

Mariner High School



2014-15 School Improvement Plan

Mariner High School

701 CHIQUITA BLVD N, Cape Coral, FL 33993

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B | A | A | A |

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure student learning through purposeful student engagement.

Provide the school's vision statement

To provide a world class education.

School Environment

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

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

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

MHS creates an environment where students feel safe and respected before, during and after school by providing multiple opportunities for various learners to thrive. MHS has multiple clubs that focus on different interests, and the MAP allows for stronger mutually respectful relationships to be built with adults on campus. Consistent visibility of adults, facilities single point of entry, on site deputy and safety drills promoting the understanding and preparation for unforeseen events ALL promote an environment of safety and respect.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

MHS has multiple systems in place to keep students engaged during instructional time: The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The Mariner Achievement Period (MAP) is a mentoring program in place as a preventative measure to deflect behavioral issues by building relationships between teachers and students to ensure smooth problem solving and decision making skills. Each classroom is structured with a set of protocols addressing student "Rights and Responsibilities" and "Classroom Expectations," which are clearly and consistently posted in each MHS classroom. Additionally, each disciplinary incident is enforced and managed with firm, fair and consistently equitable treatment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

MHS ensures social-emotional needs of all students by providing access in a variety of avenues. Consistent availability of school counselors and district psychologists, and maintaining student 504s and IEPs as a course of regular school practice (ensuring State mandated requirements are met, as well as the needs of students). Additionally, MHS MAP provides student access to adults and peers through weekly meetings and goal setting. MHS Clubs also provide an outlet for student-based and organized groups with similar interests.

Early Warning Systems

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

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

N/A

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

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase parent involvement by 5% in 2013-2014 from 199,264 to 209,227 parent contacts. According to parent link, we made 249,264 parent contacts, an increase of 25% from AY12-13 to AY13-14.

Classroom mission statements are integrated into Mariner High School curriculum that reflect District,

and school level mission and vision statements. Classroom Mission Statements are posted in the classroom and on teacher websites, while the School Mission and Vision statements are posted on the school website

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Mariner High School (MHS) participates in CAPE Academies, which allow CTE teachers and students access to local businesses on a regular basis. Examples of these programs are the STEM @ Work and L2E (Learn2Earn) programs that are run through the LCSD CTE. MHS has various booster clubs that support athletics and activities through community and parent partnerships. Examples of these partnerships include the Band Booster and the Athletic Booster clubs. Additionally, community businesses and families sponsor various athletic and club activities. MHS has a faith-based partnership with a local church that provides community based fellowship for students as well as teachers. MHS also provides rental opportunities for the community to utilize the building.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

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

Classroom Teachers

- Keep ongoing progress monitoring notes in a MTSS folder (Curriculum Assessments, EOC, CCE or 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
- Execution of MAP

Reading Coach

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, and differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes and 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
 - MAP
- 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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

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

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services 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.

Mariner Achievement Period (MAP)

A mentoring program overseen by APs, and managed by classroom teachers, is in place as a preventative measure to deflect behavioral issues by building relationships between teachers and students to ensure smooth problem solving and decision making skills.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Anita Lamoureux | Teacher |
| Robert Butz | Principal |
| Anita Lamoureux | Parent |
| Christian Butz | Student |
| Jeff Swearinger | Business/Community |
| Euseba Perdano | Parent |
| Jen Reynolds | Parent |
| Robert Herring | Student |
| Matt Pfeiffer | Parent |
| Adile Williams | Parent |
| Anna Jones | Education Support Employee |
| Sonia Lopez | Education Support Employee |
| Dianne Mahlman | Business/Community |
| Mildred Mascarelli | Education Support Employee |

Duties

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

Evaluation of last year's school improvement plan

Effective SIP with results that exceeded goals and expectations.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The 2013-14 SIP funds in the amount of \$15,444, which has rolled over into the 2014-2015 school year, along with \$331.17 that were not used from the 2012-2013 funds.

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

The following expenses occurred during the 2013-14 school year; however, the funds we used were rollover funds from the 2012-2013 school year.

NCTM conference – Cindy Burke, travel reimbursement - \$122.00

NCTM conference – Briska Wolfe, travel reimbursement - \$297.56

NCTM conference – hotel, \$405.00

NCTM conference – registration, \$180.00

Textbooks – used (US History & Anatomy), \$2707.40

On-Course System - \$3356.21

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|--------------------|---------------------|
| Butz, Robert | Principal |
| Gedde, Beth | Assistant Principal |
| Grote, Darya | Assistant Principal |
| Lamoureux, Anita | Instructional Coach |
| Michel, Tom | Assistant Principal |
| White, Roberta | Assistant Principal |
| Barnett, Donald | Teacher, K-12 |
| Carpenter, Edwin | Teacher, K-12 |
| Diamond, Christine | Teacher, K-12 |
| England, Carolyn | Teacher, K-12 |
| Frank, Steve | Teacher, K-12 |
| Hawkins, Kristin | Teacher, K-12 |
| Holloway, Rachel | Teacher, K-12 |
| Jones, Anna | Instructional Coach |
| Larsen, Steve | Teacher, K-12 |
| Lucero, Lucrecia | Teacher, K-12 |
| Mattoni, Sandra | Teacher, K-12 |
| Schoen, Kelly | Other |
| Stoudt, Patricia | Teacher, K-12 |
| Wendt, Cheryle | Guidance Counselor |
| Wolfe, Briska | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

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

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

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

Public and Collaborative Teaching

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

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

Collaborative planning is made available throughout Mariner High School within each content area. Teachers are expected to meet within their Professional Learning Communities weekly, and submit outcomes on the shared Staff Essentials folder. Tritons Teach is an opportunity for teachers to open their classrooms and demonstrate Best Practices for their colleagues. A weekly schedule is made available for all staff of those Best Practices scheduled and available for observation.

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

Regular meetings of new teachers with assistant principal 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

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

All new teachers will participate in district orientation and will participate in the A.P.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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

N/A

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

N/A

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 70,200

Tutoring in all content areas, daily
E2020 offered two times per week, 3 hours per day

Strategy Rationale

Providing additional academic time and resources.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Butz, Robert, robertlb@leeschools.net

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

Data is collected through the use of Baseline, Mid-year, and Final 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.

Student Transition and Readiness

PreK-12 Transition

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

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

Mariner High School employs Anchor Academy specifically for incoming freshman, MAP, School Counselors and Career Counselor for students transitioning from one level to another, and FutureMakers (financial aide, scholarships, job placement) specifically for outgoing seniors.

College and Career Readiness

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

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

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

All students are provided access academic, college bound classes in the areas of English, Math, Science, and Social Studies. Higher academic performing students are placed in AP, honors, and dual enrollment courses. All students are provided access to vocational classes via CAPE Academies of their choosing and are offered industry specific certification opportunities in Microsoft Office Specialist, Adobe (Dreamweaver, Photoshop, Flash), CNA, EKG, Certified Veterinary Assistant, and Autodesk Certified User.

2013-2014, 765 industry certifications were obtained at Mariner High School.

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

College readiness skills are developed through the promotion of test prep for ACT, SAT, PERT tests through online, test prep books, and test prep classes. We encourage tutoring in academic subject areas, test prep workshops, and the TABE test for the GED. CAPE Academy students are selected to participate in the STEM@Work program connecting them to local businesses promoting the application of classroom theory and connecting to community. CTE teachers participate in the L2E (Learn 2 Earn) program connecting local businesses directly with classroom instruction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies used for improving student readiness for the public postsecondary level are the Mariner Achievement Period (MAP), a mentoring program in place to ensure student accountability for monitoring goal setting strategies, school counselors and the career counselor meet with students individually and in the classroom to address academic and career plans, and parent-student conferences are an integral part of the plans. We promote local career and college fairs and events. A great deal of information related to this planning is included in the school website as well as in the school newsletter. 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.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ALGEBRA I GOAL: Minimum of 64% of students taking the Algebra I EOC for the first time will earn a level of 3, 4, or 5.
- G2.** BIOLOGY GOAL: Minimum of 62% of students taking the Biology EOC for the first time will earn a level of 3, 4, or 5.
- G3.** INTENSIVE READING GOAL: The 10th grade class will increase its pass rate on the 2015 state reading from 54% to 70%.

Strategic Goals Detail

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

G1. ALGEBRA I GOAL: Minimum of 64% of students taking the Algebra I EOC for the first time will earn a level of 3, 4, or 5. 1a

G042862

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| AMO Math - All Students | 61.0 |
| Math Lowest 25% Gains | 64.0 |
| Math Gains | 70.0 |

Resources Available to Support the Goal 2

- Department Chairs
- PLCs
- PD from District office
- McGraw Hill training
- Kagan training
- Aleks program

Targeted Barriers to Achieving the Goal 3

- Parent involvement
- Time to practice standards

Plan to Monitor Progress Toward G1. 8

Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target

Person Responsible

Briska Wolfe

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target

G2. BIOLOGY GOAL: Minimum of 62% of students taking the Biology EOC for the first time will earn a level of 3, 4, or 5. 1a

G042860

Targets Supported 1b

| Indicator | Annual Target |
|----------------|---------------|
| Bio I EOC Pass | 62.0 |

Resources Available to Support the Goal 2

- Department Chairs
- PLCs
- County Adopted Textbook
- Accompanying workbooks
- Internet Websites

Targeted Barriers to Achieving the Goal 3

- Limited English proficiency

Plan to Monitor Progress Toward G2. 8

Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target

Person Responsible

Carolyn England

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target

G3. INTENSIVE READING GOAL: The 10th grade class will increase its pass rate on the 2015 state reading from 54% to 70%. 1a

G039313

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 70.0 |
| AMO Reading - All Students | 70.0 |
| ELA/Reading Gains | 70.0 |

Resources Available to Support the Goal 2

- Reading Coach
- Department Chairs
- PLCs - Cross-Curricular/Department
- New Florida State Standards
- Edge Reading Curriculum
- Achieve 3000 Program
- ESOL Program and Tutoring
- Reading Tutoring
- ReadTheory.org
- LinkstoLearn.com
- Parent Conferences and Parent Link Messages
- Triton Roots and Word Walls

Targeted Barriers to Achieving the Goal 3

- Combination of reading and writing on the new state test

Plan to Monitor Progress Toward G3. 8

Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target
 Formative Assessments formulated by the PLC Teams

Person Responsible

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. ALGEBRA I GOAL: Minimum of 64% of students taking the Algebra I EOC for the first time will earn a level of 3, 4, or 5. **1**

 G042862

G1.B1 Parent involmnet **2**

 B104729

G1.B1.S1 Freshmen class parent meeting / communicate with parents **4**

 S116171

Strategy Rationale

Partner with parents to encourage support of student success

Action Step 1 **5**

All Academic Priorities

Person Responsible

Roberta White

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

ParentLink, MAP, NEAF, Technology

G1.B2 Time to practice standards **2**

 B104730

G1.B2.S1 Encourage students to use online resources (Khan Academy, FCAT Explorer, Mrs. Wolfe's Algebra I Summer Camp Website, March2Success) **4**

 S116172

Strategy Rationale

Student practice will reinforce concepts

Action Step 1 **5**

Student Engagement

Person Responsible

Beth Gedde


Schedule

On 8/15/2014


Evidence of Completion

NEAF Quality Tools, Kagan training


G2. BIOLOGY GOAL: Minimum of 62% of students taking the Biology EOC for the first time will earn a level of 3, 4, or 5. **1**

 G042860

G2.B2 Limited English proficiency **2**

 B104726

G2.B2.S1 Support ESOL personnel **4**

 S116178

Strategy Rationale

Equitable access to curriculum

Action Step 1 **5**

PLCs

Person Responsible

Roberta White

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC meetings during common planning within content (and resource personnel) discussion and agendas

G3. INTENSIVE READING GOAL: The 10th grade class will increase its pass rate on the 2015 state reading from 54% to 70%. **1**

G039313

G3.B7 Combination of reading and writing on the new state test **2**

B104933

G3.B7.S2 Focus on critical analysis of articles and locating / citing information to support answers. **4**

S116185

Strategy Rationale

Exposure and practice

Action Step 1 5

Standards Based Instruction

Person Responsible

Beth Gedde

Schedule

Every 2 Months, from 8/11/2014 to 5/1/2015

Evidence of Completion

Assessment Rubrics, Range Finder, Webb's DOK

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|---|------------------|-------------------------------|--|-------------------------|
| G1.B2.S1.A1 | Student Engagement | Gedde, Beth | 8/11/2014 | NEAF Quality Tools, Kagan training | 8/15/2014 one-time |
| G1.B1.S1.A1 | All Academic Priorities | White, Roberta | 8/18/2014 | ParentLink, MAP, NEAF, Technology | 6/5/2015 monthly |
| G2.B2.S1.A1 | PLCs | White, Roberta | 8/11/2014 | PLC meetings during common planning within content (and resource personnel) discussion and agendas | 6/5/2015 weekly |
| G3.B7.S2.A1 | Standards Based Instruction | Gedde, Beth | 8/11/2014 | Assessment Rubrics, Range Finder, Webb's DOK | 5/1/2015 every-2-months |
| G1.MA1 | Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target | Wolfe, Briska | 8/18/2014 | Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target | 5/1/2015 weekly |
| G2.MA1 | Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target | England, Carolyn | 8/18/2014 | Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target | 5/1/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------|--|-----|-------------------------------|--|-------------------|
| G3.MA1 | Data will be monitored weekly and discussed in PLCs to ensure progress toward successful target Formative Assessments formulated by the PLC Teams | | 8/18/2014 | Formative and summative assessments and observations will be closely monitored to provide data to ensure progress toward successful target | 5/1/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. ALGEBRA I GOAL: Minimum of 64% of students taking the Algebra I EOC for the first time will earn a level of 3, 4, or 5.

G1.B1 Parent involvement

G1.B1.S1 Freshmen class parent meeting / communicate with parents

PD Opportunity 1

All Academic Priorities

Facilitator

PLCs, NEAF, District Training

Participants

All staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B2 Time to practice standards

G1.B2.S1 Encourage students to use online resources (Khan Academy, FCAT Explorer, Mrs. Wolfe's Algebra I Summer Camp Website, March2Success)

PD Opportunity 1

Student Engagement

Facilitator

Beth Gedde, Christine Diamond, Megan Viera

Participants

Teachers

Schedule

On 8/15/2014

G2. BIOLOGY GOAL: Minimum of 62% of students taking the Biology EOC for the first time will earn a level of 3, 4, or 5.

G2.B2 Limited English proficiency

G2.B2.S1 Support ESOL personnel

PD Opportunity 1

PLCs

Facilitator

Roberta White, William Miller, Anita Lamoureux, Steven Larsen, Jennifer Riley, Alice Clough-Lombardo

Participants

All Staff

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G3. INTENSIVE READING GOAL: The 10th grade class will increase its pass rate on the 2015 state reading from 54% to 70%.

G3.B7 Combination of reading and writing on the new state test

G3.B7.S2 Focus on critical analysis of articles and locating / citing information to support answers.

PD Opportunity 1

Standards Based Instruction

Facilitator

Beth Gedde, Ben Strauss, Tesha Crego-Rojas

Participants

Teachers

Schedule

Every 2 Months, from 8/11/2014 to 5/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |