

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science & Technology



2016-17 Schoolwide Improvement Plan

Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

<http://www.coastcharter.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	13%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	D	D

**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 11/14/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wakulla Coast Charter School Of Arts Science & Technology

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

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 and difficulties in home life. Parent conferences are held to help teachers and school staff learn about students cultures and build relationships.

b. 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. An annual survey is sent home and completed by students to measure student/parent feelings of safety and respect. Data is then reviewed and addressed.

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. This increases student feelings of safety.

c. 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 2016-2017 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 2016-2017 school year.

All teachers and staff took part in Whole Brain Teaching training in August 2016. 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. Additionally, a refresher was held for automatic RtI, which focuses on behavior interventions for students who need it.

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.

d. 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.

3. Early Warning Systems

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

a. 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 at least quarterly for a 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 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, RtI, and ESE interventions.

*The Principal and the ESE Teacher/MTSS Specialist monitor academic data and watch lists. The Principal is monitoring progress on individual students for the 2016-2017 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. Watch lists provide progress Monitoring developed from data from Discovery Education Assessment Reading/Math, Reflex Math, IXL, Mindplay, Reading Rewards Reading/ Writing pre/post, STAR Reading/Math, and classroom formative assessment.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	9	10	8	2	6	8	8	8	0	0	0	0	66
One or more suspensions	0	0	4	6	0	6	1	5	6	0	0	0	0	28
Course failure in ELA or Math	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	9	5	7	4	2	8	0	0	0	0	35

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	9	2	3	2	4	5	0	0	0	0	27

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

*Absences are monitored at least 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. Students exhibiting repeated behavior issues are referred to the MTSS coordinator/instructional coach for RtI 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.

*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 2016-2017 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.

*RtI/MTSS

Data Watch Lists are utilized to determine MTSS interventions in ELA and Math. Teachers have been trained extensively in the RtI process and Differentiated Instruction for Tier 1-2 interventions in the classroom. The Principal monitors by Classroom Walkthroughs. ESE/MTSS Specialist monitors interventions provided by classroom teachers and works with students in small group.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/317587>.

2. Description

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

2. 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. Local businesses have also supported our school through monetary support, coming to read to students/volunteer, and sponsoring us.

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 main 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 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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.

2. 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 better to 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 MTSS coordinator review test scores, AMO's, teacher performance, professional development needs, rising student numbers, and budget needs to plan effectively 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 6-9 weeks. Data day meetings are divided into small groups, consisting of K-2, 3-5, and 6-8. The small group meetings are a change from previous school-wide meetings and promise to be more efficient. Data from FSA(FCAT), DEA, EOC, Stanford, Mindplay, IXL, STAR Math, and STAR Reading is 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 evaluated 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 MTSS coordinator 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 walk-throughs 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 2016-2017. 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 an active team effort to increase student achievement in all aspects of the curriculum. Title I funds are being used for one teacher's

salary, parent involvement, Discovery Education Progress Monitoring, and Renaissance Learning. 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 2015-2016 92% 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.

Title II funds are used for 2016-2017 after- school tutoring September to October, three days per week for a total of 2 hours per day.

School Improvement Grant funds expanded 2016-2017 after-school tutoring for five months and provided funding for a remediation teacher. The remediation teacher will provide small group instruction, five days per week from October 2016 to May 2017.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alyssa Higgins	Principal
Heather Chadwell	Parent
Mary Carr	Parent
Mary Taylor	Teacher
Gaby McKenzie	Parent
Jayla Sickles	Student
Emmy Mackie	Parent
	Student
Rebecca Seelund	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**a. 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.

b. 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 2016 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

1. STAR Reading competition, awards, and recognition
2. IXL Language Arts program implemented in Middle School
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.

7. Remediation teacher will offer extra, small-group instruction.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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. Teachers are offered professional development and time to collaborate and plan. The reading consultant (Beth Mims) is working on standards continuum and shifts across grade levels.

2. 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. 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.

3. 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. Additionally, teachers requiring a formal mentor program participate in the WCSB program and have a mentor on campus to meet with weekly throughout the school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Additionally, centered based learning is used school-wide, to enable teachers to differentiate and meet students needs.

2. 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-6th grade. The research based Triumphs Reading Coach and Triumphs Treasures intervention will be implemented to meet students needs.

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@coastcharter.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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. 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. Transition to middle school is also easy for COAST Elementary Students as they ride the bus with older students, know the middle school teachers and partner with older students as reading buddies and mentors.

b. College and Career Readiness

1. 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

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

n/a

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To identify and place 2016 FSA 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To identify and place 2016 FSA 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

G086153

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	46.0
FSA Mathematics Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Academic need for a reading specialist
- Academic need for a math specialist
- Academic need for a behavior intervention program and training on how to implement the program with fidelity

Resources Available to Help Reduce or Eliminate the Barriers 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
- Reading consultant to provide expertise during data reviews and RtI management. The reading consultant will also provide curriculum and instruction support to teachers through job embedded training and professional development activities.
- Math consultant to provide expertise during data reviews and RtI management. The math consultant will also provide curriculum and instruction support to teachers, through job embedded training and professional development activities.
- Automatic RtI training refresher
- IXL for Middle School
- Reflex Math
- Moby Max
- Sadlier Math Supplement Program
- "Closing The Achievement Gap: How to Fire Up Your Students to Strive for Success," by Baruti K. Kafele

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

G086154

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Attendance issues
- Academic need for in-school remediation for additional remedial reading program
- Academic needs for Rewards Reading Intervention Program
- Academic need for IXL in middle school
- Academic need for reading assessment practice and progress monitoring tool
- Lack of school-wide instructional method that creates highly disciplined classrooms
- Academic need for an after-school reading and writing program
- Academic need for phonological awareness, phonics and decoding program for grades K-2 and Rtl intervention for grades 3-5 students

Resources Available to Help Reduce or Eliminate the Barriers 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
- Offering after school tutoring September-March
- Mindplay
- IXL
- Reading Consultant
- Kagan
- Attendance review team
- Hiring a remediation teacher
- "Closing The Attitude Gap: How to Fire Up Your Students to Strive for Success," by Baruti Kafele

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

STAR Reading, DEA, and IXL 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

G086155

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Academic need for supplemental math program for Grades K-8
- Academic need for a math consultant to provide teachers with job-embedded teaching strategies
- Academic need for a school-wide math assessment tool that also provides progress monitoring
- Student's at COAST lack access to technology resources school-wide and at home

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended time for math periods from 60 to 90 minutes in grades 3-5
- Implementation of 30 minutes of math lab incorporated into math blocks in grades 3-8
- IXL
- 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
- Kagan Teaching Strategies
- Math Consultant
- Whole Brain Teacher Strategies
- Progress Learning Math Supplement for K-8
- "Closing The Attitude Gap: How to Fire Up Your Students to Strive for Success," by Baruti Kafele

Plan to Monitor Progress Toward G3. 8

Intensive math interventions for all students who do not meet the Discovery Education Assessment baseline for math. Data from DEA and STAR will be monitored after each assessment. Additionally, the principal reviews all progress reports.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Increased proficiency in DEA 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. 1a

G086156

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Parents and students do not set high attendance rates as a priority.
- Professional development need for job-embedded training on how to build relationships, and motivate low income students.

Resources Available to Help Reduce or Eliminate the Barriers 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.
- Attendance Review Team
- "Closing The Attitude Gap: How to Fire Up Your Students to Strive for Success," by Baruti K. Kafele

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 8/11/2016 to 5/26/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. To identify and place 2016 FSA 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**

 G086153

G1.B1 Academic need for a reading specialist **2**

 B228864

G1.B1.S1 Hiring a reading consultant to provide job embedded training for ELA. The reading consultant will provide curriculum and teaching strategies. The reading consultant will collaborate with teachers and Rtl specialist, to provide data-driven reading interventions with fidelity. **4**

 S241311

Strategy Rationale

To improve student performance in reading by providing teachers with job embedded training by an expert in the field.

School-Wide 2015-2016 FSA ELA Assessment Data:

- 98th percentile in performance growth
- 31st percentile in performance
- Lower Achievement, Higher Growth Quadrant

Level 1- 33.3%
Level 2- 27.5%
Level 3- 28.9%
Level 4- 10.14%
Level 5- 1.44%

Action Step 1 **5**

In order to improve reading proficiency performance a reading consultant will provide job embedded training and ELA curriculum and teaching strategies to teachers and Rtl specialist.

Person Responsible

Alyssa Higgins

Schedule

Every 6 Weeks, from 8/8/2016 to 5/26/2017

Evidence of Completion

Rtl progress monitoring data, DEA, STAR Reading and data day sign-in sheets

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 9/10/2015 to 5/27/2016

Evidence of Completion

Data analysis of FSA, STAR and DEA

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

Frequent classroom monitoring through classroom walkthroughs and data analysis of FSA, STAR and DEA

Person Responsible

Alyssa Higgins

Schedule

Biweekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Increase in number of students achieving proficiency in FSA Reading

G1.B2 Academic need for a math specialist 2

 B228865

G1.B2.S1 The principal will hire a math consultant to provide job embedded training for math teachers school-wide. The math consultant will provided curriculum and teaching strategies. The math consultant will collaborate with teachers and Rtl specialist, to provide data-driven math interventions with fidelity. 4

 S241312

Strategy Rationale

To improve student performance in math by providing teachers with job embedded training by an expert in the field.

2016-2017 School-Wide FSA Math Data:

- 15th percentile in performance growth
- 10th percentile in performance
- Lower Achievement, Lower Growth Quadrant
- Level 1: 50.72%
- Level 2: 24.63%
- Level 3: 21.73%
- Level 4: 5.79%
- Level 5: 4.34%

Action Step 1 5

In order to improve math proficiency performance a math consultant will provide job embedded training and math curriculum and teaching strategies to teachers and Rtl specialist.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Review of data to improve math proficiency

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

Frequent classroom monitoring and classroom walk-throughs and data analysis of FSA, STAR and DEA

Person Responsible

Alyssa Higgins

Schedule

Biweekly, from 8/8/2016 to 5/26/2017


Evidence of Completion

Principal classroom walk-through documentation, data day sign-in sheets, increase in number of students achieving proficiency in FSA Math.

G1.B3 Academic need for a behavior intervention program and training on how to implement the program with fidelity **2**

 B228866

G1.B3.S1 Hiring a behavior expert to provide job embedded training to implement the Automatic RtI program. From classwide techniques to individual student solution. Automatic RtI will guide you step-by-step through practical and efficient RtI process that works for students, teachers and parents. **4**

 S241313

Strategy Rationale

Disruptive classroom behavior can make it difficult for all students to learn.

Students who are confrontational and non-complaint frequently have poor academic skills, a low sense of self-efficacy as learners and a very negative attitude toward school.

Misbehavior often stems from academic deficits.

Dr. Baker Wright provided Automatic RtI training for the 2016-2017 school year. Implementation will be consistent and will help change students behavior.

Action Step 1 **5**

Dr. Baker Wright conducted a Tier I behavior training during pre-planning. Dr. Wright also provided training on how to use Automatic RtI, a behavior intervention program he co-authored.

Person Responsible

Mary Taylor

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Tier I behavior strategies implemented during classroom walk-throughs, decreased in discipline referrals

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

Teachers will implement Tier I behavior strategies daily. The principal/MTSS Coordinator will perform classroom walk-throughs to monitor for fidelity .

Person Responsible

Mary Taylor

Schedule

Daily, from 8/11/2016 to 8/11/2016

Evidence of Completion

Classroom walk-thorough checklists, Tier II and Tier III behavior plans

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

MTSS Corodinator will report to Principal any implementation issues

Person Responsible

Alyssa Higgins

Schedule

Biweekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

A significant decrease in discipline referrals and in-school detentions school-wide

G1.B3.S2 In order to implement Automatic RtI, teachers and the MTSS Coordinator must have a copy of the program. 4

 S241314

Strategy Rationale

Due to the fact that COAST does not have a guidance counselor or behavior specialist on staff, a behavior intervention program is needed.

Action Step 1 5

All teachers at COAST and the MTSS Coordinator have a copy of the Automatic RtI program. Teacher's will implement the program at the Tier I level. The MTSS Coordinator will implement Automatic RtI at the Tier II and Tier III level, as needed.

Person Responsible

Mary Taylor

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Tier I, II and III plans

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

The MTSS Coordinator will discuss and review all Tier I plans with teachers. Teacher' will request an IST meeting for Tier II. The MTSS Coordinator will schedule and conduct all Tier II and Tier III IST meetings.

Person Responsible

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

IST meeting notices, IST meeting summaries, behavior plan and principal walkthroughs

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

The IST will conduct data day reviews for behavior data.

Person Responsible

Mary Taylor


Schedule

Every 6 Weeks, from 8/11/2016 to 5/26/2017

Evidence of Completion

Data day agenda and data day sign-in sheet

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

 G086154

G2.B1 Attendance issues 2

 B228867

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

 S241315

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 8/20/2016 to 5/31/2017

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 principal.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/17/2016 to 4/26/2017

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 8/11/2016 to 5/26/2017

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 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 8/11/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

Evidence of Completion

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

G2.B2 Academic need for in-school remediation for additional remedial reading program 2

 B228868

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

 S241316

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.

Students who used the Mindplay reading program with fidelity saw significant progress was made during the 2015-2016 school year

According to 2015-2016 Star Reading Assessment, students in grades 3, 5 and 7 reading scores regressed on average by 17%.

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

Evidence of Completion

DEA, STAR Reading, Mindplay progress monitoring and FSA

G2.B3 Academic needs for Rewards Reading Intervention Program 2

 B228869

G2.B3.S1 To purchase and implement Rewards Reading Intervention Program 4

 S241318

Strategy Rationale

If students have a reading intervention program that is specifically designed for struggling learners and results in long-time literacy achievement, overall reading proficiency levels will improve.

Action Step 1 5

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

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/8/2016 to 5/26/2017

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 10/1/2016 to 4/1/2017

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 10/8/2016 to 4/1/2017


Evidence of Completion

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

G2.B4 Academic need for IXL in middle school 2

 B228870

G2.B4.S1 To purchase a grade appropriate computer-based reading intervention for middle school students 4

 S241319

Strategy Rationale

To improve student performance in reading by using diagnostic teaching based on data analysis

According to 2015-2016 FSA data 48% of COAST Middle School students scored a 1 or 2 on FSA Reading.

Action Step 1 5

In order to improve reading proficiency the computer-based reading intervention IXL was purchased for middle school students.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/11/2016 to 6/26/2017

Evidence of Completion

Checklists from Classroom walkthroughs, data analysis from DEA, STAR Reading, FSA and IXL 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 8/11/2016 to 6/26/2017

Evidence of Completion

Classroom walkthroughs, data analysis of DEA, STAR Reading, FSA and IXL 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

Every 3 Weeks, from 8/11/2016 to 6/26/2017

Evidence of Completion

data analysis of FAIR-FS, STAR Reading, FSA

G2.B5 Academic need for reading assessment practice and progress monitoring tool **2**

 B228871

G2.B5.S1 A school-wide reading assessment tool that also provide progress monitoring **4**

 S241320

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 8/11/2016 to 6/26/2017

Evidence of Completion

AR Tests scores, and STAR Reading progress monitoring.

Plan to Monitor Fidelity of Implementation of G2.B5.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 8/11/2016 to 6/26/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B5.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 8/11/2016 to 6/26/2017

Evidence of Completion

AR Tests scores, STAR Reading and DEA

G2.B6 Lack of school-wide instructional method that creates highly disciplined classrooms **2**

 B228872

G2.B6.S1 To implement Whole-Brain Teaching 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**

 S241323

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

Comprehensive instructional methods create a more harmonious classroom climate

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 8/11/2016 to 5/26/2017

Evidence of Completion

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

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

The principal will conduct classroom walkthroughs

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom walkthrough check-lists, teacher evaluations

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

Data day reviews to discuss the implementation of Whole Brain.

Person Responsible

Mary Taylor

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Data day sign-in sheets and agenda

G2.B6.S2 To provide training so teachers can implement comprehensive instruction and discipline strategies effectively 4

S241324

Strategy Rationale

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

Professional development improves classroom management skills

The teachers who used Whole Brain Teaching saw success using this program.

Whole Brain Teaching Methods are growing and changing and teachers must be trained on the new methods and ideologies.

Teachers who used Kagan saw success using this program

Kagan Teaching methods are growing and changing and teachers must be trained on the new methods and ideologies

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 8/9/2016 to 8/9/2016

Evidence of Completion

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

Action Step 2 5

All general education teachers attended the Kagan Teaching Strategies training over the summer. All general education teachers will implement Kagan strategies in the class-room. Kagan strategies aide in the reduction of discipline problems and create a more harmonious classroom climate.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Principal walk-throughs, reduction in school-wide referrals

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

Principal and Instructional Coach will do classroom walk-throughs to monior the implementation of Whole Brain Teaching. 2016-2017 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

Data day sign-in sheet and agenda

Plan to Monitor Effectiveness of Implementation of G2.B6.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

G2.B6.S3 Implement Kagan Teaching strategies school-wide **4**

 S241325

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

Comprehensive instructional methods create a more harmonious classroom climate

Action Step 1 **5**

Inorder to implement comprehensive instruction teachers will implement Kagan teaching methods. Kagan Teaching Methods increase academic achievement, improve ethnic relationships, reduce discipline problems and develop student social skills.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through, checklistsm discipline referral data, DEA, STAR and FSA

Plan to Monitor Fidelity of Implementation of G2.B6.S3 **6**

Principal will do classroom walk-throughs to monitor implementation of Kagan Teaching strategies.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 7

Kagan strategies effectiveness will be accessed during data day reviews of DEA and STAR data.

Person Responsible

Mary Taylor

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Data day sign-in sheets and agendas, progress monitoring data

G2.B8 Academic need for an after-school reading and writing program 2

 B228874

G2.B8.S1 To target lower quartile performing students with an after-school reading and writing remediation program. 4

 S241326

Strategy Rationale

Lower quartile students require instruction beyond normal school day hours.

Many parents work and struggle with providing instruction at home.

Reading and writing go hand-in-hand

Students who participated in 2015-2016 after-school remediation program saw a growth in reading proficiency.

Action Step 1 5

Lower quartile students will be invited to participate in the reading and writing after-school program.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 9/15/2016 to 3/30/2017

Evidence of Completion

Attendance records, teacher check lists, student work product

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Classroom walk-throughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 9/26/2016 to 3/30/2017

Evidence of Completion

DEA, STAR and Mindplay Data

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Classroom walk-throughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 9/26/2016 to 3/30/2017

Evidence of Completion

DEA, STAR and Mindplay Data

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Mindplay, DEA and STAR progress monitoring

Person Responsible

Mary Taylor

Schedule

Monthly, from 9/15/2016 to 3/30/2017

Evidence of Completion

Data day sign-in sheets and agenda

G2.B9 Academic need for phonological awareness, phonics and decoding program for grades K-2 and Rtl intervention for grades 3-5 students **2**

 B228875

G2.B9.S1 To improve phonics/decoding instruction by purchasing a phonics/decoding program that provides the kind of structure and systematic lessons that beginning readers need. **4**

 S241327

Strategy Rationale

Literacy builds a foundation for success in school and life. Help new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) offers systematic approach to decoding to support students from grades K-12 in gaining reading fluency and comprehension.

Action Step 1 **5**

Purchase and implement SIPPs in grades K-2. SIPPs will be used for Rtl reading interventions for older students who exhibit phonological and decoding deficits.

Person Responsible

Mary Taylor

Schedule

Daily, from 10/17/2016 to 5/19/2017

Evidence of Completion

Data analysis, DEA progress monitoring, principal walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B9.S1 **6**

Data day discussions will include implementation of the SIPPs program and student progress data analysis.

Person Responsible

Mary Taylor

Schedule

Quarterly, from 10/17/2016 to 5/19/2017

Evidence of Completion

Data day sign-in sheet, DEA progress monitoring data, and SIPPS progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Review of data in grades K-2 and Tier II/Tier III students using the SIPPS program

Person Responsible

Mary Taylor


Schedule

Quarterly, from 10/17/2016 to 5/19/2017

Evidence of Completion

Data-day agenda, data-day sign-in sheet

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

 G086155

G3.B1 Academic need for supplemental math program for Grades K-8 2

 B228876

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

 S241328

Strategy Rationale

Reflex Math was available through a grant last during 2014-2015 school year and was used as a supplement in 2-5 with positive results.

2015-2016- Students struggling in math fundamentals (addition, subtraction, multiplication, and division) saw significant growth

Significant need for math fundamental practice in middle school- 36.3% of fifth grade passed 2015-2016 FSA Math

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 8/11/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

Evidence of Completion

Data reviews from STAR assessment and DEA

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

 S241329

Strategy Rationale

Last year 3-5 math teachers implemented Moby Max program with positive results.

Action Step 1 5

In order to provide effective math interventions tier I 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 8/1/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

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.S4 Purchase Sadlier Math Supplement Program for grades K-8 4

 S241331

Strategy Rationale

Academic need for a supplemental math program with instruction methods, student practice, and student preparation for assessments.

Action Step 1 5

Purchase Sadlier Math Progress for grades K-12. Teachers will use the program to supplement Common Core Standards into their daily lesson plans in order to meet Florida Standards.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/8/2016 to 5/26/2017

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.S4 6

Increase data analysis after each assessment period of STAR Math and DEA.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/8/2016 to 5/26/2017


Evidence of Completion

The principal and Rtl specialist will lead data reviews with individual teachers and school teams. Open discussion during data reviews on the programs implementation and the results will take place. Princiapl lead walk-throughs will ensure implementation.

G3.B2 Academic need for a math consultant to provide teachers with job-embedded teaching strategies 2

 B228877

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

 S241332

Strategy Rationale

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

Professional development makes a lasting impact on teacher.

2016-2017 School-Wide FSA Math Data:

- 15th percentile in performance growth
- 10th percentile in performance
- Lower Achievement, Lower Growth Quadrant
- Level 1: 50.72%
- Level 2: 24.63%
- Level 3: 21.73%
- Level 4: 5.79%
- Level 5: 4.34%

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 8/8/2016 to 5/26/2017

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 8/8/2016 to 5/26/2017

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 IXL progress monitoring

Person Responsible

Alyssa Higgins

Schedule

Every 2 Months, from 8/8/2016 to 5/26/2017


Evidence of Completion

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

G3.B3 Academic need for a school-wide math assessment tool that also provides progress monitoring 2

 B228878

G3.B3.S1 To improve math scores students must be given many opportunities to practice taking math tests. Discover Education provides standards aligned assessments, given four times per school year. 4

 S241333

Strategy Rationale

Critically low 2015-2016 FSA Math scores

Discovery Education Assessment C is the success indicator for the Florida Standards Assessment

Discovery Education includes a reading assessment that is used school-wide also.

2015-2016 DEA Data

- Eighth grade improved from 35th percentile to 67th percentile from DEA A to DEA D Assessment. 72.2% of eighth-grade scored level 3 or higher on DEA C.
- Sixth-grade students dropped from the 31st percentile on DEA A to the 24th percentile on DEA D. 60% of sixth grade scored level 3 or higher on DEA C.
- Fifth-grade improved by 18 percentiles from DEA A to DEA D assessment. Grade five scored 21st percentile on DEA D. At DEA C. 11.1% of the fifth grade was a level 3 or higher.
- Fourth-grade improved by four percentiles from DEA A to DEA D. At DEA C assessment 14.3% of fourth graders scored level 3 or higher
- Third-grade improved by 1 percentile from DEA Test A- DEA Test D. At DEA C assessment 47.1% of thirds grade students scored level 3. 52.9% of third grade did not score high enough to meet the success indicator for FSA

Action Step 1 5

The Discovery Education Assessment is implemented school-wide four times per year. Data days will be conducted after every DEA assessment and students will be placed on the appropriate tier for Rtl.

Person Responsible

Mary Taylor

Schedule

Quarterly, from 8/11/2016 to 6/26/2017

Evidence of Completion

Data day sign-in sheets, Rtl plans

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

The Rtl coordinator and Principal will monitor intervention data progress. The IST will meet to discuss progress and interventions every nine weeks. Teachers may schedule IST meetings as needed.

Person Responsible

Mary Taylor


Schedule

Quarterly, from 8/11/2016 to 9/26/2016

Evidence of Completion

IST meeting documentation, Rtl plans, progress monitoring data

G3.B4 Student's at COAST lack access to technology resources school-wide and at home **2**

 B228879

G3.B4.S1 To improve students access to technology school-wide and at home. **4**

 S241334

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.

Students will use technology to access the remediation math program Moby Max,

Middle School students will use the remediation math program IXL.

Action Step 1 **5**

In order to provide students will 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 8/8/2016 to 10/5/2016

Evidence of Completion

Purchase orders, computer lab walk-throughs

Action Step 2 **5**

In order to give middle school students to technology during class COAST purchases tablets for every middle school students for the 2015-2016 school year. The tablets were successful and will be used for the 2016-2017 school year.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Purchase orders, classroom walk-throughs and check lists

Plan to Monitor Fidelity of Implementation of G3.B4.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

On 5/26/2017

Evidence of Completion

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

G086156

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

B228881

G4.B2.S1 The Principal and the Title I Coordinator 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. Teachers may enter into an Attendance contract with an individual student based on their needs. 4

S241336

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.

2015-2016 Attendance Data (year long average of students absent per day)

- Kindergarten: 4.24 absent per day
- Second-Grade: 2.20 students absent per day
- Eighth-Grade: 3.62 students absent per day

Total students absent per day: 18.85

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 8/11/2016 to 5/26/2017

Evidence of Completion

Attendance data, Attendance Review Team

Action Step 2 5

School-wide review of students exhibiting perfect attendance every 9 weeks by principal

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

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 8/11/2016 to 5/26/2017

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 invited on the perfect attendance field trip.

Person Responsible

Mary Taylor

Schedule

Monthly, from 8/11/2016 to 5/26/2017

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.

G4.B3 Professional development need for job-embedded training on how to build relationships, and motivate low income students. **2**

 B228882

G4.B3.S1 Professional development to train teachers on the attitude gap in low income school populations. If teachers are trained on how low income students and families view school climate and culture, they will be able to adjust their classrooms to meet their students unique needs. A school-wide book study on Dr. Baurti Kafele's work "Closing the Achievement Gap: How to Fire Up Your Students to Strive for Success," will provide teachers with practical strategies and illustrative anecdotes that will be implemented school-wide. **4**

 S241337

Strategy Rationale

Dr. Baruti Kafele's work "Closing The Attitude Gap: How to Fire Up Your Students to Strive for Success," provides job-embedded training on the five factors that impact low income students attitudes towards school and strategies on how to close the attitude gap.

According to Kafele, educators can achieve remarkable results by focusing on five key areas:

1. The teacher's attitude toward students
2. The teacher's relationship with students
3. The teacher's compassion for students
4. The learning environment
5. The cultural relevance of instruction

Once these unique needs are met, attendance rates and academic achievement will grow exponentially.

Action Step 1 **5**

Purchase a copy of Dr. Baruti Kafele's work, "Closing The Achievement Gap: How to Fire Up Your Students to Strive for Success," for every teacher at COAST. The principal will conduct book study meetings to discuss implementation strategies suggested in Kafele's work. All teachers will write an essay on each section of the work and turn their essay's into Mrs. Higgins at book study meetings.

Person Responsible

Alyssa Higgins

Schedule

On 12/1/2016

Evidence of Completion

Book study meeting sign-in sheet, teacher essay's and questionnaire's.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The principal will conduct classroom walk-throughs to ensure correct implementation of Dr. Kafele's strategies. Open discussion of Kafele's strategies and classroom implementation will be conducted at book study meetings. Teacher's will share their own personal triumphs and issues with implementation. Open discussion will ensure all teacher's are provided with implementation assistance from their peers and principal.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through lists, book study sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Book study meetings will provide time for teacher's to discuss the effectiveness of classroom implementation. Parent involvement activities will provide an opportunity for teacher's to implement their new parent communication techniques. Sign-in sheets at parent involvement activities will provide data on the number of parents who attend parent involvement activities. The attendance review team will provide data on increasing attendance rate.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Book study meeting sign-in sheet and parent involvement activity sign-in sheet, attendance rate data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B6.S2.MA1 M321620	2015-2016 DEA, STAR and FSA scores will be compared to previous years data to assess the impact of...	Higgins, Alyssa	8/20/2015	Classroom walk-through check list and data day documentation	8/20/2015 quarterly
G1.B1.S1.MA1 M321596	Review of data for improvement in reading proficiency levels overall.	Higgins, Alyssa	9/10/2015	Data analysis of FSA, STAR and DEA	5/27/2016 monthly
G1.MA1 M321602	Intensive reading and math classes for identified below proficiency students. Data from DEA and...	Higgins, Alyssa	8/17/2015	Increased levels of proficiency in FSA Reading and Math.	5/30/2016 monthly
G4.MA2 M321650	Students with perfect attendance will be invited on the Perfect Attendance Field Trip every 9...	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 M321644	The Office manager will maintain data reviews of excessive absences every 3-4 weeks and make...	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
G2.B6.S2.MA1 M321621	Principal and Instructional Coach will do classroom walk-throughs to monitor the implementation of...	Higgins, Alyssa	8/20/2015	Data day sign-in sheet and agenda	5/31/2016 weekly
G2.B6.S2.A1 A312320	Several teachers attended the Whole Brain Teacher conference over the summer. These teachers led a...	Higgins, Alyssa	8/9/2016	Training sign-in sheet, class room walk-through, discipline referral reviews	8/9/2016 semiannually
G1.B3.S1.MA1 M321599	Teachers will implement Tier I behavior strategies daily. The principal/MTSS Coordinator will...	Taylor, Mary	8/11/2016	Classroom walk-through checklists, Tier II and Tier III behavior plans	8/11/2016 daily
G3.B3.S1.MA1 M321639	The Rtl coordinator and Principal will monitor intervention data progress. The IST will meet to...	Taylor, Mary	8/11/2016	IST meeting documentation, Rtl plans, progress monitoring data	9/26/2016 quarterly
G3.B4.S1.A1 A312331	In order to provide students will access to technology COAST will purchase computers for the...	Higgins, Alyssa	8/8/2016	Purchase orders, computer lab walk-throughs	10/5/2016 daily
G4.B3.S1.A1 A312336	Purchase a copy of Dr. Baruti Kafele's work, "Closing The Achievement Gap: How to Fire Up Your...	Higgins, Alyssa	8/8/2016	Book study meeting sign-in sheet, teacher essay's and questionnaire's.	12/1/2016 one-time
G2.B8.S1.MA1 M321624	Mindplay, DEA and STAR progress monitoring	Taylor, Mary	9/15/2016	Data day sign-in sheets and agenda	3/30/2017 monthly
G2.B8.S1.MA1 M321625	Classroom walk-throughs, data analysis	Higgins, Alyssa	9/26/2016	DEA, STAR and Mindplay Data	3/30/2017 weekly
G2.B8.S1.MA1 M321626	Classroom walk-throughs, data analysis	Higgins, Alyssa	9/26/2016	DEA, STAR and Mindplay Data	3/30/2017 weekly
G2.B8.S1.A1 A312323	Lower quartile students will be invited to participate in the reading and writing after-school...	Higgins, Alyssa	9/15/2016	Attendance records, teacher check lists, student work product	3/30/2017 weekly
G2.B3.S1.MA1 M321610	Data analysis, scheduling, classroom walkthroughs	Higgins, Alyssa	10/8/2016	STAR Reading, Pre and post Rewards Tests, DEA, FSA and Classroom walkthrough checklists	4/1/2017 weekly
G2.B3.S1.MA1 M321611	Schedule will support completion, data analysis will be used to monitor	Higgins, Alyssa	10/1/2016	Classroom walkthroughs, STAR Reading, Rewards pre and post tests, DEA and FSA	4/1/2017 weekly
G2.B1.S1.A2 A312312	School-wide review of students exhibiting perfect attendance every 9 weeks by the principal.	Higgins, Alyssa	8/17/2016	Attendance records, attendance review team and ongoing progress monitoring of attendance.	4/26/2017 quarterly





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Wakulla Coast Charter School Of Arts Science & Technology

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B9.S1.MA1 M321627	Review of data in grades K-2 and Tier II/Tier III students using the SIPPS program	Taylor, Mary	10/17/2016	Data-day agenda, data-day sign-in sheet	5/19/2017 quarterly
G2.B9.S1.MA1 M321628	Data day discussions will include implementation of the SIPP's program and student progress data...	Taylor, Mary	10/17/2016	Data day sign-in sheet, DEA progress monitoring data, and SIPPS progress monitoring data	5/19/2017 quarterly
G2.B9.S1.A1 A312324	Purchase and implement SIPP's in grades K-2. SIPP's will be used for RtI reading interventions for...	Taylor, Mary	10/17/2016	Data analysis, DEA progress monitoring, principal walk-throughs	5/19/2017 daily
G2.MA1 M321629	Data Day analysis of STAR Reading/AR Goals, DEA, IXL progress monitoring, Mindplay progress...	Higgins, Alyssa	8/11/2016	STAR Reading, DEA, and IXL progress monitoring. RtI documentation will be reviewed and growth trends will be analyzed.	5/26/2017 quarterly
G3.MA1 M321641	Intensive math interventions for all students who do not meet the Discovery Education Assessment...	Higgins, Alyssa	8/11/2016	Increased proficiency in DEA math.	5/26/2017 monthly
G4.MA1 M321649	Annual attendance percentage rates will be reviewed throughout the year for trends toward...	Higgins, Alyssa	8/11/2016	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/26/2017 monthly
G1.B1.S1.MA1 M321595	Frequent classroom monitoring through classroom walkthroughs and data analysis of FSA, STAR and DEA	Higgins, Alyssa	8/8/2016	Increase in number of students achieving proficiency in FSA Reading	5/26/2017 biweekly
G1.B1.S1.A1 A312307	In order to improve reading proficiency performance a reading consultant will provide job embedded...	Higgins, Alyssa	8/8/2016	RtI progress monitoring data, DEA, STAR Reading and data day sign-in sheets	5/26/2017 every-6-weeks
G1.B2.S1.MA1 M321597	Frequent classroom monitoring and classroom walk-throughs and data analysis of FSA, STAR and DEA	Higgins, Alyssa	8/8/2016	Principal classroom walk-through documentation, data day sign-in sheets, increase in number of students achieving proficiency in FSA Math.	5/26/2017 biweekly
G1.B2.S1.A1 A312308	In order to improve math proficiency performance a math consultant will provide job embedded...	Higgins, Alyssa	8/8/2016	Review of data to improve math proficiency	5/26/2017 quarterly
G1.B3.S1.MA1 M321598	MTSS Corodinator will report to Principal any implementation issues	Higgins, Alyssa	8/11/2016	A significant decrease in discipline referrals and in-school detentions school-wide	5/26/2017 biweekly
G1.B3.S1.A1 A312309	Dr. Baker Wright conducted a Tier I behavior training during pre-planning. Dr. Wright also provided...	Taylor, Mary	8/11/2016	Tier I behavior strategies implemented during classroom walk-throughs, decreased in discipline referrals	5/26/2017 daily
G2.B1.S1.MA1 M321603	Students who have excessive absences will receive warning letters and/or referrals to the...	Higgins, Alyssa	8/11/2016	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.	5/26/2017 monthly
G2.B1.S1.MA4 M321604	Students who have perfect attendance will be invited on the Perfect Attendance Field Trip every 9...	Higgins, Alyssa	8/11/2016	Attendance records, school-wide attendance rates for effectiveness of attendance reward field trip.	5/26/2017 quarterly
G2.B1.S1.MA1 M321605	Students who have excessive absences will receive warning letters and/or referrals to the...	Higgins, Alyssa	8/11/2016	Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues.	5/26/2017 monthly
G2.B2.S1.MA1 M321606	Scheduling, data analysis,	Higgins, Alyssa	8/8/2016	DEA, STAR Reading, Mindplay progress monitoring and FSA	5/26/2017 every-2-months
G2.B2.S1.MA1 M321607	Classroom Walkthroughs, data analysis	Higgins, Alyssa	8/8/2016	DEA, STAR Reading, Mindplay progress monitoring and FSA	5/26/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1 A312313	To improve reading performance and close the performance gap of lower quartile students in Grades...	Higgins, Alyssa	8/8/2016	DEA, STAR Reading, Mindplay progress monitoring and FSA	5/26/2017 daily
G2.B3.S1.A1 A312315	In order to improve reading in the content areas, as well as overall reading proficiency levels,...	Higgins, Alyssa	8/8/2016	Rewards pre post tests, FSA, STAR Reading and DEA	5/26/2017 weekly
G2.B6.S1.MA1 M321618	Data day reviews to discuss the implementation of Whole Brain.	Taylor, Mary	8/11/2016	Data day sign-in sheets and agenda	5/26/2017 quarterly
G2.B6.S1.MA1 M321619	The principal will conduct classroom walkthroughs	Higgins, Alyssa	8/11/2016	Classroom walkthrough check-lists, teacher evaluations	5/26/2017 monthly
G2.B6.S1.A1 A312319	In order to implement comprehensive instruction and behavior strategies teachers will use the Whole...	Higgins, Alyssa	8/11/2016	Classroom walk-throughs, check list, discipline referral reviews, DEA, STAR and FSA	5/26/2017 daily
G3.B1.S1.MA1 M321630	Classroom walkthroughs	Higgins, Alyssa	8/11/2016	Data reviews from STAR assessment and DEA	5/26/2017 weekly
G3.B1.S1.MA1 M321631	Increased data analysis after each assessment period of STAR math and DEA	Higgins, Alyssa	8/11/2016	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.	5/26/2017 quarterly
G3.B1.S1.A1 A312325	In order to improve math performance and close the performance gap of lower quartile students...	Higgins, Alyssa	8/11/2016	Progress monitoring of interim math assessment using STAR math and DEA will be reviewed for ongoing and end results.	5/26/2017 daily
G3.B2.S1.MA1 M321637	Data reviews from STAR Math, DEA, and IXL progress monitoring	Higgins, Alyssa	8/8/2016	Data from STAR Math will be reviewed against base line STAR tests at each AP schedule. FSA	5/26/2017 every-2-months
G3.B2.S1.MA1 M321638	The principal will meet with the math consultant for feedback, review data from interim...	Higgins, Alyssa	8/8/2016	Lesson plans, data reports, checklists	5/26/2017 weekly
G3.B2.S1.A1 A312329	Due to the amount of critically low students at COAST a math consultant has been contracted to...	Higgins, Alyssa	8/8/2016	Sign in sheets, lesson plan reviews, classroom walkthroughs	5/26/2017 monthly
G3.B4.S1.MA1 M321640	Students will be trained on the proper use of the technology. Student use of the computers will be...	Higgins, Alyssa	8/8/2016		5/26/2017 one-time
G3.B4.S1.A2 A312332	In order to give middle school students to technology during class COAST purchases tablets for every...	Higgins, Alyssa	8/11/2016	Purchase orders, classroom walk-throughs and check lists	5/26/2017 daily
G4.B2.S1.MA1 M321645	Attendance percentages will be reviewed by the Attendance Review Team on any student flagged with...	Higgins, Alyssa	8/11/2016	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/26/2017 monthly
G4.B2.S1.MA3 M321646	Students with perfect attendance will be invited on the perfect attendance field trip.	Taylor, Mary	8/11/2016	Analysis of ongoing attendance percentage rates and referrals to the Attendance Review Team.	5/26/2017 monthly
G4.B2.S1.A1 A312334	Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed...	Higgins, Alyssa	8/11/2016	Attendance data, Attendance Review Team	5/26/2017 monthly
G4.B2.S1.A2 A312335	School-wide review of students exhibiting perfect attendance every 9 weeks by principal	Higgins, Alyssa	8/11/2016	Attendance records, attendance reviews and ongoing progress monitoring of attendance.	5/26/2017 quarterly
G4.B3.S1.MA1 M321647	Book study meetings will provide time for teacher's to discuss the effectiveness of classroom...	Higgins, Alyssa	8/8/2016	Book study meeting sign-in sheet and parent involvement activity sign-in sheet, attendance rate data.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1 M321648	The principal will conduct classroom walk-throughs to ensure correct implementation of Dr. Kafele's...	Higgins, Alyssa	8/8/2016	Classroom walk-through lists, book study sign-in sheets	5/26/2017 monthly
G1.B3.S2.MA1 M321600	The IST will conduct data day reviews for behavior data.	Taylor, Mary	8/11/2016	Data day agenda and data day sign-in sheet	5/26/2017 every-6-weeks
G1.B3.S2.MA1 M321601	The MTSS Coordinator will discuss and review all Tier I plans with teachers. Teacher' will request...		8/11/2016	IST meeting notices, IST meeting summaries, behavior plan and principal walkthroughs	5/26/2017 weekly
G1.B3.S2.A1 A312310	All teachers at COAST and the MTSS Coordinator have a copy of the Automatic RtI program. Teacher's...	Taylor, Mary	8/11/2016	Tier I, II and III plans	5/26/2017 daily
G2.B6.S2.A2 A312321	All general education teachers attended the Kagan Teaching Strategies training over the summer. All...	Higgins, Alyssa	8/8/2016	Principal walk-throughs, reduction in school-wide referrals	5/26/2017 weekly
G3.B1.S2.MA1 M321632	Data reviews from DEA, STAR math and Reflex Math.	Higgins, Alyssa	8/11/2016	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.	5/26/2017 quarterly
G3.B1.S2.MA1 M321633	The ESE Teacher/ MTSS Coordination will meet with math teacher for feedback, review data from...	Taylor, Mary	8/11/2016	Moby Max progress monitoring	5/26/2017 biweekly
G3.B1.S2.A1 A312326	In order to provide effective math interventions tier I math students will be targeted with Moby...	Taylor, Mary	8/1/2016	Moby Max progress monitoring, DEA, STAR Math and FSA.	5/26/2017 daily
G2.B6.S3.MA1 M321622	Kagan strategies effectiveness will be accessed during data day reviews of DEA and STAR data.	Taylor, Mary	8/11/2016	Data day sign-in sheets and agendas, progress monitoring data	5/26/2017 quarterly
G2.B6.S3.MA1 M321623	Principal will do classroom walk-throughs to monitor implementation of Kagan Teaching strategies.	Higgins, Alyssa	8/11/2016	Classroom walk-throughs	5/26/2017 monthly
G2.B6.S3.A1 A312322	Inorder to implement comprehensive instruction teachers will implement Kagan teaching methods....	Higgins, Alyssa	8/11/2016	Classroom walk-through, checklistsm discipline referral data, DEA, STAR and FSA	5/26/2017 weekly
G3.B1.S4.MA1 M321636	Increase data analysis after each assessment period of STAR Math and DEA.	Higgins, Alyssa	8/8/2016	The principal and RtI specialist will lead data reviews with individual teachers and school teams. Open discussion during data reviews on the programs implementation and the results will take place. Princiapl lead walk-throughs will ensure implementation.	5/26/2017 quarterly
G3.B1.S4.A1 A312328	Purchase Sadlier Math Progress for grades K-12. Teachers will use the program to supplement Common...	Higgins, Alyssa	8/8/2016	Progress monitoring of interim math assessment using STAR Math and DEA will be reviewed for ongoing and end results.	5/26/2017 weekly
G2.B1.S1.A1 A312311	School-wide review of excessive absences will be reviewed every 3 weeks by the office manager.	Higgins, Alyssa	8/20/2016	Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records.	5/31/2017 monthly
G2.B4.S1.MA1 M321612	Review of data for improvement in reading proficiency levels overall	Higgins, Alyssa	8/11/2016	data analysis of FAIR-FS, STAR Reading, FSA	6/26/2017 every-3-weeks
G2.B4.S1.MA1 M321613	Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis	Higgins, Alyssa	8/11/2016	Classroom walkthroughs, data analysis of DEA, STAR Reading, FSA and IXL progress monitoring	6/26/2017 weekly
G2.B4.S1.A1 A312316	In order to improve reading proficiency the computer-based reading intervention IXL was purchased...	Higgins, Alyssa	8/11/2016	Checklists from Classroom walkthroughs, data analysis from DEA, STAR Reading, FSA and IXL progress monitoring	6/26/2017 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
G2.B5.S1.MA1  M321614	Data days will include discussion and review of AR Tests scores and STAR Reading progress...	Higgins, Alyssa	8/11/2016	AR Tests scores, STAR Reading and DEA	6/26/2017 quarterly
G2.B5.S1.MA1  M321615	Students will complete AR assessments on the books they read in-school and out-side of school.	Higgins, Alyssa	8/11/2016	Classroom walk throughs, AR Tests scores progress monitoring and DEA progress monitoring.	6/26/2017 daily
G2.B5.S1.A1  A312317	Renaissance Learning is implemented school-wide as a reading assessment and progress monitoring...	Higgins, Alyssa	8/11/2016	AR Tests scores, and STAR Reading progress monitoring.	6/26/2017 daily
G3.B3.S1.A1  A312330	The Discovery Education Assessment is implemented school-wide four times per year. Data days will...	Taylor, Mary	8/11/2016	Data day sign-in sheets, RtI plans	6/26/2017 quarterly

V. Professional Development Opportunities

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

G1. To identify and place 2016 FSA Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.

G1.B2 Academic need for a math specialist

G1.B2.S1 The principal will hire a math consultant to provide job embedded training for math teachers school-wide. The math consultant will provided curriculum and teaching strategies. The math consultant will collaborate with teachers and Rtl specialist, to provide data-driven math interventions with fidelity.

PD Opportunity 1

In order to improve math proficiency performance a math consultant will provide job embedded training and math curriculum and teaching strategies to teachers and Rtl specialist.

Facilitator

Mrs. Linda Walker

Participants

Mrs. Addie Allen, Mrs. Christine Dichio, Mrs. Amanda Gaines, Mrs. Maribel Rivera, Mrs. Arianne Morgan, Ms. Lesley Gerrell, Mr. Jeff LaChapelle and Mrs. Mary Taylor

Schedule

Quarterly, from 8/8/2016 to 5/26/2017

G1.B3 Academic need for a behavior intervention program and training on how to implement the program with fidelity

G1.B3.S1 Hiring a behavior expert to provide job embedded training to implement the Automatic RtI program. From classwide techniques to individual student solution. Automatic RtI will guide you step-by-step through practical and efficient RtI process that works for students, teachers and parents.

PD Opportunity 1

Dr. Baker Wright conducted a Tier I behavior training during pre-planning. Dr. Wright also provided training on how to use Automatic RtI, a behavior intervention program he co-authored.

Facilitator

Dr. Baker Wright

Participants

Alyssa Higgins, Mary Taylor, Addie Allen, Christine Dichio, Maribel Rivera, Arianne Morgan, Amanda Gaines, Jeff LaChapelle, Lesley Gerrell and Nick Hughes

Schedule

Daily, from 8/11/2016 to 5/26/2017

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

G2.B6 Lack of school-wide instructional method that creates highly disciplined classrooms

G2.B6.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 8/9/2016 to 8/9/2016

PD Opportunity 2

All general education teachers attended the Kagan Teaching Strategies training over the summer. All general education teachers will implement Kagan strategies in the class-room. Kagan strategies aide in the reduction of discipline problems and create a more harmonious classroom climate.

Facilitator

Kagan

Participants

Addie Allen, Christine Dichio, Amanda Gaines, Arianne Morgan, Maribel Rivera, Lesley Gerrell and Jeff LaChapelle

Schedule

Weekly, from 8/8/2016 to 5/26/2017

G2.B9 Academic need for phonological awareness, phonics and decoding program for grades K-2 and RtI intervention for grades 3-5 students

G2.B9.S1 To improve phonics/decoding instruction by purchasing a phonics/decoding program that provides the kind of structure and systematic lessons that beginning readers need.

PD Opportunity 1

Purchase and implement SIPPS in grades K-2. SIPPS will be used for RtI reading interventions for older students who exhibit phonological and decoding deficits.

Facilitator

SIPPS

Participants

Addie Allen, Christine Dichio, Maribel Rivera and Mary Taylor

Schedule

Daily, from 10/17/2016 to 5/19/2017

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

G3.B2 Academic need for a math consultant to provide teachers with job-embedded teaching strategies

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 8/8/2016 to 5/26/2017

G3.B3 Academic need for a school-wide math assessment tool that also provides progress monitoring

G3.B3.S1 To improve math scores students must be given many opportunities to practice taking math tests. Discover Education provides standards aligned assessments, given four times per school year.

PD Opportunity 1

The Discovery Education Assessment is implemented school-wide four times per year. Data days will be conducted after every DEA assessment and students will be placed on the appropriate tier for RtI.

Facilitator

Mary Taylor

Participants

Addie Allen, Christine Dichio, Amanda Gaines, Arianne Morgan, Maribel Rivera, Lesley Gerrell, Nick Hughes and Jeff LaChapelle.

Schedule

Quarterly, from 8/11/2016 to 6/26/2017

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.

G4.B3 Professional development need for job-embedded training on how to build relationships, and motivate low income students.

G4.B3.S1 Professional development to train teachers on the attitude gap in low income school populations. If teachers are trained on how low income students and families view school climate and culture, they will be able to adjust their classrooms to meet their students unique needs. A school-wide book study on Dr. Baurti Kafele's work "Closing the Achievement Gap: How to Fire Up Your Students to Strive for Success," will provide teachers will practical strategies and illustrative anecdotes that will be implemented school-wide.

PD Opportunity 1

Purchase a copy of Dr. Baruti Kafele's work, "Closing The Achievement Gap: How to Fire Up Your Students to Strive for Success," for every teacher at COAST. The principal will conduct book study meetings to discuss implementation strategies suggested in Kafele's work. All teachers will write an essay on each section of the work and turn their essay's into Mrs. Higgins at book study meetings.

Facilitator

Mrs. Alyssa Higgins

Participants

Addie Allen, Christine Dichio, Amanda Gaines, Maribel Rivera, Nick Hughes, Jeff LaChapelle, Lesley Gerrell and Mary Taylor

Schedule

On 12/1/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	In order to improve reading proficiency performance a reading consultant will provide job embedded training and ELA curriculum and teaching strategies to teachers and Rtl specialist.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$6,000.00
2	G1.B2.S1.A1	In order to improve math proficiency performance a math consultant will provide job embedded training and math curriculum and teaching strategies to teachers and Rtl specialist.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$4,400.00
3	G1.B3.S1.A1	Dr. Baker Wright conducted a Tier I behavior training during pre-planning. Dr. Wright also provided training on how to use Automatic Rtl, a behavior intervention program he co-authored.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$500.00
4	G1.B3.S2.A1	All teachers at COAST and the MTSS Coordinator have a copy of the Automatic Rtl program. Teacher's will implement the program at the Tier I level. The MTSS Coordinator will implement Automatic Rtl at the Tier II and Tier III level, as needed.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$500.00
5	G2.B1.S1.A1	School-wide review of excessive absences will be reviewed every 3 weeks by the office manager.				\$0.00
6	G2.B1.S1.A2	School-wide review of students exhibiting perfect attendance every 9 weeks by the principal.				\$0.00
7	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.				\$6,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$6,000.00
			Notes: SAI			
8	G2.B3.S1.A1	In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Reading will be implemented.				\$1,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	General Fund		\$1,082.00
9	G2.B4.S1.A1	In order to improve reading proficiency the computer-based reading intervention IXL was purchased for middle school students.				\$6,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$6,800.00
10	G2.B5.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.				\$2,634.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$2,634.00
11	G2.B6.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
12	G2.B6.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	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$1,000.00

13	G2.B6.S2.A2	All general education teachers attended the Kagan Teaching Strategies training over the summer. All general education teachers will implement Kagan strategies in the class-room. Kagan strategies aide in the reduction of discipline problems and create a more harmonious classroom climate.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title II		\$1,800.00
14	G2.B6.S3.A1	Inorder to implement comprehensive instruction teachers will implement Kagan teaching methods. Kagan Teaching Methods increase academic achievement, improve ethnic relationships, reduce discipline problems and develop student social skills.				\$0.00
15	G2.B8.S1.A1	Lower quartile students will be invited to participate in the reading and writing after-school program.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	School Improvement Funds		\$15,000.00
16	G2.B9.S1.A1	Purchase and implement SIPPs in grades K-2. SIPPs will be used for Rtl reading interventions for older students who exhibit phonological and decoding deficits.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$4,100.00
			0005 - Wakulla Coast Charter School Of Arts Science	School Improvement Funds		\$400.00
17	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.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$3,500.00
			Notes: SAI			
18	G3.B1.S2.A1	In order to provide effective math interventions tier I 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

19	G3.B1.S4.A1	Purchase Sadlier Math Progress for grades K-12. Teachers will use the program to supplement Common Core Standards into their daily lesson plans in order to meet Florida Standards.				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$1,700.00
20	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.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$0.00
21	G3.B3.S1.A1	The Discovery Education Assessment is implemented school-wide four times per year. Data days will be conducted after every DEA assessment and students will be placed on the appropriate tier for Rtl.				\$1,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$1,110.00
22	G3.B4.S1.A1	In order to provide students will access to technology COAST will purchase computers for the computer lab. Grades PK-8 have access to the computer lab.				\$0.00
23	G3.B4.S1.A2	In order to give middle school students to technology during class COAST purchases tablets for every middle school students for the 2015-2016 school year. The tablets were successful and will be used for the 2016-2017 school year.				\$0.00
24	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
25	G4.B2.S1.A2	School-wide review of students exhibiting perfect attendance every 9 weeks by principal				\$0.00
26	G4.B3.S1.A1	Purchase a copy of Dr. Baruti Kafele's work, "Closing The Achievement Gap: How to Fire Up Your Students to Strive for Success," for every teacher at COAST. The principal will conduct book study meetings to discuss implementation strategies suggested in Kafele's work. All teachers will write an essay on each section of the work and turn their essay's into Mrs. Higgins at book study meetings.				\$241.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$241.00

Total:	\$56,767.00
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