content areas, and IB Units are completed and turned in.

Person or Persons Responsible

Jim Kroll, IB Coordinator Rachel Gould, Principal Brian Munoz, APC Marla Wunderlich, AP

Target Dates or Schedule

Every 8 Weeks

Evidence of Completion

Completed IB Units with evidence of student reflection and authentic assessment.

Plan to Monitor Effectiveness of G1.B3.S2

Administration and IB Coordinator will monitor IBC Boards and submitted IB Units to ensure collaboration within grade levels.

Person or Persons Responsible

Jim Kroll, IB Coordinator Rachel Gould, Principal Brian Munoz, APC Marla Wunderlich, AP

Target Dates or Schedule

Every 8 Weeks

Evidence of Completion

IBC Boards, IB Units with student reflections and authentic assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 ooperation 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 Ruth Cooper 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 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 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

G1.B1 Lack of collection of relevant data for analysis

G1.B1.S2 Department Leaders will track and identify trends specific to content benchmarks.

PD Opportunity 1

Department Leaders will bring benchmark data from their respective content areas and decide what is relevant to student achievement.

Facilitator

Rachel Gould

Participants

Department Leaders

Target Dates or Schedule

Monthly Department Meetings, Tuesday 8:30 to 9:00am

Evidence of Completion

Department Leader Meeting notes/follow-up

G1.B2 Lack of data analysis to improve instruction

G1.B2.S1 TIF Teachers and the A+ Team will assist department leaders and instructional staff in identifying learning deficits and will use results to improve instruct.

PD Opportunity 1

Identify trends and learning deficits, and seek best practices in instruction to improve student achievement.

Facilitator

Principal

Participants

A+ Team

Target Dates or Schedule

A+ Meeting, Second Tuesday of each month, 4:00 - 5:15pm

Evidence of Completion

A+ Meeting Minutes

G1.B3 Lack of common planning

G1.B3.S1 Implementation of Professional Learning Communities to meet weekly on Wednesday mornings from 8:00am to 9:00am. Content area groups by grade level will meet to commonly plan lessons, assessments, and analyze data to improve instruction.

PD Opportunity 1

Teachers will work in grade level content area groups to plan instruction, create common assessments and analyze data.

Facilitator

IB Coordinator

Participants

all teachers

Target Dates or Schedule

Every Wednesday, 8:00am to 9:00am

Evidence of Completion

Lesson plans, IBC Boards

G1.B3.S2 Every eight weeks, Grade Level Teams will meet to vertically plan and identify common areas of interaction as part of the IB Curriculum.

PD Opportunity 1

Horizontal planning across grade level

Facilitator

TIF Teachers, IB Coordinator

Participants

Grade level Teachers

Target Dates or Schedule

every 8 weeks

Evidence of Completion

Planning Board

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$40,047
	Total	$40,047

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Professional Development	Other	Total
Title I	$10,611	$16,263	$3,486	$0	$30,360
title I	$0	$0	$0	$9,687	$9,687
Total	$10,611	$16,263	$3,486	$9,687	$40,047

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

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

G1.B1 Lack of collection of relevant data for analysis

G1.B1.S2 Department Leaders will track and identify trends specific to content benchmarks.

Action Step 1

Department Leaders will bring benchmark data from their respective content areas and decide what is relevant to student achievement.

Resource Type

Evidence-Based Materials

Resource

Textbooks and workbooks for teachers and students, toner

Funding Source

Title I

Amount Needed

$10,611

G1.B2 Lack of data analysis to improve instruction

G1.B2.S1 TIF Teachers and the A+ Team will assist department leaders and instructional staff in identifying learning deficits and will use results to improve instruct.

Action Step 1

Identify trends and learning deficits, and seek best practices in instruction to improve student achievement.

Resource Type

Technology

Resource

Computer based programs such as EdHelper, SuccessMaker, BrainPop

Funding Source

Title I

Amount Needed

$16,263

G1.B3 Lack of common planning

G1.B3.S1 Implementation of Professional Learning Communities to meet weekly on Wednesday mornings from 8:00am to 9:00am. Content area groups by grade level will meet to commonly plan lessons, assessments, and analyze data to improve instruction.

Action Step 1

Teachers will work in grade level content area groups to plan instruction, create common assessments and analyze data.

Resource Type

Professional Development

Resource

Professional development

Funding Source

Title I

Amount Needed

$3,486

G1.B3.S2 Every eight weeks, Grade Level Teams will meet to vertically plan and identify common areas of interaction as part of the IB Curriculum.

Action Step 1

Horizontal planning across grade level

Resource Type

Other

Resource

program materials and student supplies

Funding Source

title I

Amount Needed

$9,687