Gulf Coast Academy Charter

2014-15 School Improvement Plan

Gulf Coast Academy Charter

215 AIRPORT PULLING RD, Naples, FL 34104

www.gccas.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	45%

Alternative/ESE Center	Charter School	Minority
No	Yes	50%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F			

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 Gulf Coast Charter Academy South, is to foster pride in academic achievement for all students, coupled with a concerted effort focused on the ELL (English Language Learner) population, through the STEM Model (Science, Technology, Engineering, and Mathematics) learning opportunities, resulting in higher student learning outcomes, concurrently with teaching lifelong fitness and developing the students' creative ability. We strive to provide the students with an environment to learn and be successful in a safe and orderly school.

Provide the school's vision statement

The Vision of Gulf Coast Charter Academy South is to establish an authentic learning community and environment, which will lead to greater academic achievement for all students. While authentic learning is a process that elevates all students to higher degrees of learning, our focus will be on English Language Learners, (which represents one out of five students in the State of Florida) using a STEM approach.

School Environment

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

GCCAS is holding a culture night where students and parents can come to the school and share their culture with other GCCAS families. The culture night basis, is to highlight historical milestones, customs, and contemporary issues. Through spoken word, theatrical pieces, music, food, dance, and other creative media, students will express their individual and collective identities.

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

Character Education is one way to enhance every child's self-concept, improve overall behavior, enhance learning gains, moreover, reduce tardiness, absences, and conduct that results in student suspensions. In addition, Character Education will increase a sense of purpose, citizenship, responsibility, and community. The Assistant Principal will be in charge of the Character Education curriculum and will disseminate the information that needs to be addressed by each teacher with their students.
A higher standard of dress encourages greater respect for one another and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. The GCCAS Administration reserves the right to interpret these guidelines and/or make changes to them during the school year. Students are expected to follow these guidelines and a school uniform shall be worn by every student in attendance. GCCAS polo shirts, polo dresses, and spirit shirts can be purchased via the main office. Dress pants, dress shorts, skirts, and skorts, may be purchased at any retail store. Shirts must also be tucked in at all times.
JESSICA LUNDSFORD ACT
This law went into effect on September 1, 2005, requiring a Level 2 screening (fingerprinting and FBI background check) of any non-instructional school district personnel or contractual personnel who are permitted access on school grounds when students are present, as well as those who have direct contact with students or who have access to or control school funds. "Contractual personnel" has been defined as any vendor, individual or entity under contract with the school board.

Responsible sixth and seventh grade boys and girls are selected to serve on the School Safety Patrol. A staff sponsor is in charge of the training of these children. All students are expected to follow the directions of the patrol members while moving through the corridors, along the ramps, and other areas on or near the campus.

Visitors, INCLUDING PARENTS, are NOT permitted to go to their child's classroom unannounced, during school hours, as this disrupts the classroom's educational process. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be processed through the Fast-Pass Security System. Cooperation will enable the school to provide a safe and orderly environment for all students.

The school district maintains an Internet content filter as does FORZA Education Management. All Internet access by all students must utilize these filters in order to restrict student access to material harmful to minors as defined in the Children's Internet Protection Act (CIPA). Public school student use of telecommunications services, through school equipment or authorization, will be supervised. District procedures that comply with CIPA guidelines include technology protection measures that block or filter visual depictions that are obscene, include child pornography, or are harmful to minors. A parent or guardian wishing to deny access to the Internet must notify the school in writing through the Internet Exclusion Request Form. Unauthorized users of the Internet will be subject to disciplinary action. Email use by students is not allowed without specific instructional purposes and must be monitored at all times for appropriate content. This use requires prior approval by the GCCAS to assure compliance with the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA). Unauthorized access, including so-called hacking or other unlawful activities, will result in disciplinary action including, but not limited to, cancellation of privileges. Written parental permission is required prior to a student's participation in online programs that transmit personally identifiable information. The district will make all reasonable efforts in selecting online programs that ensure the privacy and confidentiality of the student and comply with Family Educational Rights and Privacy Act (FERPA). FERPA requirements will be communicated annually to parents, students, faculty and staff.

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

DISCIPLINE
The design of the Student handbook and Code of Student Conduct enables the school to enforce its provisions consistently and uniformly. The administration is responsible for discipline and determines the level of the offense and its appropriate consequence. The handbook will also be translated so that students may understand the consequences of discipline.

Discipline can be enforced for any violation occurring on school property and at school-sponsored events, and at GCCAS bus stops.

In addition, reassignment to another school may occur if a student continues to violate school rules and regulations and if a student commits a crime off school property. Students may be disciplined for engaging in other objectionable conduct even if the conduct is not specifically described.

Students are required to follow all classroom and school rules and regulations. Students that are constantly disrupting the class and other students around them will be sent to the main office. The teacher will send students to the main office after multiple verbal warnings. Students are only sent to the office after every strategy has been exhausted by the teacher in the classroom. Sending a student to the office is always as a last resort.

BULLYING
Bullying is a form of aggression and occurs when a person(s) who perceives a power imbalance, willfully subjects another person (victim), whoever he/she may be, to intentional, unwanted and unprovoked hurtful verbal and/or physical action(s) which result(s) in the victim feeling oppressed (stress, injury, discomfort) at any school site, GCCAS bus stop, or school sponsored activity or event.

Bullying may also occur as various forms of hazing, including initiation rites perpetrated against a new student or a new member of a team. Students who engage in such conduct shall be subject to a range of punishments to include verbal or written reprimand, out-of-school suspension, or change of placement and/or expulsion.

Examples of Bullying

1. Physical Bullying - punching, shoving, poking, strangling, hair-pulling, beating, biting and excessive tickling.

2. Verbal Bullying - hurtful name-calling, teasing and gossip.

3. Emotional (psychological) Bullying - rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.

4. Sexual Bullying - many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault. In many cases, gender and cross-gender sexual harassment may also qualify as bullying.

5. Cyber-bullying - the use of information and communication technologies such as email, cell phone, and pager text messages, instant messaging (IM), FACEBOOK, defamatory personal web sites, and defamatory online personal pooling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education. It is quite possible for bullying to occur in many different types of interpersonal relationships in a school setting such as manipulating friendships, obstructing classmates and spreading malicious rumors.

Bullying may be limited to a single incident. However, in most cases, the bullying is characterized by repeated harmful actions on the part of the bully.

Personnel at all levels are responsible for taking corrective action to prevent bullying.

Retaliation is defined in the dictionary as meaning "to pay back (an injury) in kind." [When a person is accused of having engaged in an inappropriate fashion, especially bullying, the common reaction of that person is to be angry and want to pay the "victim" back (retaliate).] Retaliation must not occur and will not be tolerated. Bullying will not be tolerated and will lead to possible suspension, expulsion and or transfer from GCCAS.

HARASSMENT

State and federal law specifically prohibit harassment. Instances of harassment may result in both civil and criminal liability on the part of the individual harasser as well as the school board. Harassing activities by students or employees will not be tolerated.

Harassment occurs when a person subjects another person to any unwelcome conduct on account of sex, race, origin, religion, etc., on school property or at a school-sponsored event. Persons who engage in such conduct shall be subject to a range of punishment.

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.

2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.

3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school board property and any other action deemed necessary.

Sexual harassment includes but is not limited to the following: verbal harassment or abuse of a sexual nature; subtle pressure for sexual activity; repeated remarks to a person with sexual or demeaning implication (for example, a person's body, clothes or sexual involvement, display of sexually suggestive objects, pictures or written materials) and discrimination against students or employees because of real or perceived sexual orientation/gender identity or expression thereof. Harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature.

GCCAS policy forbids harassment. The school will not tolerate harassment at any of its sites or activities. Personnel, at all levels, are responsible for taking corrective action to prevent harassment. Allegations of harassment will be promptly investigated, giving due regard to the need for

confidentiality.

Information relative to the prevention and correction of harassment shall be provided in writing to personnel and students. Proven allegations of harassment can have serious consequences for the party deemed guilty, including but not limited to the following:

1. The range of punishment for a party found guilty of harassment could include verbal and written reprimand, out-of-school suspension, change of placement, and/or expulsion.

2. If the party deemed guilty is a school employee, the range of punishment could include written reprimand, suspension without pay, and/or termination.

3. If the party deemed guilty is neither a student nor a school employee, appropriate steps shall be taken, which could include limiting the access of this party to school property and any other action deemed necessary.

Harassment is when a person continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner.

Sexual harassment is when a person bothers another person using sexual words, pictures, gestures, or conduct that the other person would find offensive. Sexual harassment can also occur when a person is forced by his or her location or situation to see or overhear sexual comments, gestures, or conduct that he or she finds offensive.

While more cases of males harassing females have been reported thus far in the United States than any other type, it is quite possible for males to harass other males or for females to harass males or other females.

Unwanted and Unwelcome Harassment:

Sexual comments, jokes or gestures; suggestive comments; being "sexually rated" by an individual, for example, on a scale from 1 to 10; being pressured to go out with someone; being the recipient of whistles, jeers, or catcalls; being touched, grabbed, or pinched in a sexual way; being intentionally brushed up against in a sexual way; spreading sexual rumors about a person; having clothing pulled in a sexual way; being shown, given, or left sexual pictures, photographs, illustrations, messages or notes; being forced (because of their location) to view centerfolds, photographs, posters, or drawings of a sexual nature; having one's way blocked in a sexual way.; others placing messages or graffiti written about that person on a computer screen, bathroom walls, in locker rooms, or any other public site; being forced to kiss someone; being forced to do something sexual other than kissing; being called gay, lesbian, or any other term that denigrates sexual identity; having clothing pulled off or down; being spied on while dressing; requesting sexual favors; continually teases, annoys, threatens or insults another person in either a verbal, physical or written manner; teasing annoying, threatening and insulting.

Confidentiality must be maintained as much as possible during any harassment investigation. Confidentiality is maintained when the identity of the people involved or the circumstances surrounding the incident are kept private. For example, you do not maintain confidentiality if you tell your friends that John Doe or Jane Doe harassed you.

VANDALISM AND DEFACING SCHOOL PROPERTY

Vandalism in our school can cost thousands of dollars and jeopardize our lease agreement. For the students' own protection, they should stay away from the school buildings when school is not in session.

Vandalism and the defacing of school property is a serious offense. Students guilty of these infractions to their own school or to other schools in any county shall face severe disciplinary action, which could include restitution, suspension and/or expulsion and the student shall be reported to the appropriate law enforcement agency and shall be subject to arrest and prosecution. This includes spray painting buildings and similar types of vandalism. Any damage to the school or school property by a student is the sole responsibility of the family of the student.

WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not possess, handle or transport weapons of any type or any object that resembles a weapon. Students violating this policy are subject to suspension, expulsion, transfer and/or arrest.

Examples of Weapons:

Guns, knives, dirks (daggers), razor blades, ice picks, explosives, chains, pipes, brass knuckles, billy

clubs, Chinese stars, mace, tear gas or any mixture of chemicals used as a weapon, dangerous instruments, toy guns, or anything that resembles or could be considered a weapon on school grounds and up to 500 yards from school grounds, or at related activities are prohibited. Any student that brings a weapon, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services and referred for criminal prosecution.

ZERO TOLERANCE OFFENSES

Gulf Coast Charter Academy South has adopted a zero-tolerance policy for serious crimes involving violence, weapons, drugs and behaviors that threaten the safety of students or personnel; illegal activities are intolerable. The 2001 Florida Legislature enacted CS/CS/HB 267, which requires school districts to adopt a policy of zero tolerance for victimization and prohibits any student who is adjudicated of certain specified felony violations against another student from attending the same school or riding on the same school bus as the victim or the victim's sibling(s).

Exceptional education students are not exempt from the provisions of this bill. However, the implementation in the case of ESE students must be effected within the Individuals with Disabilities Education Act (IDEA), 20 U.S.C., and Chapter 33 as amended by Public Law 105-17.

Examples of Zero-Tolerance Offenses:

Alcohol; arson; aggravated battery; battery on, threat or intimidation of a GCCAS employee, agent, or student; bomb threats or general threats to school population; breaking/entering of school board property; false fire alarms; homicide; kidnapping; major disruption to a school function; misrepresentation of facts resulting in public slander toward a GCCAS employee; motor vehicle theft; passing counterfeit money; possession, use, or sale of a firearm, bombs, explosives or a weapon; possession, use, sale, distribution, purchase, or being under the influence of a controlled substance; possession, or purchase, either knowingly or unknowingly, of any drug paraphernalia; possession, or purchase, either knowingly or unknowingly, of any illegal contraband; sale or distribution, or purchase of any substance represented by a student as being a controlled substance; sexual battery; use of a non-weapon as a weapon; willfully and knowingly attempting to do bodily harm to a GCCAS employee, agent or student, gang related activities i.e., robbery or possession of any weapon or firearm that resembles a true weapon or firearm.

Consequences of Zero-Tolerance Offenses:

1. The student will be suspended immediately.
2. A parent or guardian will be notified.
3. The student may be suspended, expelled, or recommended for change of placement.
4. Referral to law enforcement agency as appropriate.

Consequences of Felony Drug-Related Incidents:

1. The student will be suspended immediately and parents will be contacted.
2. The authorities must be contacted immediately.
3. Any student reprimanded with drugs or drug related incidents might be expelled or arrested.
4. The GCCAS and local school board will decide if the student is permitted to return to school.

Tobacco or tobacco products consequences:

1. Mandatory parent conference.
2. Referral to law enforcement.
3. Mandatory anti-tobacco education as stated in F.S. Section 386.212 and Section 569.11.
4. Out-of-school suspension as determined by the administration.

Fighting Consequences:

1. 1 to 10 days out of school suspension and a mandatory meeting will be scheduled with a parent.
2. Successful completion of peer mediation, conflict resolution or anger management training.
3. Referral to law enforcement as appropriate.
4. Student may be expelled or transferred to another school depending on the incident.

Actions that were taken clearly in self-defense without prior physical or verbal involvement shall not be considered an intentional act under this rule but a student will still be suspended for fighting or striking a student back.

Sexual harassment Consequence:

1. Verbal and written reprimand. (Mandatory parent meeting)

2. Out-of-school suspension; 1 to 10 days.

3. Change of placement and/or expulsion.

Drug Possession Consequences:

1. Out-of-school suspension 1-10 days and mandatory parent meeting.

2. Referral to law enforcement.

3. Referral to the Juvenile Drug Court Program.

4. Permission to attend a regular school program if the student participates in a Drug Court program and/or treatment center.

5. Failure to successfully complete Drug Court program and/or treatment center may result in a recommendation for a change of placement and/or other sanctions.

6. The GCCAS and local school board will decide if the student returns to school.

There will be a school-wide discipline plan, however, all teachers will have their own classroom rules and regulations that all students must adhere to. Each teacher will be sending this information home on the first day of school. After all behavior strategies have been exhausted in the classroom, teachers can send a student to the main office.

CLASSROOM BEHAVIOR CONSEQUENCES

This is always a last resort for teachers.

1st Administrative Consequence

The teacher will complete a referral form, which includes a rationale for sending students to the main office. The teacher will contact the parent or guardian to make them aware of the observed behaviors. The administration will meet with the student, give him/her a verbal warning and send them back to class, unless a serious offense.

2nd Administrative Consequence

The teacher will write a referral and send the student to the main office. The administration will contact the parents regarding the behavior. The student will have loss of privileges and be sent back to class, unless a serious offense.

3rd Administrative Consequence

The teacher will write a referral and administration may authorize a suspension, contact the parents to pick up the child, and schedule a mandatory meeting to discuss the child's future at GCCAS.

The Charter school learning environment is not for every child. After the 3rd consequence, another placement may be discussed.

SEVERE CLAUSE Fighting, Profanity, Disrespect or Disruptive behavior may result in immediate suspension from school (OSS). A parent will be contacted and may be called to pick up the student.

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

1. GCCAS is utilizing a complement card system where classes earn points for doing the right thing, and following directions. At the end of each week a class will be randomly selected that has filled their compliment card to receive a school prize. Students of the month will be selected by grade level teachers using a provided rubric. Said students will have lunch with the principal the first Tuesday of the following month.

2. Having a full time counselor on staff, helps GCCAS meet the social-emotional needs of all of the students. GCCAS will implement the check in/check out program with the help of the school counselor.

3. GCCAS is also having three conference nights where the students will lead the first and last meeting.

4. GCCAS has partnered up with the big brother/big sister program to help meet the social-emotional needs of the student body.

5. Each class has partnered with another class to help be big brothers/big sisters for reading buddies.

6. Offering Odyssey of the mind, time to invent, Junior Honor Society, Girls on the Run, team sports, and three different language clubs after school to meet the diverse social-emotional needs of the

student body.

7. The social-emotional needs of the ELL population are addressed in the communications lab.

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

All of the early warning indicators will be tracked by teacher, front office, and administration in Data Warehouse.

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
	K	1	2	3	4	5	6	
Attendance below 90 percent	7	3	4	0	7	1	0	22
One or more suspensions	6	2	2	1	0	2	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	12	7	9	40

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

Indicator	Grade Level				Total
	3	4	5	6	
Students exhibiting two or more indicators	4	8	4	6	22

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

A 30 minute MTSS/ENRICH block of time has been introduced in the schedule for the 2014-2015 school year to help target the different needs of GCCAS students. GCCAS also incorporated a 30 minute STEM block that is focused on cross curricular hands on learning. The students are grouped by skill deficiency based on specific subject areas.

GCCAS will offer an After-School tutoring program for students beginning September 15th, 2014 and ending when the Florida Standards Assessment is administered. The students will be referred by their classroom teacher. The program will be from 3:55 PM to 4:55 PM on Monday-Friday and will target the lowest 30% of the student body based on reading and math.

It is the intent of GCCAS, that all Kindergarten through 7th grade students become proficient in reading, writing, math, science, social science, and the Specials each year at, or above their grade level. Moreover, that the students will make progress towards GCCAS' achievement standards in preparation to meet or exceed the Florida Standards as tested on the Florida Standards Assessment (FSA) instrument that is administered to all 3rd through 7th grade students. In addition, that all grade levels will achieve mastery of the Florida Standards at all grade levels as monitored by: the SAT 10, and FAIR Tests. Pre, Interim, and Post Tests will be used in tandem with the Accelerated Reader, Accelerated Math, and Read 180 programs in monitoring each student's learning gains through-out the school year. A gestalt and thorough review of this additional evaluative criteria, coupled with other pertinent data and information, will also be documented. The results obtained, utilizing the above evaluative and monitoring tools will generate the, "evidence of facts," that will present the annual

GCCAS "snapshot," to the school community, Collier County, and the Florida Department of Education. The Tracking Sheets are monitoring tools used for tracking the student's mastery of standards and will facilitate each teacher being up-to-date on what standards have been mastered by what student.

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

GCCAS Elementary/Middle School will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs include.
GCCAS PTO Programs:
- Monthly Meetings
- Trunk-or-Treat
- Recycling Program
- Health Fair
- Book Fairs Fall/Spring
- Math Bowl
- Fundraisers
- School Volunteers
- Teacher Appreciation
- Family Literacy Night
- STEM family Night
- Math Family Night
GCCAS Elementary/Middle School Opportunities
- Meet the Teacher
- Open House
- Character Education
- Bullying Awareness
- Homecoming Activities
- Homeroom Parents
- Parent/Teacher Conferences
- Classroom Visits
- Thanksgiving Food Drive
- Community Christmas Concert
- Christmas Toy and Food Drive
- Class Parties
- Parent Education Opportunities
- Jump Rope for Heart
- Nutrition Week
- Nachos and Numbers

- Everyone Reads Day
- Class Field Trips
- School Health Advisory Committee
- Site-Based Decision-Making Committee
GCCAS Elementary/Middle School will communicate with parents through all available
sources:
- Notices sent home with children every Wednesday in the school red folder
- School Webpage
- School Marquee
- Local Paper
- Local Radio
- Email
- Phone Calls
- Class newsletters
- PTO Meetings
- Constant Contact
- Student Binders
- Parent Letters
- Car Line
GCCAS Elementary/Middle School will evaluate the success of the parent involvement policy
annually through the following methods:
- Parent Surveys
- Teacher/Staff Surveys
- Site-Based Committee Review
- Teacher Contact Logs
- Sign-In Sheets for committee meetings and parent/school activities

**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**

Parent and community involvement is a key factor in creating a safe school climate. Constituents include
students, parents, teachers, school administrators, support staff, local business and civic leaders, and
law
enforcement officials. Each group brings unique strengths to the process of planning for safer schools,
although there are challenges in effectively synthesizing the perspectives of disparate groups.
1. Police Department-- The principal met with the police department to gain knowledge about school
safety and guidance for the schools emergency plan of action. GCCAS also brought in the DARE
program, K-9 unit, Jr. Deputy, and officers to talk with the children about making good choices.
2. Bayshore Education Center- GCCAS partnered with the Bayshore Education Center every year to
provide kindergarten boot-camp, and ELL resources. By pooling resources together GCCAS and
Bayshore Education Center can reach more students in the community not just students attending
GCCAS.
3. SWIM Central Program- Partnering with NCH, GCCAS was able to offer our students an opportunity
to learn water safety procedures.
4. Champions for Learning- All of the teachers at GCCAS will be signing up for a grant on Champions for
Learning website to help build a partnership with the local community. The principal will attend all
meetings that Champions for Learning provide to gain more insight into the community needs.
5. 20 hours of community Service- The parents of GCCAS volunteer 20 or more hours during the school
year, and bring in many local bushiness to
6. FGCU student "panther posse" has partnered with the 4th grade students to help gain insight to the
southwest Florida panther issue. Focus on the STEM framework
7. Ronald McDonald has partnered with GCCAS to provide a yearly program that focuses on bullying

and making friends in the K-2 classes.
8. GCCAS has partnered with local doctors to provide a health committee that provides nutritional facts and sets up parent meetings to inform the parents and students of healthy alternatives.

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
William, Staros	Principal
Staros, William	Assistant Principal
Andrews, Jessica	Teacher, K-12
Auckerman, Holly	Teacher, K-12
Fangmeier, Brittany	Teacher, K-12
Perino, Tony	Teacher, K-12
Johansen, Jennifer	Guidance Counselor

Duties

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

The Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas of school improvement. Additionally, the team assists with the evaluation of the student's response to current interventions, curricula, and school systems.
The Leadership team will evaluate school data, and collaboratively synthesize a solution using empirically backed instructional bast practices to meet the needs of the students at GCCAS.
The teachers that are on the leadership team are the grade level facilitators that listen to the rest of the faculty about issues and solutions. The leaders are the schools instructional resources that the teachers go to first about curriculum, procedures, policies, rules, and classroom management.
There are team Facilitator meetings once a month to review the school improvement plan and disseminate information related to student performance. In addition, team facilitators meet weekly withing their teams to facilitate lesson planning and assessment development aligned to the Florida Standards. Team facilitators are working to assist the leadership team in the development of the school wide action plan.

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 Multi-Tiered System of Supports Team at Gulf Coast Charter Academy South meets on a monthly basis and as needed. We throughout the school year to analyze school and or student progress data to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process. The role of each member is as follows:

Classroom Teacher
*Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at end of each school year or if transferring/withdrawing.
*Attend MTSS Team meetings to collaborate on and monitor students who are struggling
*Implement interventions designed by MTSS Team for students receiving tier 2 and 3 interventions.
*
*Deliver instructional interventions with fidelity
The Multi-Tiered System of Supports Team at Gulf Coast Charter Academy South meets on a monthly basis and as needed. We will work throughout the school year to analyze student progress data, moreover, monitor the progress of students receiving interventions and identify students in need of additional support. The team uses the MTSS five-step problem solving process. The role of each member is as follows:
Classroom Teacher
*Maintain ongoing progress monitoring notes in a MTSS folder to be filed in the cumulative folder at the end of each school year or can be used if student is transferring/withdrawing.
*Attend MTSS Team meetings to collaborate on and monitor struggling students.
*Implement interventions designed by the MTSS Team for students receiving tier 2 and 3 interventions.
*Deliver instructional interventions with fidelity.
School Counselor
*Attend MTSS Team meetings
*Train teachers in interventions, progress monitoring, differentiated instruction
*Implement Tier 2 & 3 interventions
*Keep progress monitoring notes and anecdotes of interventions that are implemented for each student.
*Administer screenings
*Collect school-wide data for team to use in determining at-risk students
Principal/Assistant Principal
*Facilitate implementation of MTSS school-wide.
*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 process
*Conduct classroom walk-throughs to monitor fidelity
Curriculum Specialist
*Facilitate MTSS Team meetings
*Schedule and attend MTSS Team meetings
*Maintain log of all students involved in the MTSS process
*Send parent invitations
*Complete necessary MTSS forms
*Conduct social-developmental history interviews as requested
ESE Teacher
*Consult with MTSS Team regarding Tier 3 interventions
*Incorporate MTSS data when making eligibility decisions
ESOL 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 Tier Levels
The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas in need of school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.
GCCAS collaborates with the PTO to provide resources (clothing, school supplies, social services referrals) for students identified as homeless.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mark McCabe	Business/Community
Gwen DaPore	Business/Community
Adaer Carreno Lopez	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

The committee has reviewed last years SIP, and has given recommendations to the administrative team to fix discrepancies from the previous year, and help target new goals that are focused on last year's data.
Recommendations include increasing learning gains in reading and math to over 50% proficient and cross curricular writing.

Development of this school improvement plan

The SAC was involved by assisting with input in the development of the SIP plan such as;
- Parent involvement
- Student activities
- Input on field trips
- Nutrition at school
- Problem solving
- Student data deficiencies, and possible solutions.
- The SAC will review and approve the SIP plan, and will be available to the public that attends the meetings.

Preparation of the school's annual budget and plan

The GCCAS Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has decided to contract with FORZA Education Management which offers payroll services and financial accounting as per the Management Agreement. This department will assist the Board and the School Principal with the preparation and reporting of the School's finances.
The GCCAS Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal will collaborate with FORZA to prepare a school-site budget, which will include anticipated revenues and expenditures based on actual student enrollment. Each month, the GCCAS Board will review the budget and make revisions, as necessary.
The Principal, with direction from FORZA, will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. FORZA Education Management and the Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.
GCCAS has established financial procedures to further safeguard its finances. FORZA Education Management and the Governing Board shall annually adopt and maintain an operating budget, retain

the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor said plan and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly basis during regularly scheduled Board Meetings. Controls (see section A for a specific description of controls)- The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:
• Revenues, accounts receivable, and cash receipts
• Expenditures, accounts payable, and cash disbursements
• Budgeting and financial reporting
• Risk management
• School inventory & capital assets
• Student records
• Employment records
Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

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

Any available funds will be used to purchase curriculum materials to help supplement targeted areas.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
William, Staros	Principal
Andrews, Jessica	Teacher, K-12
Auckerman, Holly	Teacher, K-12
Fangmeier, Brittany	Teacher, K-12
Paul, Deborah	Teacher, K-12
Perino, Tony	Teacher, K-12
Staros, William	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a
great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve.

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team. The team will meet at least once a month to review data and instructional practices. The Reading Leadership Team promotes reading as an integral part of the school literacy process that builds a culture of reading throughout the school.

The principal and reading coach together will guide the Reading Leadership Team in the creation of the team's mission and focus for the year, set the agenda for the meetings, ensure that the information and agenda points from the each meeting are shared with the staff of the school, and help implement the literacy goals and objectives of the team.

1. Increasing Reading, writing, and Math scores school-wide.
2. Faculty Professional Development in Literacy as defined by the Florida Standards
3. Departmental and Interdisciplinary PLCs (weekly) focused on Content Area Reading: NGCAR-PD strategies; CIS; professional development focused on Florida Standards.
4. Continued data analysis across achievement levels and subgroups
5. Technology professional development to support Florida Standards
6. Developing model/demonstration classrooms
7. Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs
8. Monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity
9. Leading and supporting PLCs and Study Groups (including Action Research)
10. Creating and sharing school-wide initiatives and activities that promote literacy-- Ex. previewing, Cornell notes, and higher order questioning.
11. Professional Development on MAFS and LAFS.
12. Professional Development on Florida Test Bank

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

The school provided breakfast and lunch, as well as activities for team building during staff development week. In addition, our half days will consist of a hot lunch as well as activities that provide time for additional team building. Our teams have, either, common planning time during the day or in the morning. These meetings have agendas and notes that are taken to ensure consistency.

Teachers will have weekly faculty or staff development meetings and data chats one time each month. These additional meetings will provide teams the focus on individual students and growth that is necessary for success.

Teams will plan, as a team, and identify the lowest 30% of students as well as listing the ESE and ELL accommodations needed for each student.

The school has started a teacher of the month recognition program to encourage a positive learning environment.

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

1.Assigning experienced and trained educators as peer and mentor teachers to those who are new to the building or to the profession. Principal will be responsible for assigning said pairs.
2.Grade levels will meet monthly to discuss and share best practices. Lead teachers will direct and be responsible for each meeting.
3. PLCs: Weekly professional development focused on content literacy strategies. PLC teams are departmental as well as grade-level interdisciplinary to promote integration and consistency among disciplines horizontally and vertically. The principal will be responsible of integrating empirically backed instructional strategies to the PLC's.
4. Technology Tuesdays: A series of need and interest based training's centered around technological innovation and advancement will take place on "Tech Tuesday". The two tech specialists will develop and be responsible for sharing this information with the staff.
5. Provide leadership and growth opportunities for teachers.
6. Solicit teacher feedback and use it in decision making.
7. We recruit highly qualified teachers with local universities.

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

Mentors/New Teachers
Kindergarten: Muni and Millican
Kindergarten: Chestnut and Evans
1st: Fangmeier and Riguad
2nd: Birner and Burke
3rd: Staros and Ferreri
4th: Auckerman and McDermott
5th: Stock and Lilly
7th: Anderson and Doyle
Specials:
M. Grandi (ART) and Fabian (PE)
Hernandez(Kinder.) and Rodriguez (Spanish)
Mentoring Plan:
Teachers will meet in their mentor/mentee pairing each half day of this school year. These meetings will last between 1 and 1.5 hours and will focus on lesson planning, stress management, classroom management, and other first year needs. In addition, these pairings will meet during the school day for other planning or stress issues.
Each meeting will begin with an agenda and a team building activity. Then the Assistant Principal, Mr. William Staros, will conduct a formal training of the focus topic. Each team will then work to complete a reflection activity and create a plan of action between meetings.
Shadowing and Observations will occur once a quarter. Each mentor will observe the mentee for one full lesson, complete with a feedback session. In addition, the mentee will have TD time to go and shadow the mentor teacher in his or her classroom. This, too, will be followed by a reflection meeting and action plan development.
The pairings were decided by the school administrative team and charter school management. the mentor is a returning teacher to the school or one with multiple years of successful evaluations and test scores. The mentees are all new to the school or field of education.
Responsibilities of the mentor/ activities
- Helping dis-aggregate assessment data.
- Creation of the evaluation plan with the help of Mr. Auer.
- Review Walk-though and observation forms.
- Meet once a week to talk about issues/concerns.
- Presenting and demonstrating empirically backed instructional strategies.

- Videotape the new teacher's instruction and review video together with constructive feedback
- Review emergency procedures.
- Review responsibilities at school.
- Review the teacher handbook focusing on teaching methods, classroom management and ethics.
- Adequate time for observing the new teacher each week.
- Share best practices
- Share time management skills.
- Explain the rational of formative, interim, and summative assessments of students by teachers.

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 of the curriculum used at Gulf Coast Charter Academy South is state adopted, and aligned with the Common Core that makes up the majority of the new Florida Standards. GCCAS is also utilizing Accelerated Reader and Math, Write Score, and Read 180 to help supplement the core curriculum classes.

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

In reference to differentiated learning and how we use data to meet the needs of a diverse student population, we currently use the child's test scores from the previous grade (when applicable,) and beginning of the year assessments for reading and math, (I.E. AR tests, Dolche sight word counts, basic math drills.) This information was disseminated to create our RTI groups with various components. Once we were past the RTI initiation, we continue to use informal monitoring assessments to move a child up or down in RTI and base what the teams are teaching on what skills are lacking.
Informal assessment for math skills would include; initiating classroom discussions about new terminology, observing independent student work, maintaining anecdotal records, and class and individual interview based on material being taught.
In literacy we continue to use both formal and informal assessments from the Flynt/Cooter Comprehensive Reading Inventory. Teachers have access to CRI's, reading passages (both narrative and Expository,) cold reads, interest inventories, PAT (Phonemic awareness test), ICST (initial consonant sounds test,) PST (phonemic segmentation test,) BST (blending sounds test,) LNT (letter naming test), PT (phonics test,) and HWFKS (high frequency word knowledge survey.)
For example, there is a group of first grade students who have very low fluency scores. Once of the things that first grade does is have a group just for fluency. They also have the entire "ELA" component broken up into several smaller subject. These would be: fluency, phonemic awareness, blending sounds, decoding, and Dolche sight word recognition. The children move to different rooms depending on what the current need is. The students who are not having difficulties in these areas are doing independent work during RTI, to challenge them, based on ELA skills; writing, reading, fluency, etc.
Teachers are gathering data from the work they do during RTI time as well as classwork, homework, tests, quizzes, participation. The information they have is what they base their lesson plans on. This takes into consideration the level all students are on, what needs to be reviewed, what they can move forward with, what children can be in groups and pairs together for independent and guided

instruction. In addition, teachers may move students around in groups depending on the individual progress or lack of progress.

Exceptional Student Education is separate component of differentiated instruction. Students with an IEP are serviced by their classroom teacher and by the ESE Specialist in an inclusive setting. Any student with an IEP or 504 is given the written accommodations as stated, as well as receiving weekly "push-in," services from an ESE teacher. The data comes from the written IEP, assessments, classwork, homework, test scores, participation, and behavioral reports. All students with an IEP will have a three week update, which is entered into their online portfolio in ENRICH, based on their academic goals written in their IEP.

We also use interim reports, and report cards to relay this information to parents/guardians on a quarterly basis. IEP and RTI updates are also given quarterly, at a parent's request, if a problem arises and they will not be meeting their goals by the indicated date, as well as if they have surpassed their goals in which case they could be dismissed from RTI or have addendum to their IEP. Both formal and informal assessments are given by our ESE Specialist to ensure goals and objectives stated are appropriate and necessary. This aides in serving the student's specific grade level goals, and adjusting or dismissing the IEP.

Data driven instruction is important for;

- Needing to know where students are starting from
- Assessment for learning: Using assessment to plan instruction
- Importance of good record keeping
- Adjusting instruction and assessment according to learner's readiness, interests, learning style.

Identify Functional Needs

– Engagement: How much does the child participate in the routine?

– Independence: How much can the child do by him or herself?

– Social relationships: How does the child communicate and get along with others?

1. A teaching method that aims to maximize each student's growth by meeting each student where he or she is and building on his or her particular strengths, interests and learning style.

2. A way to address the needs of students with a variety of skills and interests within a single lesson plan.

3. The use of multiple pathways to meet the same learning goal.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

The free tutoring program takes place every day after school for an hour. The focus is on the lowest 30% of the student population, and there will be scheduled tutoring for extension activities for advanced students. The tutoring program is run by all of the teachers in the school. Each group will only have 3-4 students to maximize the learning opportunities.

Strategy Rationale

The rationale of the free tutoring program is to increase student mastery of standards and benchmarks with intensive small group instruction that is teacher led. The teacher will use enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
William, Staros, staroswi@collierschools.com

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

The teachers will be looking at formative, interim, and summative data to see the students that need the tutoring after school. The teachers and Mr. Auer will be looking at the schools data on Data Warehouse to have data dialogues with each grade level to see the impact of tutoring.
Other assessment tools;
- PMRN
- Early Literacy on-line program
- STAR Reader
- Accelerated Reader
- Accelerated Math
- SAT-10
- FAIR
- District Formative Assessments

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

Gulf Coast Charter Academy South offers a free VPK (Voluntary Pre - Kindergarten) program as a choice to parents so that their children are provided an opportunity to prepare for a successful transition to kindergarten. Pre-school transition for our incoming kindergarten students is provided by a Meet the Teacher day/Kindergarten Orientation in the spring and another one during pre-planning week. This allows the parents and students to orient themselves to the kindergarten classroom and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents and for the parents to ask questions. The school will assess for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener). This assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary

Prekindergarten (VPK) Education Standards. Parent Involvement is reinforced through a back to school parent night. This event will provide the parents the opportunity to meet the teachers and hear about the academic program.

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

N/A

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 teachers are trained in the new Math (MAFS), Language Arts Florida Standards (LAFS) and STEM framework then they will become fluent and confident in their understanding of the new MAFS, LAFS, and STEM framework which in turn will better prepare students for the assessments based on these standards.

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 teachers are trained in the new Math (MAFS), Language Arts Florida Standards (LAFS) and STEM framework then they will become fluent and confident in their understanding of the new MAFS, LAFS, and STEM framework which in turn will better prepare students for the assessments based on these standards.

1a

🔑 G052988

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	8.0
ELA/Reading Gains	15.0

Resources Available to Support the Goal 2

- Personnel, Blooms Taxonomy
- C-PALMS resources on LAFS, MAFS, and STEM
- Blooms Taxonomy
- Socratic Approaches
- DBQ's
- STEM Framework
- CAR-PD Instructional Strategies
- Writers Workshop during in-service and continued support during the year
- Schooled writing program

Targeted Barriers to Achieving the Goal 3

- Instruction is not rigorous enough, and not fully aligned to the new Florida Standards.
- Lack of training on the STEM framework.

Plan to Monitor Progress Toward G1. 8

The administrative team will use the Florida Consortium teacher observational tool to check for fidelity of the STEM framework and use of the NGSSS standards.

Person Responsible
Staros William

Schedule
Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion
There will be a binder will all of the professional development agendas, best practices, data to help monitor GCCAS's goal, and student pre and post scores in Math and Science.

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 teachers are trained in the new Math (MAFS), Language Arts Florida Standards (LAFS) and STEM framework then they will become fluent and confident in their understanding of the new MAFS, LAFS, and STEM framework which in turn will better prepare students for the assessments based on these standards. [1]

🔑 G052988

G1.B1 Instruction is not rigorous enough, and not fully aligned to the new Florida Standards. [2]

🔑 B133541

G1.B1.S1 Professional development on Rigor, DOK, LAFS, MAFS, Cornell Notes, Anticipation Guides, Socratic Seminars, Philosophical Chairs, previewing the text, and the STEM Framework to give the teacher the tools necessary for the new Florida Standards. [4]

🔑 S145400

Strategy Rationale

Higher order thinking of students will translate to deeper understanding of the standards that will lead to mastery of the LAFS and MAFS benchmarks students will be tested on.

Action Step 1 [5]

Professional development opportunities every Wednesday during the school year. The professional development opportunities will give the teachers the resources to increase the rigor of instructional teaching and provide a deeper understanding of LAFS, and MAFS

Person Responsible

Staros William

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Agendas from professional development, sign-in sheet.

Action Step 2 `5`

Teachers will engage in collaborative planning strategies.

Person Responsible

William Staros

Schedule

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

Evidence of Completion

GCCAS will look at lesson plans, team meeting minutes, observations, and professional development agendas.

Action Step 3 `5`

Professional development on Cornell notes and Socratic Seminars

Person Responsible

Staros William

Schedule

On 8/14/2014

Evidence of Completion

Action Step 4 `5`

Professional development on Depth of Knowledge

Person Responsible

Staros William

Schedule

On 8/15/2014

Evidence of Completion

Lesson Plans, and teacher observations of using higher order questions.

Action Step 5 `5`

Professional development on the STEM Framework

Person Responsible

William Staros

Schedule

On 8/12/2014

Evidence of Completion

Lesson plans, and use of NGSSS, and MAFS standards as the base for STEM lessons.

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

The administration team will monitor the implementation by looking at lesson plans.

Person Responsible

Staros William

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

lesson plans, agendas, power points, best practice in the classroom, classroom observations, formal observations, and student work.

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

Walk-through's, formal class observations, approving best practice and lead teacher presentations.

Person Responsible

Staros William

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

lesson plans, agendas, power points, best practice in the classroom, classroom observations, formal observations, and student work.

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

Quarter benchmarks will check for fidelity, and data dialogue with each teacher with the principal and lead teachers to see the deficiencies and come up with a plan collectively.

Person Responsible

Staros William

Schedule

Monthly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Increase of students mastery of standards and benchmarks on quarter assessments by implementing classroom data tracking sheets by all teachers. 85% classroom proficiency is considered mastery of the standard at GCCAS.

G1.B2 Lack of training on the STEM framework. 2

B133542

G1.B2.S1 Professional development training on the STEM framework, and the accessibility to lesson plans through CPALMS. 4

S145401

Strategy Rationale

CPALMS provides a prepackaged STEM lesson plan.

Action Step 1 5

Professional development on the use of CPALMS, and the free resources provided.

Person Responsible

William Staros

Schedule

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

Evidence of Completion

Mr. Staros will look for the use of CPALMS in lesson plans, and evidence of use in the classroom.

Action Step 2 5

School partnership with FGCU's Engineering, Math, Science, and technology departments.

Person Responsible

Brittany Fangmeier

Schedule

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

Evidence of Completion

Registration and participation in FGCU's STEM competition, staff development on the STEM framework, and professional development opportunities by FGCU's professors.

Action Step 3 5

Use of NGSSS and MAF standards that drive STEM lessons plans

Person Responsible

William Staros

Schedule

Monthly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Adherence of lesson plans stemming from NGSSS and MAF standards to drive STEM lessons.

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

Administration will conduct observations, adherence to the master schedule, and evidence of student work in the building.

Person Responsible

William Staros

Schedule

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

Evidence of Completion

Walk-through, observations, and exemplary student work shown in the school.

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

Monitoring of teacher lesson plans and high quality STEM student work in the building.

Person Responsible

William Staros

Schedule

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

Evidence of Completion

Lesson Plans, exemplary student work with teacher feedback that shows deep student thinking.

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

Weekly lesson plan checks for use of CPALMS and the STEM framework, and teacher observations to ensure mastery of the Florida Standards and STEM framework.

Person Responsible

William Staros

Schedule

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

Evidence of Completion

The evidence of student work posed in the classrooms and hallways that demonstrate mastery of standards at the same or higher level of the Florida Standards.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development opportunities every Wednesday during the school year. The professional development opportunities will give the teachers the resources to increase the rigor of instructional teaching and provide a deeper understanding of LAFS, and MAFS	William, Staros	8/20/2014	Agendas from professional development, sign-in sheet.	6/3/2015 weekly
G1.B2.S1.A1	Professional development on the use of CPALMS, and the free resources provided.	Staros, William	8/11/2014	Mr. Staros will look for the use of CPALMS in lesson plans, and evidence of use in the classroom.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers will engage in collaborative planning strategies.	Staros, William	8/18/2014	GCCAS will look at lesson plans, team meeting minutes, observations, and professional development agendas.	6/5/2015 weekly
G1.B2.S1.A2	School partnership with FGCU's Engineering, Math, Science, and technology departments.	Fangmeier, Brittany	8/18/2014	Registration and participation in FGCU's STEM competition, staff development on the STEM framework, and professional development opportunities by FGCU's professors.	6/5/2015 monthly
G1.B1.S1.A3	Professional development on Cornell notes and Socratic Seminars	William, Staros	8/14/2014		8/14/2014 one-time
G1.B2.S1.A3	Use of NGSSS and MAF standards that drive STEM lessons plans	Staros, William	9/30/2014	Adherence of lesson plans stemming from NGSSS and MAF standards to drive STEM lessons.	6/3/2015 monthly
G1.B1.S1.A4	Professional development on Depth of Knowledge	William, Staros	8/15/2014	Lesson Plans, and teacher observations of using higher order questions.	8/15/2014 one-time
G1.B1.S1.A5	Professional development on the STEM Framework	Staros, William	8/12/2014	Lesson plans, and use of NGSSS, and MAFS standards as the base for STEM lessons.	8/12/2014 one-time
G1.MA1	The administrative team will use the Florida Consortium teacher observational tool to check for fidelity of the STEM framework and use of the NGSSS standards.	William, Staros	8/20/2014	There will be a binder will all of the professional development agendas, best practices, data to help monitor GCCAS's goal, and student pre and post scores in Math and Science.	6/3/2015 weekly
G1.B1.S1.MA1	Quarter benchmarks will check for fidelity, and data dialogue with each teacher with the principal and lead teachers to see the deficiencies and come up with a plan collectively.	William, Staros	8/20/2014	Increase of students mastery of standards and benchmarks on quarter assessments by implementing classroom data tracking sheets by all teachers. 85% classroom proficiency is considered mastery of the standard at GCCAS.	6/3/2015 monthly
G1.B1.S1.MA1	The administration team will monitor the implementation by looking at lesson plans.	William, Staros	8/20/2014	lesson plans, agendas, power points, best practice in the classroom, classroom observations, formal observations, and student work.	6/3/2015 weekly
G1.B1.S1.MA3	Walk-through's, formal class observations, approving best practice and lead teacher presentations.	William, Staros	8/20/2014	lesson plans, agendas, power points, best practice in the classroom, classroom observations, formal observations, and student work.	6/3/2015 weekly
G1.B2.S1.MA1	Weekly lesson plan checks for use of CPALMS and the STEM framework, and teacher observations to ensure mastery of the Florida Standards and STEM framework.	Staros, William	8/18/2014	The evidence of student work posed in the classrooms and hallways that demonstrate mastery of standards at the same or higher level of the Florida Standards.	6/5/2015 weekly
G1.B2.S1.MA1	Administration will conduct observations, adherence to the master schedule, and evidence of student work in the building.	Staros, William	8/18/2014	Walk-through, observations, and exemplary student work shown in the school.	6/5/2015 daily
G1.B2.S1.MA3	Monitoring of teacher lesson plans and high quality STEM student work in the building.	Staros, William	8/18/2014	Lesson Plans, exemplary student work with teacher feedback that shows deep student thinking.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If teachers are trained in the new Math (MAFS), Language Arts Florida Standards (LAFS) and STEM framework then they will become fluent and confident in their understanding of the new MAFS, LAFS, and STEM framework which in turn will better prepare students for the assessments based on these standards.

G1.B1 Instruction is not rigorous enough, and not fully aligned to the new Florida Standards.

G1.B1.S1 Professional development on Rigor, DOK, LAFS, MAFS, Cornell Notes, Anticipation Guides, Socratic Seminars, Philosophical Chairs, previewing the text, and the STEM Framework to give the teacher the tools necessary for the new Florida Standards.

PD Opportunity 1

Professional development opportunities every Wednesday during the school year. The professional development opportunities will give the teachers the resources to increase the rigor of instructional teaching and provide a deeper understanding of LAFS, and MAFS

Facilitator

Mike Auer, Will Staros, and Pepar Anspaugh

Participants

All teachers and administration of GCCAS.

Schedule

Weekly, from 8/20/2014 to 6/3/2015

PD Opportunity 2

Teachers will engage in collaborative planning strategies.

Facilitator

Will Staros

Participants

All instructional staff

Schedule

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

PD Opportunity 3

Professional development on Cornell notes and Socratic Seminars

Facilitator

Mike Auer

Participants

All instructional staff

Schedule

On 8/14/2014

PD Opportunity 4

Professional development on Depth of Knowledge

Facilitator

Mike Auer

Participants

All instructional staff

Schedule

On 8/15/2014

PD Opportunity 5

Professional development on the STEM Framework

Facilitator

Will Staros

Participants

All instructional staff

Schedule

On 8/12/2014

G1.B2 Lack of training on the STEM framework.

G1.B2.S1 Professional development training on the STEM framework, and the accessibility to lesson plans through CPALMS.

PD Opportunity 1

Professional development on the use of CPALMS, and the free resources provided.

Facilitator

Mr. Staros and Mr. Auer

Participants

All instructional staff.

Schedule

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

PD Opportunity 2

School partnership with FGCU's Engineering, Math, Science, and technology departments.

Facilitator

Will Staros

Participants

All instructional staff

Schedule

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