

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science &



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	27
Budget to Support Goals	28

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: 5/19/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Wakulla County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	28

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	13%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	B	C

School Board Approval

This plan is pending approval by the Wakulla County School Board.

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 to permeate all areas of curriculum and serve as a central focus for science instruction.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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	
Bryan, Sydney	Teacher, K-12	Sydney Bryan is our full-time Certified Remediation Teacher and RTI Coordinator. She works closely with administration, teachers and ESE coordinator to offer individualized tiered support to our students.

Demographic Information

Principal start date

Tuesday 5/19/2020, Jeffrey Lachapelle

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

13

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	16	17	18	16	15	13	20	11	10	0	0	0	0	136
Attendance below 90 percent	2	4	4	1	4	1	5	2	2	0	0	0	0	25
One or more suspensions	1	0	1	0	1	0	4	2	4	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	1	3	4	8	3	3	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	1	6	7	9	3	5	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	1	0	1	0	5	2	4	3	3	0	0	0	0	19

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	1	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 5/19/2020

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	
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	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	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	
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	0
One or more suspensions	0	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	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	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	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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%
	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%
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					
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 Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	1
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%	1

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 on the 2019 FSA testing data. 2019/2020 I-ready diagnostic progress monitoring showing only that only 27 percent of our students were testing at or above grade level during the third-quarter monitoring. Factors contributing to the decline in performance include a first-year math teacher for grades 4-8 for 2019 and changes in staff for our 5th-8th students after first- quarter of the 2019/2020 school year. Setting up a new structure of 5th grade to a stand-alone class, and having to combine some middle school classes, caused an interruption in the learning process. Positive progress was made in the

third quarter after staff changes had been in place for a quarter and student motivation and engagement was increased.

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 with finding a balance in differentiated teaching. Changes to bringing the 4th and 5th grade classes to stand alone classes within the 2019/2020 school year, as well as having designated time for our certified remediation teacher to spend in these classes with high number of SWD and tiered students, gave more stability and objective teaching abilities to each student. Through our i- ready progress monitoring, we were able to see an increase of 20% of our students placing at or above grade level in reading diagnostic testing.

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 math teacher for 4-8, changes in staff after first quarter of 2019/2020 school year and the movement of 4th and 5th grade (rotating classes vs stand-alone class). Classroom struggles with teachers learning the rigor of the Ready curriculum and building experience in positive classroom management also contributed to the gap. Struggling students did not receive the needed tier support due to changes in turnover and role changes for the 2018/2019 school year; however the placement of a full time certified remediation teacher and scheduled time within these classes made a great impact for the first three quarters of 2019/2020 school year.

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 was an expert in her field helped with the increase. During the 2019/2020 school year, we lost our designated science teacher and with the re-structure of classes we found it best to utilize the expertise of Edmentum Course-Ware Science program and Study Island to provide standards-based instruction in our science classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Behavior and Classroom Management
Student engagement

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

1. Standards- Based Instruction - Professional development for teachers in instructional delivery.
2. Engaged Instructional Time - Continued training in student engagement and Kagan strategies.
3. Tiered Support - Scheduling priority to better engage student and teachers with tier process.
4. Instructional Coaching - Classroom walk-throughs and observations with timely feedback to build teaching skills.

5. Literacy Plan - Going into the new year with a gap plan in place to target and prepare for learning gaps caused by expected and unexpected events such as school closure and summer breaks.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA for the lowest quartile showed the largest decline in performance in statewide assessment data for 18-19 and shows slow growth in progress monitoring through i-Ready in 19-20. Strengthening components of literacy, such as phonemic awareness, reading comprehension, vocabulary, fluency, and writing improves student performance, not only in ELA, but in all other academic content areas. Providing academic rigor and increasing skills in ELA provides students with much needed critical thinking skills that will increase student achievement.

Measurable Outcome: In the 2020-2021 school year, COAST will increase ELA proficiency from 41 percent to 51 percent on the FSA ELA statewide assessment. In 2020-2021, students testing at Tier 1 (testing within or above grade level) in i-Ready will increase from 30% to 40% by Diagnostic #3.

Person responsible for monitoring outcome: Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Evidence-based Strategy: Increased Instructional Time: Increase instructional time on building literacy skills to increase the exposure to and achievement of our students in ELA-based content. Certified Remediation Teacher: Teacher to work with students performing below grade level providing small group and individualized differentiated instruction to address learning gaps. Standards-Based Curriculum: i-Ready and Ready are curriculum choices that are proven to provide rigor and standards-based content. The addition of Exact Path and Study Island this year will provide more rigor and standards-based content. These individualized learning path programs will be used to identify and close learning gaps for students. Cooperative Learning: Kagan strategies will be utilized within each class to increase student engagement. Effective Teacher Evaluation and Feedback: Classroom observations, instructional coaching, and ongoing feedback will monitor the implementation of standards-based instruction, rigor in lessons and improve teacher effectiveness. Progress Monitoring: Ongoing progress monitoring through i-Ready.

Rationale for Evidence-based Strategy: The increased instructional time we are able to offer our students will have a positive impact on their ability to learn and build exposure to 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 and progress monitoring will provide the students with the standards-based classroom environment needed to build rigor in learning as well as identify students in need of intervention. Professional development for teachers and ongoing analysis of our progress monitoring data programs by our Instructional Coach will support teachers in making instructional decisions for students. Targeted interventions and differentiated instruction to students performing below grade level by our remediation teacher will close achievement gaps. Kagan strategies and structures will continue to build student engagement, decrease classroom management issues, and increase on-task behaviors.

Action Steps to Implement

Standards-Based Instruction - I-ready individualized learning path for all students Kindergarten - 5th grade and Exact Path learning path for Middle School students. Each student and teacher will work together to use diagnostic and plan lesson data to identify and close gaps in grade-level individual learning paths. Students with significant leaning gaps will benefit from instructional assistance from our intervention team.

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Instructional coach to support, model and continuously improve teachers' instruction. Instructional coach will also help teacher analysis and understand data from progress monitoring programs.

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

Ongoing progress monitoring and data analysis to modify instruction and off tiers of support to students based on academic performance.

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Kagan strategies utilized and professional development offered to teachers who need additional or new training in Kagan. Kagan classroom resources used to support strategies and promote student engagement in learning.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Mathematics proficiency showed the lowest performance on the 2019 FSA assessment with only 25% of students showing proficiency. Mathematics showed some growth during the 2019-2020 school year with i-Ready progress monitoring showing 27% of students at or above grade level. Building mathematical skills through standards-based instruction will result in a deeper understanding of math skills and result in higher proficiency in math mastery assessments.

Measurable Outcome: In 2020-2021, COAST will increase math proficiency from 25% to 50% on the FSA Mathematics assessment.
 In 2020-2021, 37% of COAST students will show math growth in Tier 1 (students at or above grade level) at 37% by third diagnostic.
 In 2020-2021, 37% of students will be testing at Tier 1 (testing within or above grade level) in i-Ready by Diagnostic #3.

Person responsible for monitoring outcome: Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Evidence-based Strategy: Increased Instructional Time: Increase instructional time on math skills to increase the exposure to and achievement of our students in mathematics-based content.
 Certified Remediation Teacher: Teacher to work with students performing below grade level providing small group and individualized differentiated instruction to address learning gaps.
 Standards-Based Curriculum: i-Ready and Ready are curriculum choices that are proven to provide rigor and standards-based content. The addition of Exact Path and Study Island this year will provide more rigor and standards-based content. These individualized learning path programs will be used to identify and close learning gaps for students.
 Cooperative Learning: Kagan strategies will be utilized within each class to increase student engagement.
 Effective Teacher Evaluation and Feedback: Classroom observations, instructional coaching, and ongoing feedback will monitor the implementation of standards-based instruction, rigor in lessons and improve teacher effectiveness.
 Progress Monitoring: Ongoing progress monitoring through i-Ready.

Rationale for Evidence-based Strategy: The increased instructional time we are able to offer our students will have a positive impact on their ability to learn and build exposure to 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 (Exact Path for middle) and progress monitoring will provide the students with the standards-based classroom environment needed to build rigor in learning as well as identify and monitor students in need of intervention. Professional development for teachers and ongoing analysis of our progress monitoring data programs by our Instructional Coach will support teachers in making instructional decisions for students. Targeted interventions and differentiated instruction to students performing below grade level by our remediation teacher will close achievement gaps. Kagan strategies and structures will continue to build student engagement, decrease classroom management issues, and increase on-task behaviors.

Action Steps to Implement

Standards-based instruction using Ready, i- ready (KG-5th), Exact Path (6-8) as a teaching tool. Classroom walk-throughs will be conducted by instructional coaches and administration to ensure the fidelity of implementation.

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

Study Island added as a standards-based tool for practice for students to be able to master standards and practice within a standard.

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

Instructional coach to support, model, and continuously improve teachers' instruction.

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

Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified Remediation Teacher).

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Kagan Strategies utilized - Training and resources offered for teachers as needed.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Coast will strive to 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 in progress monitoring programs such as i-Ready, Study Island and Exact Path as well as analyze student observations and learning behaviors to find successful individual learning plans for each student. Teachers and parents will work together to develop an IEP with accommodations that will close gaps and remove barriers to help the students meet standards-based objectives and goals. Increasing the academic performance of Students with Disabilities will expand the opportunities available to these students in both school and life.

Measurable Outcome: COAST will increase the Federal Percent of Points Index for Students with Disabilities from 18 percent in 2019 to 41 percent or higher in 2021.

Person responsible for monitoring outcome: Sydney Bryan (sydney.bryan@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 are trained on how to access and understand IEPs and other plans in place to meet the learning needs of these students. Training will take place with data-driven focus and best practices related to differentiating instruction to meet individual student needs. At quarterly data meetings, teachers will be able to review IEPs and data from progress monitoring programs to monitor student's progress. Teachers will provide accommodations stated in the IEP to students to meet standard-based goals. Teachers and staff will work with students on understanding their individual accommodations so that they are able to benefit from the accommodations.

Rationale for Evidence-based Strategy: I-Ready and Ready will provide rigor and standards-based content. Kagan will increase engagement and build self-confidence. Classroom observations will monitor the implementation of standards-based instruction. The amount of instructional time we are able to offer to our students will make a large impact on their ability to learn content within each subject. I-Ready and Ready curriculum will provide the standards-based environment needed to build rigor in our classrooms. Administrative feedback, peer observation sessions and instructional coaching will provide our teachers with 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 Steps to Implement

Intervention staff will review data to determine areas of concern with SWD and ensure IEPs are working for the individual student and are standards-based.

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Standards-Based Instruction- I-ready individualized learning path for each student. Each student and teacher will work together to use diagnostic, growth monitoring 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. Standards-based training will take place in June

with Beth Mims to begin school year with student learning gap plans due to regular summer slide as well as the extended closure of schools from last school year.

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

Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance. (Sydney Bryan - certified remediation teacher - second year experience with many of these students)

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Kagan strategies utilized to increase engagement and confidence.

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

#4. ESSA Subgroup specifically relating to White

Area of Focus
Description and 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.

Measurable Outcome: In 2020-2021, COAST will increase the Federal Percent of Points Index of students within the White subgroup 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 will increase the overall academic performance and exposure to standards-based content. I-Ready and Ready are proven curriculum choices that are proven to provide rigor and standards-based content when used as directed. I-ready individualized learning paths will be used for all students to identify and close gaps in learning. Instructional coaches will support and model effective instruction as well as help coordinate tiered support for students as needed. Kagan strategies will be utilized within each class to increase student motivation and engagement. Classroom walk-throughs, observations, and progress monitoring will monitor the implementation of standards-based instruction.

Rationale for Evidence-based Strategy: The amount of instructional time we are able to offer to our students will offer a large impact on their ability to learn content within each subject area. 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 academic studies. Administrative feedback, peer observations and instructional coaching 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 all students. Kagan structures will increase student motivation and engagement.

Action Steps to Implement

Standards-based Instruction- I-Ready and Exact Path individualized learning path for each student. I-Ready will be used for all KG-5th grade students and middle school, as needed, for intervention. Exact Path individualized learning path will be used for all middle school students. 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 of these programs and plans.

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

Instructional coach to support, model, and continuously improve teachers' instruction.

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

Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified Remediation teacher).

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Kagan strategies and resources utilized within the classrooms - training and resources offered as needed for staff and classrooms

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

#5. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

This subgroup was targeted for support through the new ESSA accountability provisions. This subgroup performed under the 41 percent threshold at 29 percent. The majority 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 academic journey and in their life path.

Measurable Outcome:

In 2020-2021, COAST will increase the Federal Percent of Points Index of students in the Economically Disadvantaged target group 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 will largely impact his target. I-ready, Exact Path and Ready are proven curriculum choices that provide rigor and standards content when used as directed. I-ready and Exact Path individualized learning paths will be used for students to identify and close gaps in their learning path. Instructional coach will support and model effective instruction. Instructional coach will also work with remediation teacher to help coordinate tiered support based on progress monitoring data. Kagan strategies will be utilized within each class to increase student engagement and support student learning motivation.

Rationale for Evidence-based Strategy:

The amount of instructional time we are able to provide for our students will offer a large impact on their exposure and ability to learn and retain the content within each academic subject. Bell-to-Bell teaching will provide the maximum amount of time available during each school day. I-ready, Exact Path 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 Steps to Implement

Address and focus on the mental, emotional and basic needs of students by providing supplies, food and making sure students feel safe and ready to be successful each day. COAST will also establish and maintain with help of the community connections for students to receive food bags as needed.

Person Responsible

Christine Dichio (christine.dichio@coastcharter.us)

Standards-based Instruction - I ready and Exact path individualized learning path for each student. Study Island will be offered as a practice tool. Each student and teacher will work together to use diagnostic and plan lesson data to close gaps in the grade-level learning path.

Person Responsible

Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Classroom walk-throughs will be conducted by instructional coaches and administration to ensure fidelity of implementation of standards-based instruction and to help identify needs by observations.

Person Responsible

Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)

Instructional coach to support, model, and continuously improve teachers' instruction and classroom management.

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

Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance (Certified Remediation Teacher).

Person Responsible Sydney Bryan (sydney.bryan@coastcharter.us)

Kagan Strategies and resources utilized - training and resources are offered as needed for teachers.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

High student motivation and engagement in the learning process has a large impact on academic outcome. COAST staff continues to work on a school-wide literacy plan where students will become directly engaged in their academic learning process. Teachers and administration will continue to build rigor and focus in our Accelerated Reader program. Building student engagement while maintaining focus on the intense rigor of reading will be achieved through holding discussion chats between students and student groups by offering a challenge of after-reading questions and also by having students engage in cross textual analysis when they are pairing pieces. These strategies can be used both in class with person-to-person learning or in a distance learning platform, if necessary, through online chat avenues. Having the students interact with each other and build knowledge through critically thinking through a literacy piece will continue to build other skills such as communication and social skills which in turn will translate into learning at a higher rigor level. Building literacy discussion groups and chats will also continue to build student interest and activate more background knowledge building. Students will be able to have a better understanding and comprehension of material when they can visualize or see real life relationships to the content they are studying or researching. The Accelerated Readers program will be used as an individual goal platform to push students to a higher academic literacy level.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

COAST will strive to continue to build our family-like culture by including our families, community members, board members and career specialist in our area in decisions that impact our school community. COAST will continue to support our students through planned activities within our traditional school calendar such as school orientations, class teacher greet and meet sessions, Title 1 parent/ family nights, Fun with Science family days. New this year and somewhat added to the end of last year was getting families involved in our online programs to support and continue learning at home. Math and literacy can continue with these programs while students are out of school and during school closures (if this becomes necessary again). COAST will continue to provide support for parents and families to understand and utilize resources that are available for students in a home setting which can offer additional learning opportunities while outside the classroom. COAST will provide resources for parents and many different volunteer opportunities throughout the school year to offer a positive impact on students and families. COAST teachers and staff will continue to communicate and connect with our community and families through social media avenues, email and paper communication to build relationships that involve as many members as possible. COAST staff will continue to connect with our community through community engagement in events and utilizing our community resources as an additional learning tool for our students. Board members, community leaders, University and College readiness leaders as well as business partners are encouraged to be a part of our learning environment through classroom visits, career day participation and resource providers for our student learning and research.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$39,430.27
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	1.0	\$36,300.00
			<i>Notes: Certified Remediation Teacher 1: (Continued position from 2019-2020) Certified teacher to provide remediation to students not meeting grade-level expectations.</i>			
	5100	220-Social Security	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		\$2,776.95
			<i>Notes: Certified Remediation Teacher 1: Employee SS/Tax</i>			

	5100	510-Supplies	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		\$353.32
			<i>Notes: Supplies: General consumable supplies such as ink, paper, etc. to assist with remediation of students not meeting grade-level expectations.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$20,775.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	1.0	\$19,299.12
			<i>Notes: Certified Remediation Teacher 2: (NEW) Certified teacher to work 97 days (January-May) to provide additional remediation to students not meeting grade-level expectations.</i>			
	5100	220-Social Security	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG		\$1,476.38
			<i>Notes: Certified Remediation Teacher 2: Employee SS/Tax</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: White				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
					Total:	\$63,175.00