Wakulla County Schools

Wakulla Coast Charter School Of Arts Science &

2019-20 Schoolwide Improvement Plan

Table of Contents

Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

http://www.coastcharter.us

Demographics

Principal: Jeffrey Lachapelle

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (33%) 2017-18: B (55%) 2016-17: C (48%) 2015-16: D (39%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Wakulla County School Board on 10/21/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	D	B	C	D

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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	Job Duties and Responsibilities
LaChapelle, Jeffrey	Principal	
Dichio, Christine	Dean	
Gerrell, Lesley	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	18	18	18	9	13	13	12	8	0	0	0	0	127
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	3	9	8	5	5	0	0	0	0	32

The number of students with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)
12

Date this data was collected or last updated
Thursday 7/25/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	41%	61%	49%	49%	57%
ELA Learning Gains	41%	41%	59%	50%	50%	57%
ELA Lowest 25th Percentile	43%	43%	54%	0%	0%	51%
Math Achievement	25%	25%	62%	37%	37%	58%
Math Learning Gains	20%	20%	59%	49%	49%	56%
Math Lowest 25th Percentile	21%	21%	52%	33%	33%	50%
Science Achievement	38%	38%	56%	47%	47%	53%
Social Studies Achievement	0%	0%	78%	73%	73%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	18 (0)	18 (0)	18 (0)	18 (0)	9 (0)	13 (0)	13 (0)	12 (0)	8 (0)	127 (0)
Attendance below 90 percent	0 (7)	0 (1)	0 (1)	0 (8)	0 (10)	0 (3)	0 (2)	0 (7)	0 (5)	0 (44)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (2)	0 (0)	0 (2)	0 (6)	0 (1)	0 (0)	0 (12)
Course failure in ELA or Math	0 (2)	0 (0)	0 (0)	0 (4)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (6)	3 (8)	9 (4)	8 (5)	5 (8)	5 (0)	32 (31)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	67%	-17%	58%	-8%
	2018	61%	66%	-5%	57%	4%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	50%	66%	-16%	58%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	29%	59%	-30%	56%	-27%
Same Grade Comparison		21%				
Cohort Comparison		-11%				
05	2019	16%	61%	-45%	56%	-40%
	2018	53%	61%	-8%	55%	-2%
Same Grade Comparison		-37%				
Cohort Comparison		-13%				
06	2019	53%	53%	0%	54%	-1%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		53%				
Cohort Comparison		0%				
07	2019	0%	56%	-56%	52%	-52%
	2018	31%	66%	-35%	51%	-20%
Same Grade Comparison		-31%				
Cohort Comparison		0%				
08	2019	38%	64%	-26%	56%	-18%
	2018	0%	74%	-74%	58%	-58%
Same Grade Comparison		38%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	64%	-39%	62%	-37%
	2018	63%	65%	-2%	62%	1%
Same Grade Comparison		-38%				
Cohort Comparison						
04	2019	31%	71%	-40%	64%	-33%
	2018	38%	54%	-16%	62%	-24%
Same Grade Comparison		-7%				
Cohort Comparison		-32%				
05	2019	0%	60%	-60%	60%	-60%
	2018	60%	66%	-6%	61%	-1%
Same Grade Comparison		-60%				
Cohort Comparison		-38%				
06	2019	40%	63%	-23%	55%	-15%
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		40%				
Cohort Comparison		-20%				
07	2019	0%	59%	-59%	54%	-54%
	2018	25%	58%	-33%	54%	-29%
Same Grade Comparison		-25%				
Cohort Comparison		0%				
08	2019	23%	48%	-25%	46%	-23%
	2018	0%	57%	-57%	45%	-45%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		23%				
Cohort Comparison		-2%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	32%	53%	-21%	53%	-21%
	2018	36%	62%	-26%	55%	-19%
Same Grade Comparison		-4%				
Cohort Comparison						
08	2019	27%	58%	-31%	48%	-21%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		27%				
Cohort Comparison		-9%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	78%	-78%	71%	-71%
2018	47%	79%	-32%	71%	-24%
Compare		-47%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	58%	-58%	61%	-61%
2018					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	14	29		7	21						
WHT	41	39	42	24	19	17	33				
FRL	37	36	40	20	17	18	38				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	229
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math assessment scores show the largest decrease in achievement. Overall Math percentage of students at or above proficient fell 23 percentage points from a 48 percent to 25 percent. Factors that contributed to the decline in math student performance include having a first year math teacher for grades 4-8 who struggled with gaining the attention of the students and adjusting to building relationships for student motivation. Ready and i-Ready curriculum was not well understood by the staff and not used to the full capacity of the material.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data components for the bottom 25% in ELA learning gains was our largest decline from prior year falling from 93% to 43% showing a 50 percentage point decrease. Change in job assignments and change in staff working one on one with students who were struggling made it hard to build relationships with these students and truly understand the individual needs to push the students to the next level. Changes in the 4-5th grade class environment created struggles for students. The number of SWD and Tiered students within these classes created a struggle that we were unable to get a handle on to master the challenge.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement level % is at 25% compared to the state with 62%. Factors that contributed to the decrease in mathematics include first year teacher for math grades 4-8. Classroom struggles with ready curriculum with teacher learning to teach with the program as well as limited experience in classroom management. Struggles with class time effectively used for academic content and behavior concerns within the class. Struggling students were not receiving the support they needed due to changes in roles and turnover in the intervention staff.

Which data component showed the most improvement? What new actions did your school take in this area?

Science shows an increase from 35% to 38% for students at or above proficient. Increase in 8th grade science is larger due to class size being under the threshold of 10 for 2018. Having a designated science teacher who is an expert in the field offered motivation and a passion for the subject. Having science as a defined class offered a focus to the subject and made sure that the designed time was focused on science curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Behavior and Classroom management of both staff and students
Class attendance - Students time in class and overall time at school engaged

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Engaged Instructional Time- Professional development for teachers in classroom management and engagement strategies.
2. Standards-Based Instruction - Training for teachers in standards-based instructional delivery.
3. Tiered Support - Offer more structured, individualized support to students (Certified Remediation Teacher)
4. Ongoing data analysis and targeted instruction based on the School-Wide Literacy Plan's tiered support at appropriate levels of achievement.
5. Instructional Coaching - Classroom walk-throughs and observations with feedback to build teaching abilities and ensure follow through of standards-based teaching expectations.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics Achievement
Rationale	Mathematics proficiency showed the lowest performance with only 25 percent of students showing proficiency. Building mathematical skills through standards-based instruction will result in a deeper understanding of math concepts resulting in a higher proficiency percentage on math assessments.

State the measurable outcome the school plans to achieve	To increase math proficiency from 25 percent to 50 percent.
Person responsible for monitoring outcome	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Evidence-based Strategy	Increased instructional time for students on building math skills will increase the exposure to and achievement of our students in mathematics-based content. I-ready and Ready are curriculum choices that are proven to provide rigor and standards content. I-ready individualized learning paths will be used for all students to close gaps in learning. Kagan strategies will be utilized within each class to increase student engagement. Classroom walk-throughs, observations, and ongoing feedback will monitor the implementation of standards-based instruction and improve teacher effectiveness.
Rationale for Evidence-based Strategy	The amount of experience (instructional time) we are able to offer to our students will offer a large impact on their ability to learn content within each subject. Bell to Bell teaching will provide the maximum amount of time available during each school day. I-ready and ready curriculum will provide the standards-based environment needed to build rigor in our school. Administrative and peer observations and feedback will provide our teachers with the knowledge and skills needed to address students' educational needs. Professional development for teachers and ongoing data analysis will support teachers in making the best instructional decisions for students. An increase in student engagement through the use of Kagan structures will decrease classroom management issues leading to more time spent in on-task behavior.

Action Step	
Description	1. Standards-Based Instruction - Using Ready and i-Ready as a teaching tool. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation. 2. Instructional coach to support, model, and continuously improve teachers' instruction. 3. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified remediation Teacher). 4. Kagan strategies utilized - Training offered for teachers 5. After school instruction will be offered by certified teachers 4 days each week to support learning gaps.
Person Responsible	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

#2	
Title	ELA Achievement
Rationale	ELA for the lowest quartile showed the largest decline in performance from the previous year. Increasing students' literacy skills improves performance in all other content areas. Providing academic rigor and increasing skills in ELA provides students with an understanding of how to critically think to solve problems. Building components of literacy, such as writing and reading comprehension, builds self-confidence, memory and thinking skills.

State the measurable outcome the school plans to achieve	To increase our ELA proficiency from 41 percent to 50 percent.
Person responsible for monitoring outcome	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Evidence-based Strategy	Increased instructional time for students on building literacy skills will increase the exposure to and achievement of our students in ELA-based content. I-ready and Ready are curriculum choices that are proven to provide rigor and standards content. I-ready individualized learning paths will be used for all students to close gaps in learning. Kagan strategies will be utilized within each class to increase student engagement. Classroom walk-throughs, observations, and ongoing feedback will monitor the implementation of standards-based instruction and improve teacher effectiveness.
Rationale for Evidence-based Strategy	The amount of experience (instructional time) we are able to offer to our students will offer a large impact on their ability to learn content within each subject. Bell to Bell teaching will provide the maximum amount of time available during each school day. I-ready and ready curriculum will provide the standards-based environment needed to build rigor in our school. Administrative and peer observations and feedback will provide our teachers with the knowledge and skills needed to address students' educational needs. Professional development for teachers and ongoing data analysis will support teachers in making the best instructional decisions for students. An increase in student engagement through the use of Kagan structures will decrease classroom management issues leading to more time spent in on-task behavior.

Action Step	
Description	1. Standards-Based Instruction - I-ready individualized learning path for each student. Each student and teacher will work together to use diagnostic and plan lesson data to close gaps in the grade-level learning path. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation. 2. Instructional coach to support, model, and continuously improve teachers' instruction. 3. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified remediation Teacher). 4. Kagan strategies utilized - Training offered for teachers 5. After school instruction will be offered by certified teachers 4 days each week to support learning gaps.

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

#3	
Title	Academic Achievement with connection to SWD subgroups
Rationale	Coast will meet the needs of our SWD subgroup through targeted, individualized interventions. The intervention staff, teachers, and ESE coordinator will work together to analyze data of students within the SWD subgroup using practices defined in our BPIE plan. Teachers and parents will work together to develop an IEP with accommodations that best meet the student's needs to meet standards-based objectives and goals agreed upon within the plan. Increasing the academic performance of this subgroup expands the opportunities available to these students in school and in life.

State the measurable outcome the school plans to achieve	To increase the Federal Percent of Points Index of students with disabilities from 18 percent to 41 percent or higher.
Person responsible for monitoring outcome	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Evidence-based Strategy	Increasing the instructional time our teachers have with our students building subject-related skills will increase the exposure to and academic achievement of our SWD. Teachers will be trained on how to access and understand IEPs or any other plan in place to meet the learning needs of students. Teachers will provide accommodations stated in the IEP to students to meet yearly, standards-based goals. I-ready and Ready will provide rigor and standards-based content. I-ready individualized learning paths will be used to close gaps on learning for each student. Kagan will be utilized to increase engagement and build self-confidence. Instructional coaching will be used to model tiered support to students and a certified remediation teacher will be used to provide differentiated instruction. Classroom walk-throughs and progress monitoring will monitor the implementation of standards-based instruction.
Rationale for Evidence-based Strategy	The amount of experience (instructional time) we are able to offer to our students will offer a large impact on their ability to learn content within each subject. Bell to Bell teaching will provide the maximum amount of time available during each school day. I-ready and ready curriculum will provide the standards-based environment needed to build rigor in our school. Administrative and peer observations and feedback will provide our teachers with the knowledge and skills needed to address students' educational needs. Professional development for teachers in instructional accommodations and ongoing data analysis will support teachers in making the best instructional decisions for students. An increase in student engagement through the use of Kagan structures will decrease classroom management issues leading to more time spent in on-task behavior.

Action Step	
Description	1. Intervention teams will review data to determine areas of concern for SWD and if current IEPs are working for student and are standards-based. 2. Standards-Based Instruction - I-ready individualized learning path for each student. Each student and teacher will work together to use diagnostic and plan lesson data to close gaps in the grade-level learning path. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation.

3. Instructional coaches will support quality teaching and coordination of interventions/ accommodations.
4. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified remediation Teacher).
5. Kagan strategies utilized to increase engagement and confidence.
6. After school instruction will be offered by certified teachers 4 days each week to support learning gaps.

Person Responsible   Christine Dichio (christine.dichio@coastcharter.us)

#4	
Title	Academic Achievement with connection to White Subgroups
Rationale	This subgroup was targeted for support through the new ESSA accountability provisions. This subgroup performed under the 41 percent threshold at 31 percent. Ninety-five percent of Coast's student population is White, so targeting this group will make a large impact in student performance.

State the measurable outcome the school plans to achieve	To increase the Federal Percent of Points Index of students with disabilities from 31 percent to 41 percent or higher.
Person responsible for monitoring outcome	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Evidence-based Strategy	Increasing the instructional time our teachers have with our students teaching standards and building academic skills. I-ready and Ready are proven curriculum choices that are proven to provide rigor and standards content when used as directed. I-ready individualized learning paths will be used for all students to close gaps in learning for each student. Instructional coach will support and model effective instruction and coordinate tiered support for students based on progress monitoring data. Kagan strategies will be utilized within each class to increase student engagement. Classroom walk-throughs, observations, and progress monitoring will monitor the implementation of standards-based instruction.
Rationale for Evidence-based Strategy	The amount of experience (instructional time) we are able to offer to our students will offer a large impact on their ability to learn content within each subject. Bell to Bell teaching will provide the maximum amount of time available during each school day. I-ready and ready curriculum will provide the standards-based environment needed to build rigor in our school. Administrative and peer observations and feedback will provide our teachers with the knowledge and skills needed to address students' educational needs. Professional development for teachers and ongoing data analysis will support teachers in making the best instructional decisions for students. An increase in student engagement through the use of Kagan structures will decrease classroom management issues leading to more time spent in on-task behavior.

Action Step	
Description	1. Standards-Based Instruction - I-ready individualized learning path for each student. Each student and teacher will work together to use diagnostic and plan lesson data to close gaps in the grade-level learning path. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation. 2. Instructional coach to support, model, and continuously improve teachers' instruction. 3. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified remediation Teacher). 4. Kagan strategies utilized - Training offered for teachers 5. After school instruction will be offered by certified teachers 4 days each week to support learning gaps.

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

#5	
Title	Academic Achievement with connection to Economically Disadvantaged Students
Rationale	This subgroup was targeted for support through the new ESSA accountability provisions. This subgroup performed under the 41 percent threshold at 29 percent. One hundred percent of Coast's student population is economically disadvantaged, so targeting this group will make a large impact on student performance. Increasing academic performance through rigor and standards-based teaching will open more opportunities for these students in their educational journeys and in life.
State the measurable outcome the school plans to achieve	To increase the Federal Percent of Points Index of students with disabilities from 29 percent to 41 percent or higher.
Person responsible for monitoring outcome	Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)
Evidence-based Strategy	Increasing the instructional time our teachers have with our students teaching standards and building academic skills. I-ready and Ready are proven curriculum choices that are proven to provide rigor and standards content when used as directed. I-ready individualized learning paths will be used for all students to close gaps in learning for each student. Instructional coach will support and model effective instruction and coordinate tiered support for students based on progress monitoring data. Kagan strategies will be utilized within each class to increase student engagement. Classroom walk-throughs, observations, and progress monitoring will monitor the implementation of standards-based instruction. Student peer studies to help students build relationships that will help with the mental demands of the academic material. Building relationships and meeting needs of students such as hunger, social worries.
Rationale for Evidence-based Strategy	The amount of experience (instructional time) we are able to offer to our students will offer a large impact on their ability to learn content within each subject. Bell to Bell teaching will provide the maximum amount of time available during each school day. I-ready and ready curriculum will provide the standards-based environment needed to build rigor in our school. Administrative and peer observations and feedback will provide our teachers with the knowledge and skills needed to address students' educational needs. Professional development for teachers and ongoing data analysis will support teachers in making the best instructional decisions for students. An increase in student engagement through the use of Kagan structures will decrease classroom management issues leading to more time spent in on-task behavior.
Action Step	
Description	1. Address the mental, emotional, and basic needs of students by providing supplies, food, and making sure students feel safe. 2. Standards-Based Instruction - I-ready individualized learning path for each student. Each student and teacher will work together to use diagnostic and plan lesson data to close gaps in the grade-level learning path. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation.

3. Instructional coach to support, model, and continuously improve teachers' instruction.
4. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified remediation Teacher).
5. Kagan strategies utilized - Training offered for teachers
6. After school instruction will be offered by certified teachers 4 days each week to support learning gaps.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

COAST will continue to build relationships with parents through planned activities such as School orientations, class teacher greet and meet, Title I parent nights, Fun with science family day, New this year Math with my student study day and Literacy efforts throughout the year to help parents close the literacy gap at home and within school studies. COAST will continue to connect with the parents by social media avenues, email and paper information to help build skills outside of the classroom. COAST will provide resources for parents and many different volunteer opportunities throughout the year. Parents will be notified of opportunities as they arise and opportunities will be developed as parents interest and resources become available.

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.

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 strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The community and parents are involved in our planning.
This plan is developed in coordination and integration of all applicable federal programs listed below.
Title I, Part A: Title I funds provide for supplemental materials, equipment, staff, staff development, remediation, and family engagement activities.
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 plans for growth and development including facilities, staf developmentf, 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.

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.

Quarterly Data Day meetings are lead by the Principal and MTSS Coordinators. Data from FSA(FCAT), IReady, EOC, REWARDS, SIPPS, and IXL are compared to current progress reports and trends. Exceptional students are evaluated for progress based on IEP goals and accommodations. 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 delivery of all conferences.The principal requires a scheduled conference of any student receiving a D or F at progress report . Our program encourages continuous communication between teachers and parents.

COAST has implemented use of our county and community resources to help teach students about health, nutrition and safe life choices.

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.

COAST works closely with our board and school advisory council to receive recommendations on the best use of funding coming from different grants available to our school. Having the parents involved in decision making offers an open minded view of the needs and expected outcome of our choices.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Coast will offer opportunities for students to expand knowledge of career choices and finding interest that will lead to college choices as well as trade jobs that are local to the community in which they live. Coast will work TCC, FSU, FAMU and local trade schools such as Lively Technical and North Florida Cosmetology to begin introductions to the process of these programs. Community partners and parents will be invited to participate in a Career day as well as career based projects to spark interest in various industries. Younger students will experience these career introduction through having community and industry speakers come in to speak with the class regarding their career. Grades 4-8 will be have the opportunity to meet some of these career professionals through career days and research projects within class to understand different career choices and the experience needed to follow the career path.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Mathematics Achievement**				$31,234.87
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	0.85	$21,960.96
			Notes: 4 teachers to provide supplemental instruction after school to students not reaching sufficient levels of academic proficiency - 2 hours per day, 4 days per week for 114 days.			
	5100	220-Social Security	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		$1,680.01
			Notes: Social security for after school teachers			
	7800	160-Other Support Personnel	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		$2,565.00
			Notes: Travel expenses for after school instruction - Bus driver			
	7800	220-Social Security	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		$196.22
			Notes: Travel expenses for after school instruction - Bus driver social security			
	7800	460-Diesel Fuel	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		$4,832.68
			Notes: Travel expenses for after school instruction - Diesel fuel			
2	III.A.	**Areas of Focus: ELA Achievement**				$38,754.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	1.0	$36,000.00
			Notes: Certified teacher to provide remediation to students not meeting grade-level expectations.			
	5100	220-Social Security	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		$2,754.00
3	III.A.	**Areas of Focus: Academic Achievement with connection to SWD subgroups**				$0.00
4	III.A.	**Areas of Focus: Academic Achievement with connection to White Subgroups**				$0.00
5	III.A.	**Areas of Focus: Academic Achievement with connection to Economically Disadvantaged Students**				$0.00

	Total:	$73,672.50