

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science &



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	11%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	D	C*

School Board Approval

This plan was approved by the Wakulla County School Board on 11/13/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

C.O.A.S.T.

Commitment to small schools:

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

Commitment to character development:

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

Commitment to creating informed citizens:

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

Commitment to a strong foundation in the core subjects:

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

Commitment to the Arts:

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

Commitment to real life learning:

We believe students learn best when they are actively involved in learning experiences that apply to

skills and knowledge of real life. These kinds of experiences will be prevalent in our school. Technological proficiency is critical to future life success, therefore technology tools will be used daily by both students and staff to make education more relevant, efficient and effective.

Commitment to supporting educators:

We are convinced competent, creative and dedicated teachers are the most important component of a good school. This commitment to teaching staff will be evident in all the school's activities. Everything will serve to support the teacher's ability to do his/her best.

Commitment to Wakulla's unique environment:

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

School Leadership Team

Membership

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

Name	Title
LaChapelle, Jeffrey	Principal
Dichio, Christine	Teacher, K-12
Gerrell, Lesley	Teacher, K-12

Duties

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

Jeffrey LaChapelle - Principal-school wide overall leadership.

Christine Dichio- Teacher/Title 1 Coordinator/RTI Behavior Specialist/MTSS Teacher

Leslie Gerrell - Teacher, Literacy specialist

Early Warning Systems

Year 2017-18

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	1	1	8	10	3	2	7	5	0	0	0	0	44
One or more suspensions	1	0	0	2	0	2	6	1	0	0	0	0	0	12
Course failure in ELA or Math	2	0	0	4	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	6	8	4	5	8	0	0	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	2	0	0	2	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	2	1	0	4	0	0	0	0	0	0	0	0	0	7

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science component performed the lowest and yes this is a trend. Science was at 35% proficiency.

Actions are in place this year to stop this trend.

Which data component showed the greatest decline from prior year?

Social Studies proficiency decreased by 30%.

Which data component had the biggest gap when compared to the state average?

Largest positive gap ELA lowest 25%. (plus 41%)

Largest negative gap was Social Studies (negative 34%)

Which data component showed the most improvement? Is this a trend?

93% of the Lowest 25% had learning gains in ELA and yes this is a trend.

Describe the actions or changes that led to the improvement in this area.

Teacher and staff training for increased rigor in the ELA classroom. Building ELA rigor in all subject areas to create a more in depth learning experience. Ready and i-Ready experience added. We continue to adapt our RTI process to meet the learning needs of our students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	52%	60%	44%	44%	55%
ELA Learning Gains	71%	71%	57%	60%	60%	54%
ELA Lowest 25th Percentile	93%	93%	52%	45%	45%	49%
Math Achievement	48%	48%	61%	30%	30%	56%
Math Learning Gains	55%	55%	58%	34%	34%	54%
Math Lowest 25th Percentile	43%	43%	52%	27%	27%	48%
Science Achievement	35%	35%	57%	36%	36%	52%
Social Studies Achievement	43%	43%	77%	0%	0%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	7 (13)	1 (8)	1 (7)	8 (10)	10 (5)	3 (5)	2 (9)	7 (6)	5 (7)	44 (70)
One or more suspensions	1 (0)	0 (4)	0 (1)	2 (3)	0 (2)	2 (2)	6 (2)	1 (5)	0 (0)	12 (19)
Course failure in ELA or Math	2 (1)	0 (1)	0 (0)	4 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	6 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (9)	8 (7)	4 (5)	5 (7)	8 (3)	0 (2)	31 (33)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	66%	-5%	57%	4%
	2017	41%	65%	-24%	58%	-17%
Same Grade Comparison		20%				
Cohort Comparison						
04	2018	29%	59%	-30%	56%	-27%
	2017	36%	57%	-21%	56%	-20%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
05	2018	53%	61%	-8%	55%	-2%
	2017	0%	58%	-58%	53%	-53%
Same Grade Comparison		53%				
Cohort Comparison		17%				
06	2018	0%	56%	-56%	52%	-52%
	2017	31%	58%	-27%	52%	-21%
Same Grade Comparison		-31%				
Cohort Comparison		0%				
07	2018	31%	66%	-35%	51%	-20%
	2017	60%	60%	0%	52%	8%
Same Grade Comparison		-29%				
Cohort Comparison		0%				
08	2018	0%	74%	-74%	58%	-58%
	2017	83%	55%	28%	55%	28%
Same Grade Comparison		-83%				
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	65%	-2%	62%	1%
	2017	24%	59%	-35%	62%	-38%
Same Grade Comparison		39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	38%	54%	-16%	62%	-24%
	2017	36%	62%	-26%	64%	-28%
Same Grade Comparison		2%				
Cohort Comparison		14%				
05	2018	60%	66%	-6%	61%	-1%
	2017	0%	69%	-69%	57%	-57%
Same Grade Comparison		60%				
Cohort Comparison		24%				
06	2018	0%	63%	-63%	52%	-52%
	2017	23%	63%	-40%	51%	-28%
Same Grade Comparison		-23%				
Cohort Comparison		0%				
07	2018	25%	58%	-33%	54%	-29%
	2017	55%	61%	-6%	53%	2%
Same Grade Comparison		-30%				
Cohort Comparison		2%				
08	2018	0%	57%	-57%	45%	-45%
	2017	58%	35%	23%	46%	12%
Same Grade Comparison		-58%				
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	62%	-26%	55%	-19%
	2017					
Cohort Comparison						
08	2018	0%	56%	-56%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	79%	-32%	71%	-24%
2017	73%	76%	-3%	69%	4%
Compare		-26%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20			27							
WHT	54	72	92	48	54	36	32	33			
FRL	47	71	100	41	53	36	37	40			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	49	51		34	48	40	47	73			
FRL	51	47		38	55	30	50				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Decrease the percentage of chronic absenteeism issues among students
Rationale	Title 1 schools who have addressed poor attendance repeatedly show school wide improvement as evidenced by state tests and ongoing progress monitoring.
Intended Outcome	To decrease our percentage of chronic absenteeism by 5%. This would reduce our percentage of students who have chronic absenteeism from 24% to 19% of our students.
Point Person	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Action Step	
Description	<p>*School-wide review of excessive absences will be reviewed every 4 weeks by the Principal.</p> <p>*Attendance will be reviewed daily by teachers and a phone call home to check on students who miss school and plan for makeup assignments.</p> <p>* Phone call home from office administrator when students are out for 3 or more days to check on the student.</p> <p>* Phone call to parent or guardian when students fall under the 90% status for attendance to see what the school can do to help get the student to school.</p> <p>* Letter (written communication) sent home to inform parents of absenteeism status.</p> <p>* Letter would include excused and unexcused status</p> <p>* Letter would include a comment section for parents to respond or sign up for a conference with school staff.</p> <p>* Student incentives</p> <p>* Movie and popcorn for students who have perfect attendance for the month.</p> <p>* Class awards for highest attendance percentage</p> <p>* Continue with the 9 week perfect attendance lunch field trips that we used last year.</p> <p>* Parents will be notified of the student incentives</p> <p>* Parent Involvement - Title one engagement with parents to build relationships with parents and school that will focus on both student and parent school engagement activities.</p>
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Plan to Monitor Effectiveness	
Description	Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Activity #2	
Title	Increase the percentage of students achieving proficiency levels in math.
Rationale	As we continue to focus on the reading component of learning it is important to show how this skill can be used to develop our mathematics knowledge and understanding. Critical thinking skills learned in both reading and math will create an overall higher proficiency level.
Intended Outcome	To increase our math proficiency by 2%. COAST Charter school will increase our math proficiency from 48% to 50%.
Point Person	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Action Step	
Description	<p>COAST will use the following resources to help reduce or eliminate barriers and increase student engagement for math achievement and gains.</p> <ul style="list-style-type: none"> * i-Ready individualized learning path for each student with grade level time requirements for achievement. Tier students will receive an additional 15 minutes of time for i-ready reading path and in-class support from Mrs. Dichio with i-ready and classroom assignments. * Kagan strategies used with in the classroom to improve student engagement with the assignments such as rally coach, quiz-quiz trade, solve and switch, * Specialize teacher used for 4-8th grade math. * Extended time for math periods for K-3rd grade math. *IXL math for supplemental learning for all grades K-8th *More consistent review of progress monitoring using i-Ready math diagnostic and growth monitoring, data analysis and prescriptive teaching. *Positive team effort school-wide to increase student achievement overall *Prodigy math to structure the math practice for student free use. *Kagan teaching Strategies used within the classroom *Math Consultant to offer support and training for teachers. * Vertical Planning (K-1 plan together weekly), (2-3 collaborative planning),(4-8 team planning one-two times per month). Tie grade level academics together and to prepare students for the next grade level. *Whole Brain Teaching Strategies used to keep students moving and using the whole brain while in class. Strategies such as turn and talk, turn and teach and Mirror with words. *After School learning program for student support offered second and third nine weeks. Program designed to run two days a week - One day with a focus on Math standards using small group and IXL computer path learning. Certified teaching staff will work with students to help close gaps within learning standards.
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Plan to Monitor Effectiveness	
Description	Intensive math interventions for all students who do not meet the i-Ready baseline for math. Data will be monitored after each assessment and after each monthly growth monitoring assessment. Additionally, the principal reviews all progress reports. Monthly Review of Progress Monitoring reports with LaChapelle and Dichio.
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Activity #3	
Title	Increase the percentage of students achieving proficiency level in Reading
Rationale	Reading and Writing go hand-in hand for increased performance. The i-Ready learning paths are individualized based on student ability level and are aligned to the Florida Standards.
Intended Outcome	Coast Charter School will increase our Reading proficiency percentage from 52% to 55%.
Point Person	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Action Step	
Description	<p>To improve reading performance and close the performance gap of lower quartile, students in grades K-8 will be targeted with i-Ready. I-Ready 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. I-Ready is aligned to the Florida Standards and learning paths are individualized based on student needs. SIPPS program will be provided to all students K-3 to build decoding and phonic skills.</p> <ul style="list-style-type: none"> * i-Ready individualized learning path for each student with grade level time requirements for achievement. Tier students will receive an additional 15 minutes of time for i-Ready reading path and in-class support from Mrs. Dichio with i-Ready and classroom assignments. * Kagan strategies used with in the classroom to improve student engagement with the assignments such as rally coach, quiz-quiz trade, and solve and switch. * Specialized teacher used for 4-8th grade ELA and Reading. * IXL reading comprehension and vocabulary for supplemental learning for all grades K-8th. * More consistent review of progress monitoring using i-Ready reading diagnostic and growth monitoring, data analysis, and prescriptive teaching. * Positive team effort school-wide to increase student achievement overall. * Kagan teaching strategies used within the classroom such as quiz quiz trade, round robin, and timed pair share. * ELA Consultant to train, observe, and support teaching staff. * Vertical planning (K-1 plan together weekly), (2-3 collaborative planning), (4-8 team planning one-two times per month). Tie grade level academics together and to prepare students for the next grade level. * Whole Brain Teaching Strategies used to keep students moving and using the whole brain while in class. Strategies such as turn and talk, turn and teach and Mirror with words. * After School learning program for student support offered second and third nine weeks. Program designed to run two days a week - One day with a focus on Reading standards using small group and IXL computer path learning. Certified teaching staff will work with students to help close gaps within learning standards.
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Plan to Monitor Effectiveness	
Description	Coast staff will continue to utilize our Ready and i-Ready materials to enhance the learning experience for each student. I-Ready diagnostics will be given and evaluated three times per year and will be used to set manageable learning paths to help each student be successful. Teacher planning will be reviewed for effectiveness by the principal and in-class observations will be completed by MTSS coordinator, principal, and training consultants to enhance the teaching experience for the staff.

Person Responsible Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Activity #4

Title To increase the percentage of students achieving proficiency levels in Science assessments

Rationale Science focus can be learned through reading and other ELA strategies. Students are not prepared and struggle with the material in the science tested grades and having them more prepared when they enter 5th and 8th grade. While building reading and writing strategies we can implement the science concepts as passage materials for these strategy assignments.

Intended Outcome To prepare students at all grade levels for science standardized testing in 5th and 8th grade. Students will come into the 5th and 8th grade with a greater prior knowledge base to move them forward quicker in Science concept materials. The focus on grade level science standards will drive to our desired increase of tested science achievement from 35% proficiency to 37% proficiency.

Point Person Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Action Step

Description Departmentalize grades 4-8 so students are able to work with a teacher who specializes in the field of science.
The use of the ready ELA curriculum that has science based articles and science learning concepts build into the reading and writing activities. Science text book or science resources provided at each grade level to provide structure and engagement within the classroom. Staff will utilize Kagan strategies such as RallyRobin, Timed Pair Share, Quiz Quiz trade and Rally coach to enhance engagement within the classroom and motivate student learning.
* Vertical Planning (K-1 plan together weekly), (2-3 collaborative planning),(4-8 team planning one-two times per month). Tie grade level academics together and to prepare students for the next grade level.
*IXL reading comprehension and vocabulary for supplemental learning for all grades K-8th
*Whole Brain Teaching Strategies used to keep students moving and using the whole brain while in class. Strategies such as turn and talk, turn and teach and Mirror with words.
*Hands on/ Lab or activity style classroom activities to enhance student engagement and content understanding.

Person Responsible Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Plan to Monitor Effectiveness

Description Classroom visits and observations, collaborative planning to follow up on how students perform with science materials within ELA assignments.

Person Responsible Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Use Parent Volunteer Card implementation to increase parent involvement school wide.

Use Teacher incentive programs within the school to promote positive and consistent feedback to parents from the teaching staff.

Use parent contact as required on any student receiving below a C at progress reports.

Intervention staff and teaching staff will offer regular update to intervention plans and notify parents with results and best practices to help the students continue learning off campus.

During regularly scheduled SAC Meetings parents and families assist with the planning, review, and evaluation of the Title I plans, including the SIP, PFEP, and Title I project application.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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.

Middle to high school transition: We work with WHS and Sail High School in Leon county to tour their campus and help provide families with information to get the students properly enrolled in the school.

Middle school teachers try to work with the guidance departments of WHS and Sail High School to provide resources for the students to be prepared for this next level of education.

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 community and parents are involved in our planning.

This plan is developed in coordination and integration of all applicable federal programs listed below.

COAST coordinates services included in the following federal programs:

Title I, Part A: Title I funds provide for supplemental materials, equipment, staff, staff development, remediation, and family engagement activities.

Title I, Part C- Migrant: PAEC coordinates services for migrant students.

Title II, Part A funds are used to provide professional development for teachers through an independently contracted consultant.

Title IV, part A funds are used to increase students' digital literacy by providing an interactive smart board.

The principal arranges professional development for staff. The principal plans for growth and development including facilities, staff, student enrollment, reporting, answers to the COAST governing Board, coordinates all resources for Title I and IDEA with Wakulla District staff, and also plans for school improvement monies to be utilized for greatest academic growth.

One of the Rtl Coordinators is also the Title I/SAC coordinator for the school.

Rtl 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, 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. 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. Classroom visits are set up to model lessons, review classroom management, observe fidelity of interventions and small group instruction. The principal then reinforces strategies in classroom visits and individual teacher meetings.

Conferences are coordinated by the 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 scheduled conference of any student receiving a D or F at progress report. Our program recommends contacting parents each week with positive reports. These can be small accomplishments for struggling students or big praise for behavior or grades.

COAST participates in the NSLP and serves a higher percentage of free meals than any school in our District. Due to such a high number of economically disadvantaged students COAST qualified for the Community Eligibility Program through the NSLP. Snack programs implemented.

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. Our older students have also benefited from an Abstinence program funded by a grant for Wakulla County Youth Coalition.

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

Part V: Budget	
Total:	\$79,382.24