

Wakulla County Schools

Wakulla Coast Charter School Of Arts Science &



2021-22 Schoolwide Improvement Plan

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Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

<http://www.coastcharter.us>

Demographics

Principal: Jeffrey Lachapelle

Start Date for this Principal: 6/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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<http://www.coastcharter.us>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	15%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	B

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SIP Authority

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<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	Position Title	Job Duties and Responsibilities
Dichio, Christine	Dean	
Gerrell, Lesley	Teacher, K-12	Intervention Specialist, SAC coordinator, Title I data and events coordinator RTI and reading teacher to assist students who are receiving tiered intervention and middle school students reading teacher.
LaChapelle, Jeffrey	Principal	
Bryan, Sydney	Teacher, ESE	RTI and reading teacher to assist students who are receiving tiered intervention and middle school students reading teacher. Reading intervention with K-3 SIPPS for reading early intervention. ESE specialist working with students who are receiving services for ESE.

Demographic Information

Principal start date

Wednesday 6/30/2021, 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.*

4

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

189

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	36	18	18	16	18	20	13	20	0	0	0	0	177
Attendance below 90 percent	0	16	10	10	13	9	7	5	3	0	0	0	0	73
One or more suspensions	0	0	0	0	0	3	2	1	5	0	0	0	0	11
Course failure in ELA	0	0	0	0	1	0	0	2	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	0	0	2	1	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	3	4	8	3	3	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	6	7	9	3	5	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	2	1	2	2	1	2	0	0	0	0	10
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	3	6	5	3	4	0	0	0	0	24

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	3	1	0	3	0	0	0	2	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - 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	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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	41%	61%	52%	52%	60%
ELA Learning Gains				41%	41%	59%	71%	71%	57%
ELA Lowest 25th Percentile				43%	43%	54%	93%	93%	52%
Math Achievement				25%	25%	62%	48%	48%	61%
Math Learning Gains				20%	20%	59%	55%	55%	58%
Math Lowest 25th Percentile				21%	21%	52%	43%	43%	52%
Science Achievement				38%	38%	56%	35%	35%	57%
Social Studies Achievement						78%	43%	43%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019	50%	67%	-17%	58%	-8%
Cohort Comparison						
04	2021					
	2019	50%	66%	-16%	58%	-8%
Cohort Comparison		-50%				
05	2021					
	2019	16%	61%	-45%	56%	-40%
Cohort Comparison		-50%				
06	2021					
	2019	53%	53%	0%	54%	-1%
Cohort Comparison		-16%				
07	2021					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		-53%				
08	2021					
	2019	38%	64%	-26%	56%	-18%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	25%	64%	-39%	62%	-37%
Cohort Comparison						
04	2021					
	2019	31%	71%	-40%	64%	-33%
Cohort Comparison		-25%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		-31%				
06	2021					
	2019	40%	63%	-23%	55%	-15%
Cohort Comparison		0%				
07	2021					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		-40%				
08	2021					
	2019	23%	48%	-25%	46%	-23%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison						
08	2021					
	2019	27%	58%	-31%	48%	-21%
Cohort Comparison		-32%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	78%	-78%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	58%	-58%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

FSA ELA and Math for 3-8th, FSA Science 5th and 8th, FSA Civics and FSA Algebra EOC's from May 2021

Exact Path diagnostic for Math, ELA and Science for 6-8th grade - diagnostic given 3 times per year
 I-Ready diagnostic - KG - 5th grade for Math and ELA - Diagnostic given 3-4 times per year and growth monitoring is given each month except the months that diagnostic are taken. Study Island monitoring for

Science. Civics midterm and final exams given within the classroom based on standards covered for each semester.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6%	44%	39%
	Economically Disadvantaged	0%	45%	27%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	17%	39%
	Economically Disadvantaged	0%	9%	27%
	Students With Disabilities	0%	50%	0%
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	33%	50%
	Economically Disadvantaged	20%	27%	40%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	16%	22%
	Economically Disadvantaged	10%	13%	20%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	50%	61%
	Economically Disadvantaged	36%	45%	55%
	Students With Disabilities	50%	50%	75%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	33%	44%
	Economically Disadvantaged	11%	33%	36%
	Students With Disabilities	0%	50%	50%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	55%	33%
	Economically Disadvantaged	37%	50%	33%
	Students With Disabilities	0%	20%	0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	45%	48%
	Economically Disadvantaged	29%	42%	42%
	Students With Disabilities	0%	16%	33%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	28%	24%
	Economically Disadvantaged	62%	33%	25%
	Students With Disabilities	33%	0%	0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	26%	33%
	Economically Disadvantaged	25%	31%	31%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	45%	55%
	Economically Disadvantaged	n/a	54%	68%
	Students With Disabilities	n/a	33%	33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%	67%	92%
	Economically Disadvantaged	71%	83%	100%
	Students With Disabilities	67%	67%	100%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	31%	46%
	Economically Disadvantaged	33%	29%	29%
	Students With Disabilities	14%	33%	67%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	47%	54%
	Economically Disadvantaged	23%	50%	56%
	Students With Disabilities	25%	33%	33%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	6%	7%
	Economically Disadvantaged	0%	9%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	52%	58%
	Economically Disadvantaged	n/a	57%	57%
	Students With Disabilities	n/a	50%	50%
	English Language Learners	0	0	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	50%	75%
	Economically Disadvantaged	40%	50%	67%
	Students With Disabilities	0%	0%	33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36%	30%	42%
	Economically Disadvantaged	33%	40%	50%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	31%	42%
	Economically Disadvantaged	n/a	28%	28%
	Students With Disabilities	n/a	25%	25%
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	62		25	46						
WHT	45	53	70	43	63	64	43	31			
FRL	44	52		32	55		39	36			
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			

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
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

Asian Students	
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math and Reading continue to be a struggle with closing the achievement gap. We continue to build the RTI process and are seeing improvements with the students who are participating in small group intervention activities. For distance learning students, we are seeing a much larger gap in achievement or we are unable to collect correct academic data for progress monitoring. Math gaps are closing with all students and with economically disadvantage students as well. There is also an increase in student engagement in this subject area.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Reading have the greatest need for improvement due to the learning gap in literacy growing with the school closure of 2020. The Literacy School-Wide Plan really took off this year and we were able to get many of our students engaged during the time they were in class.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The largest contributing factor for reading deficiency is the need for many of our students to have specialized time with learning the basics of reading. Last year we tried to really focus on the basic skills of reading and to allow more reading time during the school day for practice. The School Literacy Plan and the introduction of WORD Wednesday were a starting point to meeting our goal of having all students reading on or above grade level. For the 2021-2022 school year, we will continue to build on the literacy goal and continue to allow more time during the school day for reading practice. In addition, we are adding to our literacy focus by adding an additional Intervention teacher during the second half of the year, adding to our Rewards program to all students fourth through eighth grade (addition of the social studies Rewards program to build on reading and history achievement), and growing our SIPPS program by creating smaller group sizes for added focus.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 6th grade students had large improvements in both Math and Reading components of progress monitoring. As the school overall, we were able to double the percentage of students performing at or above grade level in Mathematics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our literacy focus for reading continued to help in all subject areas, including math, because the students were able to read and comprehend the math questions and situations. Having a math expert working with our middle school students, as well as having this instructor pull more students for small group instruction, was a large credit to the success in this area. Third grade ELA score have been received for the 2020-2021 school year and we showed an increase of 6% of students in ELA proficiency. This increase was achieved through the small group and differentiated lessons chunking the reading and ELA components of each lesson and having our Intervention specialist come in and work during this time with students who needed additional reading instruction.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction within each classroom will be a key this year in finding and closing learning gaps in academics. RTI staff will work more closely with teachers on progress monitoring data as well as class observation data to be sure that all students continue to get what they need. Expanding our ESE staff and creating more standards-based differentiated lesson plans for struggling students as well as students with disabilities will be vital. KAGAN strategies will continue to be implemented to increase student engagement. It will be important to be sure that all students are exposed to grade

level standards and that the lessons are able to be taught with the student accommodations in mind. It will be important to continue with all grade level in class interventions by certified teachers. This is allow for smaller group sizes and allow for the small group focus to be more specific to student needs. By continuing to build on the gap closing instruction within these small groups we will continue to accelerate learning when students are exposed to the grade level materials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ready and I-ready professional development to continue to help teachers and staff use the program components to get the most from each lesson.

Instructional coach will continue to be a part of the learning process throughout the school year.

New B.E.S.T. Standards roll-out with educational consultant to be sure teachers understand and feel confident creating standards-based lessons.

Expanding Expressions for K-2 training to fully use the product and get the most from the students while using the program.

SIPPS training to be sure that teachers are fully able to teach the program.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Expanding Expressions will be fully implemented in K-2 to address reading deficiencies.

Rewards program will be fully implemented in 4-8th grade with the alternating of the programs for middle school students to keep it fresh and build student engagement and learning in this program.

Rewards will be used as progress monitoring for 4-8th grade and the reward strategies will be a focus of learning within all lessons.

Additional intervention help will continue to create smaller group sizes to increase academic gains in our lowest 25% as well as make it easier to identify gaps and give them the attention necessary for the student to be successful.

Study Island will be used to give teachers and administration better progress monitoring data in Science and Social Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

<p>Area of Focus Description and Rationale:</p>	<p>ELA, for the lowest quartile, showed the largest decline in performance in the 2019 statewide assessment (most recent FSA data available) and shows slow growth through our i-Ready progress monitoring for the the last year. Reading continues to fall well below grade level expectation and the learning gap in literacy continues to increase. Strengthening components of literacy such as phonemic awareness, reading fluency and comprehension, vocabulary and high frequency word understanding and writing abilities will build a more solid foundation for language skills. Providing a more rigorous academic learning environment with focus on building critical thinking skills will expand learning capabilities across all subject areas.</p>
<p>Measurable Outcome:</p>	<p>In the 2021-2022 school year, COAST will increase ELA proficiency performance by 15%. Expected results, based on progress monitoring used during the 2020-2021 school year, were that we would have increased from 41% in 19-20 to 46% in 20-21. Our new goal is to reach 55% in ELA proficiency performance.</p>
<p>Monitoring:</p>	<p>ELA proficiency will be monitored on a quarterly basis using our i-Ready diagnostic results for K-5th grade and through our quarterly diagnostic results in Exact Path individualized learning for our middle school students. In addition to our diagnostic results, we will increase our data meetings from quarterly to monthly to review student growth progress within small group instruction, growth progress in our utilized online platforms such as i-Ready and exact path. Our team of administrators and intervention specialists will collect data from observations, teacher reports and online platforms to review and reset strategies for small group instruction. These data meetings will also allow our team to identify student academic needs earlier in the process.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)</p>
<p>Evidence-based Strategy:</p>	<p>Standards based instruction - Increase educational time spent on literacy focus with differentiated lesson plans to be sure all students receive exposure to grade level content. Additional Certified Intervention Specialist - Teachers will focus on small group instruction or one on one instruction with students who are struggling and need support to close the academic gap. Standards based instruction with additional resources for moving from Florida Standards to B.E.S.T. Standards (K-2). Ready and i-Ready curriculum has proven lessons to build rigor in the classroom learning. (additional resources will be introduced to align with the BEST standards.) Standards-based content for additional support will be offered through Study Island, SIPPS and Rewards programs. Effective teacher feedback and growth opportunities will take place more often. Administration will continue to be more involved in the learning process and offer feedback and opportunities to build standards-based teaching skills within each classroom.</p>
<p>Rationale for Evidence-based Strategy:</p>	<p>The increase in instructional time and small group instruction will increase the opportunities for students to close gaps in leaning. The ability to apply a more rigorous learning environment and continue to meet the needs of all students while maintaining the ability to meet the individual needs and accommodations will be applied with smaller group sizes and team coaching. Bell-to-Bell teaching will provide the maximum amount of time available for academic based instruction. Ready, i-ready, Exact Path and Study Island progress monitoring will provide the teachers and students with a more accurate learning journey and identify gaps more quickly. Professional development for teachers and ongoing</p>

analysis of progress monitoring data programs by our administration, intervention specialist as well as our instructional coach will support our teachers in making instructional decisions for more effective lessons.

Action Steps to Implement

Standards-based Instruction and Learning Tools - I-ready individualized learning path for all students K-5 and Exact Path learning path for middle school students. Teachers and intervention staff will work together to use data to create goals with students as well as identify lesson needs to reach each student. Data chats will happen on a regular basis to be sure the student has goals and to celebrate successes within each individual learning path. Students who have a need for specialized interventions will benefit from the small group instruction and feedback on path given from the assigned intervention specialist.

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

Instructional Coach will model and continuously improve teachers' instruction. Instructional coach will also help teachers analyze and understand data from progress monitoring programs.

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

Ongoing progress monitoring and monthly data review will allow more feedback to modify instruction and adjust tiers of intervention support for students based on their academic progression.

Person Responsible Lesley Gerrell (lesley.gerrell@coastcharter.us)

Instructional Consultant and Administration feedback. - Standards-based instructional consultant to continue to build teaching knowledge of standards with ELA as well as to offer suggestions on how to build the teaching rigor within classroom instruction. Principal will provide timely feedback to teaching staff through ongoing classroom observation visits and follow up.

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 testing at or above proficiency. Our internal growth monitoring i-Ready assessments and Exact Path growth assessments have our students (3rd -8th grade) testing at 30-35% proficient. Our 7th grade class, coming in at the lowest, has less than 10% of students testing within their grade level. Building mathematical skills through standards-based instruction will result in a more comprehensive understanding of mathematical concepts. Building the level of rigor and closing gaps in fundamental math skills will translate into higher levels of math mastery for our students.

Measurable Outcome:

In 2021-2022 school year, COAST will increase math proficiency from 25% to 50% on the FSA mathematics assessment. Building from the 2019 FSA score of 25% and continuing to grow from the 35% mastery on i-Ready and exact path diagnostic to having 50% of our students testing at or above grade level. COAST will build progress in the diagnostic testing of i-Ready and Exact Path to show a 10% increase in each class from first quarter diagnostic to the second quarter diagnostic. The progress monitoring from fall to end of year will show a 15% increase in students testing at or above grade level in mathematical concepts.

Monitoring:

Mathematics proficiency will be monitored on a quarterly basis using our i-Ready diagnostic results for K-5th grade and through our quarterly diagnostic results in Exact Path individualized learning for our middle school students. In addition to our diagnostic results we will increase our data meetings from quarterly to monthly to review student growth progress within small group instruction, growth progress in our utilized online platforms such as i-Ready and Exact Path. Our team of administrators and intervention specialist will collect data from observations, teacher reports and online platforms to review and reset strategies for small group instruction. Monthly data meetings will also allow our team to identify student academic needs earlier in the process through the use of an ongoing watch list for each grade level and close monitoring of students who are already in the tier system for intervention.

Person responsible for monitoring outcome:

Lesley Gerrell (lesley.gerrell@coastcharter.us)

Evidence-based Strategy:

Increased instructional time through bell to bell teaching will offer students the exposure to grade-level standards-based lessons as well as give time for small group learning. Improve the school climate through positive cooperative learning strategies such as Kagan and win - win teaching. Standards-based content resources - These individualized learning paths such as i-Ready and Exact Path will provide teaching in areas for individual student needs. Study Island and teacher assigned lessons within i-Ready and Exact Path will offer additional practice in grade-level content as well as build fluency in these math skills. Effective Teacher Evaluation and Feedback: Classroom observations, Instructional coaching, and ongoing feedback will monitor the implementation of standards-based instruction, rigor in lesson, instructional gaps and will improve teachers overall effectiveness to reach the academic needs of each student.

Rationale for Evidence-based Strategy:

The increased instructional time by a mathematics content expert will offer our students the ability to build foundational skills for mathematics mastery. Ready curriculum and progress monitoring through i-Ready and Exact Path will provide students with the standards-based classroom environment needed to build rigor in learning as well as identify students who may be in need of intervention. Small group instruction utilized in each class to focus on

students needs and differentiation of lessons to meet student needs. Effective Teacher Evaluation and Feedback: Classroom observations, Instructional coaching, and ongoing feedback will monitor the implementation of standards based instruction, rigor in lesson, instructional gaps and will improve teachers overall effectiveness to reach academic needs of each student.

Action Steps to Implement

Standards-based instruction using, Ready, i-Ready, Exact Path, Study Island components as teaching tools within the classroom. Instructional coaches, Administration and Intervention team will conduct monthly classroom walk throughs to ensure that standards - based instruction is taking place with the highest level of rigor possible.

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

Character development and celebration of attendance and work habits will be monitored and celebrated to inspire student engagement within the classroom. Progress monitoring through data reports and observation in terms of attendance and work habits will offer more information on how to reach each student and to minimize the disruptions in learning for our students. Engaged students will get a higher level of exposure to grade level content.

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

Study Island will be added to mathematics practice and standards mastery for students. This platform will be integrated into mathematics weekly routine for building mastery skills within the standards.

Person Responsible Lesley Gerrell (lesley.gerrell@coastcharter.us)

Instructional coach and standards-based instruction consultant will support, monitor, model and continuously improve teacher lessons of 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. (Having 2 certified teaching working in this capacity will allow smaller group sized for intervention.)

Person Responsible Lesley Gerrell (lesley.gerrell@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 remediation staff, teachers, ESE coordinator and Administration will work together to analyze data of students in progress monitoring programs such as i-Ready, Exact Path, Study Island, and reading interventions as well as analyze student engagement of progress to continuously improve the learning environment necessary for individual students. Teachers, parents and intervention team will work together to develop and improve an IEP with accommodations that will work to close the academic learning gap for each student. Teachers, parents and intervention team will work closely to minimize barriers and close gaps to help the student meet the standards-based grade level objectives and goals. Increasing the academic performance and engagement of students with disabilities will expand the opportunities of grade-level content exposure available to these students so they can be successful in school and life situations.

Measurable Outcome: COAST will increase the Federal Percent of points index for Students with Disabilities to above 45% in 2022.

Monitoring: SWD Proficiency performance will be monitored on a quarterly basis using our i-Ready diagnostic results for K-5th grade and through our quarterly diagnostic results in Exact Path individualized learning for our middle school students. Targeted students results will be tracked and individual plans modified as necessary. In addition to our diagnostic results we will increase our data meetings from quarterly to monthly to review student growth progress within small group instruction, growth progress in our utilized online platforms such as i-Ready and Exact Path. Our team of administrators and ESE specialist will collect data from observations, teacher reports and online platforms to review and reset strategies for small group instruction. These data meetings will also allow our team to identify student academic needs earlier in the process.

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 grade-level content and increase academic achievement gains for our students with disabilities. Teachers will continue to be trained on how to access the student IEP's and how to build routines within the classroom to be sure all student accommodations are being utilized for maximum efficiency. Data day monthly meetings and teacher-student data chats: Teachers will be able to provide IEP follow-up and progress monitoring data for students and modify learning plans within lessons. Student accommodations: Teachers and intervention specialist will be sure that accommodations meet the needs of the student, build the student understanding of these accommodations and build routines that inspire the continued use of necessary accommodations. Kagan strategies used within small group instruction and general classroom lessons will build self-confidence and learning gains.

Rationale for Evidence-based Strategy: The amount of intentional instructional time we are able to offer students with disabilities in the general classroom will make a positive impact on the students ability to learn content at grade-level within each subject. Ready, I-ready and Exact Path learning content will provide the standards-based instructional environment necessary for building rigor in the lessons. Administration feedback and instructional coaching will provide teachers with the skills needed to address students' educational needs. An increase in student engagement

and student self-confidence through the use of Kagan strategies will decrease the distractions in the classroom that take away from academic instruction time. Continued monitoring of accommodations and how they are used by the teachers and students will give greater insight on how they are working to close the student learning gaps.

Action Steps to Implement

Standards-based instruction using, Ready, i-Ready, Exact path, study island components as teaching tools within the classroom. Instructional coaches, Administration and Intervention team will conduct monthly classroom walk throughs to ensure that standards - based instruction is taking place with the highest level of rigor possible.

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

Additional staff added to our ESE team to increase the amount of small group instruction for our students with disabilities. Progress monitoring and hands on students activities will be increased with the additional of ESE certified staff . We will offer smaller group sized and more specific standards-based gap closure interventions by offering more available time slots.

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 ESE teacher will work closely with administration and ESE coordinator).

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

Kagan strategies and character development strategies will be built into daily routines to increase self confidence in students as well as promote student engagement.

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

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: The subgroup of Economically Disadvantaged students has been targeted for support due to the high number of students who have more than one early warning sign of failure. This subgroup makes up a large percentage of our school population and based on prior testing results falls below the 41% threshold of the Federal Percent of Points Index. Due to the large percentage of our students falling into this particular subgroup, having the ability to grow achievement within the subgroup will have a large positive impact on the overall school achievement level. Increasing student academic performance through increased rigor and standards-based teaching, along with confidence building skills, will open more life opportunities for these students.

Measurable Outcome: In 2021-2022, COAST will increase the Federal Percent of Points Index of students falling into the Economically Disadvantaged targeted subgroup from 29% to 41%.

Monitoring: Growth in terms of proficiency will be monitored on a monthly basis using our i-Ready diagnostic results for K-5th grade and through our quarterly diagnostic results in Exact Path individualized learning for our middle school students. In addition to our diagnostic results we will increase our data meetings from quarterly to monthly to review student growth within small group instruction, growth in our utilized online platforms such as i-Ready and Exact Path. Our team of administrators and intervention specialist will collect data from observations, teacher reports and online platforms to review and reset strategies for small group instruction. These data meetings will also allow our team to identify student academic needs earlier in the process. Early warning sign categories such as attendance and discipline will also be observed and tracked to redirect students into a more positive path and minimize gaps in learning due to missing class covered content.

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

Evidence-based Strategy: Cooperative learning strategies such as Kagan and small group instruction will be used to fully maximize the content coverage and student engagement within the subject-based lessons. Breaking up the classroom of students into smaller group sizes will allow them discover strengths about themselves as others and use this knowledge within each lesson. Increased standards-based instruction time will build standards-based content exposure. I-Ready, Exact Path and Study Island are proven curriculum content choices that provide the increased level of rigor and flexible learning paths for struggling students. Instructional coaching and small group intensity will provide teachers and remediation specialist with more tiered support based on growth monitoring of each student. Kagan strategies will be utilized to support student learning motivation and build self confidence.

Rationale for Evidence-based Strategy: The amount of instructional time we are able to provide for our students within the general education classroom has the ability to offer a large impact on the amount of standards-based content retained by the student. I-Ready, Exact Path, Ready, Expanding Expressions, and Study Island will provide the standards-based environment needed to build rigor in the general education classroom. Character education and Kagan strategies will continue to build motivation, engagement and self confidence for all of our students. Professional development for teachers in making the best instructional decisions for all students. An increase in student self confidence and student engagement through the Kagan strategies, consistent classroom learning routines and Character development will decrease classroom management issues leading to more time spent in on-task behavior.

Action Steps to Implement

Character development and celebration of attendance and work habits will be monitored and celebrated to inspire student engagement within the classroom. Progress monitoring through data reports and observation in terms of attendance and work habits will offer more information on how to reach each student and to minimize the disruptions in learning for our students. Engaged students will get a higher level of exposure to grade level content.

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

Kagan strategies and character development strategies will be built into daily routines to increase self confidence in students as well as promote student engagement.

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

Standards-based instruction will be offered in all subject areas through the Ready, i-Ready, Exact Path and Study Island proven curriculum and online platforms. Standards-based instruction will be monitored and redirected as needed through increased class observations, monthly data analysis meetings and professional development of staff.

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

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science testing with our 5th and 8th grade students continues to be an area for improvement. Building science content within our reading and writing lessons continues to be an opportunity with limited resources as well as getting all science standards covered at a mastery level within the school year. Science achievement level has decreased in progress monitoring. The number of students at the middle school level who are below proficiency and the rising number of students who require credit recovery in the subject field of science was larger than prior years.

Measurable Outcome: Desired outcome for Science achievement for the 2021-2022 school year will be to move our students from 38% proficiency to 45% of our students in 5th and 8th grade testing at or above the level of proficiency.

Monitoring: Study Island and standards-based content focus will be our main avenue of progress monitoring within the field of science. During quarterly data discovery meetings we will pull the reports within Study Island to be sure that standards are being covered. Class observations and lesson plan analysis will be used to provide teachers with follow-up feedback on proper use of curriculum resources in the field of science.

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

Evidence-based Strategy: Standards-based Science instruction through the use of our national Geography based curriculum lessons. Study Island and small group instruction will provide exposure to grade-level content and close gaps on prior year required content coverage. Increased content cross-over of science terms (vocabulary) and science based reading in ELA and Writing lessons to maximize content coverage. Kagan strategies used for practice and studying Science based content. Celebration of the sciences: Build events such as Science fair and careers in science will be used to inspire students to dig deeper in the study of science.

Rationale for Evidence-based Strategy: If teachers and staff commit to increased knowledge within the field of science being taught through Science, reading and Writing lessons we are able to maximize the exposure to grade-level Science standards. The addition of quarterly monitoring of Science based learning content and progress monitoring of how students are performing with science standards mastery will increase the intensity of Science instruction.

Action Steps to Implement

Standards based curriculum used across subject lessons to increase exposure to science material. Study Island will be a platform used by all teachers to increase exposure and monitor progress of our students.

Person Responsible Lesley Gerrell (lesley.gerrell@coastcharter.us)

Character development and celebration of attendance and work habits will be monitored and celebrated to inspire student engagement within the classroom. Progress monitoring through data reports and observation in terms of attendance and work habits will offer more information on how to reach each student and to minimize the disruptions in learning for our students. Engaged students will get a higher level of exposure to grade level content.

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

Kagan strategies will be used within the classroom to assist students in content-based team learning.

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

Science knowledge will be encouraged and inspired through the Celebration of Science by staff and family members with a Science based engagement event where families and students will engage together with science-based learning activities.

Person Responsible Lesley Gerrell (lesley.gerrell@coastcharter.us)

Science fair and science career path activities will be conducted and celebrated.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School discipline is a priority for the 2021-2022 school year. Looking into and researching root causes of many disciplinary opportunities the school administration has made many changes. The school administration has worked with our school board members to update our code of conduct, student handbooks and disciplinary flow of action. A new school wide disciplinary plan will be utilized fully this school year. In our research, we found that we had many inconsistencies with our disciplinary actions and that all of the school teachers and staff were not in full understanding. For the 2021-2022 school year, we will work to educate our students, staff and families on the updated Code of Conduct. Our teachers will coach the students on the expectations early and be able to better communicate the steps of discipline using our new Flow of Discipline chart. Students and parents will be educated about the updated Code of Conduct and disciplinary steps in the flow of discipline through beginning of the year parent meetings, parent events happening within the first quarter, and follow-up handouts to help with communicating the changes. We truly believe that the much of the repeated behaviors that we have seen in the past few years can be cleaned up with consistent steps of discipline as well as up front education on the student, staff and parent expectations.

As we continue to expand the opportunities at our small school, we will also be adding additional cameras to the outside areas as well as the common areas of the school. This will allow for more first hand knowledge of what is happening and also hopefully give the opportunity to see conflict behaviors before it causes a disruption to school activities. Within the classroom it will be important for the teachers to consistently follow the progressive discipline plan and create a positive environment where students are comfortable and know what is expected of them.

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.

COAST will strive to build our family-like culture by including our families, community members, board members and career specialist in our area in all decisions that impact our school community and student base. COAST will continue to support our students through planned activities within our traditional school calendar such as a more individual family focused orientation, family and teacher conferences, Parent event nights to engage parents with student activities as well as to engage parents with school instruction, Offering training and support for online learning tools that engage students in academic achievement being continued at home. Character development will be a large focus this year. The character development focus will be taught and practiced within each day lessons as well as celebrated quarterly with progress achievement assemblies for all students. COAST will provide resources to parents and many additional volunteer opportunities throughout the school year to offer a positive impact on students and families. Reading to students as part of our literacy and WORD Wednesday focus will give our community members and parents the opportunity to come in and be an engaged part of Literacy building. This year COAST will continue to communicate and connect with our families and community through social media avenues, email and paper communication (more newsletters and updates) that involve as many members as possible. Showing pride in our school and students will be practiced daily by our staff and students will be encouraged to share their successes and school pride as well. COAST staff will continue to connect with our community partners through community engagement in local events and utilizing our community resources as an additional learning tool for our students. Board members, Community leaders, College readiness leaders, business partners and trade school certification representative are encouraged to be a part of our learning environment through classroom visits, career day participation and having family resources located in our school if families are interested. All teachers and staff members will complete mental health training to help continue to provide a positive experience for all students. The mental health training will help staff identify when a students is in need as well as help find root causes of behavior and guide staff in a positive redirection experience for both the student and the staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Board Member for COAST bring a large amount of life experience and community impact involvement to our students. The passion and engagement of our Community members especially the ones who serve on our school board bring in life skills in education, community togetherness, character development and business skills. Members of our school board are invested in building our students life interest by their involvement in clubs and activities such as Optimist club and SWAT. Community members offer a wide

variety of volunteer activities such as reading to our students as a part of our school literacy plan and building reading interest in students, offering field trip opportunities to our students and bringing in materials that offer the students education on the nature and history of St.Marks (and surrounding area).

Our parents and students (COAST family) work closely with our staff to encourage a positive learning environment for our students where they can explore the cultural differences of each other and be able to tie in character development building skills wherever possible. Communication such as parent teacher conferences, family engagement events and social media outlet communication is a large focus for our team. Having solid communication allows families to be more involved in the education of their student and helps to reinforce initiatives promoted in the classroom.

Our Staff has a role of education in both the field of academics as well as life experiences and offering real life models to our students. Staff has the role of positive discipline and routines to help all students build life skills that will continue to help them grow outside the classroom. Standards based teaching is really important for our staff to use as an academic learning/teaching path to insure each student has a positive progression of grade level academic learning.

Our dedicated individuals who serve each year on our School Advisory Council. The group of parents come together and bring a wide variety of perception from the family point of view. Having a diverse group and including parents and students when available to offer advice on how to improve the school events and school culture building investments makes a positive impact on the comfortable environment. Each member brings in a different student perception and offers the ability to look at what the school is doing and grow the experience, especially for students with special needs. So many great ideas have come from these discussions and it offers parents the opportunity to have a voice.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$43,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	1.0	\$43,600.00
			<i>Notes: Certified Remediation Teacher (Elementary) - Contract, 10 Month - Certified teacher to provide remediation to students not meeting grade-level expectations.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$31,932.05
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0005 - Wakulla Coast Charter School Of Arts Science	UniSIG	1.0	\$31,932.05
			<i>Notes: Certified Remediation Teacher (Middle School) - Contract, 10 Month - Certified teacher to provide remediation to students not meeting grade-level expectations.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
					Total:	\$78,968.75