

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science & Technology



2015-16 School Improvement Plan

Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

<http://www.wakullaschooldistrict.org/coast.cfm>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	60%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	0%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Wakulla County School Board on 10/19/2015.

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

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

C.O.A.S.T. will provide an educational choice to students and their parents that is characterized by:

1. The intensive study of the Arts and Sciences, in continuous progression and at the highest standards of achievement.
2. A structured environment resulting from a specific code of conduct with diligent attention to character development.
3. The infusion of technology into all subject areas, expanding the student's world beyond classroom boundaries.
4. Dynamic, integrated core curriculum designed to include the study and appreciation of Wakulla County's unique ecosystem.
5. Shared responsibility among students, parents, and teachers in the operation of the school.

Provide the school's vision statement

C.O.A.S.T.

Commitment to small schools:

We believe that children thrive in small, personal settings where all staff knows each child and family. We believe that the child's interest is best served when parents and school staff cooperate and support each other's efforts. Small classes afford both the teacher and student the most flexibility to accommodate learning needs.

Commitment to character development:

We also believe character development should be a primary role of education and the school will regularly and deliberately teach and reinforce through all its activities, the character traits of honesty, industry, kindness, generosity, courage, perseverance, loyalty, independence of thought, self-discipline and responsibility.

Commitment to creating informed citizens:

We believe children should be educated to become world citizens, exposed to and informed about the geography and peoples of our globe. We want them to know that all human beings have value and are to be treated with respect. The school itself, then, must be a place where everyone is respectful and models courteous human relationships at all times.

Commitment to a strong foundation in the core subjects:

A good education must provide a solid grounding in the subjects of reading, writing, mathematics, science, social studies, and the arts, best achieved by a clearly articulated and sequential curriculum in each subject. In addition to learning facts and concepts, we believe it is important for children to develop higher order thinking skills to solve problems independently. Student performance will be assessed by a combination of criterion-referenced and norm-referenced measures, as well as oral and written work products.

Commitment to the Arts:

We believe students will learn self-expression through the Arts. Artists and performers will work with the faculty to develop programs in dance, music, drawing, painting, sculpting, pottery, drama, and architecture. Students will have opportunities to more deeply explore the various art mediums with real-life mentors and teachers.

Commitment to real life learning:

We believe students learn best when they are actively involved in learning experiences that apply to skills and knowledge of real life. These kinds of experiences will be prevalent in our school.

Technological proficiency is critical to future life success, therefore technology tools will be used daily

by both students and staff to make education more relevant, efficient and effective.

Commitment to supporting educators:

We are convinced competent, creative and dedicated teachers are the most important component of a good school. This commitment to teaching staff will be evident in all the school's activities.

Everything will serve to support the teacher's ability to do his/her best.

Commitment to Wakulla's unique environment:

We believe Wakulla County's environment provides a unique opportunity to foster appreciation for nature and to teach children about the interdependence of all living things and the importance of caring for our natural resources. We would expect environmental awareness would permeate all areas of curriculum and serve as a central focus for science instruction.

School Environment

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

COAST does not have funding currently for a guidance counselor, however, the ESE Teacher/MTSS Specialist has been designated to review cum files on all new students. The ESE Teacher/MTSS Coordinator provides information to teachers and staff that is pertinent to building strong academic relationships between students, their families, and school staff. This provides a pathway to success for every child and assists in overcoming any cultural barriers, difficulties in home life, and of course students designated as ESE or Rtl.

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

As part of the PBS, Positive Behavior System, students are informed of the the three R's, Respect, Responsibility, and Ready to learn. Banners are touting these tenets in various common areas throughout the school. Teachers, staff, and students work together as a team to create a safe school environment. Open communication is established between all school leaders, teachers, students, and parents.

School grounds and buildings have increased security measures throughout with cameras and locked doors at all times. No single student or group of students is ever allowed to move from one place to another without a designated school employee.

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

COAST has carried over school-wide for the 2015-2016 school year with PBS, Positive Behavior System, and enhanced the three main tenets of Respect, Responsibility, and Readiness to Learn. All teachers and support staff have been provided refreshed information so that this program is carried out school wide. PBS and the Three R's are expected of all students and faculty and staff. This program is reinforced through the school day and extended school activities. In addition to PBS and the Three R's COAST has implemented Whole Brain Teaching for the 2015-2016 school year.

All teachers and staff took part in Whole Brain Teaching training in August 2015. Whole Brain Teaching provides classrooms that are highly disciplined and tightly organized. All teachers at COAST use the same strategies to focus instruction, introduce new information and transition to new activities. This program allows for unified teaching methods that are implemented daily and creates a structured school climate that reinforces Positive Behavior Supports

Pre planning meetings were set up by grade levels Pk-K-1-2, 3-4-5, and 6-7-8 for teachers to establish consistent behavior rules and discipline measures. Class Rules, school wide, are inclusive of the three R's.

Teachers have posted rules, consequences, and rewards and provided this information to parents via Open House, Title I annual dinner meeting, websites, class newsletters, and conferences.

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

The Principal, office staff, and the ESE Teacher/MTSS Specialist are fully aware of most of the pertinent needs of COAST students and families. This information is shared as needed with academic team members. Parents are provided with contacts for community support services, access to the Title I Parent Resource Center, and any other support available. The school administration maintains contacts with a local counseling service that provides volunteer time on campus. As a small school setting teachers/staff are made aware of students with special socio-economic needs and all efforts to combat problems are from a joint or team perspective.

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

COAST EARLY WARNING INDICATORS GRADES 6-7-8 and as a Combination School for Grades K-5

- *Absences are monitored quarterly for referral to the COAST Attendance Review Team process.
- *Discipline issues are monitored ongoing by the Principal for impact on academic success and escalating behaviors.
- *Teachers, when processing grades for Progress Reports and/or Report cards, are required to refer to the Principal any student who falls below a C average. The principal then reviews the percentage of the class falling below a C average to determine if it is an instructional issue or an individual student problem. The ESE Teacher/MTSS Specialist monitors for parent contact, Rtl, and/or ESE interventions.
- *Data days and Watch Lists are monitored by the Principal and the ESE Teacher/MTSS Specialist. The Principal is monitoring progress on individual students for the 2015-2016 school year with a manipulative visual aid that provides student name, teacher, and current level of performance. She shares this with faculty and staff after each progress monitoring session. Progress Monitoring is provided by watch lists developed from data from Discovery Education Assessment Reading/Math, Reflex Math, Mindplay Reading Rewards Reading/ Writing pre/post, STAR Reading/Math and formative classroom assessment.

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									
	K	1	2	3	4	5	6	7	8	Total
Attendance below 90 percent	7	6	5	1	3	12	7	11	5	57
One or more suspensions	1	1	2	1	1	3	3	8	2	22
Course failure in ELA or Math	0	0	1	1	0	1	0	0	0	3
Level 1 on statewide assessment	0	0	1	1	1	6	6	9	3	27

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

Indicator	Grade Level							Total
	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	1	1	6	6	9	3	27

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

*Absences are monitored monthly for referral to the COAST Attendance Review Team process.
 *Discipline issues are monitored ongoing by the Principal for impact on academic success and escalating behaviors. Students exhibiting repeated behavior issues are referred to the MTSS coordinator/instructional coach for Rtl behavior plan interventions and progress monitoring.
 *Teachers, when processing grades for Progress Reports and/or Report cards, are required to refer to the Principal. The principal then reviews the percentage of the class falling below a C average to determine if it is an instructional issue or an individual student problem. The Instructional Coach monitors for parent contact, Rtl, and/or ESE interventions provided by the ESE teacher.
 *Data days and Watch Lists are monitored by the Principal and the ESE Teacher/MTSS Specialist. The Principal is monitoring progress on individual students for the 2015-2016 school year with a manipulative visual aid that provides student name, teacher, and current level of performance. She shares this with faculty and staff after each progress monitoring session. Progress Monitoring is provided by watch lists developed with data from Discovery Education Assessments Reading/Math, Reflex Math, MindPlay Reading, Rewards Reading/ Writing pre/post, STAR Reading/Math, and formative classroom assessment.
 *Remedial Reading classes/Critical Thinking Reading classes
 Students identified from Data Watch Lists are placed in Remedial Reading/LA and students who meet or exceed proficiency levels are placed into Critical Thinking Reading/LA.
 *Rtl/MTSS
 Data Watch Lists are utilized to determine MTSS interventions in ELA and Math. Teachers have been trained extensively in the Rtl process and Differentiated Instruction for Tier 1-2 interventions in the classroom. The Principal monitors by Classroom Walkthroughs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203828>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

COAST Charter School is housed primarily in a former school building that was donated to the City of St. Marks many years ago. Our school contracts with the City to lease the building for a nominal fee. We are

currently in a binding lease for the school facilities that coincides with our Charter under Wakulla School District. The charter and lease are set for renewal in the year 2026, as a 15 year term was secured after the last 10 year contract expired. The City of St. Marks Manager and the Mayor, along with the Board of Commissioners, have supported the school since its inception in 2000. The partnership has grown each year in various means of support for the school.

St. Marks, a waterfront community, plays host to the annual Stone Crab Festival and has enjoyed having COAST assemble an area for children's activities as part of this community event. The Stone Crab Festival, attracting over 12,000 visitors each year, has become the largest fundraiser for COAST. We have around 60 or more volunteers and employees each year to set up and man the various children's activities. COAST receives donations and support from community businesses and surrounding areas that are eager to participate in this well known community festival. Partnerships have been made through the years and COAST relies on these local businesses for ongoing support. The monies raised from this event go into the school's local budget and help to fund many activities throughout the school year. As COAST is a school that supports a high number of economically disadvantaged students and families, the annual event assists in funding various field trips, school supplies, and other school activities for students who can not afford to pay. This financial assistance contributes to the overall support of student academic improvement during each school year.

St. Marks has recently included the school in a federal grant for sidewalks and a crosswalk in front of the school. The Principal worked with the City Manager and City Commissioners in providing data on the number of students in our community who walk to school.

COAST also participates in the Valentines Day Parade, St Patricks Day parade and Veterans Day parade.

The governing Board of COAST is made up of volunteers from the community and all are from Wakulla County, including as the board chair a local resident who is also a retired Florida educator, members at large who are employed with nearby businesses, such as St. Marks Powder, Tallahassee Memorial Hospital, and the State of Florida.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Higgins, Alyssa	Principal
Taylor, Mary	Teacher, ESE

Duties

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

Alyssa Higgins -Principal-school wide overall leadership
 Mary Taylor - ESE Teacher- Coordinates Title I program and MTSS.

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 principal arranges professional development for staff based on school needs as well as individual employee needs. The COAST principal plans for growth and development including facilities, staff, student enrollment, state reporting, answers to the COAST governing Board, coordinates all possible resources for Title I and IDEA with Wakulla District staff, and also plans for school improvement monies to be utilized for greatest academic growth based on the school's data analysis.

The ESE Teacher is also the MTSS coordinator and the Title I/SAC coordinator for the school. Since these projects go hand in hand to improve academic achievement school wide this position is enabled to better serve teachers, students, and parents in the school wide improvement process. The ESE Teacher/MTSS Specialist works closely with the Principal during summer planning for funding various positions and school improvement curriculum purchases. The principal and coach review test scores, AMO's, teacher performance, professional development needs, rising student numbers, and budget needs to effectively plan for the coming school year and much needed school wide academic improvement.

Data Day meetings are lead by the Principal and ESE Teacher/MTSS Specialist scheduled approximately every 6 weeks. The meetings are divided into small groups, consisting of K-2, 3-5, and 6-8. The small group meetings are a change from last year's school wide meetings and promise to be more effective. Data from FSA(FCAT), DEA, EOC, Stanford, STAR Math, and STAR Reading are compared to current progress reports and grade trends. Attendance issues are addressed and referred as necessary. MTSS strategies are reviewed for small group teaching and other intervention efforts and fidelity. Exceptional students are reviewed for progress based on IEP goals and accommodations. The Principal plans teacher support based on needs evidenced or requested from these meetings. Classroom visits are set up by the coach and the principal to model lessons, review classroom management, observe fidelity of interventions, and small group instruction. The ESE Teacher/MTSS Specialist makes recommendations as needed and shares strategies and intervention techniques with the teacher and shares the information with the principal. The principal then chooses to reinforce strategies and suggestions in classroom walkthroughs and individual teacher meetings. Parent conferences are coordinated by the regular classroom teacher and the ESE Teacher/MTSS Specialist and/or principal are included in the scheduling and delivery of all conferences. The principal requires a mandatory scheduled conference of any student receiving a D or F at progress report dates. A Friday Five program is being implemented again this year to contact at least 5 parents per class by Friday each week with positive reports on students. These can be small accomplishments for struggling students, good behavior reports, test grades, book reports completed, anything the teacher has seen as an accomplishment to be shared with parents.

The principal, Mrs. A. Higgins, has brought many changes to COAST for the school year 2015-2016. The need for more focused school improvement was evidenced by our school grade and low performance overall. The overall climate of the school is one of positive team effort to increase student achievement in all aspects of curriculum. Title I funds are being used for one teachers salary, parent involvement, teacher training, and a math consultant for grades K-8. Other federal funds include IDEA monies which are used to assist with salaries for a full time ESE teacher to serve our students identified with a disability.

COAST participates in the National School Lunch Program and serves a higher percentage of free and reduced meals than any school in our District. COAST is greatly impacted by economically disadvantaged students in 2014-2015 85% of our student population on the Free or Reduced lunch program. Due to such a high number of economically disadvantaged students COAST qualified for the 100% free lunch/breakfast community program.

COAST participates in the Fruits and Vegetables Snack Program through a grant. Students are provided a snack of a vegetable or fruit during the school day, two times per week. This program allows for our students to receive a healthy snack while being introduced to new foods.

COAST has implemented use of our county and community resources with a Nutrition program sponsored by Wakulla County Extension services. Other county resources from Wakulla County Sheriff's office have been offered to enhance the safety of our students on campus and at home through a cyber bullying education program presented to our students and parents. The state district attorney's office provides an internet safety program with an on campus presentation each year. Our

middle school students have also benefited from an Abstinence program funded by a grant for Wakulla County Youth Coalition. Fundraisers through our own involvement with teachers and staff or in coordination with the COAST PTO provide local funds for our school that often go to scholarship field trips and other activity fees that ED students and families are not able to provide.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alyssa Higgins	Principal
Heather Chadwell	Parent
Joanna Cummings	Parent
Mary Carr	Parent
Mary Taylor	Teacher
Gaby McKenzie	Parent
Jayla Sickles	Student

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 2014-2015 SIP was reviewed by the SAC at our first meeting for the 2015-16 school year held August 27, 2015, 5:30 pm. Minimal discussion ensued and no further suggestions were offered to change or reorganize any of the goals from the previous year or new goals for the 2015-2016 school year.

Development of this school improvement plan

SAC meetings held at the end of the previous year and the beginning of this year to review the previous year's data and 2015 AMO's, SIP, PIP, Parent Resource Center, SPAR, Parent-Teacher Compact, and provide suggestions for this year's program. Input is then provided to the School Building Leadership Team and action taken to incorporate into the SIP and the PIP.

Preparation of the school's annual budget and plan

The school's budget is made available for discussion at the first SAC meeting. The budget is coordinated by the Principal after reviewing the previous year's budget trends, areas of need, and projected revenues. The governing board then reviews the budget and votes to accept or revise.

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

\$9000.00 School Improvement monies were used and supplemental FTE revenue for a remedial part-time teacher, four days per week, grades 2-5 from November-April.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Higgins, Alyssa	Principal
Taylor, Mary	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

1. STAR Reading competition, awards, and recognition
2. Stop, Drop, and Read for impromptu silent reading sessions school wide as announced by the principal.
3. Library time is being added for every PK-5 class with a parent volunteer read aloud session.
4. New reading selections for the library are being added.
5. Mindplay reading program implemented school wide.
6. ESE Teacher/ MTSS Coordinator as a co-teacher during reading instruction and provides one-on-one instruction with watch-list/Rtl students.

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

Schedules were set up to allow for common planning times daily for Pk-2, 3-4-5, and 6-7-8. Team teaching approaches have been set up for 3-4-5 and 6-7-8 with teachers placed in specialized subject areas. Collaborative planning and cross-curriculum instruction are required for each teaching team. Whole Brain Teaching strategies create a school wide approach to classroom management and instruction.

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

The principal is responsible for recruiting and retaining HQ teachers that perform effectively. Several transitions were made for the current school year to eliminate some of the former staff that were not high performing as evidenced by evaluations. New teachers have been added to the faculty with the belief that they will provide a higher quality education standard for COAST students. The principal maintains a competitive salary scale as compared with our district and surrounding counties. New teachers are recruited with a spirit of buying into the charter school concept and the small school atmosphere, as well as the appeal of our surrounding, unique, coastal environment.

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

COAST returning faculty and staff all join in mentoring new teachers. New teachers are paired with a more experienced teacher that is certified in the same area. Several teachers have various certifications and teaching experience and are readily available as mentoring guides.

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

Curriculum materials that are purchased are researched based and immersed in the Florida Standards. Teachers have been involved in extensive training for Florida Standards, Cpalms, Teaching with Rigor and Relevance, Whole Brain Teaching , and as part of preplanning days, preparing curriculum mapping for the entire school year.

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

Data watch lists are utilized to identify students in need of interventions and differentiated instruction. Instruction is based on learning styles, provided in small groups, and as needed individual interventions.

Teachers are encouraged in data meetings to look at deficiencies in class summary data for diagnostic approaches to instruction. Also students on the cusp between achievement levels are reviewed to plan for increased proficiency levels as well as higher performing levels of achievement. Teachers have received Differentiated Instruction professional development and are required to use small group instruction daily in order to meet the needs of the varying levels of student achievement.

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: After School Program

Minutes added to school year: 1,800

Selected 3rd-8th grade students will be provided an intense remedial Reading/Writing Extended Day program to improve FSA success for 3rd-8th grade. The research based Kaleidoscope Reading program will be implemented.

Strategy Rationale

Carefully reviewed data based selections of students for the extended day were processed by the Principal. Targeted students were hovering around data points of proficiency levels. The strategy is to push those students into more solid ground at or above the minimum proficiency level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Higgins, Alyssa, alyssa.higgins@wcsb.us

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

DEA Period 1/2 assessments will be used as Baseline data for Reading with follow up using DEA 3/4 for learning gains. Also, SRA Corrective Reading and Kaleidoscope pre and post tests will be monitored.

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

COAST offers a full day VPK in cooperation with the Early Learning Coalition. VPK classes have been expanded for the 2014-15 school year with the improvement of facilities to increase VPK enrollment. COAST VPK students have an easy transition into COAST Kindergarten as they are already comfortable with the full school day schedule, Other students from the Wakulla District Pre K , who are identified as ESE due to a developmental delay are also easily transitioned through school day visits to COAST and parent conferences for IEP updates with the ESE teacher and/or the Speech pathologist. They are also invited to attend Open House to meet their teachers and enjoy visiting their new classroom.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

2014-2015 DEA Assessment 1-4 Analysis: Grades K-2 COAST saw growth for over 90% of students via DEA and STAR this past year. Although, the growth was minimal for some, almost all students showed growth according to both assessments.

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.** To identify and place 2015 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.
- G2.** To increase the percentage of students achieving proficiency level in Reading
- G3.** To increase the percentage of students achieving proficiency levels in Math
- G4.** To train teachers on Communicating Without Harm to increase positive parent contact by conference/telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours.

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. To identify and place 2015 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels. 1a

G069668

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	19.0
Math Lowest 25% Gains	25.0

Resources Available to Support the Goal 2

- Principal arranging extended blocks of scheduled time periods for intensive remedial instruction in Reading
- This allows for more rigor and relevance in instruction for all achievement levels

Targeted Barriers to Achieving the Goal 3

- Need for additional teachers certified or endorsed in reading

Plan to Monitor Progress Toward G1. 8

Intensive reading and math classes for identified below proficiency students. Data from DEA and STAR will be monitored after each AP schedule. Additionally, the principal reviews all progress report.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Increased levels of proficiency in FSA Reading and Math.

G2. To increase the percentage of students achieving proficiency level in Reading 1a

G069669

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- Reading Buddies school wide
- Reading Drills school wide
- New Reading selections for the school library
- Treasures and Triumphs Reading Program
- Successful Reader
- Rewards Reading
- After school and In school Reading remediation
- Departmentalized reading instruction grades 2-3
- Mindplay

Targeted Barriers to Achieving the Goal 3

- Attendance issues
- Academic need for after school and In school Remediation for additional remedial reading and writing programs
- Academic needs for Rewards Science and Social Studies Reading program
- Academic need for additional part time person to serve as remediation teacher in reading
- Students at COAST lack access to technology resources school-wide and at home
- Academic need for reading assessment practice and progress monitoring tool
- Lack of school-wide instructional method that creates highly disciplined classrooms

Plan to Monitor Progress Toward G2. 8

Data Day analysis of STAR Reading, DEA and Mindplay progress monitoring. Students who score less than 30% will receive Tier I interventions.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

STAR Reading, DEA, and Mindplay progress monitoring. Rtl documentation will be reviewed and growth trends will be analyzed.

G3. To increase the percentage of students achieving proficiency levels in Math 1a

G069670

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- Departmentalized math instruction in grades 3-5 and 6-8
- Extended time for math periods from 60 to 90 minutes in grades 4 and 8
- Implementation and use of math journals
- More consistent review of progress monitoring using STAR Math and DEA, data analysis, and prescriptive teaching
- Positive team effort school wide to increase student achievement overall
- Reflex Math
- Moby Max

Targeted Barriers to Achieving the Goal 3

- Academic need for supplemental math program for Grades K-8 and professional development for faculty to implement
- Academic need for teachers to have more professional development opportunities
- Students at COAST lack access to technology resources school-wide and at home

Plan to Monitor Progress Toward G3. 8

Data day reviews of STAR Math, DEA and Reflex Math progress monitoring. Student who score less than 30% will receive Tier I interventions.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

STAR Math, DEA and Reflex Math data will be reviewed by the Principal and the Math Consultant after every AP schedule.

G4. To train teachers on Communicating Without Harm to increase positive parent contact by conference/telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours. 1a

G069671

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- Friday Five is a resource concept for teachers to contact at least 5 parents by Friday each week with positive reports on students
- Desired attendance outcomes will be rewarded by the principal each 9 weeks.

Targeted Barriers to Achieving the Goal 3

- Parents and students do not set high attendance rates as a priority.

Plan to Monitor Progress Toward G4. 8

Annual attendance percentage rates will be reviewed throughout the year for trends toward improvement as well as at the end of the year for final outcomes of the interventions.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

Plan to Monitor Progress Toward G4. 8

Students with perfect attendance will be invited on the Perfect Attendance Field Trip every 9 weeks.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Ongoing attendance percentage rate, referrals to Attendance Review Team, exponential growth of Perfect Attendance Field Trip attendees.

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. To identify and place 2015 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels. **1**

 G069668

G1.B1 Need for additional teachers certified or endorsed in reading **2**

 B181231

G1.B1.S1 Hiring a part time certified teacher to float in reading classes daily to assist in small group instruction and remedial curriculum. **4**

 S192665

Strategy Rationale

To improve student performance in reading by more small group instruction and diagnostic teaching based on data analysis

Action Step 1 **5**

In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 10/1/2015 to 4/15/2016

Evidence of Completion

Checklist from classroom walk- throughs, data analysis from FSA, DEA and STAR

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

Review of data for improvement in reading proficiency levels overall.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 10/1/2015 to 3/31/2016

Evidence of Completion

Data analysis of FSA, STAR and DEA

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

Person Responsible

Schedule

Evidence of Completion

G2. To increase the percentage of students achieving proficiency level in Reading 1

G069669

G2.B1 Attendance issues 2

B181232

G2.B1.S1 To improve attendance percentages school wide 4

S192666

Strategy Rationale

Title I schools who have addressed poor attendance repeatedly show school wide improvement as evidenced by state tests and ongoing progress monitoring.

Action Step 1 5

School wide review of excessive absences will be reviewed every 3 weeks by the office manager.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records.

Action Step 2 5

School wide review of students exhibiting perfect attendance every 9 weeks by the office manager.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/17/2015 to 4/26/2016

Evidence of Completion

Attendance records, attendance review team and ongoing progress monitoring of attendance.

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

Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues.

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

Students who have perfect attendance will be recognized on the Perfect Attendance Bulletin Board. The Perfect Attendance Bulletin Board will include information on the Perfect Attendance Field Trip.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 4/25/2016

Evidence of Completion

Attendance records, Attendance Review Team records, students names listed on perfect attendance bulletin board and perfect attendance field trip.

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

Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues. School-wide attendance rates will be reviewed annually for effectiveness of Attendance review Team.

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

Students who have perfect attendance will be invited on the Perfect Attendance Field Trip every 9 weeks.

Person Responsible

Alyssa Higgins


Schedule

Quarterly, from 8/20/2015 to 4/25/2016

Evidence of Completion

Attendance records, school-wide attendance rates for effectiveness of attendance reward field trip.

G2.B2 Academic need for after school and In school Remediation for additional remedial reading and writing programs 2

 B181233

G2.B2.S1 To target lower quartile performing students with an In-school Remediation program that utilizes technology and Synthetic Intelligence to deliver a curriculum that teaches students to read well and bridges the gap between reading and writing. 4

 S192667

Strategy Rationale

Reading and Writing go hand in hand for increased performance.

There is a significant correlation between students who have access to electronic reading supplements and reading scores.

According to 2014-2015 STAR Reading Assessment, students in grades 3, 5 and 7 reading scores regressed on average by 17%.

According to 2014-2015 FAIR data 4th grade decreased 10% and 6th grade showed no growth

Although grades 3, 5 and 7 showed on average 12% gains on FAIR, they were not as high as expected.

According to 2015-2016 FSA Reading- 45% in bottom quartile (bottom 25%) and 14% in top quartile (top 25%)

Action Step 1 5

To improve reading performance and close the performance gap of lower quartile students in Grades K-8 will be targeted with Mindplay. Mindplay is an In-school remediation program developed by experts in language, literacy and assessment. Students experience a virtual one-on-one session with a reading specialist every time they log in.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 6/1/2016

Evidence of Completion

DEA, STAR Reading, Mindplay progress monitoring and FSA

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

Classroom Walkthroughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 6/1/2016

Evidence of Completion

DEA, STAR Reading, Mindplay progress monitoring and FSA

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

Scheduling, data analysis,

Person Responsible

Alyssa Higgins

Schedule

Every 2 Months, from 8/20/2015 to 6/1/2016

Evidence of Completion

DEA, STAR Reading, Mindplay progress monitoring and FSA

G2.B2.S2 To provide training so teachers can implement reading programs effectively. 4

 S192668

Strategy Rationale

High-quality professional development can help to close the achievement gap.

Reading interventions are successful when implemented with fidelity.

Professional development makes a lasting impact on teacher.

Action Step 1 5

Teachers participated in Mindplay training provided by a Mindplay consultant.

Person Responsible

Alyssa Higgins

Schedule

Annually, from 8/10/2015 to 9/23/2016

Evidence of Completion

Professional development sign-in sheet, agenda and follow up activity.

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

Principal will conduct classroom walk-throughs during Mindplay instructional time.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Classroom walk-through check list

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

Mindplay progress monitoring data will be compared to STAR Reading and DEA scores.

Person Responsible

Mary Taylor


Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Data day sign-in sheet, data day agenda, DEA, and STAR

G2.B3 Academic needs for Rewards Science and Social Studies Reading program 2

 B181234

G2.B3.S1 To purchase and implement Rewards Science and Social Studies in order to improve Reading proficiency in content area reading. 4

 S192669

Strategy Rationale

If reading skills can be improved across the content areas it will help reach the goal of improved reading proficiency levels.

Action Step 1 5

In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Science and Rewards Social Studies will be implemented.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 1/11/2016 to 4/1/2016

Evidence of Completion

Rewards pre post tests, FSA, STAR Reading and DEA

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

Schedule will support completion, data analysis will be used to monitor

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 1/11/2016 to 4/1/2016

Evidence of Completion

Classroom walkthroughs, STAR Reading, Rewards pre and post tests, DEA and FSA

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

Data analysis, scheduling, classroom walkthroughs

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 1/11/2016 to 4/1/2016

Evidence of Completion

STAR Reading, Pre and post Rewards Tests, DEA, FSA and Classroom walkthrough checklists

G2.B4 Academic need for additional part time person to serve as remediation teacher in reading 2

B181235

G2.B4.S1 Hiring a part time certified teacher to float in reading classes daily to assist in small group instruction and remedial curriculum 4

S192670

Strategy Rationale

To improve student performance in reading by more small group instruction and diagnostic teaching based on data analysis

According to 2014-2015 STAR reading assessment, students in grades 3, 5 and 7 reading scores regressed on average by 17%

According to 2014-2015 FAIR data 4th grade decreased 10% and 6th grade showed no growth

Although grades 3, 5 and 7 showed on average 12% gains on FAIR they were not as high as expected.

According to 2015-2016 FSA Reading- 45% in bottom quartile (bottom 25%) and 14% in top quartile (top 25%)

Action Step 1 5

In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 10/19/2015 to 4/15/2016

Evidence of Completion

Checklists from Classroom walkthroughs, data analysis from DEA, STAR Reading, FSA and Mindplay progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 10/19/2015 to 4/15/2016

Evidence of Completion

Classroom walkthroughs, data analysis of DEA, STAR Reading, FSA and Mindplay progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review of data for improvement in reading proficiency levels overall

Person Responsible

Alyssa Higgins


Schedule

Annually, from 10/19/2015 to 4/15/2016

Evidence of Completion

data analysis of FAIR-FS, STAR Reading, FSA

G2.B5 Students at COAST lack access to technology resources school-wide and at home **2**

 B181236

G2.B5.S1 To improve student access to technology school-wide and at home. **4**

 S192671

Strategy Rationale

There is a significant correlation between students who have access to electronic reading supplements and reading scores.

Students will use technology to access the remediation reading program Mindplay.

Due to COAST low income family demographic many students do not have access to technology at home

Action Step 1 **5**

In order to give students access to technology COAST purchased computers for the computer lab. Grades PK-8 have access to the computer lab.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Purchase orders, computer lab walk-through

Action Step 2 **5**

In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 3/8/2017

Evidence of Completion

Purchase orders, classroom walk-through check lists

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Students will be trained on how to use the technology. Student use of the computers will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Computer lab walk-through, DEA, STAR and FSA

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Students will be trained on how to use the tablets. Student use of tablets will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Classroom walk-through, DEA, STAR and FSA

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of technology as a reading curriculum resource.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

DEA and STAR test scores

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of tablets as a reading curriculum resource.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Principal and Instructional Coach will meet with middle school teachers to discuss the effectiveness of tablets as an instructional resource. 2015-2016 DEA, FSA and STAR data will be compared to previous year data.

G2.B6 Academic need for reading assessment practice and progress monitoring tool 2

B181237

G2.B6.S1 A school-wide reading assessment tool that also provide progress monitoring 4

S192672

Strategy Rationale

To improve reading test scores students must be given many opportunities to practice taking reading tests

Critically low STAR reading test scores

According to 2015-2016 FSA Reading- 45% in bottom quartile (bottom 25%) and 14% in top quartile (top 25%)

Action Step 1 5

Renaissance Learning is implemented school-wide as a reading assessment and progress monitoring tool. Renaissance Learning provides Accelerated Reader assessments on the literature COAST students access in the school library and in-class libraries on campus. Renaissance Learning also provides STAR Reading assessments, which are implemented as a school-wide progress monitoring tool. Renaissance Learning includes STAR Math, which is used as a math progress monitoring tool.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 8/20/2015

Evidence of Completion

AR Tests scores, and STAR Reading progress monitoring.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Students will complete AR assessments on the books they read in-school and out-side of school.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Classroom walk throughs, AR Tests scores progress monitoring and DEA progress monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Data days will include discussion and review of AR Tests scores and STAR Reading progress monitoring.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

AR Tests scores, STAR Reading and DEA

G2.B6.S2 To provide training so teachers can implement reading programs effectively 4

 S192673

Strategy Rationale

High-quality professional development can help to close the achievement gap.

Critically low STAR reading test scores

Action Step 1 5

One teacher at COAST will participate in the district AR training. This teacher will train teachers at COAST on AR. Teachers will participate in a peer lead AR training.

Person Responsible

Alyssa Higgins

Schedule

On 10/14/2015

Evidence of Completion

Training sign-in sheet and PD follow up activity

Plan to Monitor Fidelity of Implementation of G2.B6.S2 6

Classroom walk-throughs

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Classroom walk-through check list and data day documentation

Plan to Monitor Effectiveness of Implementation of G2.B6.S2 7

Increased data analysis after each assessment period of STAR Reading/Math. Data day review of AR test score proficiency trends.

Person Responsible

Alyssa Higgins


Schedule

Quarterly, from 8/20/2015 to 8/20/2015

Evidence of Completion

Data day review documentation

G2.B7 Lack of school-wide instructional method that creates highly disciplined classrooms **2**

 B181238

G2.B7.S1 To implement school-wide comprehensive instruction and behavior strategies. All teachers at COAST use the same strategies to focus attention, introduce new information and transition to new activities. **4**

 S192674

Strategy Rationale

Schools that implement comprehensive instruction and behavior strategies stop misbehavior and bring about compliance

Comprehensive school wide instruction and behavior strategies develop self-discipline, prevent misbehavior, correct misbehavior and respond to chronic behavior problems

Eliminating behavior problems allows for more instructional time

Comprehensive instructional methods create autonomy

Action Step 1 **5**

In order to implement comprehensive instruction and behavior strategies teachers will use the Whole Brain Teaching teaching strategy on a daily basis. This program allows for unified teaching methods that are implemented daily and creates a structured school climate.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 9/29/2015

Evidence of Completion

Classroom walk-throughs, check list, discipline referral reviews, DEA, STAR and FSA

G2.B7.S2 To provide training so teachers can implement comprehensive instruction and discipline strategies effectively **4**

 S192675

Strategy Rationale

High-quality professional development can help to close the achievement gap.

Professional development improves classroom management skills

Action Step 1 **5**

Several teachers attended the Whole Brain Teacher conference over the summer. These teachers led a Whole Brain Teaching training during pre-planning. Teachers also participated in Whole Brain Teaching training with Whole Brain Teaching consultant. Teachers also received a copy of "Whole Brain Teaching for Challenging Kids," by Chris Biffle.

Person Responsible

Alyssa Higgins

Schedule

Semiannually, from 8/20/2015 to 12/20/2016

Evidence of Completion

Training sign-in sheet, class room walk-through, discipline referral reviews

Plan to Monitor Fidelity of Implementation of G2.B7.S2 **6**

Principal and Instructional Coach will do classroom walk-throughs to monitor the implementation of Whole Brain Teaching. 2015-2016 DEA, STAR and FSA scores will be compared to previous years data to assess the impact of Whole Brain Teaching strategies on test scores.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

2015-2016 DEA, STAR and FSA scores will be compared to previous years data to assess the impact of Whole Brain Teaching strategies on test scores.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 8/20/2015

Evidence of Completion

Classroom walk-through check list and data day documentation

G3. To increase the percentage of students achieving proficiency levels in Math **1**

G069670

G3.B1 Academic need for supplemental math program for Grades K-8 and professional development for faculty to implement **2**

B181239

G3.B1.S1 Purchase Reflex Math for full implementation in Grades K-8 **4**

S192676

Strategy Rationale

Reflex Math was available through a grant last school year and was used as a supplement in 2-5 with positive results.

According to 2014-2015 STAR Math assessment 3rd grade student regressed by 13% and 6th grade regressed by 19%

According to 2014- 2015 STAR Math 4th and 5th grade students increased on average by 26%

According to 2014-2015 STAR Math 7th grade students remained the same at 47% and average increase was only .1 grade level

Action Step 1 **5**

In order to improve math performance and close the performance gap of lower quartile students grades K-8 will be targeted with Reflex Math. Reflex Math is an in-school remediation program that helps students of all ability levels to develop fluency with their basic math facts in addition, subtraction, multiplication and division.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Progress monitoring of interim math assessment using STAR math and DEA will be reviewed for ongoing and end results.

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

Increased data analysis after each assessment period of STAR math and DEA

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

The principal will monitor for fidelity of implementation in grades K-8 by use of classroom walkthroughs and reviewing interim data. The ESE Teacher/ MTSS Coordinator will review and analyze data with the teacher for fidelity and continuous improvement.

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

Classroom walkthroughs

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/20/2015 to 5/29/2016

Evidence of Completion

Data reviews from STAR assessment and DEA

G3.B1.S2 Purchase Moby Max for supplemental math interventions. 4

S192677

Strategy Rationale

Last year 3-5 math teacher purchased Moby Max with Teacher Lead money and implemented this program in all of her classes with positive results.

Action Step 1 5

In order to provide effective math interventions tier II math students will be targeted with Moby Max an in-school remediation program that finds and fixes math skills that are essential for math comprehension.

Person Responsible

Mary Taylor

Schedule

Daily, from 11/2/2015 to 5/31/2016

Evidence of Completion

Moby Max progress monitoring, DEA, STAR Math and FSA.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The ESE Teacher/ MTSS Coordinator will meet with math teacher for feedback, review data from interim assessments and conduct classroom walkthroughs.

Person Responsible

Mary Taylor

Schedule

Biweekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Moby Max progress monitoring

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Data reviews from DEA, STAR math and Reflex Math.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 11/2/2015 to 11/2/2015

Evidence of Completion

Data from STAR Math will be reviews against base line STAR tests at each AP schedule.
Moby Max progress monitoring will be reviewed against DEA and STAR assessment results.

G3.B1.S3 To provide teacher with training so they can implement math programs with fidelity 4

 S192678

Strategy Rationale

High-quality professional development can help to close the achievement gap.

Math interventions are successful when implemented with fidelity.

Professional development makes a lasting impact on teachers

According to 2014-2015 STAR Math assessment 3rd grade student regressed by 13% and 6th grade regressed by 19%.

According to 2014- 2015 STAR Math 4th and 5th grade students increased on average by 26%.

According to 2014-2015 STAR Math 7th grade students remained the same at 47% and average increase was only .1 grade level.

Action Step 1 5

Teachers participated in the Reflex Math Training Live Webinar during pre-planning of the 2015-2016 school year. A consultant from Reflex Math gave teachers instruction on how to implement the program with fidelity.

Person Responsible

Alyssa Higgins

Schedule

On 8/14/2015

Evidence of Completion

Training sign-in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

The instructional coach/MTSS will meet with math teachers for feedback, review data from interim assessments and conduct classroom walk-throughs.

Person Responsible

Mary Taylor

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Reflex math progress monitoring

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Data day reviews of DEA and STAR math scores will be compared to Reflex math progress monitoring.

Person Responsible

Mary Taylor


Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Data from STAR Math and DEA will be reviewed against base line STAR tests at each AP schedule. Reflex Math progress monitoring will be reviewed against DEA and STAR assessment results.

G3.B2 Academic need for teachers to have more professional development opportunities 2

 B181240

G3.B2.S1 To provide teachers with job embedded staff development in order to cover content area standards effectively and with fidelity. 4

 S192679

Strategy Rationale

High-quality professional development can help to close the achievement gap.

Professional development makes a lasting impact on teacher.

According to 2014-2015 STAR Math assessment 3rd grade students regressed by 13% and 6th grade students regressed by 19%.

According to 2014- 2015 STAR Math 4th and 5th grade students increased on average by 26%.

According to 2014-2015 STAR Math 7th grade students remained the same at 47% and average increase was only .1 grade level.

Action Step 1 5

Due to the amount of critically low students at COAST a math consultant has been contracted to provide teachers with professional development. K-8 math teachers work one-on-one with a professional math consultant during pre-planning and throughout the school year.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/12/2015 to 4/30/2016

Evidence of Completion

Sign in sheets, lesson plan reviews, classroom walkthroughs

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

The principal will meet with the math consultant for feedback, review data from interim assessments, review lesson plans, and conduct classroom walkthroughs.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/20/2015 to 4/30/2016

Evidence of Completion

Lesson plans, data reports, checklists

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

Data reviews from STAR math, DEA and Reflex Math progress monitoring

Person Responsible

Alyssa Higgins


Schedule

Every 2 Months, from 8/20/2015 to 5/31/2016

Evidence of Completion

Data from STAR Math will be reviewed against base line STAR tests at each AP schedule.
FSA

G3.B3 Students at COAST lack access to technology resources school-wide and at home **2**

 B181241

G3.B3.S1 To improve students access to technology school-wide and at home **4**

 S192680

Strategy Rationale

There is a significant correlation between students who have access to electronic math supplements and math scores.

Students will use technology to access the remediation math program Reflex Math.

Due to COAST low income family demographic many students do not have access to technology at home

Action Step 1 **5**

In order to provide students with access to technology COAST will purchase computers for the computer lab. Grades PK-8 have access to the computer lab.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Purchase orders, computer lab walk-through

Action Step 2 **5**

In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Purchase orders, classroom walk-through check lists

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Students will be trained on the proper use of the technology. Student use of the computers will be monitored carefully. Data Day reviews will provide quantifiable data on the success of the technology implementation.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 5/31/2016

Evidence of Completion

Computer lab walk-through, DEA, STAR and FSA

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Students will be trained on how to use the tablets. Student use of tablets will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/20/2015 to 8/20/2016

Evidence of Completion

Computer lab walk-through, DEA, STAR and FSA

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data Day reviews of STAR and DEA will provide quantifiable data on the effectiveness of technology as a math curriculum resource.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

DEA and STAR

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of tablets as a math curriculum resource.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 5/31/2016

Evidence of Completion

DEA and STAR

G4. To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours. 1

G069671

G4.B2 Parents and students do not set high attendance rates as a priority. 2

B181243

G4.B2.S1 The Principal and the Instructional Coach educated parents at the annual Title I meeting on the power of increasing proficiency levels through a higher attendance rate. The principal will bring back the Attendance Review Team in order to improve attendance school wide. Also teachers may enter into an Attendance contract with an individual student based on their needs. 4

S192682

Strategy Rationale

Throughout the school year in Newsletters and parent meetings attendance will be discussed in hopes that more and more students and parents will strive to improve student attendance.

Action Step 1 5

Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed will be referred to the principal.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance data, Attendance Review Team

Action Step 2 5

School wide review of students exhibiting perfect attendance every 9 weeks by office manager.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/20/2015 to 4/26/2016

Evidence of Completion

Attendance records, attendance reviews and ongoing progress monitoring of attendance.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Attendance percentages will be reviewed by the Attendance Review Team on any student flagged with excessive absences.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 8/20/2015

Evidence of Completion

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Students with perfect attendance will be recognized on the Perfect Attendance Bulletin Board. The Perfect Attendance Bulletin Board will include information on the Perfect Attendance Field Trip.

Person Responsible

Mary Taylor

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Analysis of ongoing attendance percentage rates and referrals to the Attendance Review Team.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The Office manager will maintain data reviews of excessive absences every 3-4 weeks and make referrals to the principal as needed for warning letters, improvement, increased absences, and Attendance Review Team procedures.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/20/2015 to 5/31/2016

Evidence of Completion

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

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	In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.	Higgins, Alyssa	10/1/2015	Checklist from classroom walk-throughs, data analysis from FSA, DEA and STAR	4/15/2016 daily
G2.B1.S1.A1	School wide review of excessive absences will be reviewed every 3 weeks by the office manager.	Higgins, Alyssa	8/20/2015	Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records.	5/31/2016 monthly
G2.B2.S1.A1	To improve reading performance and close the performance gap of lower quartile students in Grades K-8 will be targeted with Mindplay. Mindplay is an In-school remediation program developed by experts in language, literacy and assessment. Students experience a virtual one-on-one session with a reading specialist every time they log in.	Higgins, Alyssa	8/20/2015	DEA, STAR Reading, Mindplay progress monitoring and FSA	6/1/2016 daily
G2.B2.S2.A1	Teachers participated in Mindplay training provided by a Mindplay consultant.	Higgins, Alyssa	8/10/2015	Professional development sign-in sheet, agenda and follow up activity.	9/23/2016 annually
G2.B3.S1.A1	In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Science and Rewards Social Studies will be implemented.	Higgins, Alyssa	1/11/2016	Rewards pre post tests, FSA, STAR Reading and DEA	4/1/2016 weekly
G2.B4.S1.A1	In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.	Higgins, Alyssa	10/19/2015	Checklists from Classroom walkthroughs, data analysis from DEA, STAR Reading, FSA and Mindplay progress monitoring	4/15/2016 daily
G2.B5.S1.A1	In order to give students access to technology COAST purchased	Higgins, Alyssa	8/20/2015	Purchase orders, computer lab walk-through	5/31/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	computers for the computer lab. Grades PK-8 have access to the computer lab.				
G2.B6.S1.A1	Renaissance Learning is implemented school-wide as a reading assessment and progress monitoring tool. Renaissance Learning provides Accelerated Reader assessments on the literature COAST students access in the school library and in-class libraries on campus. Renaissance Learning also provides STAR Reading assessments, which are implemented as a school-wide progress monitoring tool. Renaissance Learning includes STAR Math, which is used as a math progress monitoring tool.	Higgins, Alyssa	8/20/2015	AR Tests scores, and STAR Reading progress monitoring.	8/20/2015 daily
G2.B6.S2.A1	One teacher at COAST will participate in the district AR training. This teacher will train teachers at COAST on AR. Teachers will participate in a peer lead AR training.	Higgins, Alyssa	10/14/2015	Training sign-in sheet and PD follow up activity	10/14/2015 one-time
G2.B7.S1.A1	In order to implement comprehensive instruction and behavior strategies teachers will use the Whole Brain Teaching teaching strategy on a daily basis. This program allows for unified teaching methods that are implemented daily and creates a structured school climate.	Higgins, Alyssa	8/20/2015	Classroom walk-throughs, check list, discipline referral reviews, DEA, STAR and FSA	9/29/2015 daily
G2.B7.S2.A1	Several teachers attended the Whole Brain Teacher conference over the summer. These teachers led a Whole Brain Teaching training during pre-planning. Teachers also participated in Whole Brain Teaching training with Whole Brain Teaching consultant. Teachers also received a copy of "Whole Brain Teaching for Challenging Kids," by Chris Biffle.	Higgins, Alyssa	8/20/2015	Training sign-in sheet, class room walk-through, discipline referral reviews	12/20/2016 semiannually
G3.B1.S1.A1	In order to improve math performance and close the performance gap of lower quartile students grades K-8 will be targeted with Reflex Math. Reflex Math is an in-school remediation program that helps students of all ability levels to develop fluency with their basic math facts in addition, subtraction, multiplication and division.	Higgins, Alyssa	8/20/2015	Progress monitoring of interim math assessment using STAR math and DEA will be reviewed for ongoing and end results.	5/31/2016 daily
G3.B1.S2.A1	In order to provide effective math interventions tier II math students will be targeted with Moby Max an in-school remediation program that finds and fixes math skills that are essential for math comprehension.	Taylor, Mary	11/2/2015	Moby Max progress monitoring, DEA, STAR Math and FSA.	5/31/2016 daily
G3.B1.S3.A1	Teachers participated in the Reflex Math Training Live Webinar during pre-planning of the 2015-2016 school year. A consultant from Reflex Math gave teachers instruction on how to implement the program with fidelity.	Higgins, Alyssa	8/14/2015	Training sign-in sheet	8/14/2015 one-time
G3.B2.S1.A1	Due to the amount of critically low students at COAST a math consultant has been contracted to provide	Higgins, Alyssa	8/12/2015	Sign in sheets, lesson plan reviews, classroom walkthroughs	4/30/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teachers with professional development. K-8 math teachers work one-on-one with a professional math consultant during pre-planning and throughout the school year.				
G3.B3.S1.A1	In order to provide students with access to technology COAST will purchase computers for the computer lab. Grades PK-8 have access to the computer lab.	Higgins, Alyssa	8/20/2015	Purchase orders, computer lab walk-through	5/31/2016 daily
G4.B2.S1.A1	Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed will be referred to the principal.	Higgins, Alyssa	8/20/2015	Attendance data, Attendance Review Team	5/31/2016 monthly
G2.B1.S1.A2	School wide review of students exhibiting perfect attendance every 9 weeks by the office manager.	Higgins, Alyssa	8/17/2015	Attendance records, attendance review team and ongoing progress monitoring of attendance.	4/26/2016 quarterly
G2.B5.S1.A2	In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.	Higgins, Alyssa	8/20/2015	Purchase orders, classroom walk-through check lists	3/8/2017 daily
G3.B3.S1.A2	In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.	Higgins, Alyssa	8/20/2015	Purchase orders, classroom walk-through check lists	5/31/2016 daily
G4.B2.S1.A2	School wide review of students exhibiting perfect attendance every 9 weeks by office manager.	Higgins, Alyssa	8/20/2015	Attendance records, attendance reviews and ongoing progress monitoring of attendance.	4/26/2016 quarterly
G1.MA1	Intensive reading and math classes for identified below proficiency students. Data from DEA and STAR will be monitored after each AP schedule. Additionally, the principal reviews all progress report.	Higgins, Alyssa	8/17/2015	Increased levels of proficiency in FSA Reading and Math.	5/30/2016 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Review of data for improvement in reading proficiency levels overall.	Higgins, Alyssa	10/1/2015	Data analysis of FSA, STAR and DEA	3/31/2016 monthly
G2.MA1	Data Day analysis of STAR Reading, DEA and Mindplay progress monitoring. Students who score less than 30% will receive Tier I interventions.	Higgins, Alyssa	8/20/2015	STAR Reading, DEA, and Mindplay progress monitoring. Rtl documentation will be reviewed and growth trends will be analyzed.	5/31/2016 quarterly
G2.B1.S1.MA1	Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.	Higgins, Alyssa	8/20/2015	Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues. School-wide attendance rates will be reviewed annually for effectiveness of Attendance review Team.	5/31/2016 monthly
G2.B1.S1.MA4	Students who have perfect attendance will be invited on the Perfect Attendance Field Trip every 9 weeks.	Higgins, Alyssa	8/20/2015	Attendance records, school-wide attendance rates for effectiveness of attendance reward field trip.	4/25/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.	Higgins, Alyssa	8/20/2015	Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues.	5/31/2016 monthly
G2.B1.S1.MA3	Students who have perfect attendance will be recognized on the Perfect Attendance Bulletin Board. The Perfect Attendance Bulletin Board will include information on the Perfect Attendance Field Trip.	Higgins, Alyssa	8/20/2015	Attendance records, Attendance Review Team records, students names listed on perfect attendance bulletin board and perfect attendance field trip.	4/25/2016 monthly
G2.B2.S1.MA1	Scheduling, data analysis,	Higgins, Alyssa	8/20/2015	DEA, STAR Reading, Mindplay progress monitoring and FSA	6/1/2016 every-2-months
G2.B2.S1.MA1	Classroom Walkthroughs, data analysis	Higgins, Alyssa	8/20/2015	DEA, STAR Reading, Mindplay progress monitoring and FSA	6/1/2016 daily
G2.B3.S1.MA1	Data analysis, scheduling, classroom walkthroughs	Higgins, Alyssa	1/11/2016	STAR Reading, Pre and post Rewards Tests, DEA, FSA and Classroom walkthrough checklists	4/1/2016 weekly
G2.B3.S1.MA1	Schedule will support completion, data analysis will be used to monitor	Higgins, Alyssa	1/11/2016	Classroom walkthroughs, STAR Reading, Rewards pre and post tests, DEA and FSA	4/1/2016 weekly
G2.B4.S1.MA1	Review of data for improvement in reading proficiency levels overall	Higgins, Alyssa	10/19/2015	data analysis of FAIR-FS, STAR Reading, FSA	4/15/2016 annually
G2.B4.S1.MA1	Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis	Higgins, Alyssa	10/19/2015	Classroom walkthroughs, data analysis of DEA, STAR Reading, FSA and Mindplay progress monitoring	4/15/2016 weekly
G2.B5.S1.MA1	Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of technology as a reading curriculum resource.	Higgins, Alyssa	8/20/2015	DEA and STAR test scores	5/31/2016 quarterly
G2.B5.S1.MA4	Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of tablets as a reading curriculum resource.	Higgins, Alyssa	8/20/2015	Principal and Instructional Coach will meet with middle school teachers to discuss the effectiveness of tablets as an instructional resource. 2015-2016 DEA, FSA and STAR data will be compared to previous year data.	5/31/2016 quarterly
G2.B5.S1.MA1	Students will be trained on how to use the technology. Student use of the computers will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.	Higgins, Alyssa	8/20/2015	Computer lab walk-through, DEA, STAR and FSA	5/31/2016 monthly
G2.B5.S1.MA3	Students will be trained on how to use the tablets. Student use of tablets will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.	Higgins, Alyssa	8/20/2015	Classroom walk-through, DEA, STAR and FSA	5/31/2016 daily
G2.B6.S1.MA1	Data days will include discussion and review of AR Tests scores and STAR Reading progress monitoring.	Higgins, Alyssa	8/20/2015	AR Tests scores, STAR Reading and DEA	5/31/2016 quarterly
G2.B6.S1.MA1	Students will complete AR assessments on the books they read in-school and out-side of school.	Higgins, Alyssa	8/20/2015	Classroom walk throughs, AR Tests scores progress monitoring and DEA progress monitoring.	5/31/2016 daily
G2.B2.S2.MA1	Mindplay progress monitoring data will be compared to STAR Reading and DEA scores.	Taylor, Mary	8/20/2015	Data day sign-in sheet, data day agenda, DEA, and STAR	5/31/2016 quarterly
G2.B2.S2.MA1	Principal will conduct classroom walk-throughs during Mindplay instructional time.	Higgins, Alyssa	8/20/2015	Classroom walk-through check list	5/31/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S2.MA1	Increased data analysis after each assessment period of STAR Reading/Math. Data day review of AR test score proficiency trends.	Higgins, Alyssa	8/20/2015	Data day review documentation	8/20/2015 quarterly
G2.B6.S2.MA1	Classroom walk-throughs	Higgins, Alyssa	8/20/2015	Classroom walk-through check list and data day documentation	5/31/2016 monthly
G2.B7.S2.MA1	2015-2016 DEA, STAR and FSA scores will be compared to previous years data to assess the impact of Whole Brain Teaching strategies on test scores.	Higgins, Alyssa	8/20/2015	Classroom walk-through check list and data day documentation	8/20/2015 quarterly
G2.B7.S2.MA1	Principal and Instructional Coach will do classroom walk-throughs to monitor the implementation of Whole Brain Teaching. 2015-2016 DEA, STAR and FSA scores will be compared to previous years data to assess the impact of Whole Brain Teaching strategies on test scores.	Higgins, Alyssa	8/20/2015		5/31/2016 weekly
G3.MA1	Data day reviews of STAR Math, DEA and Reflex Math progress monitoring. Student who score less than 30% will receive Tier I interventions.	Higgins, Alyssa	8/20/2015	STAR Math, DEA and Reflex Math data will be reviewed by the Principal and the Math Consultant after every AP schedule.	5/31/2016 monthly
G3.B1.S1.MA1	Classroom walkthroughs	Higgins, Alyssa	8/20/2015	Data reviews from STAR assessment and DEA	5/29/2016 weekly
G3.B1.S1.MA1	Increased data analysis after each assessment period of STAR math and DEA	Higgins, Alyssa	8/20/2015	The principal will monitor for fidelity of implementation in grades K-8 by use of classroom walkthroughs and reviewing interim data. The ESE Teacher/ MTSS Coordinator will review and analyze data with the teacher for fidelity and continuous improvement.	5/31/2016 quarterly
G3.B2.S1.MA1	Data reviews from STAR math, DEA and Reflex Math progress monitoring	Higgins, Alyssa	8/20/2015	Data from STAR Math will be reviewed against base line STAR tests at each AP schedule. FSA	5/31/2016 every-2-months
G3.B2.S1.MA1	The principal will meet with the math consultant for feedback, review data from interim assessments, review lesson plans, and conduct classroom walkthroughs.	Higgins, Alyssa	8/20/2015	Lesson plans, data reports, checklists	4/30/2016 weekly
G3.B3.S1.MA1	Data Day reviews of STAR and DEA will provide quantifiable data on the effectiveness of technology as a math curriculum resource.	Higgins, Alyssa	8/20/2015	DEA and STAR	5/31/2016 quarterly
G3.B3.S1.MA4	Data day reviews of STAR and DEA will provide quantifiable data on the effectiveness of tablets as a math curriculum resource.	Higgins, Alyssa	8/20/2015	DEA and STAR	5/31/2016 quarterly
G3.B3.S1.MA1	Students will be trained on the proper use of the technology. Student use of the computers will be monitored carefully. Data Day reviews will provide quantifiable data on the success of the technology implementation.	Higgins, Alyssa	8/20/2015	Computer lab walk-through, DEA, STAR and FSA	5/31/2016 daily
G3.B3.S1.MA3	Students will be trained on how to use the tablets. Student use of tablets will be monitored carefully. Data day reviews will provide quantifiable data on the success of the technology implementation.	Higgins, Alyssa	8/20/2015	Computer lab walk-through, DEA, STAR and FSA	8/20/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Data reviews from DEA, STAR math and Reflex Math.	Higgins, Alyssa	11/2/2015	Data from STAR Math will be reviews against base line STAR tests at each AP schedule. Moby Max progress monitoring will be reviewed against DEA and STAR assessment results.	11/2/2015 quarterly
G3.B1.S2.MA1	The ESE Teacher/ MTSS Coordinator will meet with math teacher for feedback, review data from interim assessments and conduct classroom walkthroughs.	Taylor, Mary	11/2/2015	Moby Max progress monitoring	5/31/2016 biweekly
G3.B1.S3.MA1	Data day reviews of DEA and STAR math scores will be compared to Reflex math progress monitoring.	Taylor, Mary	8/20/2015	Data from STAR Math and DEA will be reviewed against base line STAR tests at each AP schedule. Reflex Math progress monitoring will be reviewed against DEA and STAR assessment results.	5/31/2016 quarterly
G3.B1.S3.MA1	The instructional coach/MTSS will meet with math teachers fir feedback, review data from interim assessments and conduct classroom walk-throughs.	Taylor, Mary	8/20/2015	Reflex math progress monitoring	5/31/2016 monthly
G4.MA1	Annual attendance percentage rates will be reviewed throughout the year for trends toward improvement as well as at the end of the year for final outcomes of the interventions.	Higgins, Alyssa	8/20/2015	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/31/2016 monthly
G4.MA2	Students with perfect attendance will be invited on the Perfect Attendance Field Trip every 9 weeks.	Higgins, Alyssa	8/20/2015	Ongoing attendance percentage rate, referrals to Attendance Review Team, exponential growth of Perfect Attendance Field Trip attendees.	5/31/2016 quarterly
G4.B2.S1.MA1	The Office manager will maintain data reviews of excessive absences every 3-4 weeks and make referrals to the principal as needed for warning letters, improvement, increased absences, and Attendance Review Team procedures.	Higgins, Alyssa	8/20/2015	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/31/2016 monthly
G4.B2.S1.MA1	Attendance percentages will be reviewed by the Attendance Review Team on any student flagged with excessive absences.	Higgins, Alyssa	8/20/2015	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	8/20/2015 monthly
G4.B2.S1.MA3	Students with perfect attendance will be recognized on the Perfect Attendance Bulletin Board. The Perfect Attendance Bulletin Board will include information on the Perfect Attendance Field Trip.	Taylor, Mary	8/20/2015	Analysis of ongoing attendance percentage rates and referrals to the Attendance Review Team.	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. To increase the percentage of students achieving proficiency level in Reading

G2.B2 Academic need for after school and In school Remediation for additional remedial reading and writing programs

G2.B2.S2 To provide training so teachers can implement reading programs effectively.

PD Opportunity 1

Teachers participated in Mindplay training provided by a Mindplay consultant.

Facilitator

Mindplay consultant

Participants

Reading teachers K-8

Schedule

Annually, from 8/10/2015 to 9/23/2016

G2.B6 Academic need for reading assessment practice and progress monitoring tool

G2.B6.S2 To provide training so teachers can implement reading programs effectively

PD Opportunity 1

One teacher at COAST will participate in the district AR training. This teacher will train teachers at COAST on AR. Teachers will participate in a peer lead AR training.

Facilitator

Wakulla County Schools

Participants

Lesley Gerrell Reading and math teachers K-8

Schedule

On 10/14/2015

G2.B7 Lack of school-wide instructional method that creates highly disciplined classrooms

G2.B7.S2 To provide training so teachers can implement comprehensive instruction and discipline strategies effectively

PD Opportunity 1

Several teachers attended the Whole Brain Teacher conference over the summer. These teachers led a Whole Brain Teaching training during pre-planning. Teachers also participated in Whole Brain Teaching training with Whole Brain Teaching consultant. Teachers also received a copy of "Whole Brain Teaching for Challenging Kids," by Chris Biffle.

Facilitator

Whole Brain Teaching Consultant

Participants

All teachers and staff PK-8

Schedule

Semiannually, from 8/20/2015 to 12/20/2016

G3. To increase the percentage of students achieving proficiency levels in Math

G3.B1 Academic need for supplemental math program for Grades K-8 and professional development for faculty to implement

G3.B1.S3 To provide teacher with training so they can implement math programs with fidelity

PD Opportunity 1

Teachers participated in the Reflex Math Training Live Webinar during pre-planning of the 2015-2016 school year. A consultant from Reflex Math gave teachers instruction on how to implement the program with fidelity.

Facilitator

Reflex Math Consultant

Participants

All math teachers K-8, Principal and Instructional Coach

Schedule

On 8/14/2015

G3.B2 Academic need for teachers to have more professional development opportunities

G3.B2.S1 To provide teachers with job embedded staff development in order to cover content area standards effectively and with fidelity.

PD Opportunity 1

Due to the amount of critically low students at COAST a math consultant has been contracted to provide teachers with professional development. K-8 math teachers work one-on-one with a professional math consultant during pre-planning and throughout the school year.

Facilitator

Alyssa Higgins Linda Walker, Math Consultant

Participants

school wide math teachers Grades K-8 targeted math teachers Grade 3-8

Schedule

Monthly, from 8/12/2015 to 4/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.				\$0.00
2	G2.B1.S1.A1	School wide review of excessive absences will be reviewed every 3 weeks by the office manager.				\$0.00
3	G2.B1.S1.A2	School wide review of students exhibiting perfect attendance every 9 weeks by the office manager.				\$0.00
4	G2.B2.S1.A1	To improve reading performance and close the performance gap of lower quartile students in Grades K-8 will be targeted with Mindplay. Mindplay is an In-school remediation program developed by experts in language, literacy and assessment. Students experience a virtual one-on-one session with a reading specialist every time they log in.				\$20,405.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$20,405.00
			<i>Notes: SAI</i>			
5	G2.B2.S2.A1	Teachers participated in Mindplay training provided by a Mindplay consultant.				\$0.00
6	G2.B3.S1.A1	In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Science and Rewards Social Studies will be implemented.				\$1,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,082.00
7	G2.B4.S1.A1	In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.				\$6,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0005 - Wakulla Coast Charter School Of Arts Science	Title I Part A		\$6,800.00
8	G2.B5.S1.A1	In order to give students access to technology COAST purchased computers for the computer lab. Grades PK-8 have access to the computer lab.				\$1,479.96
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$1,479.96
Notes: Digital Technology Money						
9	G2.B5.S1.A2	In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0005 - Wakulla Coast Charter School Of Arts Science	General Fund		\$20,000.00
10	G2.B6.S1.A1	Renaissance Learning is implemented school-wide as a reading assessment and progress monitoring tool. Renaissance Learning provides Accelerated Reader assessments on the literature COAST students access in the school library and in-class libraries on campus. Renaissance Learning also provides STAR Reading assessments, which are implemented as a school-wide progress monitoring tool. Renaissance Learning includes STAR Math, which is used as a math progress monitoring tool.				\$2,624.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0005 - Wakulla Coast Charter School Of Arts Science	Title I Part A		\$2,624.00
11	G2.B6.S2.A1	One teacher at COAST will participate in the district AR training. This teacher will train teachers at COAST on AR. Teachers will participate in a peer lead AR training.				\$0.00
12	G2.B7.S1.A1	In order to implement comprehensive instruction and behavior strategies teachers will use the Whole Brain Teaching teaching strategy on a daily basis. This program allows for unified teaching methods that are implemented daily and creates a structured school climate.				\$0.00
13	G2.B7.S2.A1	Several teachers attended the Whole Brain Teacher conference over the summer. These teachers led a Whole Brain Teaching training during pre-planning. Teachers also participated in Whole Brain Teaching training with Whole Brain Teaching consultant. Teachers also received a copy of "Whole Brain Teaching for Challenging Kids," by Chris Biffle.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0005 - Wakulla Coast Charter School Of Arts Science	Title I Part A		\$1,000.00
14	G3.B1.S1.A1	In order to improve math performance and close the performance gap of lower quartile students grades K-8 will be targeted with Reflex Math. Reflex Math is an in-school remediation program that helps students of all ability				\$3,095.00

Budget Data

levels to develop fluency with their basic math facts in addition, subtraction, multiplication and division.						
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0005 - Wakulla Coast Charter School Of Arts Science	Other		\$3,095.00	
<i>Notes: SAI</i>						
15	G3.B1.S2.A1	In order to provide effective math interventions tier II math students will be targeted with Moby Max an in-school remediation program that finds and fixes math skills that are essential for math comprehension.			\$0.00	
16	G3.B1.S3.A1	Teachers participated in the Reflex Math Training Live Webinar during pre-planning of the 2015-2016 school year. A consultant from Reflex Math gave teachers instruction on how to implement the program with fidelity.			\$0.00	
17	G3.B2.S1.A1	Due to the amount of critically low students at COAST a math consultant has been contracted to provide teachers with professional development. K-8 math teachers work one-on-one with a professional math consultant during pre-planning and throughout the school year.			\$12,100.00	
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0005 - Wakulla Coast Charter School Of Arts Science	Title I Part A		\$12,100.00	
18	G3.B3.S1.A1	In order to provide students with access to technology COAST will purchase computers for the computer lab. Grades PK-8 have access to the computer lab.			\$0.00	
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0005 - Wakulla Coast Charter School Of Arts Science	Other		\$0.00	
<i>Notes: Digital Technology Money</i>						
19	G3.B3.S1.A2	In order to give students access to technology during class and at home COAST purchased tablets for every middle school student. Students are required to use their tablet in every class. Students are welcome to take the tablets home to study or complete homework.			\$0.00	
20	G4.B2.S1.A1	Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed will be referred to the principal.			\$0.00	
21	G4.B2.S1.A2	School wide review of students exhibiting perfect attendance every 9 weeks by office manager.			\$0.00	
Total:					\$68,585.96	