

Mariner Middle School



2014-15 School Improvement Plan

Mariner Middle School

425 CHIQUITA BLVD N, Cape Coral, FL 33993

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

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

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

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

To become a world class school.

School Environment

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

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

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

Mariner Middle has a before and after school program available to all student at no cost.

After school clubs are offered for students who are interested.

We have a full time school resource officer and security specialist.

Closed campus with locked gates.

Teachers, administration and security specialist monitor the hallways during class changes.

Mariner Middle has five core values of Respect, Integrity, Learning, Compassion, and Safety

Three counselors are available to students

Anti- Bullying program

The International Baccalaureate (IB) trait that encouraged the students to be reflective

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

Ship Shape Card for positive reinforcement as described by IB traits

-every five positive marks result in a reward

Triton Discipline Card

-after the third, fifth, seventh and ninth mark on the card student receives lunch detention

- on the ninth offense administrator is notified and parent contact is made

- On the tenth offense the student get a referral

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

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

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

To meet the social-emotional needs of all students guidance counselors (3) are available, and requests can be processed through Castle.

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

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

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

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
	6	7	8	
Attendance below 90 percent	37	57	72	166
One or more suspensions	38	62	93	193
Course failure in ELA or Math	13	16	10	39
Level 1 on statewide assessment	48	33	72	153

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	17	18	38	73

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

- For students exhibited below 90 percent attendance, a contract between the student, parent, and school is completed.
- After ten days absent, a letter is sent home.
- Additionally, phone calls are made daily by the Parent Involvement Specialist.
- An intervention / enrichment block is being implemented for all students daily for 45 minutes.
- Standards based common assessments are used daily for tracking the needs of students.

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?

Yes

PIP Link

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

Description

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

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

Relationships are built through monthly meeting with the School Advisory Council.

Open House events.

Parent Involvement Nights.

Sporting events.

Family Movie Nights

Student Planners

Parent Workshops

Public Forum in different areas of the community

Evening Under the Stars family night

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
Gould, Rachel	Principal
McCreary, Alanna	Instructional Coach
Hill, Paula	Instructional Coach
Castaldo, Joanne	Teacher, K-12
Culver, Joan	Teacher, K-12
Johnson, Ben	Teacher, K-12
Kroll, James	Teacher, K-12
Micheals, Lisa	Teacher, K-12
Munoz, Brian	Assistant Principal
Romano, Richard	Instructional Coach
Stevens, Kristin	Teacher, K-12
Wunderlich, Marla	Assistant Principal

Duties

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

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

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

TIF Teachers/Specialist

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

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building

The role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan and how the RtI Problem-solving process is used in developing and implementing the SIP is as follows:

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselors

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

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

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

Mariner Middle School utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from Student Services have the processes and procedures in place to assist students and their families with food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through

Ruth Cooper Center and Lutheran Services; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free

breakfast at all school locations. Many Title I schools have also developed “Backpack Programs” in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tina Gopalrai	Parent
Jaqueline Maseda	Parent
Naidimir Gomez	Parent
Nicole Ciberto	Parent
Kim Poling	Parent
Christine Myers	Parent
Kanmui Cheng	Parent
Jamil Joseph	Parent
Marla Wunderlich	Teacher
Brian Munoz	Teacher
Tina barra	Education Support Employee
Rachel Gould	Principal
Paula Hill	Teacher
Alanna McCreary	Teacher
Annette Luna	Teacher

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

Plan was approved.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

Data from FCAT 2.0 and Teenbiz testing shows that while Mariner students are making gains in reading, reading still needs to be a targeted focus school wide. One way the school addresses this is

through the 'One Book, One School'. SIP funds will be used to purchased novels and other items related to the 'One School, One Book' program along with classroom novels as needed.

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
Gould, Rachel	Principal
Hill, Paula	Instructional Coach
McCreary, Alanna	Instructional Coach
Romano, Richard	Instructional Coach
Culver, Joan	Instructional Coach
Wunderlich, Marla	Assistant Principal
Munoz, Brian	Assistant Principal
Stevens, Kristin	Teacher, K-12
Johnson, Ben	Teacher, K-12
Castaldo, Joanne	Teacher, K-12
Micheals, Lisa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will continue its school wide focus on reading strategies across the curriculum.

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

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

To assist the students, the Administration is continuing the subscriptions to TeenBiz. "TeenBiz is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile/reading level. TeenBiz closely aligns with the objectives of the Florida State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. BrainPop - a computer program utilizing short movies that may be used to introduce a new lesson or topic, to illustrate complex subject matter or for review.

Content is aligned to USA state education standards and is searchable. In addition to movies, the BrainPop site displays quizzes, games, experiments and other related content which reinforces student reading, vocabulary and learning, and may be especially beneficial to struggling learners

such as ELL and ESOL students.
The Literacy Leadership Team will monitor the efficiency of their use.

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

Teachers participate in weekly Professional Learning Communities every Wednesday for one hour. Teachers have common planning to be able to collaborate on lesson planning, create common standards based assessments, and analyze the data from those assessments to make instructional decisions.

Teachers attend monthly grade level meetings.

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

Regular meetings with the new teachers and the Principal/Assistant Principals as well as inclusion of new

teachers is teacher mentoring program and inclusion in PLC's.

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

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

Mariner Middle's Teacher Mentors are experienced teachers who serve in a leadership capacity at the school

and are active in coordinating trainings. They are also very knowledgeable of district requirements and standards. The teacher mentors will meet with their protégées on a regular basis to assist in the completion of

their District Certification Programs as well as: APPLES program, classroom observations, reflection discussions, journals, professional development, and collaboration with the Learning Professional.

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

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

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

Teachers develop common standards based assessments to use as a basis for gathering data to be able to assess if a student is proficient in each standard. If a student is proficient in each standard, they are able to choose an academic enrichment. If the student is not proficient, they are assigned to an intervention period where they will work on mastering that standard.

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: 9,000

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

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Ben, benjaminj@leeschools.nete

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

Data is collected via Achieve 3000 and in-class quizzes and tests are used to assess the effectiveness of tutoring. Teacher feedback is also collected as evidence.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 10,500

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

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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

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

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

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

Mariner Middle School is a candidate International Baccalaureate School. As such, a large focus of unit lesson planning is focused on the IB areas of Interaction which require the student to link their learning to the world around them. Unit plans are often a cooperative between academic departments and exploratories and often contain technical components. Students will also be required to complete a community plan in 8th grade as part of IB. All students in grade 6-8 are given their choice of exploratories from which to choose each year.

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

Not Applicable - High schools only

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

Not Applicable - High Schools only

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

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G039465

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	72.0
Math Gains	75.0
Math Lowest 25% Gains	69.0

Resources Available to Support the Goal 2

- Online and software resources (Teenbiz, FCAT Explorer, Inside, Castle)
- Personnel (TIF Teachers, Reading Coach, ESOL Specialists, Speech Therapists, Research Teachers, PLC's,)
- Extended Time (Double-Blocked Math Classes, Intensive Reading, Before School Tutoring, Academic Clubs, Double Block of ELA, Standards Based Intervention Period everyday)
- Curriculum (IB Methodologies, Edge, Houghton Mifflin-Harcourt Florida Collections,)

Targeted Barriers to Achieving the Goal 3

- Student Mobility Rate is 54%
- Inconsistencies with data collection and common assessments
- Low reading achievement
- High number of students without previous scores.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

AMO Gains on state assessments, Quarterly district assessment, Algebra EOC, CCE's

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039465

G1.B2 Inconsistencies with data collection and common assessments **2**

 B108220

G1.B2.S1 Provide weekly support in PLC's to determine the standards that will be used on the common assessments. TIF teachers and admin will provide support to teachers to be able to analyze data and make common assessments a valuable tool for making instructional decisions. **4**

 S119771

Strategy Rationale

By aligning common assessments by department and grade level, the data that is being tracked is more meaningful and relevant.

Action Step 1 **5**

Department and grade level teachers collaborate and choose power standards to create standards based common assessments to be used in data tracking.

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Mastery Grade Assignments in Pinnacle

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

Admin and TIF teachers will monitor Pinnacle to ensure that teachers are correctly inputting Mastery Grade Assessments to be tracked for data analysis.

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Mastery Grade Assessments will be logged into Pinnacle for all teachers to be able to monitor.

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

Admin and TIF teachers will monitor pinnacle to ensure consistency

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Admin and TIF teachers will check pinnacle to see the naming of assessments.

G1.B2.S2 Teachers will utilize Castle and Pinnacle to track and monitor student progress. 4

S119772

Strategy Rationale

By using these tools, teachers are able to be uniform in their data gathering processes.

Action Step 1 5

Teachers will input common assessment scores into both Pinnacle and Castle. Castle allows students to be scheduled into the correct interventions/enrichment based on their needs from the assessments.

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Data collection through Castle and Pinnacle.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will use PLC time to discuss data from standards and place students into the correct intervention/enrichment.

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Teachers grade books in Pinnacle will be checked to ensure that they are inputting scores from the common assessments on the assigned schedule. Castle will be monitored to see how many students are being placed into intervention/enrichment.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will utilize Castle and Pinnacle to track and monitor student progress.

Person Responsible

Rachel Gould


Schedule

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

Evidence of Completion

Teachers will input common assessment grades into Pinnacle and transfer data to Castle to be able to assign the correct intervention/enrichment based on needs.

G1.B3 Low reading achievement 2

 B108307

G1.B3.S1 Mariner Middle will implement a 10 period schedule, enabling all students to be scheduled for English Language Arts daily. 4

 S119767

Strategy Rationale

The rationale is to improve reading achievement.

Action Step 1 5

All students get scheduled for ELA

Person Responsible

Marla Wunderlich

Schedule

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

Evidence of Completion

Student Schedules

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

ELA for all students everyday

Person Responsible

Marla Wunderlich

Schedule

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

Evidence of Completion

Student schedules

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

Reading Achievement

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Common assessment, district assessments, and state assessments

G1.B3.S2 Implement Triton Time daily, which is an intervention / enrichment period. 4

S119768

Strategy Rationale

Students will receive additional support in the academic areas through need assessment.

Action Step 1 5

Teachers will have a mentor group of students to track their data through data binders. Students will be identified for interventions or enrichment through the use of Castle. The Triton Time rotates every two weeks. Each two weeks a different core subject is a priority. Students can be assigned to Teen Biz if they are needing more time to complete their articles. Students can also be Zapped for having missing assignments to get their work completed.

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Data collection through Castle

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Cross reference students data in Pinnacle with Castle

Person Responsible

Rachel Gould

Schedule

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

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Reassessing student achievement at the end of Triton Time.

Person Responsible

Rachel Gould


Schedule

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

Evidence of Completion

Through the use of teacher made, standard based common assessments, the interventions teachers will assess the student on the same standard at the end of the two week rotation. This new score will override the previous score in the teacher's grade book.

G1.B3.S3 Homework Hotline 4

 S126024

Strategy Rationale

Action Step 1 5

The homework hotline will be run by teachers. This will enable students to call into the hotline for assistance with their homework.

Person Responsible

Rachel Gould

Schedule

Daily, from 9/29/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Phone log

Person Responsible

Rachel Gould

Schedule

On 6/5/2015

Evidence of Completion

Phone logs will be used to monitor the usage of the hotline.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Zap enrollment

Person Responsible

Rachel Gould

Schedule

On 6/5/2015

Evidence of Completion

Zap enrollment will decline.

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.B3.S1.A1	All students get scheduled for ELA	Wunderlich, Marla	8/18/2014	Student Schedules	6/5/2015 biweekly
G1.B2.S1.A1	Department and grade level teachers collaborate and choose power standards to create standards based common assessments to be used in data tracking.	Gould, Rachel	8/18/2014	Mastery Grade Assignments in Pinnacle	6/5/2015 weekly
G1.B3.S2.A1	Teachers will have a mentor group of students to track their data through data binders. Students will be identified for interventions or enrichment through the use of Castle. The Triton Time rotates every two weeks. Each two weeks a different core subject is a priority. Students can be assigned to Teen Biz if they are needing more time to complete their articles. Students can also be Zapped for having missing assignments to get their work completed.	Gould, Rachel	8/18/2014	Data collection through Castle	6/5/2015 biweekly
G1.B2.S2.A1	Teachers will input common assessment scores into both Pinnacle and Castle. Castle allows students to be scheduled into the correct interventions/ enrichment based on their needs from the assessments.	Gould, Rachel	8/18/2014	Data collection through Castle and Pinnacle.	6/5/2015 biweekly
G1.B3.S3.A1	The homework hotline will be run by teachers. This will enable students to call into the hotline for assistance with their homework.	Gould, Rachel	9/29/2014		6/5/2015 daily
G1.MA1	The Stakeholders will review data and the process quarterly to ensure gains are being made in reading achievement. Modify instructional strategies if needed.	Gould, Rachel	8/18/2014	AMO Gains on state assessments, Quarterly district assessment, Algebra EOC, CCE's	6/5/2015 quarterly
G1.B3.S1.MA1	Reading Achievement	Gould, Rachel	8/18/2014	Common assessment, district assessments, and state assessments	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	ELA for all students everyday	Wunderlich, Marla	8/18/2014	Student schedules	6/5/2015 annually
G1.B2.S1.MA1	Admin and TIF teachers will monitor pinnacle to ensure consistency	Gould, Rachel	8/18/2014	Admin and TIF teachers will check pinnacle to see the naming of assessments.	6/5/2015 weekly
G1.B2.S1.MA1	Admin and TIF teachers will monitor Pinnacle to ensure that teachers are correctly inputting Mastery Grade Assessments to be tracked for data analysis.	Gould, Rachel	8/18/2014	Mastery Grade Assessments will be logged into Pinnacle for all teachers to be able to monitor.	6/5/2015 biweekly
G1.B3.S2.MA1	Reassessing student achievement at the end of Triton Time.	Gould, Rachel	8/18/2014	Through the use of teacher made, standard based common assessments, the interventions teachers will assess the student on the same standard at the end of the two week rotation. This new score will override the previous score in the teacher's grade book.	6/5/2015 biweekly
G1.B3.S2.MA1	Cross reference students data in Pinnacle with Castle	Gould, Rachel	8/18/2014		6/5/2015 biweekly
G1.B2.S2.MA1	Teachers will utilize Castle and Pinnacle to track and monitor student progress.	Gould, Rachel	8/18/2014	Teachers will input common assessment grades into Pinnacle and transfer data to Castle to be able to assign the correct intervention/ enrichment based on needs.	6/5/2015 weekly
G1.B2.S2.MA1	Teachers will use PLC time to discuss data from standards and place students into the correct intervention/enrichment.	Gould, Rachel	8/18/2014	Teachers grade books in Pinnacle will be checked to ensure that they are inputting scores from the common assessments on the assigned schedule. Castle will be monitored to see how many students are being placed into intervention/enrichment.	6/5/2015 biweekly
G1.B3.S3.MA1	Zap enrollment	Gould, Rachel	9/29/2014	Zap enrollment will decline.	6/5/2015 one-time
G1.B3.S3.MA1	Phone log	Gould, Rachel	9/29/2014	Phone logs will be used to monitor the usage of the hotline.	6/5/2015 one-time

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

G1.B2 Inconsistencies with data collection and common assessments

G1.B2.S1 Provide weekly support in PLC's to determine the standards that will be used on the common assessments. TIF teachers and admin will provide support to teachers to be able to analyze data and make common assessments a valuable tool for making instructional decisions.

PD Opportunity 1

Department and grade level teachers collaborate and choose power standards to create standards based common assessments to be used in data tracking.

Facilitator

Leadership Team

Participants

Teachers

Schedule

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

G1.B3 Low reading achievement

G1.B3.S3 Homework Hotline

PD Opportunity 1

The homework hotline will be run by teachers. This will enable students to call into the hotline for assistance with their homework.

Facilitator

Teacher Leader for the hotline

Participants

Teachers working the hotline

Schedule

Daily, from 9/29/2014 to 6/5/2015

Technical Assistance Items

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

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

G1.B2 Inconsistencies with data collection and common assessments

G1.B2.S2 Teachers will utilize Castle and Pinnacle to track and monitor student progress.

PD Opportunity 1

Teachers will input common assessment scores into both Pinnacle and Castle. Castle allows students to be scheduled into the correct interventions/enrichment based on their needs from the assessments.

Facilitator

Brian Curls

Participants

Teachers and Admin

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.	10,000
Grand Total	10,000

Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
B3.S3.A1	Title I Part A	10,000
Total Goal 1		10,000