

Marco Island Academy

2255 SAN MARCO RD, Marco Island, FL 34145

www.marcoislandacademy.org

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

0%

Alternative/ESE Center

No

Charter School

Yes

Minority

27%

School Grades History

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

School Board Approval

This plan is pending approval by the Collier 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

The mission of Marco Island Academy is to provide a student-centered, well-rounded, interdisciplinary education. Students will engage in critical thinking while focusing on math, science, technology, environmental and global studies. The Academy will uphold the highest standards of academic excellence, integrity, respect, and social responsibility, while guiding students to achieve post-secondary success.

Provide the school's vision statement

The vision of Marco Island Academy is to form an integral partnership among students, teachers, parents, and the community. Together, we will create a culture of high expectation, collaboration, and service that will prepare students to succeed in an increasingly complex global society.

School Environment

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

At Marco Island Academy (MIA) we pride ourselves on building a family-oriented atmosphere in which all students are loved and supported as individuals. There are a number of avenues through which we learn about the students' cultures and build these strong, close relationships:

- Entrance Interviews: Upon submission of an Enrollment Packet, an Entrance Interview with the Principal and Leadership Team is scheduled with each student and his/her family. At this time, the Team gets to know the student; the student's schedule and course selections are discussed; and all student and family questions about the school are answered.
- Manta Mentoring: New this year, students are mentored daily, in small, multi-aged groups (averaging 13 students per group), by assigned faculty and staff members. Daily activities are structured based on student needs; providing additional, individualized support. Weekly activities include teambuilding workshops, test preparation (PSAT, ACT, SAT, EOC), college and career readiness work, and peer tutoring.
- Teacher and staff sponsored clubs and athletic teams 80% of the Marco Island Academy staff sponsors an extracurricular club or coaches an athletic team. Additionally, 100% of the Marco Island Academy faculty and staff attends school athletic competitions, art exhibits, drama productions, and other events.
- Shadow experiences: Since MIA is a choice school, we want to ensure that all students truly feel that it is the right fit for them. Therefore, we allow students who are not enrolled at our school to shadow one of our students to experience an authentic day at MIA.
- Staff responsibilities: All faculty and staff are assigned bus duty (both morning and afternoon) and lunch duty which allows them the opportunity to greet students in the morning; touch base with them in the middle of the day; and wish them well at the end of the day. Not only does this contribute to the sense of community on our campus but it also allows the faculty and staff the opportunity to gauge how the students are doing both physically and emotionally.
- Commendation cards: We feel that it is important for us to acknowledge students who demonstrate qualities of strong character, positive moral standing, and unwarranted acts of kindness. All staff members have the opportunity to recognize these students by completing a commendation card. At the end of each month, the Leadership Team visits various classrooms to present the students with a small gift and their commendation cards.

- Birthday celebrations: At the end of each month, the Leadership Team visits various classrooms to celebrate the students who celebrated a birthday the previous month, presenting them with a cupcake.
- Spirit Weeks and Competitions: Throughout the school year, the faculty, staff, and students participate in themed spirit weeks and competitions. Unique to our campus, the Leadership Team and staff oftentimes spearhead these spirit weeks and competitions which add to the fun and excitement of these activities.

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

At Marco Island Academy (MIA) we pride ourselves on providing a secure atmosphere in which all students feel safe and respected in the following ways:

- Dean Students: This year we created the Dean of Students position to ensure the adherence to the MIA Master Discipline Policy and the Collier County Public Schools (CCPS) Student Code of Conduct and the equitable response to student violations of these policies. Our Dean of Students focuses on taking a proactive approach to the maintenance of good behavioral standing and moral conduct.
- Master Discipline Policy and Staff/Student/Parent-Guardian Signature Sheet: Each school year, the Leadership Team reviews, revises, and updates the Master Discipline Policy and Dress Code. These policies are reviewed, in full, with the students during their mentoring period. Signature sheets are collected for all students, parents/guardians, and staff indicating their understanding of and their commitment to the adherence of these policies.
- Parking Policy and Procedures: This year, the Leadership Team established student parking policies and procedures to ensure security and equity with regard to student parking privileges.
- Safetech: All classrooms are equipped with security cameras which are monitored on flatscreen televisions in the main office. At the close of business each day, the security alarm is set; each employee created a unique alarm code which can be used to arm or disarm the security system. All teachers have been assigned a panic button which can be used to initiate the 9-1-1 process in the event of an emergency by the press of a button.
- Updated Emergency Procedures: All Emergency Procedures have been reviewed, revised, and updated to ensure the security of all students and staff in the event of an emergency. These procedures are reviewed in full at staff meetings in preparation of pre-scheduled drills. All mandated emergency drills are completed according to schedule.
- Staff Responsibilities: All faculty and staff are assigned bus duty (both morning and afternoon) and lunch duty which allows them the opportunity to greet students in the morning; touch base with them in the middle of the day; and wish them well at the end of the day. Not only does this contribute to the sense of community on our campus but it also allows the faculty and staff the opportunity to gauge how the students are doing both physically and emotionally and to provide constant supervision outside of the classroom.
- First Aid and CPR Training: All faculty and staff are First Aid and CPR certified. This certification process is newly mandated and incorporated in our Teacher In-Service Week prior to the start of school.
- School Nurse: We employ a certified, Naples Community Hospital Registered Nurse who reviews all Emergency Care Cards, creates individualized medical health plans, completes necessary trainings with the staff, and ensures our school is in compliance with all necessary health-related regulations.
- Community Relations: It is critical to our students' safety that our school fosters positive working relationships with the Marco Island Police Department, the School Resource Officer, and the Marco Island Fire Department (MIFD). The Marco Island Police Department (MIPD) hires a School Resource Officer who is responsible to service the Marco Island schools. MIPD officers are contracted to work our home football games and other large school events. The MIFD trains the MIA staff in first aid and CPR and is present at home sporting events to ensure prompt medical attention to athletes when necessary.
- Extracurricular, after school opportunities for all students: Since it is critically important that all of our

students have an opportunity to explore and showcase their talents and interests, we provide a number of extracurricular opportunities.

- Individualized remediation and additional help before, during, and after school: All teachers make themselves available to provide individualized remediation and additional help before, during, and after school for all students.
- Manta Mentoring: New this year, students are mentored daily, in small, multi-aged groups (averaging 13 students per group), by assigned faculty and staff members. Daily activities are structured based on student needs; providing additional, individualized support. Weekly activities include teambuilding workshops, test preparation (PSAT, ACT, SAT, EOC), college and career readiness work, and peer tutoring. This program ensures that no student is ever left behind or excluded.

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

There are a number of established protocols which minimize distractions and keep students engaged during instructional time:

- MIA Master Discipline Policy and Procedures
- Dress code specific to our campus
- CCPS Student Code of Conduct
- MIA Parking Policy and Procedures
- MIA course syllabi and expectations for academic core and elective classes
- Leadership Team oversight of all protocol
- Collaboration with Student Resource Officer and MIPD
- Resolve Counseling Parent/Guardian Workshops and Staff Trainings
- Back-to-School Week Teacher Inservice to ensure congruence and equity
- Mandated Bathroom Sign-In/Sign-Out
- Mandatory Hall Passes

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

In addition to all of the information provided in Section A of the School Environment, there are a number of established protocols which ensure that every student's social-emotional needs are met:

- Resolve Counseling Parent/Guardian Workshops and Staff Trainings
- Manta Mentoring
- Individualized and small group counseling with students
- Proactive, individualized interventions for students' academic, social, and emotional needs
- Daily and consistent ESE services
- The ESE teacher addresses the needs of all students with disabilities, all students with 504 plans, and all ELL students.
- MIA designed and sponsored Free and Reduced Lunch Program
- Array of extracurricular opportunities for all students, including support and representation by the Student Leadership Team.
- Attempt to match students with internships and other opportunities based on their specific, individual goals

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:

- Daily attendance check by Administration for both absences and tardies for every class period
- 5 absences = phone call home and warning letter
- Warning letter follows for each additional absence
- 7 absences = phone call home, warning letter, and conference including attendance contract
- Tardies and absences monitored in alignment with parking policy, if appropriate

Suspensions:

- Maintain discipline files for every student
- Information updated in TERMS
- ISS and OSS issued in accordance to Master Discipline Policy
- ISS = parent contact and letter
- OSS = parent contact, letter, and conference prior to returning to school

Course Failure in English Language Arts or Mathematics:

The following measures are taken for students who are receiving a failing grade in ANY course:

- Parent/Guardian Contact
- Parent/Guardian - Teacher - Student Conference
- Mandated remediation
- Additional supports provided before school, after school, and during lunch/mentoring
- Use data from ESE progress reports/ENRICH probe data as part of Early Warning System for ESE students
- Academic Data Systems: interim reports, weekly grade monitoring by Leadership Team, pre- and post- assessments in every course

Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics:

- Parent/Guardian Contact
- Parent/Guardian - Teacher - Student Conference
- Individualized remediation and action plans
- When appropriate, enrollment in intensive reading and/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
	9	10	11	12	
Attendance below 90 percent	3	1	2	3	9
One or more suspensions	4	10	3	1	18
Course failure in ELA or Math	0	0	1	0	1
Level 1 on statewide assessment	5	4	1	1	11

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	2	2	2	6

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

Attendance:

- Daily attendance check by Administration for both absences and tardies for every class period
- 5 absences = phone call home and warning letter
- Warning letter follows for each additional absence
- 7 absences = phone call home, warning letter, and conference including attendance contract
- Tardies and absences monitored in alignment with parking policy, if appropriate

Suspensions:

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Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics:

- Parent/Guardian Contact
- Parent/Guardian - Teacher - Student Conference
- Individualized remediation and action plans
- When appropriate, enrollment in intensive reading and/or mathematics

Individualized action plans combining various interventions were created to aid students who exhibited two or more early warning indicators.

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

It is vital that our school continues to build 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:

- The MIA Mission and Vision are posted in the classrooms, included at the bottom of all emailed correspondence, shared and discussed with parents/guardians at all individualized meetings with the Parent Volunteer Coordinator, and displayed on our school's website.
- Rays Roundup - An event held two weeks before the start of the new school year where students and parents can submit necessary paperwork, learn about volunteer opportunities, talk with the

Leadership Team, get questions answered, and pick up full year course schedules.

- New Student Orientation
- Back to School Night Open Houses at the beginning of each semester
- Weekly All Calls
- Weekly Manta Monday Newsletters
- Monthly Parent Coffees
- Monthly Board Meetings
- eSembler Gradebook
- Edmodo
- Constant contact and communication between school faculty, staff, students, and parents/guardians
- Mandated volunteer hours for both students and parents

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

Since we do not receive the same funding as traditional public schools we rely heavily on community support. Therefore, we are able to build strong community partnerships and sponsorships as exemplified through this sample set of community relationships:

- Community Fundraising Events (i.e. Bill Rose Sporting Clay Shootout)
- Marriott Hospitality Program
- City Parks and Recreation Department - utilization of community parks for athletic events in exchange for student community service volunteer hours and support
- Touchdown Club
- Rotary and Interact Clubs
- Kiwanis and Key Clubs
- Marco Island Shakespeare Festival and the Marco Players
- Art League
- Tech Tutoring
- Marco Island Historical Society
- Voter's Challenge
- MIPD and MIFD
- Educational partnership with the City of Marco Island
- Partnership with Marco Island Charter Middle School
- Silver Team for the Marco Island Relay for Life

In addition, we hired a Director of Development, a newly created position on staff, to help strengthen and expand our community relationships and involvement.

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
Scott, Melissa	Principal
Prange, Amber	Assistant Principal
Monnot, Kelly	Dean

Duties

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

The Principal of Marco Island Academy (“MIA”) serves as the educational leader and chief executive of the school, and, as such, is responsible for upholding the mission and vision of the school. The principal promotes a safe and positive learning environment where students and staff can prosper and thrive. The Principal serves as a role model for students, teachers and staff by consistently demonstrating MIA's core values of responsibility, accountability, respect, self-discipline, compassion, ethical behavior and personal integrity.

Responsibilities include:

- Knowledge of Florida state education laws and regulations.
- Experience in financial budgeting and execution to achieve MIA's financial, academic and operational goals.
- Demonstrated experience in implementing school improvement plans and accreditation standards.
- Demonstrated experience in developing positive community relationships.
- Demonstrated success in fundraising events and activities.
- Team building - organizational leadership and development
- Strong interpersonal skills and the ability to communicate effectively (both orally and in writing) with students, parents, teachers and the community.
- Instructional leadership
- Financial literacy
- Experience in developing/implementing effective school improvement plans.
- Conflict resolution skills to deal with parents, students, teachers and staff.
- Data analysis and data-driven decision making
- Problem solving
- Strategic planning experience

ESSENTIAL JOB RESPONSIBILITIES

- Supervise staff to observe instructional practices of MIA, including coaching and mentoring of teachers directly and professional development plans.
- Monitor student progress in areas of academic development and achievement - take action as required.
- Maintain a safe and secure learning environment for all students.
- Administer class scheduling, enrollment, curriculum offerings and student counseling
- Develop collaborative relationships with parents, community leaders, and administrators from other public charter high schools in Florida.
- Develop and maintain a good working relationship with Marco Island Charter Middle School administration and staff.
- Recruit, train and evaluate teachers and staff.
- Ensure that the teachers and staff comply with legal and regulatory requirements of the State of Florida, Collier County School District.
- Ensure that all staff members and school are in compliance with the MIA Charter contract, School Improvement Plan, Accreditation standards, and MIA Board policies.
- Prepare the annual financial budget and consistently follow the final board approved annual budget.
- Oversee all internal financial controls including accounting practices, auditing procedures, and an annual inventory assessment.
- Serve as MIA's liaison to the Board and the District
- Attend and present pertinent information to Board at MIA Board Meetings as requested.
- Document all personnel actions, student disciplinary actions and maintain current and accurate records.
- Plan and schedule personal work hours and that of others to ensure an efficient and effective operation of MIA.
- Implement the integration of technology in the classroom.
- Assure that mentoring, remediation and tutorial assistance is available to students as needed.
- Effectively implement and administer MIA's student discipline policy

- Use a variety of benchmarks, learning expectations and feedback measures to ensure all participants in the educational process assume responsibility and accountability for student learning and achievement.
- Provide frequent feedback, coaching and mentoring to all teachers and staff and personally seek and utilize feedback on own performance from the Chair of Board.
- Willingness to actively support and oversee the planning and promotion of the student extracurricular activities and athletics.
- The Principal sets the "tone at the top" for the entire organization and serves as a role model for the rest of the school.

The Assistant Principal assists the Principal in the development of a safe and positive learning environment at Marco Island Academy where students and staff can prosper and thrive. The Assistant Principal serves as a role model for students, teachers, and staff by consistently demonstrating MIA's core values of responsibility, accountability, respect, self-discipline, compassion, ethical behavior, and personal integrity. The Assistant Principal contributes to the cultivation of a participatory, team-oriented culture that is achievement-focused and outcomes-driven by providing leadership to ensure the achievement of student learning goals, business management, school development, parental involvement, a spirit of customer service and community support.

- Knowledge of Florida state education laws and regulations.
- Knowledge of SAC accreditation standards.
- Experience in financial budgeting and execution to achieve MIA's financial, academic and operational goals.
- Demonstrates competence as a project manager capable of delivering desired results on time and within budget.
- Demonstrates experience in developing positive community relationships.
- Strong interpersonal skills capable of fostering teamwork both as a leader and as part of the team.
- Excellent verbal and written communication skills.
- Computer literate with sound understanding of technology.
- Strong work ethic
- Trustworthy

ESSENTIAL JOB RESPONSIBILITIES

The following list is not intended to be comprehensive. The Assistant Principal may be assigned other responsibilities and duties by the Principal.

- Pursue the Vision and execute the Mission of Marco Island Academy.
- Supervise teachers assigned by the Principal and provide those teachers with coaching and mentoring, including daily classroom preparation and delivery.
- Collect and maintain all data relevant to the performance of the teachers supervised including their personal attendance, grade books, lesson plans along with their student attendance and test scores.
- Monitor student progress in areas of academic development and achievement toward graduation requirements – intervene as necessary.
- Teach one class per semester.
- Assist in developing and administering class schedule, facilitating new enrollment, creating curriculum offerings and engaging in student counseling.
- Drive and support the implementation of the AICE curriculum to ensure achievement of MIA's Vision & Mission and guiding principles of establishing an achievement-focused school culture among teachers, staff, and students.
- In the absence of the Principal, the Assistant Principal will serve as the Acting Principal.
- Assure that mentoring, remediation, and tutorial assistance are available to students as needed.
- In collaboration with the Dean of Students, ensure that MIA's discipline policy is effectively implemented and administered.
- Provide frequent feedback, coaching, and mentoring to all teachers and staff.
- Personally seek and utilize feedback on own performance from the Principal.
- Demonstrates a willingness to actively support and oversee the planning and promotion of the

student extracurricular activities and athletics.

- Pursue self-directed additional education, learning and training opportunities.
- Analyze problems, collect data, establish facts and draw valid conclusions.
- Arrange and organize community outreach and/or field experiences.
- Develop and plan the Manta Ray Mentoring program.
- Serve as a member of MIA's yearly Graduation committee.
- Act as the liaison between MIA and Dynamic Network Solutions.
- Implement and oversee MIA's College Readiness Futures Focus program.

The Dean of Students is an integral member of the Marco Island Academy leadership team and supports the establishment of student discipline protocols to maintain a safe and civil environment focused on college preparation, student athletic programs, and a spirit of fellowship among teachers, staff, students and parents. The Dean is responsible for ensuring that the student attendance and punctuality policies are adhered to appropriately and documented in a student database. As Assistant Athletic Director, assist the Athletic Director in the direction and operation of the student athletic programs offered.

- Trustworthy
- Strong work ethic
- Superior interpersonal and communication skills
- Possesses excellent judgment, capable of making critical decisions quickly and accurately
- Capable of leadership in difficult situations necessitating a controlled, strong and professional demeanor while upholding the standards and expectations of Marco Island Academy.
- Excellent time management skills capable of dealing with multiple issues simultaneously.

Dean of Student Responsibilities

- Must develop exemplary rapport with students, colleagues, families and the community.
- Must provide in-classroom observations to assess each teacher's classroom management skills and be capable of coaching him/her to improve the learning environment.
- Must have a natural ability to calm teenagers in moments of stress, ability to command respect, and ability to take control of a discipline situation.
- Provide timely, relevant, and regular feedback on observed instructional practices in need of improvement, student absenteeism, punctuality, identifying students with a propensity for acts of aggression or violence and interactions with parents regarding student behavioral problems.
- Provide a comprehensive assessment of the school's security and safety environment, develop and implement necessary procedures and practices, and conduct training and drills as necessary.

Become trained in our security system.

- Plans and supervises fire drills, tornado drills and an emergency preparedness program for severe storms and flooding.
- Develop a working relationship with the local police force.
- College Readiness Futures Focus program
- Random Drug Testing
- Assign discipline for students.
- Act as a mentor to staff members.
- Communicates effectively with the entire MIA community by updating the website, Master Calendar and weekly Manta Newsletters.
- Supervise the in-school suspension program.
- Plan and implement preventive disciplinary measures using MIA's Discipline Policy.
- Identify community outreach agencies to help provide families with services for dealing with drug/alcohol dependency, anger management, and/or sexual harassment.
- Lead the school-based Emergency team by becoming trained in CPR and basic First Aid and obtaining such training for other members of the staff and faculty.
- Responsible for supervising all major student events and programs, along with managing crowd control and spectator behavior.
- Routinely inspects school facilities - classrooms, hallways, restrooms and surrounding grounds - to maintain a clean and professional appearance at all times.

- Responsible for developing and implementing a co-curricular policy for club and athletic student participants that aligns with CCPS' Code of Conduct.
- Work with our parent volunteers and school staff to reorganize and structure MIA's lunch program and process.

Assistant Athletic Director Responsibilities

- Must develop exemplary rapport with students, colleagues, families and the community.
- Random Drug Testing
- Develop an Athletics/Activities Co-curricular Policy.
- Oversee the overall athletic portion of MIA's website.
- Create a coach's handbook which includes a list of specific responsibilities and requirements (re: equipment, rosters, paperwork, etc.)
- Prepare an individualized athletic budget per sport, oversee equipment inventories, and assist the Director of Development and Parent Boosters group in athletic program fundraising programs.
- In conjunction with MIA's Master Calendar, prepare a Master Sports Calendar; coordinate gym, building and athletic field use.
- Work with coaching staff and transportation supervisor to schedule and/or coordinate all athletic departure times and provide bus supervision with trip sheets.
- Work with the Athletic Director and head coached to seek and recommend suitable competition for all non-conference events/games.
- Lead the school-based Emergency team by becoming trained in CPR and basic First Aid and obtaining such training for coaches and athletic staff.
- Responsible for supervising all home athletic contests, along with managing crowd control and spectator behavior.
- Attend FHSA events, sponsored clinics, and mandatory hearings.
- Implement and oversee monthly performance reviews for in-season athletes and streamline the process for updating athletes' GPA's.
- Develop, institute, and oversee an athlete attendance policy for both practices and competitions.
- Manage the CLC program (FHSA component) regarding rosters, schedules, new athlete input, student eligibility, academic contracts, and score updates.
- Participate in the interviewing and hiring process for new coaches.
- Collect and maintain properly completed paperwork.

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 Leadership Team meets to determine the needs and wants of the school and students.

The Principal meets with the Comptroller and the Chair of the Board of Directors to create a proposed budget to present to the Board of Directors for approval.

The approved budget is then managed and supervised by the Principal.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Prange, Amber	Assistant Principal
Castillo, Sandra	Teacher, K-12
Creech, Hal	Teacher, K-12
Galiana, Lori	Teacher, K-12
Kellener, Farrell	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Now that we have an endorsed Reading teacher in place, one of our primary SIP goals is to promote literacy across all content areas. To begin, we are actively working to find meaningful professional development for our staff in order to move forward with this goal.

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

Considering our small, close-knit, family-like school community, strong, collaborative working relationships develop naturally. Some of the ways in which we support and encourage these kind of relationships include:

- Bi-monthly, pre-scheduled staff meetings
- In-House professional development
- Department meetings
- Leadership Team meetings
- Open-door policy with Leadership Team
- Staff lunches and dinners
- Staff birthdays are individually recognized and celebrated
- Team-building activities (i.e. Discovering Your Way: Coaching with Horses)
- Interdisciplinary and co-curricular units
- Instructional collaboration with our students with disabilities and gifted coordinators
- Sharing of best practices

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

The recruitment strategies implemented at Marco Island Academy (MIA) include but are not limited to the following:

1. Use of Teachers-Teachers, a free, online service designed to help schools find skilled educators for teaching, administrative, and other related service positions.
2. Both National Advisory Board and School Governing Board members participate in the recruitment of highly effective teachers and administrators by taking advantage of their contacts and expertise in the field of education across the country. This network provides the opportunity for MIA to hire a faculty rich in depth and diversity.
3. FHSAA Job Board is another resource we use when searching for highly-qualified teachers and athletic coaches.
4. The use of online forums allows MIA to expand its outreach by enhancing the efficiency and timeliness of the recruitment and hiring processes.

The strategies implemented to retain highly qualified teachers at MIA include, but are not limited to, the following:

1. Support

- Professional Development at the county, state, and national levels
- Turn-Key/In-House Training
- Department meetings
- Bi-monthly staff meetings that include data analysis and discussion
- Reinforcement of best practices through Department meetings, staff meetings, and daily/weekly classroom observations and informal feedback by the Leadership Team
- Education on and frequent reinforcement of the Florida Consortium of Public Charter Schools Teacher Evaluation Model
- New Teacher Orientation program provided by the District

2. Positive School Culture

- Parent Volunteer Group that provides teacher and school support
- Staff Spirit and Teambuilding: Rowdy Rays Fridays (staff wears schools shirts and colors), staff dinners, staff lunches, staff attends school athletic competitions and extracurricular events together with their families, staff appreciation gifts, staff birthday celebrations, tokens and acknowledgements of staff accomplishments and achievements by the Leadership Team
- Open-forum discussion at staff meetings: teachers are encouraged to voice concerns, discuss policy, troubleshoot challenges, and acknowledge peer success and appreciation
- Administration's Open-Door Policy
- Stakeholder support (i.e. National and School Board Member mentoring, community involvement in school needs and improvement projects)

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

Mentoring at Marco Island Academy occurs at many levels:

Department Professional Learning Communities offer an opportunity for teachers to collaborate and learn from one another across grade level concerning curriculum and assessment.

Paired teacher/staff mentoring provides guidance and support with regard to classroom management, school-specific policy and procedures, and community involvement. The pairings listed below allow for experts in each concentration to work with new teachers or staff members at MIA. Mentoring activities include, but are not limited to, curriculum discussions, review of lesson plans, exchange of classroom ideas, classroom management discussions, assistance with learning and implementing MIA-specific policies and procedures, and integration of District policies and/or pacing guides, all in an effort to support our school's mission and vision.

Pairings include:

- Mentor: Chris Liebhart; Mentee: Greg Fowler
- Mentor: Kirby Rients; Mentee: Bridget Creech
- Mentor: Melissa Scott; Mentee: David Horn
- Mentor: Joanie Schumacher; Mentee: Leana Stone
- Mentor: Jane Watt; Mentee: Tina Nash

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

All academic core and elective courses are listed in the Florida Department of Education Course Catalogue. Each teacher refers to CPALMS for the most current listing of Florida state instructional standards; to the CCPS department websites and contacts for updated pacing guides and curriculum

maps; to any state End-Of-Course Assessment required content-area knowledge and skills; and to any other available resources when creating each course's curriculum and syllabus in order to ensure standards alignment.

Teachers are given the autonomy to design their course curriculum and to choose their resources with the understanding that it is their professional responsibility to provide standards-based instruction which will promote success on state and national assessments as well as college and career readiness.

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

MIA uses information from the following sources to drive data dialogues in order to provide differentiated instruction:

- Data Warehouse
- Cambridge International Examinations Score Reports
- Classroom and teacher observations
- IEPs, EPs, and 504 Plans
- Examination Score Reports (FCAT, EOC, PERT, PSAT, SAT, ACT)
- eSembler Gradebook

This summer, as we prepared the student schedules for the 2014-2015 school year we frequently referenced the EOC, FCAT, and PERT score reports. When appropriate, we scheduled students in remedial course offerings to support their efforts on these standardized tests.

In addition, we carefully and individually scheduled each student in a mentor group which we felt would provide them with the necessary instructional and social-emotional support.

We created individual remediation plans for each student who had difficulty attaining the proficient or advanced level on state assessments. In doing so, we reviewed not only the student's score, but we considered their learning gains, previous efforts for remediation, the number of times the student had tested, and their individual personalities and learning styles.

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: Before School Program

Minutes added to school year: 11,760

Teachers offer to meet with students as early as an hour and a half prior to the start of school (7:00 a.m.) in order to provide academic enrichment or remediation.

Strategy Rationale

This allows for one-on-one or small group interaction focused on a particular topic or subject from which students would benefit from additional instructional time with the teacher.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Melissa, missscottmia@gmail.com

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

- Sign-In sheets
- Grade/progress monitoring

Strategy: Summer Program

Minutes added to school year:

Future-Focused Portfolio

Strategy Rationale

The activities required for the students' future-focused portfolios are designed to focus and prepare students with regard to their post-secondary futures.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Melissa, missscottmia@gmail.com

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

The future-focused portfolios are collected during the Manta Mentoring period and then worked on at least once a week during mentoring throughout the year.

Strategy: After School Program

Minutes added to school year: 11,760

Teachers offer to meet with students as much as an hour and a half after the end of school (5:00 p.m.) in order to provide academic enrichment or remediation.

Strategy Rationale

This allows for one-on-one or small group interaction focused on a particular topic or subject from which students would benefit from additional instructional time with the teacher.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Melissa, missscottmia@gmail.com

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

- Sign-In sheets
- Grade/progress monitoring

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

The strategies the school employs to support incoming and outgoing student cohorts in transition from one school level to another include, but are not limited to, the following:

- Manta Mentoring
- New Student Orientation
- Entrance Interview
- Sequencing and vertical articulation
- Pre-Scheduling Conference
- Scheduling Conference
- Futures Portfolios
- Data Analysis of test scores and grades to determine transition and college and career readiness
- Individualized action plans
- College rep visits
- College worksheets
- Career and post-secondary interest inventories
- College Board profiles
- Small group guidance workshops
- Financial Aid night
- Cambridge International Examinations Advance International Certificate of Education informational presentations
- Dual Enrollment opportunities through local and virtual schools (i.e. FGCU, Florida Southwestern State College, Florida Virtual School)
- Online evaluation tool to evaluate progress in meeting Florida Bright Future Scholarship eligibility

- Online evaluation tool to evaluate progress in meeting the State of Florida's University System admission requirements

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

The strategies the school uses to advance college and career awareness include, but are not limited to, the following:

- Futures Portfolio
- Study Abroad opportunities
- College Rep Visits
- Job Shadowing
- Internships
- College Fair
- College Informational Nights
- Financial Aid Support
- Scholarship Opportunities
- Business Department (Marriott, Entrepreneurship)
- STEM Masters
- Ambassadors of the Environment Ocean Futures Camp
- Career and post-secondary Interest inventories
- College Board profiles
- Small group guidance workshops
- Financial Aid night
- Cambridge International Examinations Advance International Certificate of Education informational presentations
- Dual Enrollment opportunities through local and virtual schools (i.e. FGCU, Florida Southwestern State College, Florida Virtual School)
- Online evaluation tool for Florida Bright Future Scholarship eligibility
- Online evaluation tool to evaluate progress in meeting Florida Bright Future Scholarship eligibility
- Online evaluation tool to evaluate progress in meeting the State of Florida's University System admission requirements

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

n/a

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

n/a

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

n/a

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.** If we provide intensive, comprehensive, and authentic professional development centering on literacy strategies across all content areas, then all teachers will effectively implement these skills in each of their classes.

- G2.** If we restructure the approach in working with our students with disabilities, then they will make learning gains on English Language Arts and math state assessments.

- G3.** If we enhance our school's preparation and support of all students' college and career readiness, then student acceptance into post-secondary programs will increase.

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. If we provide intensive, comprehensive, and authentic professional development centering on literacy strategies across all content areas, then all teachers will effectively implement these skills in each of their classes. 1a

G047681

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
Level 1 - Grade 10	75.0

Resources Available to Support the Goal 2

- CAR-PD certified teachers
- Reading endorsed teacher, Bridget Creech

Targeted Barriers to Achieving the Goal 3

- Lack of resources to support the effective implementation of literacy strategies across all content-areas

Plan to Monitor Progress Toward G1. 8

Effective utilization of resources and implementation of professional development strategies and techniques within the classrooms across all content-areas.

Person Responsible

Melissa Scott

Schedule

Monthly, from 1/7/2015 to 6/4/2015

Evidence of Completion

lesson plans, classroom observations, student grades and test scores

G2. If we restructure the approach in working with our students with disabilities, then they will make learning gains on English Language Arts and math state assessments. 1a

G047614

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	
AMO Reading - SWD	

Resources Available to Support the Goal 2

- New ESE teacher, Leana Stone
- Individual remediation
- Intensive Reading with new, endorsed reading teacher, Bridget Creech
- Intensive Math with new math teacher, Greg Fowler
- Meaningful data analysis by Leadership Team

Targeted Barriers to Achieving the Goal 3

- Newly hired ESE teacher with overwhelming responsibilities including State ESE audit, need for revised accommodations, coordination and collaboration with classroom teachers, and adjustment to new school site.

Plan to Monitor Progress Toward G2. 8

Evaluation and monitoring of the grades on classroom assessments, the course grades, and the ELA and math state assessment results for our students with disabilities.

Person Responsible

Farrell Kellener

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

parent-student conferences, bi-weekly grade reports, implementation of individualized action plans, lesson plans with documented accommodations, evidence that lesson plans have been implemented with fidelity

G3. If we enhance our school's preparation and support of all students' college and career readiness, then student acceptance into post-secondary programs will increase. 1a

G047612

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
College Readiness Reading	65.0
Postsecondary Enrollments	80.0
Advanced coursework completion - H.S.	50.0

Resources Available to Support the Goal 2

- Free online student practice tests provided by the various testing companies
- Free online test prep workshops
- Staff purchased resources
- Free smart phone test prep apps (i.e. Play 2 Prep)
- Using fundraised monies to register all 9th, 10th, and 11th graders for the PSAT which will be offered on our campus
- Using community relationships to connect students with job shadowing and internship opportunities
- Manta Mentoring (test prep, futures-focused portfolios, college search, college application, scholarship application, resume building, etc.)
- College Fairs
- College rep visits to campus
- In-house college prep workshops for parents and students

Targeted Barriers to Achieving the Goal 3

- Lack of parental support and engagement with the process

Plan to Monitor Progress Toward G3. 8

Frequent progress monitoring completed by all staff members

Person Responsible

Melissa Scott

Schedule

On 6/5/2015

Evidence of Completion

PERT, PSAT, FCAT, EOC, SAT, ACT, classroom assessments

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. If we provide intensive, comprehensive, and authentic professional development centering on literacy strategies across all content areas, then all teachers will effectively implement these skills in each of their classes. **1**

 G047681

G1.B1 Lack of resources to support the effective implementation of literacy strategies across all content-areas **2**

 B118740

G1.B1.S1 Research grants and any other opportunities to provide funding for our reading program. **4**

 S130595

Strategy Rationale

By obtaining funding for our reading program we will be able to purchase necessary professional development and other needed resources.

Action Step 1 **5**

Collaborating with Dr. Jan Messer, the Director of Charter Schools, to identify funding opportunities

Person Responsible

Amber Prange

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

email correspondence, phone calls

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

Monitoring to ensure efforts are being made to secure the necessary funding.

Person Responsible

Melissa Scott

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

frequent check-ins with both Ms. Prange and Dr. Messer, copied on email correspondence, intervention when necessary

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

With proper funding, we are hoping to be able to purchase the necessary resources to prepare our teachers to effectively instruct our students in accordance with the new Florida English Language Arts Standards.

If this funding does not come to fruition, we will utilize the our Reading Specialist, Mrs. Mary Bridget Creech, to provide in-house, turn-key training.

Person Responsible

Melissa Scott

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Approved grant and funding applications

G2. If we restructure the approach in working with our students with disabilities, then they will make learning gains on English Language Arts and math state assessments. **1**

 G047614

G2.B1 Newly hired ESE teacher with overwhelming responsibilities including State ESE audit, need for revised accommodations, coordination and collaboration with classroom teachers, and adjustment to new school site. **2**

 B118563

G2.B1.S1 The Leadership Team will assist, facilitate, and support Ms. Stone with this transition. **4**

 S130434

Strategy Rationale

The above actions will expedite her transition, give her access to necessary resources, and allow her to prioritize and pace her responsibilities.

Action Step 1 **5**

Coordination and Collaboration with Joanie Schumacher

Person Responsible

Farrell Kellener

Schedule

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

Evidence of Completion

Regularly scheduled meetings, email and phone conversations, IEP conferences

Action Step 2 **5**

Ms. Stone has regularly and consistently scheduled time in classes to assist students with disabilities focusing on the implementation and achievement of the new Florida English Language Arts and math standards.

Person Responsible

Melissa Scott

Schedule

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

Evidence of Completion

Meetings to determine where the need for her support in the classroom exists, documented class time hours, meeting agendas, notes, minutes, and walk-through observations

Action Step 3 5

Frequent meetings with the Leadership Team to troubleshoot behavioral challenges and to review MIA policies and procedures

Person Responsible

Kelly Monnot

Schedule

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

Evidence of Completion

Incident reports, behavior contracts, Admin Conferences with parents and students

Action Step 4 5

Frequent meetings with the Leadership Team to troubleshoot academic challenges and to review MIA policies and procedures

Person Responsible

Amber Prange

Schedule

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

Evidence of Completion

Admin conferences with parents and students, individualized action plans for students

Action Step 5 5

Recommendations and approval of professional development opportunities

Person Responsible

Melissa Scott

Schedule

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

Evidence of Completion

evidence of completed professional development (eg. agenda, certificate of completion)

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

The Leadership Team will monitor overall student achievement both in the classroom and on standardized assessments.

Person Responsible

Melissa Scott

Schedule

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

Evidence of Completion

interim reports, grade checks, student conferences, assessment score reports, walk-through observations

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

The newly hired ESE teacher will successfully complete all tasks and responsibilities.

Person Responsible

Melissa Scott

Schedule

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

Evidence of Completion

Daily conversations and updates, revised IEPs, EPs, and 504 plans, successful State ESE audit, enhanced academic performance of students with disabilities

G3. If we enhance our school's preparation and support of all students' college and career readiness, then student acceptance into post-secondary programs will increase. 1

G047612

G3.B2 Lack of parental support and engagement with the process 2

B118562

G3.B2.S1 Enhancing communication with and education of parents with regard to the college readiness component. 4

S130326

Strategy Rationale

By providing consistent, current, and clarifying information to our students' parents and guardians they are able to be more engaged, vested, and informed of the overall process allowing them to have an active role in preparing their children for this next step in their lives.

Action Step 1 5

Weekly all-calls

Person Responsible

Amber Prange

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Weekly All-Call Scripts

Action Step 2 5

Monday Manta Newsletters

Person Responsible

Kelly Monnot

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Weekly emailed newsletters

Action Step 3 5

Parent Coffees

Person Responsible

Melissa Scott

Schedule

Every 2 Months, from 10/24/2014 to 4/24/2015

Evidence of Completion

Parent Coffee Agendas

Action Step 4 5

Evening Workshops

Person Responsible

Chris Zumstein

Schedule

Quarterly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Workshop agendas, parent feedback

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

The Leadership Team will monitor the levels of participation in and engagement of our students' parents and guardians with regard to college and career readiness outreach efforts.

Person Responsible

Melissa Scott

Schedule

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

Evidence of Completion

attendance sheets at seminars and informational nights, parent/guardian conferences with the guidance counselor, college visits

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

Parent/guardian feedback

Person Responsible

Chris Zumstein

Schedule

Weekly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Parent/guardian communication (phone calls, emails, conferences), college acceptance, college readiness scores

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	Weekly all-calls	Prange, Amber	8/22/2014	Weekly All-Call Scripts	6/5/2015 weekly
G2.B1.S1.A1	Coordination and Collaboration with Joanie Schumacher	Kellener, Farrell	8/11/2014	Regularly scheduled meetings, email and phone conversations, IEP conferences	6/5/2015 weekly
G1.B1.S1.A1	Collaborating with Dr. Jan Messer, the Director of Charter Schools, to identify funding opportunities	Prange, Amber	9/8/2014	email correspondence, phone calls	6/5/2015 biweekly
G3.B2.S1.A2	Monday Manta Newsletters	Monnot, Kelly	8/11/2014	Weekly emailed newsletters	6/1/2015 weekly
G2.B1.S1.A2	Ms. Stone has regularly and consistently scheduled time in classes to assist students with disabilities focusing on the implementation and achievement of the new Florida English Language Arts and math standards.	Scott, Melissa	8/11/2014	Meetings to determine where the need for her support in the classroom exists, documented class time hours, meeting agendas, notes, minutes, and walk-through observations	6/5/2015 weekly
G3.B2.S1.A3	Parent Coffees	Scott, Melissa	10/24/2014	Parent Coffee Agendas	4/24/2015 every-2-months
G2.B1.S1.A3	Frequent meetings with the Leadership Team to troubleshoot behavioral challenges and to review MIA policies and procedures	Monnot, Kelly	8/11/2014	Incident reports, behavior contracts, Admin Conferences with parents and students	6/5/2015 weekly
G3.B2.S1.A4	Evening Workshops	Zumstein, Chris	10/13/2014	Workshop agendas, parent feedback	6/5/2015 quarterly
G2.B1.S1.A4	Frequent meetings with the Leadership Team to troubleshoot academic challenges and to review MIA policies and procedures	Prange, Amber	8/11/2014	Admin conferences with parents and students, individualized action plans for students	6/5/2015 weekly
G2.B1.S1.A5	Recommendations and approval of professional development opportunities	Scott, Melissa	8/11/2014	evidence of completed professional development (eg. agenda, certificate of completion)	6/5/2015 monthly
G1.MA1	Effective utilization of resources and implementation of professional development strategies and	Scott, Melissa	1/7/2015	lesson plans, classroom observations, student grades and test scores	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	techniques within the classrooms across all content-areas.				
G1.B1.S1.MA1	With proper funding, we are hoping to be able to purchase the necessary resources to prepare our teachers to effectively instruct our students in accordance with the new Florida English Language Arts Standards. If this funding does not come to fruition, we will utilize the our Reading Specialist, Mrs. Mary Bridget Creech, to provide in-house, turn-key training.	Scott, Melissa	9/8/2014	Approved grant and funding applications	6/5/2015 quarterly
G1.B1.S1.MA1	Monitoring to ensure efforts are being made to secure the necessary funding.	Scott, Melissa	9/8/2014	frequent check-ins with both Ms. Prange and Dr. Messer, copied on email correspondence, intervention when necessary	6/5/2015 daily
G2.MA1	Evaluation and monitoring of the grades on classroom assessments, the course grades, and the ELA and math state assessment results for our students with disabilities.	Kellener, Farrell	8/18/2014	parent-student conferences, bi-weekly grade reports, implementation of individualized action plans, lesson plans with documented accommodations, evidence that lesson plans have been implemented with fidelity	6/3/2015 weekly
G2.B1.S1.MA1	The newly hired ESE teacher will successfully complete all tasks and responsibilities.	Scott, Melissa	8/11/2014	Daily conversations and updates, revised IEPs, EPs, and 504 plans, successful State ESE audit, enhanced academic performance of students with disabilities	6/5/2015 daily
G2.B1.S1.MA1	The Leadership Team will monitor overall student achievement both in the classroom and on standardized assessments.	Scott, Melissa	8/11/2014	interim reports, grade checks, student conferences, assessment score reports, walk-through observations	6/5/2015 monthly
G3.MA1	Frequent progress monitoring completed by all staff members	Scott, Melissa	6/9/2014	PERT, PSAT, FCAT, EOC, SAT, ACT, classroom assessments	6/5/2015 one-time
G3.B2.S1.MA1	Parent/guardian feedback	Zumstein, Chris	9/25/2014	Parent/guardian communication (phone calls, emails, conferences), college acceptance, college readiness scores	6/4/2015 weekly
G3.B2.S1.MA1	The Leadership Team will monitor the levels of participation in and engagement of our students' parents and guardians with regard to college and career readiness outreach efforts.	Scott, Melissa	8/11/2014	attendance sheets at seminars and informational nights, parent/guardian conferences with the guidance counselor, college visits	6/5/2015 daily

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.