Mariner Middle School

2015-16 School Improvement Plan

Mariner Middle School

425 CHIQUITA BLVD N, Cape Coral, FL 33993

http://mrm.leeschools.net//

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 gets 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 3 guidance counselors 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, set goals, and track data.

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: 149
One or more suspensions, whether in school or out of school:204
Course failure in English Language Arts or mathematics: 24
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	51	37	61	149
One or more suspensions	89	68	47	204
Course failure in ELA or Math	3	13	8	24
Level 1 on statewide assessment	0	0	0	

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	19	19	25	63

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?

No

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; 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
Google Classroom
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:

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
Stevens, Kristin	Teacher, K-12
Wunderlich, Marla	Assistant Principal
Player, Mitchell	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, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity

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 ooperation between programs.
Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from Student Services have the processes and procedures in place to assist students and their families with food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through
Ruth Cooper Center and Lutheran Services; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.
Title II
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that

children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christine Meyers	Parent
Yeney Valdes	Parent
Roberto German	Parent
Jorge Hernandez	Student
James Rivera	Education Support Employee
Marla Wunderlich	Principal
Tina Sbarra	Education Support Employee
Rachel Gould	Principal
Paula Hill	Teacher
Alanna McCreary	Teacher
Annette Luna	Teacher
Kristin Stevens	Teacher
Mitchell Player	Principal
Sami Gravedoni	Business/Community

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 purchase 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:

Name	Title
Gould, Rachel	Principal
Hill, Paula	Instructional Coach
McCreary, Alanna	Instructional Coach
Culver, Joan	Instructional Coach
Wunderlich, Marla	Assistant Principal
Stevens, Kristin	Teacher, K-12
Johnson, Ben	Teacher, K-12
Castaldo, Joanne	Teacher, K-12
Micheals, Lisa	Teacher, ESE
Player, Mitchell	Assistant Principal

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. Standards mastery is tracked
using Castle Standards Tracker.

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: Weekend Program

Minutes added to school year: 480

Students are given the opportunity to utilize four hours each of tutoring in Math and Civics. Tutoring consists of computer based learning, targeted objectives based on student need, basic skills review, 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
Gould, Rachel, rachelgo@leeschools.net

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

0722-mariner-middle-school-percentiles_(1).csv
Mariner Middle Percentile

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   The 2016 Florida Assessment 8th grade performance will be equal to or greater than the predicted balance score card.

G2.   Teacher engagement will increase at least .2% in the Q12 area of "I have a best friend at work" (Q10) as measured by the FY16 Gallup Teacher Engagement Survey.

G3.   100% of core subject area teachers will track standards and progress monitor through Castle Standards Tracker during FY16 as documented by professional learning community minutes.

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. The 2016 Florida Assessment 8th grade performance will be equal to or greater than the predicted balance score card. `1a`

🔑 G072249

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal `2`

- Castle is used to track performance on standards

- Admin team attends PLC to increase support

- Master schedule

- District checkpoint data

Targeted Barriers to Achieving the Goal `3`

- 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8).

Plan to Monitor Progress Toward G1. `8`

Standards data will be entered into Castle Standards tracker to monitor progress of each student.

Person Responsible
Rachel Gould

Schedule
Biweekly, from 8/3/2015 to 6/13/2016

Evidence of Completion
Castle Standards Tracker

G2. Teacher engagement will increase at least .2% in the Q12 area of "I have a best friend at work" (Q10) as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G065892

Targets Supported 1b

Indicator	Annual Target
5Es Score: Teacher-Teacher Trust	3.47

Resources Available to Support the Goal 2

- Gallop Teacher Engagement Survey
- PLC Learning Lab
- Common Planning
-

Targeted Barriers to Achieving the Goal 3

- Teaching in Isolation
- Large Campus
- Misunderstanding of survey questions

Plan to Monitor Progress Toward G2. 8

Teachers will participate in the Gallup Teacher Engagement Survey showing growth in Q10.

Person Responsible
Rachel Gould

Schedule
Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion
Gallup Teacher Engagement Survey

Plan to Monitor Progress Toward G2. 8

Teachers will participate in the Gallup Teacher Engagement Survey, showing growth in trust and collaboration between colleagues.

Person Responsible
Rachel Gould

Schedule
Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion
Gallup will provide evidence of teacher growth in Q10 ("I have a best friend at work").

G3. 100% of core subject area teachers will track standards and progress monitor through Castle Standards Tracker during FY16 as documented by professional learning community minutes. `1a`

🔑 G065091

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Ambitious Instruction	100.0

Resources Available to Support the Goal `2`

- Online and software resources (Teenbiz, FCAT Explorer, Inside, Castle, Google Classroom, Socrative)

- 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

- Castle is intermittent due to the amount of schools using it this year

Plan to Monitor Progress Toward G3. `8`

The Stakeholders will review data and the process quarterly to ensure standards data is being monitored for progress. Modify instructional strategies if needed.

Person Responsible
Rachel Gould

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
AMO Gains on state assessments, District Checkpoints Algebra EOC, Bi-Weekly Mastery Grade Assessments in each class.

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. The 2016 Florida Assessment 8th grade performance will be equal to or greater than the predicted balance score card. 1

🔍 G072249

G1.B1 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8). 2

🔍 B188386

G1.B1.S1 Develop a team of teachers who are dedicated to collaborating by rearranging and hiring additional science teachers. 4

🔍 S199801

Strategy Rationale

By working together there will be a unified goal towards increasing student progress.

Action Step 1 5

Provide inservice on science standards and pacing and how to spiral in the daily bell ringers.

Person Responsible

Rachel Gould

Schedule

Semiannually, from 8/4/2015 to 12/13/2015

Evidence of Completion

Lesson plans and common assessments turned in to the principal. Teachers will understand spiraling multiple years of of science standards and how to do that along with staying on pace with their curriculum.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Principal will check lesson plans and monitor the PLC for fidelity of standards.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/3/2015 to 6/13/2016

Evidence of Completion

Turn in lesson plans and attend PLC

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Classroom walk throughs to check for fidelity of lesson plans being executed.

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/3/2015 to 6/13/2016

Evidence of Completion

Classroom walk through

G1.B1.S2 Progress monitoring using district checkpoints. 4

🔧 S199803

Strategy Rationale

By monitoring students every two weeks teachers can provide additional support to students who need it.

Action Step 1 5

Teachers will utilize district checkpoints, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/18/2015 to 6/13/2016

Evidence of Completion

Teachers will analyze data in Performance Matters related to the district checkpoint. They will also input student scores on standards based common assessments into Castle for data tracking.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC will meet weekly with the assistant principal to analyze and discuss progress of all students on standards and to assign intervention to students in need.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/18/2015 to 6/13/2016

Evidence of Completion

Standards in data tracking and schedule of students going to science intervention.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Progress towards standard mastery will be analyzed by PLC team.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/18/2015 to 6/13/2016

Evidence of Completion

Grades in Focus and progress on standards in Castle.

G2. Teacher engagement will increase at least .2% in the Q12 area of "I have a best friend at work" (Q10) as measured by the FY16 Gallup Teacher Engagement Survey. `1`

G065892

G2.B1 Teaching in Isolation `2`

B170415

G2.B1.S1 Teachers were assigned classroom placements in proximity to department by buildings. `4`

S181911

Strategy Rationale

Teachers would be close to each other for collaboration and support.

Action Step 1 `5`

During common planning teachers will collaborate on lesson planning.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/12/2015 to 6/10/2016

Evidence of Completion

team lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Lesson plan monitored.

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Teachers will participate in the Gallop Teacher Engagement Survey.

Person Responsible

Rachel Gould

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Evidence will be provided from Gallup.

G2.B2 Large Campus 2

🔑 B170416

G2.B2.S1 In a central location, we created a "PLC Learning Lab" with mobile chairs/desks that can seat up to 60 students, allowing more than one class to learn together in a flexible environment. 4

🔑 S181912

Strategy Rationale

We are hoping to achieve more collaboration between teachers during the school day in a learning environment where they can build trust through co-teaching.

Action Step 1 5

We will create opportunities for team members to work on projects with other team members with whom they have good relationships, both in instruction and in Professional Learning Activities.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/12/2015 to 6/10/2016

Evidence of Completion

Shared best practices as seen in team lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson plan monitoring

Person Responsible

Rachel Gould

Schedule

Quarterly, from 8/17/2015 to 6/17/2016

Evidence of Completion

Lesson plan strategies will show collaborating and co-teaching

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teachers will participate in the Gallup Teacher Engagement Survey to demonstrate a gain in trust.

Person Responsible

Rachel Gould

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

Evidence will be provided by Gallup .

G2.B2.S2 Mariner Middle staff will take part in team building activities throughout the year. `4`

🔑 S182297

Strategy Rationale

By taking part in team building activities, we hope to have staff members make connections with each other in ways that are not only about academics in order to build friendships.

Action Step 1 `5`

Staff members will take part in team building activities.

Person Responsible

Rachel Gould

Schedule

Monthly, from 8/12/2015 to 6/10/2016

Evidence of Completion

Invitations by email

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Gallup Teacher Engagement Survey

> **Person Responsible**
>
> Rachel Gould
>
> **Schedule**
>
> Annually, from 8/24/2015 to 6/10/2016
>
> ***Evidence of Completion***
>
> Gallup Teacher Survey Results

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Participation in team building activities

> **Person Responsible**
>
> Rachel Gould
>
> **Schedule**
>
> Monthly, from 8/12/2015 to 6/10/2016
>
> ***Evidence of Completion***
>
> Participation in team building activities

G2.B3 Misunderstanding of survey questions 2

B170436

G2.B3.S1 In a staff meeting, clarify wording of the survey questions so they are not misinterpreted again. 4

S182299

Strategy Rationale

Last year, teachers answered the question as if it were asking "Do I work with my best friend?" instead of "Do I have someone I trust at work?"

Action Step 1 5

In a staff meeting, administration and TIF teachers will clarify the meaning of the question.

Person Responsible

Rachel Gould

Schedule

On 6/17/2016

Evidence of Completion

Evidence will be provided upon the results of the FY16 Gallup Teacher Engagement Poll.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The score on Q10 will increase on the FY16 Gallup Teacher Engagement Survey.

Person Responsible

Rachel Gould

Schedule

On 6/17/2016

Evidence of Completion

FY16 Gallup Teacher Engagement Survey

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Staff meetings with Question and Answer sessions

Person Responsible

Rachel Gould

Schedule

Monthly, from 8/17/2015 to 6/17/2016

Evidence of Completion

Evidence will be seen on FY16 Gallup Teacher Engagement Survey

G3. 100% of core subject area teachers will track standards and progress monitor through Castle Standards Tracker during FY16 as documented by professional learning community minutes. `1`

🔑 G065091

G3.B1 Student Mobility Rate is 54% `2`

🔑 B167979

G3.B1.S1 Flexible scheduling to allow for intervention/enrichment period. `4`

🔑 S179511

Strategy Rationale

The use of intervention/enrichment will provide students with additional support targeting to their specific needs. It also allows for a mentor to build a relationship with the student.

Action Step 1 `5`

Create master schedule to allow for intervention/enrichment period

Person Responsible

Marla Wunderlich

Schedule

On 6/10/2016

Evidence of Completion

Master schedule

Action Step 2 `5`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Intervention/Enrichment Cycle Schedule on Castle

    Person Responsible

    Alanna McCreary

    Schedule

    Biweekly, from 8/24/2015 to 6/10/2016

    Evidence of Completion

    Teachers will add data to the Castle Standards Tracker every other week

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Cycle Schedule on Castle

    Person Responsible

    Alanna McCreary

    Schedule

    Biweekly, from 8/24/2015 to 6/10/2016

    Evidence of Completion

    Course data loaded into Castle

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G3.B2 Inconsistencies with data collection and common assessments `2`

🔧 B167980

G3.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`

🔧 S179512

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

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Mastery Grade Assignments in Focus; lesson plans in Castle

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Admin and TIF teachers will monitor Focus and Castle Standards Tracker to ensure that teachers are correctly inputting Mastery Grade Assessments to be tracked for data analysis and ensure the correct standards are being used.

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Mastery Grade Assessments will be logged into Focus and Castle Standards Tracker for all teachers and students to be able to monitor.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Admin and TIF teachers will monitor Focus to ensure consistency

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

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

G3.B2.S2 Teachers will utilize Castle Standards Tracker and Focus to track and monitor student progress. 4

🔑 S179513

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 Focus and Castle Standards Tracker. 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 8/24/2015 to 6/10/2016

Evidence of Completion

Data collection through Castle and Focus.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

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

Person Responsible

Rachel Gould

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Teachers grade books in Focus 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 G3.B2.S2 `7`

Teachers will utilize Castle and Focus to track and monitor student progress according to the Castle Standards Tracker.

Person Responsible

Rachel Gould

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

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

G3.B4 Castle is intermittent due to the amount of schools using it this year `2`

🔑 B167983

G3.B4.S1 Due to the fact that Castle is intermittent, we have procedures in place for back-up when it is down. `4`

🔑 S181894

Strategy Rationale

The school still needs to function in a structured manner to ensure safety and learning still take place.

Action Step 1 `5`

The leadership team met to develop alternate ways for students to log in so that Castle would not be overloaded.

Person Responsible

Alanna McCreary

Schedule

Daily, from 9/8/2015 to 6/10/2016

Evidence of Completion

Emails sent to create a schedule for students logging in

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Communication sent for schedule of logging in

Person Responsible

Rachel Gould

Schedule

Daily, from 9/8/2015 to 6/10/2016

Evidence of Completion

Notification if Castle is down.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Castle will run more effectively and users will be able to log in

Person Responsible

Rachel Gould

Schedule

Daily, from 9/8/2015 to 6/10/2016

Evidence of Completion

Castle notifications if Castle is down.

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
G3.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	8/24/2015	Mastery Grade Assignments in Focus; lesson plans in Castle	6/10/2016 biweekly
G3.B2.S2.A1	Teachers will input common assessment scores into both Focus and Castle Standards Tracker. Castle allows students to be scheduled into the correct interventions/enrichment based on their needs from the assessments.	Gould, Rachel	8/24/2015	Data collection through Castle and Focus.	6/10/2016 biweekly
G3.B1.S1.A1	Create master schedule to allow for intervention/enrichment period	Wunderlich, Marla	8/17/2015	Master schedule	6/10/2016 one-time
G3.B4.S1.A1	The leadership team met to develop alternate ways for students to log in so that Castle would not be overloaded.	McCreary, Alanna	9/8/2015	Emails sent to create a schedule for students logging in	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	During common planning teachers will collaborate on lesson planning.	Gould, Rachel	8/12/2015	team lesson plans	6/10/2016 weekly
G2.B2.S1.A1	We will create opportunities for team members to work on projects with other team members with whom they have good relationships, both in instruction and in Professional Learning Activities.	Gould, Rachel	8/12/2015	Shared best practices as seen in team lesson plans	6/10/2016 weekly
G2.B2.S2.A1	Staff members will take part in team building activities.	Gould, Rachel	8/12/2015	Invitations by email	6/10/2016 monthly
G2.B3.S1.A1	In a staff meeting, administration and TIF teachers will clarify the meaning of the question.	Gould, Rachel	8/17/2015	Evidence will be provided upon the results of the FY16 Gallup Teacher Engagement Poll.	6/17/2016 one-time
G1.B1.S1.A1	Provide inservice on science standards and pacing and how to spiral in the daily bell ringers.	Gould, Rachel	8/4/2015	Lesson plans and common assessments turned in to the principal. Teachers will understand spiraling multiple years of of science standards and how to do that along with staying on pace with their curriculum.	12/13/2015 semiannually
G1.B1.S2.A1	Teachers will utilize district checkpoints, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.	Gould, Rachel	8/18/2015	Teachers will analyze data in Performance Matters related to the district checkpoint. They will also input student scores on standards based common assessments into Castle for data tracking.	6/13/2016 biweekly
G3.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Standards data will be entered into Castle Standards tracker to monitor progress of each student.	Gould, Rachel	8/3/2015	Castle Standards Tracker	6/13/2016 biweekly
G1.B1.S1.MA1	Classroom walk throughs to check for fidelity of lesson plans being executed.	Gould, Rachel	8/3/2015	Classroom walk through	6/13/2016 quarterly
G1.B1.S1.MA1	Principal will check lesson plans and monitor the PLC for fidelity of standards.	Gould, Rachel	8/3/2015	Turn in lesson plans and attend PLC	6/13/2016 weekly
G1.B1.S2.MA1	Progress towards standard mastery will be analyzed by PLC team.	Gould, Rachel	8/18/2015	Grades in Focus and progress on standards in Castle.	6/13/2016 biweekly
G1.B1.S2.MA1	PLC will meet weekly with the assistant principal to analyze and discuss progress of all students on standards and to assign intervention to students in need.	Gould, Rachel	8/18/2015	Standards in data tracking and schedule of students going to science intervention.	6/13/2016 weekly
G2.MA1	Teachers will participate in the Gallup Teacher Engagement Survey showing growth in Q10.	Gould, Rachel	8/17/2015	Gallup Teacher Engagement Survey	6/10/2016 annually
G2.MA1	Teachers will participate in the Gallup Teacher Engagement Survey, showing growth in trust and collaboration between colleagues.	Gould, Rachel	8/17/2015	Gallup will provide evidence of teacher growth in Q10 ("I have a best friend at work").	6/10/2016 annually
G2.B1.S1.MA1	Teachers will participate in the Gallop Teacher Engagement Survey.	Gould, Rachel	8/17/2015	Evidence will be provided from Gallup.	6/10/2016 annually
G2.B1.S1.MA1	Lesson plan monitored.	Gould, Rachel	8/17/2015	Lesson Plans	6/10/2016 quarterly
G2.B2.S1.MA1	Teachers will participate in the Gallup Teacher Engagement Survey to demonstrate a gain in trust.	Gould, Rachel	8/17/2015	Evidence will be provided by Gallup .	6/10/2016 annually
G2.B2.S1.MA1	Lesson plan monitoring	Gould, Rachel	8/17/2015	Lesson plan strategies will show collaborating and co-teaching	6/17/2016 quarterly
G2.B3.S1.MA1	Staff meetings with Question and Answer sessions	Gould, Rachel	8/17/2015	Evidence will be seen on FY16 Gallup Teacher Engagement Survey	6/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	The score on Q10 will increase on the FY16 Gallup Teacher Engagement Survey.	Gould, Rachel	8/17/2015	FY16 Gallup Teacher Engagement Survey	6/17/2016 one-time
G2.B2.S2.MA1	Participation in team building activities	Gould, Rachel	8/12/2015	Participation in team building activities	6/10/2016 monthly
G2.B2.S2.MA1	Gallup Teacher Engagement Survey	Gould, Rachel	8/24/2015	Gallup Teacher Survey Results	6/10/2016 annually
G3.MA1	The Stakeholders will review data and the process quarterly to ensure standards data is being monitored for progress. Modify instructional strategies if needed.	Gould, Rachel	8/24/2015	AMO Gains on state assessments, District Checkpoints Algebra EOC, Bi-Weekly Mastery Grade Assessments in each class.	6/10/2016 quarterly
G3.B1.S1.MA1	Cycle Schedule on Castle	McCreary, Alanna	8/24/2015	Course data loaded into Castle	6/10/2016 biweekly
G3.B1.S1.MA3	[no content entered]			one-time	
G3.B1.S1.MA1	Intervention/Enrichment Cycle Schedule on Castle	McCreary, Alanna	8/24/2015	Teachers will add data to the Castle Standards Tracker every other week	6/10/2016 biweekly
G3.B2.S1.MA1	Admin and TIF teachers will monitor Focus to ensure consistency	Gould, Rachel	8/24/2015	Admin and TIF teachers will check Focus to see the naming of assessments.	6/10/2016 biweekly
G3.B2.S1.MA1	Admin and TIF teachers will monitor Focus and Castle Standards Tracker to ensure that teachers are correctly inputting Mastery Grade Assessments to be tracked for data analysis and ensure the correct standards are being used.	Gould, Rachel	8/24/2015	Mastery Grade Assessments will be logged into Focus and Castle Standards Tracker for all teachers and students to be able to monitor.	6/10/2016 biweekly
G3.B4.S1.MA1	Castle will run more effectively and users will be able to log in	Gould, Rachel	9/8/2015	Castle notifications if Castle is down.	6/10/2016 daily
G3.B4.S1.MA1	Communication sent for schedule of logging in	Gould, Rachel	9/8/2015	Notification if Castle is down.	6/10/2016 daily
G3.B2.S2.MA1	Teachers will utilize Castle and Focus to track and monitor student progress according to the Castle Standards Tracker.	Gould, Rachel	8/24/2015	Teachers will input common assessment grades into Focus and transfer data to Castle Standards Tracker to be able to assign the correct intervention/enrichment based on needs.	6/10/2016 weekly
G3.B2.S2.MA1	Teachers will use PLC time to discuss data from standards and place students into the correct intervention/enrichment based on the correct standards.	Gould, Rachel	8/24/2015	Teachers grade books in Focus 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.	6/10/2016 biweekly

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. The 2016 Florida Assessment 8th grade performance will be equal to or greater than the predicted balance score card.

G1.B1 8th grade Science FCAT is based on 3 years of knowledge (grades 6-8).

G1.B1.S1 Develop a team of teachers who are dedicated to collaborating by rearranging and hiring additional science teachers.

PD Opportunity 1

Provide inservice on science standards and pacing and how to spiral in the daily bell ringers.

Facilitator

District specialist

Participants

8th grade teachers

Schedule

Semiannually, from 8/4/2015 to 12/13/2015

G1.B1.S2 Progress monitoring using district checkpoints.

PD Opportunity 1

Teachers will utilize district checkpoints, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.

Facilitator

TIF Teachers

Participants

All staff

Schedule

Biweekly, from 8/18/2015 to 6/13/2016

G3. 100% of core subject area teachers will track standards and progress monitor through Castle Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B2 Inconsistencies with data collection and common assessments

G3.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

Biweekly, from 8/24/2015 to 6/10/2016

G3.B4 Castle is intermittent due to the amount of schools using it this year

G3.B4.S1 Due to the fact that Castle is intermittent, we have procedures in place for back-up when it is down.

PD Opportunity 1

The leadership team met to develop alternate ways for students to log in so that Castle would not be overloaded.

Facilitator

TIF Teachers

Participants

All Teachers

Schedule

Daily, from 9/8/2015 to 6/10/2016

Technical Assistance Items

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

G3. 100% of core subject area teachers will track standards and progress monitor through Castle Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B2 Inconsistencies with data collection and common assessments

G3.B2.S2 Teachers will utilize Castle Standards Tracker and Focus to track and monitor student progress.

PD Opportunity 1

Teachers will input common assessment scores into both Focus and Castle Standards Tracker. 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 8/24/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide inservice on science standards and pacing and how to spiral in the daily bell ringers.	$0.00
2	G1.B1.S2.A1	Teachers will utilize district checkpoints, PLC created standards based common assessments, and daily bell ringers to track progress towards goal. Students have the opportunity to retake assessments until they demonstrate mastery.	$0.00
3	G2.B1.S1.A1	During common planning teachers will collaborate on lesson planning.	$0.00
4	G2.B2.S1.A1	We will create opportunities for team members to work on projects with other team members with whom they have good relationships, both in instruction and in Professional Learning Activities.	$0.00
5	G2.B2.S2.A1	Staff members will take part in team building activities.	$10,000.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0722 - Mariner Middle School			$10,000.00
6	G2.B3.S1.A1	In a staff meeting, administration and TIF teachers will clarify the meaning of the question.				$0.00
7	G3.B1.S1.A1	Create master schedule to allow for intervention/enrichment period				$0.00
8	G3.B1.S1.A2					$0.00
9	G3.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.				$0.00
10	G3.B2.S2.A1	Teachers will input common assessment scores into both Focus and Castle Standards Tracker. Castle allows students to be scheduled into the correct interventions/enrichment based on their needs from the assessments.				$0.00
11	G3.B4.S1.A1	The leadership team met to develop alternate ways for students to log in so that Castle would not be overloaded.				$0.00
					Total:	$10,000.00