

The School District of Lee County

Mariner Middle School



2021-22 Schoolwide Improvement Plan

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Mariner Middle School

425 CHIQUITA BLVD N, Cape Coral, FL 33993

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

Demographics

Principal: Mason Clark

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Mariner Middle School

425 CHIQUITA BLVD N, Cape Coral, FL 33993

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The School District of Lee County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Mariner Middle's Mission: Through a challenging educational experience, Mariner Middle School will develop lifelong learners who appreciate differences and create a better and peaceful world through mutual compassion and respect. These ideals will help me on my journey to Determine Who I Become.

Provide the school's vision statement.

Vision: To be a world-class school system

Mission: To ensure each student achieves his/her highest personal potential

Values:

Excellence: We are committed to continuously improving the learning and working environment in order to deliver a superior education.

Integrity : We are honest, fair, and open in all of our interactions.

High Expectations: We establish challenging goals for our students and employees.

Accountability: We take responsibility for our actions and their results.

Belief in students: We believe in individualized instruction designed to meet the academic, social, and emotional needs of each learner.

Professionalism: We demonstrate our passion for our profession by maintaining expertise in our field and holding ourselves to the highest possible standard of conduct.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gould, Rachel	Principal	Instructional leader of Mariner Middle School
McCreary, Alanna	Assistant Principal	Support leadership and learning for all
Player, Mitchell	Assistant Principal	Assistant Principal of Curriculum
Lindmyer, Kim	School Counselor	Guidance Counselor
Hill, Paula	Instructional Coach	Dropout Prevention / Intervention Enrichment
Graham, Keith	Dean	Dean of students discipline
Dingess, Cassandra	Teacher, ESE	ESE teacher
McKinlay, Heather	Reading Coach	Reading Coach, MTSS

Demographic Information

Principal start date

Monday 9/20/2021, Mason Clark

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

1,031

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	319	310	402	0	0	0	0	1031
Attendance below 90 percent	0	0	0	0	0	0	55	62	79	0	0	0	0	196
One or more suspensions	0	0	0	0	0	0	14	2	7	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	29	7	21	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	34	6	19	0	0	0	0	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	71	107	0	0	0	0	233
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	84	88	0	0	0	0	232
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	68	93	0	0	0	0	223

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	3	0	0	0	0	4

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	245	344	352	0	0	0	0	941
Attendance below 90 percent	0	0	0	0	0	0	20	32	37	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	6	2	9	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	18	9	8	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	14	6	7	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	38	65	51	0	0	0	0	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	70	53	0	0	0	0	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	57	44	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	3	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	245	344	352	0	0	0	0	941
Attendance below 90 percent	0	0	0	0	0	0	20	32	37	0	0	0	0	89
One or more suspensions	0	0	0	0	0	0	6	2	9	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	18	9	8	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	14	6	7	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	38	65	51	0	0	0	0	154
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	48	70	53	0	0	0	0	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	57	44	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	3	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	55%	54%	53%	55%	53%
ELA Learning Gains				61%	56%	54%	53%	54%	54%
ELA Lowest 25th Percentile				53%	44%	47%	50%	44%	47%
Math Achievement				63%	64%	58%	60%	62%	58%
Math Learning Gains				62%	64%	57%	58%	63%	57%
Math Lowest 25th Percentile				57%	54%	51%	56%	54%	51%
Science Achievement				48%	50%	51%	57%	52%	52%
Social Studies Achievement				67%	70%	72%	61%	69%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	52%	2%	54%	0%
Cohort Comparison						
07	2021					
	2019	52%	51%	1%	52%	0%
Cohort Comparison		-54%				
08	2021					
	2019	58%	57%	1%	56%	2%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	47%	6%	55%	-2%
Cohort Comparison						
07	2021					
	2019	60%	57%	3%	54%	6%
Cohort Comparison		-53%				
08	2021					
	2019	59%	60%	-1%	46%	13%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	46%	0%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	67%	-2%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	59%	38%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	50%	50%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	84/38.7	103/41.2	101/39.3
	Economically Disadvantaged			
	Students With Disabilities	3/12	3/11.1	3/10.7
	English Language Learners	1/6.7	3/13.6	5/19.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59/26.6	81/33.9	86/34.5
	Economically Disadvantaged			
	Students With Disabilities	1/4	2/7.4	4/16
	English Language Learners	4/26.7	3/15	4/16
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	113/37.7	154/44.1	156/45.3
	Economically Disadvantaged			
	Students With Disabilities	4/10.3	10/22.7	12/26.7
	English Language Learners	3/7.9	2/5	3/7.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106/34.1	137/39.1	145/42
	Economically Disadvantaged			
	Students With Disabilities	2/5.1	6/14	8/17
	English Language Learners	5/12.5	7/17.5	6/14.6
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	110/43.8	155/56.4	168/62
	Economically Disadvantaged			
	Students With Disabilities	2/5.9	6/15.4	7/19.4
	English Language Learners	2/6.1	5/14.7	8/22.9

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	180/55.2	208/59.7	232/64.6
	Economically Disadvantaged			
	Students With Disabilities	6/15.8	11/28.2	11/27.5
	English Language Learners	1/3.8	4/15.4	8/25.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	125/39.9	147/42.9	158/44.9
	Economically Disadvantaged			
	Students With Disabilities	4/11.1	2/5.1	7/17.5
	English Language Learners	0/0	2/7.4	5/15.6
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	90/28.7	150/42.1	176/50.4
	Economically Disadvantaged			
	Students With Disabilities	5/16.1	12/35.3	11/34.4
	English Language Learners	3/12	2/7.4	4/13.8

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	30	32	21	36	43	23	35			
ELL	36	54	44	36	41	47	17	34	27		
BLK	46	42	23	38	43	35	40	63	50		
HSP	46	48	33	45	43	33	38	50	44		
MUL	47	39		45	54	60	55	50			
WHT	51	50	40	58	53	52	58	60	59		
FRL	45	46	27	43	44	36	42	51	44		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	45	41	29	48	55	20	37			
ELL	36	67	70	51	59	53	14	43	25		
ASN	60			70							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	37	53	53	42	50	52	39	42			
HSP	56	65	57	60	62	62	45	64	56		
MUL	52	44		55	57		20				
WHT	60	59	50	67	63	55	53	70	61		
FRL	50	57	53	55	60	58	35	59	46		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	33	37	19	43	47	19	22			
ELL	24	49	47	41	53	46	9	43			
ASN	55	45		67	75						
BLK	28	44	53	26	40	40	41	25			
HSP	49	51	42	56	60	54	42	55	71		
MUL	54	63		54	53		62	73	40		
WHT	58	55	57	66	59	63	67	68	75		
FRL	47	52	48	54	55	52	49	51	70		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We made gains across grade levels in academics areas. The sub group SWD dropped.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The science proficiency and SWD.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our Triton Time Intervention Period was put on hold in order to better track students. Triton Time in the past has always helped our population of SWD. We are have resumed our standard tracking and providing interventions for all students who are in need of extra support in any subject.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Reading learning gains went from 58% to 63%. ELL student learning gain in ELA reading 49% to 67%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We scheduled the ELL students 6th, 7th, and 8th grade into a scheduling rotation to provide the most ELL learning support through teachers and paraprofessionals. The students all had the same ELA teacher and intensive reading teacher. These two teachers collaboration / team planning allowed for making connections deeper understanding of student needs .

What strategies will need to be implemented in order to accelerate learning?

In math, we are using baseline testing results to accelerate students with high achieving math scores into a higher level math course.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have several teachers working on their gifted endorsement in order to meet the needs of all our learners.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are providing teacher training on mental health. We have a large group of students needing more support than just academic. Providing teacher support will ensure a safe learning environment for everyone.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

34% of the L25 in ELA made learning gains in FY21.

Measurable Outcome:

L25 students will increase from 34% to 40% as measured by the state assessments.

Monitoring:

The use of progress monitoring through iReady (three monitoring period throughout the year) and Castle Standards tracker (bi weekly).

Person responsible for monitoring outcome:

Rachel Gould (rachelgo@leeschools.net)

Evidence-based Strategy:

Progress monitoring data in all areas will be used to drive instructional decisions during PLCs to increase supports for low performing ESSA subgroup students at our school. Social Emotional learning opportunities will be utilized to increase social emotional wellness among our student body.

Rationale for Evidence-based Strategy:

Data driven decision making has been proven to be an effective strategy for increasing student achievement .PLCs teams can make stronger connections with students to increase attendance and decrease discipline, which will improve student achievement. It is also important to focus on social and emotional wellness for our student body to increase their ability to focus on learning.

Action Steps to Implement

1. Monitor Mastery assessments
2. Continue to develop the Language Live curriculum
3. L1 and L2 students are double blocked in reading and ELA
4. Monitor star and iReady progress monitoring
5. Provide differentiated instruction for each level of student
6. SWD who have been identified through their IEP will get academic support through a Learning Lab Class.

Person Responsible

Paula Hill (paulamh@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Focusing on the lowest 25% in math will help student be more successful in math.
Measurable Outcome:	Mariner Middle will increase learning gains in the L25 from 43% to 48% as measured on FSA Math Assessments.
Monitoring:	The use of progress monitoring through iReady (three monitoring period throughout the year) and Castle Standards tracker (bi weekly).
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Interventions in math specific to the students learning needs. Intervention is provided through whole school intervention /enrichment period. SWD will have learning lab time to support math deficits Use of iReady to monitor progress and provide differentiation
Rationale for Evidence-based Strategy:	By providing students with the skills they have a deficits in, it will strengthen the students deep understanding of math.

Action Steps to Implement

1. daily math intervention time for 30 minutes
2. create a foundations fact fluency group in 6th grade
3. monitor through STAR math and iReady
4. Track formative assessment data (Castle).

Person Responsible Alanna McCreary (alannalm@leeschools.net)

#3. Other specifically relating to Acceleration Points

Area of Focus Description and Rationale:	Seventh grade students previously identified as scoring level 3 on the FSA Mathematics assessment will be scheduled into Algebra.
Measurable Outcome:	Acceleration points will increase from 54 to 61 as measured by the Algebra EOC.
Monitoring:	Progress monitoring through Star math. Standards tracking through Exemplars and standard tracking.
Person responsible for monitoring outcome:	Mitchell Player (mitchelldpl@leeschools.net)
Evidence-based Strategy:	PLC data analysis and for PLC questions (#3 and #4) what do we do if the students do not master the standard and what we are doing with the students who did master the standards.
Rationale for Evidence-based Strategy:	By tracking the standard mastery, we can support student learning needs which leads to filling in achievement gaps and increasing proficiency and learning gains.

Action Steps to Implement

1. Tracking Star assessment data
2. Standards based intervention for 30 minutes a day
3. Support the growth of students working above grade level in 7th and 6th grade.

Person Responsible Kim Lindmyer (kimberlyml@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Mariner Middle's goal is to continue our decreasing trend line for school safety from 32 incidents to 28. Ranking #4 in the county for ISS and OSS. https://public.tableau.com/views/FloridaSchoolIncidentDashboard/SchoolReport?:language=en&:embed=y&:embed_code_version=3&:loadOrderID=0&:display_count=y&:

Through PBS and support of our mental health team, our students will be supported and work with our dean of students to solve problem to eliminate unwanted behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Mariner Middle school utilizes a homeroom/mentor period which is gender and grade specific. This mentor teacher remains the same throughout the groups three years of middle school. Through a collaboration of the leadership team and the guidance counselor, lessons that are pertinent to our school are addressed with the mentor groups. This is also a time for team building, classbuilding, character building.

At Mariner students also have the opportunity to learn from all teachers, not just the teacher on their schedule. Students belong to all teachers and students get the chance to see different teaching styles. Our teachers create a sense of team and unity and our students get to experience learning in a variety of ways.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum,

assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Other: Acceleration Points	\$0.00
Total:			\$0.00