



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mariner High School

701 CHIQUITA BLVD N

Cape Coral, FL 33993

239-772-3324

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

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A
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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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Mariner High School

Principal

Robert Butz

School Advisory Council chair

Matt Pheiffer

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

Name	Title
Robert Butz	Principal
Tom Michel	Assistant Principal
Roberta White	Assistant Principal
Savanna Pavkov	Assistant Principal
Darya Grote	Assistant Principal
Beth Gedde	Business Department Chair
Christine Diamond	Reading Department Chair
Sandra Mattoni	English Department Chair
Briska Wolfe	Math Department Chair
Carolyn England	Science Department Chair
James Hale	PE Department Chair
Steve Larsen	Social Studies Department Chair
Keeth Jones	Health Department Chair
James Samz	Music Department Chair
Vicki Scott	Teacher
Tom Woodley	Teacher
Kelly Schoen	ESE Department Chair
Steve Frank	Art Department Chair
Anna Jones	Reading Coach
Cheyle Wendt	Guidance Department Chair
Ligia Fleming	Foreign Language Department Chair
Kristin Hawkins	Engineering Department Chair
Donald Barnett	JROTC Department Chair

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

Robert Butz: Principal
Diane Mahlman: Teacher
Cindy Burke: Teacher
Mario Pagan: Security Specialist
Gina Mennona: Information Specialist
Matt Pheiffer: Parent
Roberta White: Assistant Principal
Darya Grote: Assistant Principal
Savanna Pavkov: Assistant Principal
Tom Michel: Assistant Principal
Cindy Goldstein: Parent
Yuri Diaz: Parent
Leonardo Gonzalez: Student
Miriam Figueroa: Parent
Michelle Herring: Parent
Melissa Kennedy: Parent
Diana Fisher: Parent
Jim Fisher: Parent
Ricardo Montoya: Student
Jeff Swearingen: Community Member
John Humphries: Teacher
Anita Lamoureux: Teacher/Parent
Beth Gedde: Teacher
Melissa Faasse: Teacher
Anna Jones: Reading Coach
Angela Pheiffer: Parent
Daria Vidovic: Parent
Miro Vidovic: Parent
Richard Montoya: Parent
Robert Herring: Student

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The activities of the SAC will include quarterly meetings to ensure consistent monitoring of the implementation of the SIP.

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

There are no funds allocated at this time.

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Robert Butz

Principal

Years as Administrator: 7

Years at Current School: 13

Credentials

EdD. Educational Leadership - Walden University
 M.A. Educational Leadership - Walden University
 B.S. Social Science - Liberty University
 Teacher Certification - Social Scienc 6-12, Educational Leadership All Levels, School Principal All Levels

Performance Record

Principal at Mariner for 2012-13
 Grade: Pending
 62% of our student scored at level 3 on FCAT Reading.
 70% of students in Lowest 25% made gains in FCAT Reading.
 64% of our students scored at Level 3 on Math.
 70% of students in Lowest 25% made gains in Math .

Darya Grote

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

M.A. Educational Leadership - NOVA Southeastern University
 B.A. English - University of South Florida
 Teacher Certification - English 6-12, ESOL, Educational Leadership

Performance Record

Assistant Principal at ALC/LAMP for 2011-12 and 2012-13.

Savanna Pavkov		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	M.A. Educational Leadership - Nova Southeastern University B.A. English - University of Florida Teacher Certification - English 6-12, Educational Leadership	
Performance Record	Assistant Principal at Mariner for 2012-13 Grade: Pending 62% of our student scored at level 3 on FCAT Reading. 70% of students in Lowest 25% made gains in FCAT Reading. 64% of our students scored at Level 3 on Math. 70% of students in Lowest 25% made gains in Math .	
Roberta White		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	M.A. Educational Leadership - Northern Arizona University B.A. Family and Child Development - Virginia Polytechnic Institute and State Univeristy Teacher Certification - Elementary Education K-6, Mathematics 6-12, Mathematics 5-9, Educational Leadership All Levels, School Principal All Levels	
Performance Record	Assistant Principal Curriculum at Mariner for 2012-13 Grade: Pending 62% of our student scored at leve l3 on FCAT Reading. 70% of students in Lowest 25% made gains in FCAT Reading. 64% of our students scored at Level 3 on Math. 70% of students in Lowest 25% made gains in Math .	
Thomas Michel		
Asst Principal	Years as Administrator: 9	Years at Current School: 11
Credentials	Ph.D. Education - NOVA Southeastern M.A. Educational Leadership - NOVA Southeastern B.S. Social Science - Kent State Principal Certification Teacher Certification - Social Scienc 6-12, Educational Leadership All Levels	
Performance Record	Assistant Principal at Mariner for 2012-13 Grade: Pending 62% of our student scored at level 3 on FCAT Reading. 70% of students in Lowest 25% made gains in FCAT Reading. 64% of our students scored at Level 3 on Math. 70% of students in Lowest 25% made gains in Math .	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anna Jones

Full-time / School-based

Years as Coach: 8

Years at Current School: 5

Areas

Reading/Literacy

Credentials

M.A. Educational Leadership - Grand Cayon University
 B.S. Elementary Education - University of South Florida
 Teacher Certification - Elementary Education 1-6, Specific Learning Disabled K-12, Reading Endorsement, ESOL Endorsement, Educational Leadership All Levels

Performance Record

Reading Coach at Mariner for 2012-13
 Grade: Pending
 62% of our student scored at level 3 on FCAT Reading.
 70% of students in Lowest 25% made gains in FCAT Reading.
 64% of our students scored at Level 3 on Math.
 70% of students in Lowest 25% made gains in Math .

Classroom Teachers

of classroom teachers

73

receiving effective rating or higher

63, 86%

Highly Qualified Teachers

100%

certified in-field

73, 100%

ESOL endorsed

16, 22%

reading endorsed

10, 14%

with advanced degrees

27, 37%

National Board Certified

4, 5%

first-year teachers

4, 5%

with 1-5 years of experience

17, 23%

with 6-14 years of experience

28, 38%

with 15 or more years of experience

24, 33%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

8

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 of new teachers with assistant principal and mentor - Roberta White

Partnering new teachers or teachers with less than three years of experience with a clinical education certified veteran teacher - Roberta White

New teachers will participate in the cross-curricular and department PLCs - Roberta White

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

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

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

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

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

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

Reading Coach

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

Speech-Language Pathologist

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

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in the building
- Provide 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 Counselor/Curriculum Specialist

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

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review and interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction and specific interventions
- Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions

ESE Teacher/Staffing Specialist

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

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff 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 MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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 High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school-wide assessment data, 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

The Administrative Team of Mariner High School has trained all instructional and support personnel in the implementation of the MTSS problem-solving process for all students within the school. The training provided coaching, modeling, data analysis, and guidance to assist all staff 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. The training included information on 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.

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: 40,500

Tutoring in all core academics

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Roberta White - APC
 Beth Gedde - RTTT
 All Teachers

Strategy: Before or After School Program

Minutes added to school year: 1,200

Cross-curricular PLCs

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

Robert Butz - Principal

Literacy Leadership Team (LLT)

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

Name	Title
Anna Jones	Reading Coach
Keeth Jones	Drivers Ed Teacher
James Hale	PE Teacher
James Samz	Band Teacher

Name	Title
Vicki Scott	Social Studies Teacher
Thomas Woodley	Social Studies Teacher
Kelly Schoen	ESE Teacher
Steve Frank	Arts Teacher
Cheryle Wendt	Guidance Counselor
Steve Larsen	Social Studies Teacher
Ligia Fleming	Foreign Lang. Teacher
Beth Gedde	Technology Specialist
Christine Diamond	Reading Teacher
Kristin Hawkins	Drafting Teacher
Sandra Mattoni	English Teacher
Carolyn England	Science Teacher
Briska Wolfe	Math Teacher
Donald Barnett	JROTC Instructor
Dr. Robert Butz	Principal
Darya Grote	Assistant Principal
Savanna Pavkov	Assistant Principal
Roberta White	Assistant Principal Curriculum

How the school-based LLT functions

The Literacy Leadership Team meetings are held following the monthly District Reading Coach meetings in order to share newly presented information. Information includes: state guidelines and requirements, district initiatives, professional development opportunities, and processes for school-based professional development trainings. The materials shared are meant to enhance school-based reading initiatives established to support reading in all content areas that enriches teacher instruction and increases student learning to achieve each student's personal potential and future success.

The reading coach is also the Literacy Leadership facilitator whose role is to set up meeting dates, prepare the agenda, and conduct the meetings. The agenda items center around the school-wide reading initiatives based on student needs, state and district requirements, as well as, administrative directives. The team members are department heads and volunteer staff that disseminate the information and initiatives they receive at each meeting with other department and staff members.

Major initiatives of the LLT

The major initiatives for the Literacy Leadership Team this year will be to implement, monitor, and analyze the three school-wide reading initiatives: 1) Vocabulary Roots: Both Greek and Latin Roots have been assigned each week of the first three quarters. Teachers will include the roots on word walls and will select one content area word that includes the root to be taught. Words can be created by the individual teacher or by department. Class vocabulary data will be monitored on a data wall recording the number of students meeting the class selected proficiency goal. Roots will be tested at least twice per quarter in each class.; 2) Assigned Reading: This initiative requires all classes to be assigned a minimum of one hour of grade-level reading per week to increase student exposure to on grade-level and complex text. Teachers will enter the number of assigned pages every two weeks on the school SharePoint site.; 3) Note-taking: The final initiative is required in all classes to increase students' awareness and ability to identify main ideas and details from class assigned reading and teacher

lectures needed to comprehend the subject matter. The type of note-taking will be left up to the teacher and the student. Teachers will grade students' notes at least once per quarter. The team will monitor school progress and select professional development trainings that meet the needs of the staff as they implement the initiatives throughout the school year.

Every Teacher Contributes to Reading Instruction

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

The major initiatives for this year will be to implement, monitor, and analyze the three school-wide initiatives: 1) Vocabulary Roots: Both Greek and Latin Roots have been assigned each week of the first three quarters. Teachers will include the roots on word walls and will select one content area word that includes the root to be taught. Words can be created by the individual teacher or by department. Class vocabulary data will be monitored on a data wall recording the number of students meeting the class selected proficiency goal. Roots will be tested at least twice per quarter in each class.; 2) Assigned Reading: This initiative requires all classes to be assigned a minimum of one hour of grade-level reading per week to increase student exposure to on grade-level and complex text. Teachers will enter the number of assigned pages every two weeks on the school SharePoint site. Every teacher will contribute to the reading initiative by increasing the amount of grade-level reading for ALL students in ALL courses exposing them to vast array of reading materials (both informational and literary) in order to build stamina and increase comprehension.; 3) Note-taking: The final initiative is required in all classes to increase students' awareness and ability to identify main ideas and details from class assigned reading and teacher lectures needed to comprehend the subject matter. The type of note-taking will be left up to the teacher and the student. Teachers will grade students' notes at least once per quarter.

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

Students who are college bound are placed in academic classes in the areas of English, Math, Science, and Social Studies. Higher academic performing students are placed in AP, honors, and dual enrollment courses. Students planning a vocational route are encouraged to attend vocational school or to take vocational/tech ed classes in school.

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

Our school addresses and incorporates academic and career planning with the following strategies. School counselors and the career counselor meet with students individually and in the classroom to address academic and career plans. Parent-student conferences are an integral part of the plans. A great deal of information related to this planning is included in the school website as well as in the school newsletter. We utilize the 9th grade Anchor Academy to disseminate information and discuss four year plans. We meet with incoming 9th graders prior to high school to explain programs of study and classes that they need to be taking.

Strategies for improving student readiness for the public postsecondary level

College readiness skills are developed through the promotion of test prep for ACT, SAT, PERT tests through online, test prep books, and test prep classes. We encourage tutoring in academic subject areas, test prep workshops, and the TABE test for the GED.

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	63%	62%	No	66%
American Indian				
Asian				
Black/African American	60%	42%	No	64%
Hispanic	58%	51%	No	62%
White	66%	58%	No	69%
English language learners	28%	22%	No	36%
Students with disabilities	43%	37%	No	48%
Economically disadvantaged	58%	50%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	184	25%	32%
Students scoring at or above Achievement Level 4	207	28%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	369	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	103	65%	69%

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)	33	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	42%	48%

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.	305	42%	46%

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	227	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		85%

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	52%	58%	Yes	57%
American Indian				
Asian				
Black/African American	41%	44%	Yes	47%
Hispanic	58%	50%	No	63%
White	49%	64%	Yes	54%
English language learners				
Students with disabilities	43%	38%	No	49%
Economically disadvantaged	51%	51%	Yes	56%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	58%	Yes	57%
American Indian				
Asian				
Black/African American	41%	44%	Yes	47%
Hispanic	58%	50%	No	63%
White	49%	64%	Yes	54%
English language learners				
Students with disabilities	43%	38%	No	49%
Economically disadvantaged	51%	51%	Yes	56%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	70%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	351	63%	67%
Students in lowest 25% making learning gains (EOC)	92	57%	61%

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.	482	34%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	54%	59%
Students scoring at or above Achievement Level 4	34	11%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	189	52%	57%
Students scoring at or above Achievement Level 4	83	23%	28%

Area 4: Science**High School Science****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%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	62%	66%
Students scoring at or above Achievement Level 4	80	22%	26%

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)	8		9
Participation in STEM-related experiences provided for students	8	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	240	16%	24%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		30%	37%
Students taking one or more advanced placement exams for STEM-related courses	120	50%	55%
CTE-STEM program concentrators	1		2
Students taking CTE-STEM industry certification exams	67	30%	37%
Passing rate (%) for students who take CTE-STEM industry certification exams		87%	88%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	771	51%	56%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	357	24%	30%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	600	78%	80%
Passing rate (%) for students who take CTE industry certification exams		87%	89%
CTE program concentrators	4	44%	50%
CTE teachers holding appropriate industry certifications	5	83%	85%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	197	13%	5%
Students in ninth grade with one or more absences within the first 20 days	148	39%	32%
Students in ninth grade who fail two or more courses in any subject	78	21%	13%
Students with grade point average less than 2.0	228	16%	8%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	993	67%	64%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	173	17%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	319	94%	96%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	139	41%	46%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	6	0%	0%

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

Increase parent involvement by 5% in 2012-2013 from 2,675 to 2,942 parent contacts. According to parent link, we made 199,264 parent contacts.

Increase parent involvement by 5% in 2013-2014 from 199,264 to 209,227 parent contacts.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
209,227 parent contacts	9999	330%	100%

Area 10: Additional Targets**Additional targets for the school**

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase school-wide literacy across all content areas.

Goals Detail

G1. Increase school-wide literacy across all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Reading Coach
- Department Chairs
- PLCs - Cross-Curricular/Department
- Empower
- FACT Data
- CCE Data
- Choosing Excellence - Quality Tools
- Vocabulary Tracking/Strategies
- Reading Tracking/Strategies
- District Support
- Professional Development
- New Teacher Mentors
- Keys Survey
- Technical Manuals
- Electronic Media/Internet
- Help Files in Programs
- Article Reviews
- SAT/ACT Prep On-Line PERT Study Guides and On-Line Tests
- FLVS, Lee County Virtual, and Edgenuity to Improve Grades and GPA

- Tutoring and Peer Tutoring
- Parent Conferences and Parent Link Messages
- Triton Roots and Word Walls
- Sharepoint Sites
- EBSCO for Course Specific Reading

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

Formative Assessments formulated by the PLC Teams

Person or Persons Responsible

PLC Teams

Target Dates or Schedule:

On-going

Evidence of Completion:

Formative Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase school-wide literacy across all content areas.

G1.B1 Time

G1.B1.S1 Flexing the TALC Contractual Time to Allow for PLCs

Action Step 1

Learned the PLC Process

Person or Persons Responsible

PLC Steering Committee

Target Dates or Schedule

July 2013

Evidence of Completion

Developed PLC plan document

Facilitator:

PLC Conference Presenters

Participants:

Robert Butz Roberta White James Iandoli Ben Strauss Anita Lamoureux

Action Step 2

Demonstrated the PLC process

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

PLC Completed Agendas

Facilitator:

Robert Butz

Participants:

Tom Michel Savanna Pavkov Darya Grote Roberta White

Action Step 3

Developed Purpose and Norms for PLC

Person or Persons Responsible

PLC/Department Teams

Target Dates or Schedule

August 2013

Evidence of Completion

PLC Completed Agendas

Facilitator:

Tom Michel Savanna Pavkov Darya Grote

Participants:

All Certified Staff

Action Step 4

Cross-Curricular/Department PLC

Person or Persons Responsible

PLC/Department Teams

Target Dates or Schedule

Twice a Month

Evidence of Completion

PLC Completed Agendas

Facilitator:

PLC Facilitator

Participants:

All Certified Staff and Administration

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

Review data to ensure the support of school-wide literacy initiative

Person or Persons Responsible

Administration and PLC Teams

Target Dates or Schedule

On-going

Evidence of Completion

Teacher Binders and PLC Agendas

Plan to Monitor Effectiveness of G1.B1.S1

Review data to ensure the support of school-wide literacy initiative

Person or Persons Responsible

Administration and PLC Teams

Target Dates or Schedule

On-going

Evidence of Completion

Teacher binders and PLC agendas

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 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 has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

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

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

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

Career and Technical Education

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

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

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

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 school-wide literacy across all content areas.

G1.B1 Time

G1.B1.S1 Flexing the TALC Contractual Time to Allow for PLCs

PD Opportunity 1

Learned the PLC Process

Facilitator

PLC Conference Presenters

Participants

Robert Butz Roberta White James Iandoli Ben Strauss Anita Lamoureux

Target Dates or Schedule

July 2013

Evidence of Completion

Developed PLC plan document

PD Opportunity 2

Demonstrated the PLC process

Facilitator

Robert Butz

Participants

Tom Michel Savanna Pavkov Darya Grote Roberta White

Target Dates or Schedule

August 2013

Evidence of Completion

PLC Completed Agendas

PD Opportunity 3

Developed Purpose and Norms for PLC

Facilitator

Tom Michel Savanna Pavkov Darya Grote

Participants

All Certified Staff

Target Dates or Schedule

August 2013

Evidence of Completion

PLC Completed Agendas

PD Opportunity 4

Cross-Curricular/Department PLC

Facilitator

PLC Facilitator

Participants

All Certified Staff and Administration

Target Dates or Schedule

Twice a Month

Evidence of Completion

PLC Completed Agendas

Appendix 2: Budget to Support School Improvement Goals