

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science & Technology



2017-18 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)	2016-17 Title I School	2016-17 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	15%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	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 11/13/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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	- 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 2017-2018 school year with PBS, Positive Behavior System, and enhanced the three main tenets of Respect, Responsibility, and Readiness to Learn. Additionally, COAST has implemented, school wide, Whole Brain Teaching and Kagen strategies to help increase student motivation and decrease negative behaviors. All teachers and support staff have been provided refreshed information so that this program is carried out school wide. PBS, Kagen, WBT 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.

Whole Brain Teaching and Kagen strategies provide 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. These strategies allow for unified teaching methods that are implemented daily and create a structured school climate that reinforces Positive Behavior Supports. Additionally, a an Rtl Specialist was appointed to work with teachers on automatic Rtl and behavior interventions for students experiencing consistent negative behaviors.

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.

Additionally, COAST has implemented a peer mentoring program for high risk students that matches our 8th graders with a younger buddy for mentoring and support. COAST has also partnered with the TMH Animal Therapy program and has them coming to campus weekly to meet with students for emotional well being.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 monthly for a referral to the COAST Attendance Review Team process.

*Discipline issues are monitored ongoing by the Principal and Rtl behavior specialist 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, Rtl, and ESE interventions.

*Watch lists provide progress Monitoring developed from data from IReady, IXL, SIPPS, REWARDS, FLKRS, 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	13	8	7	10	5	5	9	6	7	0	0	0	0	70
One or more suspensions	0	4	1	3	2	2	2	5	0	0	0	0	0	19
Course failure in ELA or Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	9	7	5	7	3	2	0	0	0	0	33

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	1	3	0	5	4	1	5	1	2	0	0	0	0	22

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 monthly and parent contact is made. Referrals are made to the COAST Attendance Review Team and Truancy Court.

*Discipline issues are monitored ongoing by the Principal and Rtl behavior specialist for impact on academic success and escalating behaviors. Students exhibiting repeated behavior issues are referred to the Rtl behavior specialist for Rtl behavior plan interventions and progress monitoring.

*Teachers, when processing grades for Progress Reports and/or Report cards, are required to refer to the Principal. The principal then reviews the percentage of the class falling below a C average to determine if it is an instructional issue or an individual student problem.

*Data days and Watch Lists are monitored by the Principal and the ESE Teacher/MTSS Specialist. Progress Monitoring is provided by watch lists developed with data from IReady, IXL, REWARDS, SIPPS, and FLKRS.

*Rtl/MTSS

Data Watch Lists are utilized to determine MTSS interventions in ELA and Math. Teachers have been trained extensively in the Rtl process and Differentiated Instruction for Tier I 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/457160>.

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 leases facilities 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, and the State of Florida.

C. Effective Leadership

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
Allen, Addie	Administrative Support

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

Addie Allen - Teacher/Title I Coordinator/Rtl Behavior Specialist/Rtl Teacher/Testing Coordinator

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.

One of the RtI Coordinators is also 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.

RtI Behavior Specialist works closely with the Principal during summer planning for funding various positions and school improvement curriculum purchases. The principal and MTSS coordinators 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 MTSS Coordinators and are 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), IReady, EOC, REWARDS, SIPPS, and IXL are compared to current progress reports and grade trends. Attendance issues are addressed and referred as necessary. MTSS strategies are reviewed for small group teaching and other intervention efforts and fidelity. Exceptional students are 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 principal in conjunction with Math and ELA consultants, Linda Walker and Beth Mims, to model lessons, review classroom management, observe fidelity of interventions and small group instruction. The principal then reinforces 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 Coordinators 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 recommends contacting at least 5 parents per class by 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.

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 2016-2017 100% 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 Community Eligibility Program through the NSLP.

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

COAST has implemented use of our county and community resources with a Nutrition program

sponsored by Wakulla County Extension services. 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 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
Gabrielle Haifley	Parent
Naomi Reaves	Parent
Lisa Wetzle	Parent
Mykaela Wetzle	Student
Jonathan Reaves	Student
Addie Allen	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 SIP was reviewed by the SAC at our first meeting for the 2017-2018 school year held September 7, 2017, 3 pm.

After discussion, the following changes are being made to the 2017-2018 SIP:

- New Attendance Intervention Plan
- Updated curriculum and supplemental programs based on current 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 2017 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.

\$30,000 School Improvement monies were used and supplemental FTE revenue for a full time, part year remedial teacher from October-May, to extend our after school tutoring program November-March, and to purchase supplemental instructional materials for use in the classroom in increase effectiveness of academic instruction.

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
Allen, Addie	Teacher, K-12

b. Duties

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

1. AR Reading competition, awards, and recognition
2. IXL program implemented for all grades 1-8 in all academic areas
3. Increasing classroom libraries and student access to books
4. New reading selections for the school library are being added
5. IReady reading program implemented school wide
6. School wide interventions to increase literacy, SIPPS (Grades K-3) and REWARDS (Grades 4-8)
7. Remediation teachers (Addie Allen and Mary Taylor) will offer extra, small-group instruction

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and math consultants are 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 New Teacher Boot-camp program and have a mentor on campus to meet with weekly throughout the school year. All teachers meet regularly with Math and Reading consultants (Linda Walker and Beth Mims) for mentoring and job embedded training as well.

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, IReady, Whole Brain Teaching, and Kagen 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. Finally, teachers meet regularly with Math and Reading consultants for additional insight into differentiation based on student 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: 3,240

Selected 3rd-5th grade students will be provided an intense remedial Reading/Math Extended Day program to improve FSA success for 3rd-5th grade. The research based, Florida Aligned IReady intervention program 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

IReady Assessment 1 will be used as Baseline data for Reading and Math with follow up using IReady assessment 2 for learning gains.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To decrease the percentage of chronic absenteeism issues among students.
- G2.** To increase the percentage of students achieving proficiency level in Reading
- G3.** To increase the percentage of students achieving proficiency levels in Math

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 decrease the percentage of chronic absenteeism issues among students. 1a

G096299

Targets Supported 1b

Indicator	Annual Target
Attendance rate	40.0

Targeted Barriers to Achieving the Goal 3

- Attendance Issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Review Team

Plan to Monitor Progress Toward G1. 8

Attendance records will be collected to review for any referrals that need to be made to the Attendance Review Team

Person Responsible

Shelli Payne

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Attendance records

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

G096300

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
ELA/Reading Lowest 25% Gains	37.0

Targeted Barriers to Achieving the Goal 3

- Academic need for in-school remediation for additional remedial reading program
- Academic needs for Rewards Reading Intervention Programs
- Academic need for IXL
- 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 RtI intervention for grades 3-5 students

Resources Available to Help Reduce or Eliminate the Barriers 2

- IReady and Ready Curriculum
- New Reading selections for the school library and classroom libraries
- Successful Reader
- Rewards Reading
- Offering after school tutoring September-December
- SIPPS
- IXL
- Reading Consultant
- Kagan and Whole Brain Teaching
- Attendance review team
- Behavior intervention specialist

Plan to Monitor Progress Toward G2. 8

Data Day analysis of IReady, REWARDS, SIPPS, IXL progress monitoring. Students who score less than 40% will receive interventions.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

IReady, SIPPS, REWARDS, IXL progress monitoring, watch lists. Rtl documentation will be reviewed and growth trends will be analyzed.

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

G096301

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	39.0
Math Lowest 25% Gains	35.0

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 IReady baseline for math. Data will be monitored after each assessment. Additionally, the principal reviews all progress reports.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Review of progress monitoring reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To decrease the percentage of chronic absenteeism issues among students. **1**

 G096299

G1.B1 Attendance Issues **2**

 B259132

G1.B1.S1 To improve attendance percentages school wide **4**

 S274420

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 4 weeks by the Principal

Person Responsible

Shelli Payne

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.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. Students who have perfect attendance will be invited on the Perfect Attendance Field trip each nine weeks.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

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. Number of students who have perfect attendance.

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

G096300

G2.B1 Academic need for in-school remediation for additional remedial reading program **2**

B259133

G2.B1.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**

S274421

Strategy Rationale

Reading and Writing go hand-in-hand for increased performance.

The IReady learning paths are individualized based on student ability level and are aligned to the Florida Standards.

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 IReady. IReady 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. IReady is aligned to the Florida Standards and learning paths are individualized based on student needs.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

IReady usage reports progress monitoring and FSA

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

Classroom Walkthroughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Classroom Walkthroughs

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

Scheduling, data analysis, IReady

Person Responsible

Alyssa Higgins


Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

IReady progress monitoring and FSA

G2.B2 Academic needs for Rewards Reading Intervention Programs 2

 B259134

G2.B2.S1 To purchase and implement Rewards Reading Intervention Program 4

 S274423

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 strategies will be implemented.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Rewards pre post tests, FSA,

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

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

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough checklist, Rewards pre and post tests

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

Data analysis, scheduling, classroom walkthroughs

Person Responsible

Alyssa Higgins

Schedule

Biweekly, from 8/10/2017 to 5/18/2018


Evidence of Completion

Pre and post Rewards Tests, FSA

G2.B3 Academic need for IXL 2

 B259135

G2.B3.S1 To purchase a grade appropriate computer-based reading intervention 4

 S274424

Strategy Rationale

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

Action Step 1 5

In order to improve reading proficiency the computer-based reading intervention IXL was purchased for all students, grades 1-8

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 8/1/2017 to 5/18/2018

Evidence of Completion

Data analysis from IXL progress monitoring

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

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

Person Responsible

Alyssa Higgins

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Classroom walkthroughs, data of XL progress monitoring

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

Review of data for improvement in reading proficiency levels overall

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

data analysis of IXL, FSA

G2.B4 Academic need for reading assessment practice and progress monitoring tool 2

 B259136

G2.B4.S1 Multiple progress monitoring tools will be used to access reading data and reinforce reading interventions. 4

 S274425

Strategy Rationale

Progress monitoring allows for adjustments to be made in data driven interventions.

Action Step 1 5

In order to customize student interventions, multiple resources will be available to review progress monitoring data.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

SIPPS, IREADY, IXL data, Rewards pre and post assessments, Beth Mims

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

Data will be pulled monthly to monitor student progress, and teachers will meet monthly with Beth Mims to review progress monitoring data to alter instruction and interventions as needed.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Progress monitoring data, sign-in sheet, and agendas

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

Student progress monitoring data will be reviewed.

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

SIPPS, IREADY, and IXL data, Rewards pre and post assessments

G2.B5 Lack of school-wide instructional method that creates highly disciplined classrooms **2**

 B259137

G2.B5.S1 To implement Whole-Brain Teaching and Kagan strategies school-wide for 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**

 S274426

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 and Kagan strategies 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 8/10/2017 to 5/18/2018

Evidence of Completion

Classroom walk-through, and check lists

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

The principal will conduct classroom walkthroughs

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Classroom walkthrough check-lists, teacher evaluations

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

Data day reviews to discuss the implementation of Whole Brain Teaching and Kagan strategies.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Discipline Referrals

G2.B5.S2 To provide training so teachers can implement comprehensive instruction and discipline strategies effectively 4

S274427

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 and Kagen strategies saw success using this program.

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

Action Step 1 5

All teachers recieved the Whole Brain Teaching training during pre-planning. Teachers also received a copy of "Whole Brain Teaching for Challenging Kids," by Chris Biffle.

Person Responsible

Alyssa Higgins

Schedule

Annually, from 8/2/2017 to 5/25/2018

Evidence of Completion

Training sign-in sheet

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

On 5/25/2018

Evidence of Completion

Sign-sheet

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Principal and consultants will do classroom walk-throughs to monitor the implementation of Whole Brain Teaching and Kagan. 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

Biweekly, from 8/2/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough checklists

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

We will monitor progress data routinely and monitor implementation of WBT and Kagan with fidelity.

Person Responsible

Alyssa Higgins

Schedule

Every 3 Weeks, from 8/2/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs and checklists

G2.B7 Academic need for an after-school reading and writing program 2

 B259139

G2.B7.S1 To target students on the cusp of proficiency with an after-school reading and Math remediation program. 4

 S274428

Strategy Rationale

Students who participated in prior year after-school remediation programs saw a growth in proficiency.

Action Step 1 5

Students on the cusp of proficiency will be invited to participate in the reading and math after-school program.

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 9/5/2017 to 12/14/2017

Evidence of Completion

Attendance records, teacher check lists

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Classroom walk-throughs, data analysis

Person Responsible

Alyssa Higgins

Schedule

Weekly, from 9/5/2017 to 12/14/2017

Evidence of Completion

Walkthrough Checklist

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

IReady and IXL progress monitoring

Person Responsible

Alyssa Higgins

Schedule

Monthly, from 9/5/2017 to 12/14/2017

Evidence of Completion

Usage Reports, Data Reports

G2.B8 Academic need for phonological awareness, phonics and decoding program for grades K-2 and Rtl intervention for grades 3-5 students 2

 B259140

G2.B8.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

 S274429

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

Provide teacher professional development on SIPPS to support continued implementation of SIPP in grades K-3. SIPP will be used for Rtl reading interventions for older students who exhibit phonological and decoding deficits.

Person Responsible

Alyssa Higgins

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Sign-in sheets, agenda

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

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

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Usage Reports

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

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

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

SIPPS Data Reports

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

G096301

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

B259142

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

S274430

Strategy Rationale

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

Professional development makes a lasting impact on teacher.

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 8/10/2017 to 5/18/2018

Evidence of Completion

Sign in sheets

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 8/10/2017 to 5/4/2018

Evidence of Completion

Lesson plans, data reports, checklists, classroom walkthroughs

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

Consistent student progress monitoring

Person Responsible

Alyssa Higgins

Schedule

Every 2 Months, from 8/2/2017 to 5/25/2018

Evidence of Completion

Data from Iready tests at each AP schedule. FSA

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

B259143

G3.B3.S1 To improve math scores students must be given many opportunities to practice taking math tests and individualized math instruction. IReady provides standards aligned assessments, given four times per school year and weekly individualized math instruction based on student ability levels. 4

S274431

Strategy Rationale

IReady is aligned to the Florida Standards Assessment and includes a reading assessment that is used school-wide also.

Action Step 1 5

Teachers will receive ongoing professional development on IReady implementation throughout the year. IREADY Diagnostic Assessment will be implemented school-wide three times per year. Data days will be conducted after every assessment to help teacher place students on the appropriate tier for Rtl.

Person Responsible

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Sign-in Sheets and Agenda

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

The 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

Alyssa Higgins

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

IST meeting documentation, Rtl plans, progress monitoring data

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

Student progress monitoring in math will be ongoing and consistent throughout the school year.

Person Responsible

Alyssa Higgins

Schedule

On 5/18/2018

Evidence of Completion

Usage Reports, Data Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B7.S1.MA1 M395949	IReady and IXL progress monitoring	Higgins, Alyssa	9/5/2017	Usage Reports, Data Reports	12/14/2017 monthly
G2.B7.S1.MA1 M395950	Classroom walk-throughs, data analysis	Higgins, Alyssa	9/5/2017	Walkthrough Checklist	12/14/2017 weekly
G2.B7.S1.A1 A368418	Students on the cusp of proficiency will be invited to participate in the reading and math...	Higgins, Alyssa	9/5/2017	Attendance records, teacher check lists	12/14/2017 weekly
G3.B2.S1.MA1 M395955	The principal will meet with the math consultant for feedback, review data from interim...	Higgins, Alyssa	8/10/2017	Lesson plans, data reports, checklists, classroom walkthroughs	5/4/2018 weekly
G1.MA1 M395934	Attendance records will be collected to review for any referrals that need to be made to the...	Payne, Shelli	8/10/2017	Attendance records	5/18/2018 monthly
G2.MA1 M395953	Data Day analysis of IReady, REWARDS, SIPPS, IXL progress monitoring. Students who score less than...	Higgins, Alyssa	8/10/2017	IReady, SIPPS, REWARDS, IXL progress monitoring, watch lists. Rtl documentation will be reviewed and growth trends will be analyzed.	5/18/2018 quarterly
G3.MA1 M395958	Intensive math interventions for all students who do not meet the IReady baseline for math. Data...	Higgins, Alyssa	8/10/2017	Review of progress monitoring reports.	5/18/2018 monthly
G1.B1.S1.MA1 M395932	Students who have excessive absences will receive warning letters and/or referrals to the...	Higgins, Alyssa	8/10/2017	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. Number of students who have perfect attendance.	5/18/2018 monthly
G1.B1.S1.MA1 M395933	School-wide review of students exhibiting perfect attendance every 9 weeks by the principal.	Higgins, Alyssa	8/10/2017	Attendance records, attendance review team, and ongoing progress monitoring of attendance	5/18/2018 quarterly
G1.B1.S1.A1 A368409	School-wide review of excessive absences will be reviewed every 4 weeks by the Principal	Payne, Shelli	8/10/2017	Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records	5/18/2018 monthly
G2.B1.S1.MA1 M395935	Scheduling, data analysis, IReady	Higgins, Alyssa	8/10/2017	IReady progress monitoring and FSA	5/18/2018 monthly
G2.B1.S1.MA1 M395936	Classroom Walkthroughs, data analysis	Higgins, Alyssa	8/10/2017	Classroom Walkthroughs	5/18/2018 daily
G2.B1.S1.A1 A368410	To improve reading performance and close the performance gap of lower quartile students in Grades...	Higgins, Alyssa	8/10/2017	IReady usage reports progress monitoring and FSA	5/18/2018 daily
G2.B2.S1.MA1 M395939	Data analysis, scheduling, classroom walkthroughs	Higgins, Alyssa	8/10/2017	Pre and post Rewards Tests, FSA	5/18/2018 biweekly
G2.B2.S1.A1 A368412	In order to improve reading in the content areas, as well as overall reading proficiency levels,...	Higgins, Alyssa	8/10/2017	Rewards pre post tests, FSA,	5/18/2018 weekly
G2.B3.S1.MA1 M395941	Review of data for improvement in reading proficiency levels overall	Higgins, Alyssa	8/10/2017	data analysis of IXL, FSA	5/18/2018 monthly
G2.B3.S1.MA1 M395942	Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis	Higgins, Alyssa	8/10/2017	Classroom walkthroughs, data of XL progress monitoring	5/18/2018 biweekly

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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.B3.S1.A1 A368413	In order to improve reading proficiency the computer-based reading intervention IXL was purchased...	Higgins, Alyssa	8/1/2017	Data analysis from IXL progress monitoring	5/18/2018 weekly
G2.B4.S1.MA1 M395943	Student progress monitoring data will be reviewed.	Higgins, Alyssa	8/10/2017	SIPPS, IREADY, and IXL data, Rewards pre and post assessments	5/18/2018 monthly
G2.B4.S1.MA1 M395944	Data will be pulled monthly to monitor student progress, and teachers will meet monthly with Beth...	Higgins, Alyssa	8/10/2017	Progress monitoring data, sign-in sheet, and agendas	5/18/2018 monthly
G2.B4.S1.A1 A368414	In order to customize student interventions, multiple resources will be available to review...	Higgins, Alyssa	8/10/2017	SIPPS, IREADY, IXL data, Rewards pre and post assessments, Beth Mims	5/18/2018 monthly
G2.B5.S1.MA1 M395945	Data day reviews to discuss the implementation of Whole Brain Teaching and Kagan strategies.	Higgins, Alyssa	8/10/2017	Discipline Referrals	5/18/2018 quarterly
G2.B5.S1.MA1 M395946	The principal will conduct classroom walkthroughs	Higgins, Alyssa	8/10/2017	Classroom walkthrough check-lists, teacher evaluations	5/18/2018 monthly
G2.B5.S1.A1 A368415	In order to implement comprehensive instruction and behavior strategies teachers will use the Whole...	Higgins, Alyssa	8/10/2017	Classroom walk-through, and check lists	5/18/2018 daily
G2.B8.S1.MA1 M395951	Review of data in grades K-2 and Tier II/Tier III students using the SIPPS program	Higgins, Alyssa	8/10/2017	SIPPS Data Reports	5/18/2018 quarterly
G2.B8.S1.MA1 M395952	Data day discussions will include implementation of the SIPPs program and student progress data...	Higgins, Alyssa	8/10/2017	Usage Reports	5/18/2018 quarterly
G2.B8.S1.A1 A368419	Provide teacher professional development on SIPPS to support continued implementation of SIPPs in...	Higgins, Alyssa	8/10/2017	Sign-in sheets, agenda	5/18/2018 daily
G3.B2.S1.A1 A368420	Due to the amount of critically low students at COAST a math consultant has been contracted to...	Higgins, Alyssa	8/10/2017	Sign in sheets	5/18/2018 monthly
G3.B3.S1.MA1 M395956	Student progress monitoring in math will be ongoing and consistent throughout the school year.	Higgins, Alyssa	8/10/2017	Usage Reports, Data Reports	5/18/2018 one-time
G3.B3.S1.MA1 M395957	The Principal will monitor intervention data progress. The IST will meet to discuss progress and...	Higgins, Alyssa	8/10/2017	IST meeting documentation, Rtl plans, progress monitoring data	5/18/2018 quarterly
G3.B3.S1.A1 A368421	Teachers will receive ongoing professional development on IReady implementation throughout the...	Higgins, Alyssa	8/10/2017	Sign-in Sheets and Agenda	5/18/2018 quarterly
G2.B2.S1.MA1 M395940	Schedule will support completion, data analysis will be used to monitor	Higgins, Alyssa	8/2/2017	Classroom walkthrough checklist, Rewards pre and post tests	5/25/2018 weekly
G3.B2.S1.MA1 M395954	Consistent student progress monitoring	Higgins, Alyssa	8/2/2017	Data from Iready tests at each AP schedule. FSA	5/25/2018 every-2-months
G2.B5.S2.MA1 M395947	We will monitor progress data routinely and monitor implementation of WBT and Kagan with fidelity.	Higgins, Alyssa	8/2/2017	Classroom walkthroughs and checklists	5/25/2018 every-3-weeks
G2.B5.S2.MA1 M395948	Principal and consultants will do classroom walk-throughs to monitor the implementation of Whole...	Higgins, Alyssa	8/2/2017	Classroom walkthrough checklists	5/25/2018 biweekly
G2.B5.S2.A1 A368416	All teachers recieved the Whole Brain Teaching training during pre-planning. Teachers also received...	Higgins, Alyssa	8/2/2017	Training sign-in sheet	5/25/2018 annually
G2.B5.S2.A2 A368417	All general education teachers attended the Kagan Teaching Strategies training over the summer. All...	Higgins, Alyssa	8/2/2017	Sign-sheet	5/25/2018 one-time

V. Professional Development Opportunities

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

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

G2.B5 Lack of school-wide instructional method that creates highly disciplined classrooms

G2.B5.S2 To provide training so teachers can implement comprehensive instruction and discipline strategies effectively

PD Opportunity 1

All teachers recieved the Whole Brain Teaching training during pre-planning. 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

Annually, from 8/2/2017 to 5/25/2018

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

On 5/25/2018

G2.B8 Academic need for phonological awareness, phonics and decoding program for grades K-2 and Rtl intervention for grades 3-5 students

G2.B8.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

Provide teacher professional development on SIPPS to support continued implementation of SIPPs in grades K-3. SIPPs will be used for Rtl reading interventions for older students who exhibit phonological and decoding deficits.

Facilitator

SIPPS

Participants

K-3 and Rtl students

Schedule

Daily, from 8/10/2017 to 5/18/2018

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

Schedule

Monthly, from 8/10/2017 to 5/18/2018

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 and individualized math instruction. IReady provides standards aligned assessments, given four times per school year and weekly individualized math instruction based on student ability levels.

PD Opportunity 1

Teachers will receive ongoing professional development on IReady implementation throughout the year. IREADY Diagnostic Assessment will be implemented school-wide three times per year. Data days will be conducted after every assessment to help teacher place students on the appropriate tier for Rtl.

Facilitator

Alyssa Higgins

Participants

K-8, principal, Rtl/MTSS

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

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	School-wide review of excessive absences will be reviewed every 4 weeks by the Principal				\$0.00
2	G2.B1.S1.A1	To improve reading performance and close the performance gap of lower quartile students in Grades K-8 will be targeted with IReady. IReady 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. IReady is aligned to the Florida Standards and learning paths are individualized based on student needs.				\$16,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$16,000.00
<i>Notes: SAI</i>						
3	G2.B2.S1.A1	In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Reading strategies will be implemented.				\$1,082.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	General Fund		\$1,082.00
4	G2.B3.S1.A1	In order to improve reading proficiency the computer-based reading intervention IXL was purchased for all students, grades 1-8				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$2,500.00
5	G2.B4.S1.A1	In order to customize student interventions, multiple resources will be available to review progress monitoring data.				\$0.00
6	G2.B5.S1.A1	In order to implement comprehensive instruction and behavior strategies teachers will use the Whole Brain Teaching and Kagan strategies on a daily basis. This program allows for unified teaching methods that are implemented daily and creates a structured school climate.				\$0.00
7	G2.B5.S2.A1	All teachers recieved the Whole Brain Teaching training during pre-planning. 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	2017-18

			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$1,000.00
8	G2.B5.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	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Title II		\$1,800.00
9	G2.B7.S1.A1	Students on the cusp of proficiency will be invited to participate in the reading and math after-school program.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Title, I Part A		\$4,500.00
10	G2.B8.S1.A1	Provide teacher professional development on SIPPS to support continued implementation of SIPPs in grades K-3. SIPPs will be used for Rtl reading interventions for older students who exhibit phonological and decoding deficits.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Other		\$0.00
			0005 - Wakulla Coast Charter School Of Arts Science	School Improvement Funds		\$400.00
11	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.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$2,000.00
12	G3.B3.S1.A1	Teachers will receive ongoing professional development on IReady implementation throughout the year. IREADY Diagnostic Assessment will be implemented school-wide three times per year. Data days will be conducted after every assessment to help teacher place students on the appropriate tier for Rtl.				\$1,110.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Wakulla - 0005 - Wakulla Coast Charter School Of Arts Science - 2017-18 SIP
Wakulla Coast Charter School Of Arts Science & Technology

			0005 - Wakulla Coast Charter School Of Arts Science	Title I, Part A		\$1,110.00
Total:						\$30,392.00