



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wakulla Coast Charter School Of Arts Science &
Technology

48 SHELL ISLAND ROAD

St Marks, FL 32355

850-925-6344

<http://www.wakullaschooldistrict.org/coast.cfm>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
9%

School Grades History

2013-14
D

2012-13
D

2011-12
C

2010-11
D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Part III: Coordination and Integration	35
Appendix 1: Professional Development Plan to Support Goals	36
Appendix 2: Budget to Support Goals	39

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wakulla Coast Charter School Of Arts Science

Principal

Alyssa Higgins

School Advisory Council chair

Susan Flournoy

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alyssa Higgins	Principal
Susan Flournoy	Instructional Coach/Teacher
Lesley Gerrell	Teacher
Jeffrey LaChapelle	Teacher

District-Level Information

District

Wakulla

Superintendent

Mr. Robert Pearce

Date of school board approval of SIP

10/21/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Susan Flournoy Chair Instructional Coach/Teacher
 Mickey Cantner Community member
 Addie Allen Teacher
 Stacy Pfeifer Teacher/Parent
 Krystal Sheppard Teacher/Parent
 Jessie McCabe Staff/ Parent
 Lewis McCartha Parent
 Erin Levingston Parent
 Adrienne Bishop Parent
 Laura Bentley Parent
 Tina Barnes Parent
 Betty McCaudle Guardian
 Ashley Gordon Parent
 Amy Delaney Parent

Maria Irizarry Parent
Kaci Levingston Student

Involvement of the SAC in the development of the SIP

SAC meetings held at the end of the previous year and the beginning of this year to review the previous year's AMO's, SIP, PIP, Parent Resource Center, SPAR, Parent-Teacher Compact, and provide suggestions for this year's program. Input is then provided to the School Building Leadership Team and action taken to incorporate into the SIP and the PIP.

Activities of the SAC for the upcoming school year

The SAC is to meet quarterly, review school wide interim assessments for academic improvement, and keep records of all input from meetings for SIP and PIP.

Projected use of school improvement funds, including the amount allocated to each project

\$2100.00 School Improvement monies will be used and supplemented with FTE for an eight week After School Reading/Writing Camp targeting 3rd-4th graders, who are almost at proficiency level or are performing at a low proficiency level.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

n/a

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alyssa Higgins

Principal

Years as Administrator: 3

Years at Current School: 5

Credentials

BA, MA,

Performance Record

Highly Effective 2012-13, HE 2011-12

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Flournoy

Part-time / School-based

Years as Coach: 2

Years at Current School: 12

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

BS Early Childhood Edu
VPK-3
ESE K-12

Performance Record

Highly Effective 2012-13 HE 2011-12 HE 2010-11

Classroom Teachers

of classroom teachers

14

receiving effective rating or higher

7, 50%

Highly Qualified Teachers

86%

certified in-field

12, 86%

ESOL endorsed

2, 14%

reading endorsed

2, 14%

with advanced degrees

3, 21%

National Board Certified

0, 0%

first-year teachers

4, 29%

with 1-5 years of experience

4, 29%

with 6-14 years of experience

1, 7%

with 15 or more years of experience

5, 36%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal is responsible for recruiting and retaining HQ teachers that perform effectively. Several transitions were made for the current school year to eliminate some of the former staff that were not high performing as evidenced by evaluations. New teachers have been added to the faculty with the belief that they will provide a higher quality education standard for COAST students. The principal maintains a competitive salary scale as compared with our district and surrounding counties. New teachers are recruited with a spirit of buying into the charter school concept and the small school atmosphere.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

COAST returning faculty and staff all join in mentoring new teachers. New teachers are paired with a more experienced teacher that is certified in the same area. Several teachers have various certifications and teaching experience and are readily available as mentoring guides. The Instructional Coach also provides mentoring and guidance throughout the school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Part Time Instructional Coach is also the MTSS coordinator and the Title I/SAC coordinator for the school. Since these projects go hand in hand to improve academic achievement school wide this position is enabled to better serve teachers, students, and parents in the school wide improvement process.

The Part Time Coach/Coordinator works closely with the Principal during summer planning for funding various positions and school improvement curriculum purchases. The principal and coach review test scores, AMO's, teacher performance, professional development needs, rising student numbers, and budget needs to effectively plan for the coming school year and much needed school wide academic improvement.

Data Day meetings are lead by the part time coach and scheduled once a month. The meetings are divided into small groups, consisting of K-2, 3-5, and 6-8. The small group meetings are a change from last year's school wide meetings and promise to be more effective. Data from FCAT, EOC, Stanford, FAIR, STAR Math, and STAR Reading are compared to current progress reports and grade trends. Attendance issues are addressed and referred as necessary. MTSS strategies are reviewed for small group teaching and other intervention efforts and fidelity. Exceptional students are reviewed for progress

based on IEP goals and accommodations. The coach plans teacher support based on needs evidenced or requested from these meetings. Classroom visits are set up by the coach to model lessons, review classroom management, observe fidelity of interventions, and small group instruction. The coach makes recommendations as needed and shares strategies and intervention techniques with the teacher and shares the information with the principal. The principal then chooses to reinforce strategies and suggestions in classroom walk-throughs and individual teacher meetings.

Parent conferences are coordinated by the regular classroom teacher and the part time coach and/or principal are included in the scheduling and delivery of all conferences. The principal requires a mandatory scheduled conference of any student receiving a D or F at progress report dates. A Friday Five program is being implemented this year to contact at least 5 parents per class by Friday each week with positive reports on students. These can be small accomplishments for struggling students, good behavior reports, test grades, book reports completed, anything the teacher has seen as an accomplishment to be shared with parents.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Alyssa Higgins -Principal-school wide overall leadership

Susan Flournoy -Part Time Instructional Coach/Teacher-coordinates teacher support for student achievement

Lesley Gerrell- Middle School Lead Teacher-leads 6th-7th-8th teacher team meetings weekly

Jeffrey LaChapelle-ESE Teacher- provides school wide support for Exceptional Student Education

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The principal oversees all programs for school improvement including the school environment, parent involvement, and academic programs. The principal conducts classroom walkthroughs to monitor fidelity of instruction.

The part time coach monitors all MTSS efforts, chairs the Intervention Team and the SAC, and provides teacher support ongoing in and out of the classroom.

The middle school lead teacher coordinates student MTSS interventions with the 3 middle school teachers providing core instruction.

The ESE teacher provides school wide intervention and support for all of the school's identified and placed exceptional education students and the teachers serving them.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data from FCAT, EOC, Stanford, FAIR, STAR Math, and STAR Reading are compared to current progress reports and grade trends at monthly Data Day meetings. Teachers utilize Performance Matters, Discovery Education Assessment, Florida's PMRN, STAR Reading and Math, and FOCUS to monitor data for academic progress, behavior interventions, and attendance reports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The part time coach plays an integral role at the school in the coordination and ongoing follow up of the MTSS process with faculty and parents through extensive meetings, discussions, and parent conferences,

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

Selected 3rd-4th grade students will be provided an intense remedial Reading/Writing Extended Day program to improve FCAT success for 3rd grade Reading and for 4th Grade Reading and Writing.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FAIR Assessment Period 1 will be used as Baseline data for Reading with follow up using FAIR AP2 for learning gains.

Wakulla Writes 1 will be used as baseline data with follow up comparison to Wakulla Writes 2.

Additionally, a writing prompt baseline will be given in the first week of the after school program with a follow up during the final week of the 9 week extended day sessions.

Who is responsible for monitoring implementation of this strategy?

Teachers who are implementing the extended day program will be responsible for collecting and maintaining comparison data and submitting it to the part time instructional coach(also an extended day teacher) for reporting to the principal.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Alyssa Higgins	Principal
Susan Flournoy	Part Time Instructional Coach/Teacher
Amanda Brown	Teacher
Arianne Morgan	Teacher

How the school-based LLT functions

The LLT will meet two times a year to place literacy as a priority for the school, plan school wide reading programs, and evaluate the fidelity of all reading activities.

Major initiatives of the LLT

1. STAR Reading competition, awards, and recognition
2. Stop, Drop, and Read for impromptu silent reading sessions school wide as announced by the principal

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

COAST serves middle school students 6th-7th-8th grades through rotating classes with 4 teachers for Reading/Language, Math, Science/Social studies. Intensive Reading and Math classes are mandatory for students indicating need through data review.

Middle school teachers meet weekly to compare students progress and review intervention strategies. Cooperative planning is prepared for cross curriculum weekly lessons to enhance reading skills and vocabulary in content areas of science, social studies, and math.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

COAST offers a full day VPK in cooperation with the Early Learning Coalition. VPK classes have been expanded for the 2013-14 school year with the improvement of facilities to increase VPK enrollment. COAST VPK students have an easy transition into COAST Kindergarten as they are already comfortable with the full school day schedule,

Other students from the Wakulla District Pre K , who are identified as ESE due to a developmental delay are also easily transitioned through school day visits to COAST and parent conferences for IEP updates with the ESE teacher and/or the Speech pathologist. They are also invited to attend Open House to meet their teachers and enjoy visiting their new classroom.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	46%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic				
White	53%	48%	No	58%
English language learners				
Students with disabilities	53%	6%	No	57%
Economically disadvantaged	53%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	20%	60%
Students scoring at or above Achievement Level 4	26	22%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	42%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	22	19%	57%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	46%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	39%	No	59%
American Indian				
Asian				
Black/African American				
Hispanic				
White	54%	40%	No	59%
English language learners				
Students with disabilities	58%	7%	No	63%
Economically disadvantaged	51%	29%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	22%	59%
Students scoring at or above Achievement Level 4	14	12%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	44	38%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	16%	59%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		60%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		59%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	17	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	18%	0%
Students who are not proficient in reading by third grade	12	55%	0%
Students who receive two or more behavior referrals	10	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	4%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	9%	5%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	10	8%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Use Parent passport strategy to increase parent involvement school wide.

Use Friday 5 to increase parent contact with positive behavior reports.

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent volunteers schoolwide			95%
To increase parent contact to 100%			100%

Goals Summary

- G1.** To train teachers on Communicating Without Harm to increase positive parent contact by conference/telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.
- G2.** To increase student achievement through note taking strategies and organizational skills using a binder and planner.
- G3.** To increase reading proficiency using Rewards Reading program.
- G4.** To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.
- G5.** To identify and place FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.
- G6.** To increase student proficiency levels as evidenced on FCAT Math through using Math Acaletics.
- G7.** Improved behavior and classroom management through Rtl Automatic K-5 and Win Win!6-8

Goals Detail

G1. To train teachers on Communicating Without Harm to increase positive parent contact by conference/telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Parent Passports, for recording and encouraging volunteer service, have been a great resource since 2012-13 and will be continued through 2014.
- Friday Five is a resource concept for teachers to contact at least 5 parents by Friday each week with positive reports on students.

Targeted Barriers to Achieving the Goal

- The COAST principal frequently mentions in Newsletters to Parents the various opportunities for volunteer time to be recorded in Parent passports to help overcome any barriers of work hours, transportation, babysitter services, etc that would prevent parents from being involved in some capacity.

Plan to Monitor Progress Toward the Goal

parent contact/volunteer hours

Person or Persons Responsible

Principal/staff

Target Dates or Schedule:

ongoing

Evidence of Completion:

Increase in parent volunteer hours as evidenced by sign in sheets, teacher-parent contact

G2. To increase student achievement through note taking strategies and organizational skills using a binder and planner.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Binders/Planners

Targeted Barriers to Achieving the Goal

- Student participation

Plan to Monitor Progress Toward the Goal

binder checks

Person or Persons Responsible

teachers

Target Dates or Schedule:

weekly

Evidence of Completion:

binder content acceptable

G3. To increase reading proficiency using Rewards Reading program.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Rewards System as resource to teaching word decoding skills.

Targeted Barriers to Achieving the Goal

- Teaching rewards requires 8 weeks of dedicated reading block time to complete lessons and skills practice. Regular reading programs are delayed until Rewards is completed.

Plan to Monitor Progress Toward the Goal

Rewards Reading

Person or Persons Responsible

4th-8th teachers

Target Dates or Schedule:

September 2013

Evidence of Completion:

Post test after 8 weeks program

G4. To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Rewards Writing Program

Targeted Barriers to Achieving the Goal

- teacher training

Plan to Monitor Progress Toward the Goal

Rewards Writing

Person or Persons Responsible

4-8th grades teachers

Target Dates or Schedule:

Wakulla Writes 1 baseline Ongoing writing process and remaining Wakulla Writes

Evidence of Completion:

Improvement in writing scores compared to baseline data and previous year's FCAT performance.

G5. To identify and place FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Principal arranging extended blocks of scheduled time periods for Intensive remedial instruction in Reading and Math classes 6-8.

Targeted Barriers to Achieving the Goal

- Need for additional teachers certified or endorsed in Reading.

Plan to Monitor Progress Toward the Goal

Intensive reading and math classes for identified below proficiency students

Person or Persons Responsible

6-8 teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Increased levels of proficiency in FCAT Reading and math

G6. To increase student proficiency levels as evidenced on FCAT Math through using Math Acaletics.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Acaletics math remediation program

Targeted Barriers to Achieving the Goal

- Not funded to purchase for this school year

Plan to Monitor Progress Toward the Goal

Math Acaletics

Person or Persons Responsible

Teacher Math 6-8

Target Dates or Schedule:

ongoing

Evidence of Completion:

Increase in student proficiency levels on FCAT Math, STAR Math, pre-post test

G7. Improved behavior and classroom management through RtI Automatic K-5 and Win Win!6-8

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Purchased programs

Targeted Barriers to Achieving the Goal

- Consistency throughout school on use of strategies and interventions

Plan to Monitor Progress Toward the Goal

behavior referrals

Person or Persons Responsible

schoolwide teachers/staff

Target Dates or Schedule:

ongoing

Evidence of Completion:

end of year reports will show decrease in referrals and suspensions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.

G1.B1 The COAST principal frequently mentions in Newsletters to Parents the various opportunities for volunteer time to be recorded in Parent passports to help overcome any barriers of work hours, transportation, babysitter services, etc that would prevent parents from being involved in some capacity.

G1.B1.S1 Various opportunities are offered to parents to fulfill volunteer hours by working at home on school projects, different times of the day to assist at school, fundraisers, and many other avenues to be a part of COAST and buy into their child's education process.

Action Step 1

Continue to offer volunteer opportunities

Person or Persons Responsible

The principal, SAC Chair, faculty, and PTO will all share in educating parents of volunteer times.

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets of parent participation

Facilitator:

Part Time Instructional Coach

Participants:

Faculty/staff

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

parent volunteer hours

Person or Persons Responsible

Principal and staff

Target Dates or Schedule

Noting parent passports

Evidence of Completion

ongoing

Plan to Monitor Effectiveness of G1.B1.S1

Parent volunteer hours

Person or Persons Responsible

principal and staff

Target Dates or Schedule

ongoing

Evidence of Completion

Parent passports/ parent sign in sheets

G2. To increase student achievement through note taking strategies and organizational skills using a binder and planner.

G2.B1 Student participation

G2.B1.S1 Teachers are consistently using note taking and organizational concepts so that students know expectations are the same with all teachers.

Action Step 1

Strategies of note taking and organizational concepts for class management

Person or Persons Responsible

students/teachers

Target Dates or Schedule

daily

Evidence of Completion

binder/planner checks

Facilitator:

teacher from district

Participants:

Teachers

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

Binder/Planner

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

Binder/planner checks

Plan to Monitor Effectiveness of G2.B1.S1

Binders/planners

Person or Persons Responsible

teachers

Target Dates or Schedule

progress reports

Evidence of Completion

increase of student completion of assignments

G3. To increase reading proficiency using Rewards Reading program.

G3.B1 Teaching rewards requires 8 weeks of dedicated reading block time to complete lessons and skills practice. Regular reading programs are delayed until Rewards is completed.

G3.B1.S1 Using the first 8 weeks for Rewards is all consuming of the Reading block but increases word decoding skills and reading strategies, which is predicted to increase vocabulary skills and reading fluency for ongoing skills and improved reading achievement.

Action Step 1

Rewards Reading

Person or Persons Responsible

4th-8th teachers

Target Dates or Schedule

daily reading lessons 8 weeks

Evidence of Completion

post test

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Rewards Reading

Person or Persons Responsible

4th-8th

Target Dates or Schedule

August-September 2013

Evidence of Completion

Pre and Post test evaluations

Plan to Monitor Effectiveness of G3.B1.S1

REWARDS READING

Person or Persons Responsible

4th-8th

Target Dates or Schedule

August-September 2013

Evidence of Completion

pre and post tests results will provide indicators of fidelity and completion.

G4. To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.

G4.B1 teacher training

G4.B1.S1 utilized FDLRS for teacher training

Action Step 1

Staff training Rewards Writing

Person or Persons Responsible

faculty

Target Dates or Schedule

August 2013

Evidence of Completion

implementation of Rewards Writing

Facilitator:

FDLRS

Participants:

all faculty

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Rewards Writing

Person or Persons Responsible

Principal/Part Time Instructional Coach

Target Dates or Schedule

ongoing

Evidence of Completion

pre-post tests

Plan to Monitor Effectiveness of G4.B1.S1

Rewards Writing

Person or Persons Responsible

Principal/Part Time Instructional Coach/Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Pre-post tests

G5. To identify and place FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.

G5.B1 Need for additional teachers certified or endorsed in Reading.

G5.B1.S1 Adding an additional FT teacher unit that is multi certified for Reading 6-8, ESE K-12, and Middle grades Social Studies.

Action Step 1

Adding Intensive Reading and Math clases to regular schedule.

Person or Persons Responsible

principal

Target Dates or Schedule

August 2013

Evidence of Completion

Hiring a teacher who has required certifications and/or assisting that teacher to pursue certification test and addition to certificates.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Impact of additional teacher unit

Person or Persons Responsible

Principal, Part Time Instructional Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Monitoring schedule impact, progress monitoring of targeted students

Plan to Monitor Effectiveness of G5.B1.S1

Impact of additional teacher unit

Person or Persons Responsible

Principal, Instructional Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in number of students achieving proficiency in FCAT Reading and Math

G6. To increase student proficiency levels as evidenced on FCAT Math through using Math Acaletics.

G6.B1 Not funded to purchase for this school year

G6.B1.S1 Teacher contacted publisher and agreed to use a sample program free of charge from the Acaletic publisher.

Action Step 1

Math Acaletics

Person or Persons Responsible

MS Math teacher 6-8

Target Dates or Schedule

first 9 weeks of school

Evidence of Completion

Pre-Post tests

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Math Acaletics

Person or Persons Responsible

Teacher Math 6-8

Target Dates or Schedule

first 9 weeks

Evidence of Completion

pre and post tests

Plan to Monitor Effectiveness of G6.B1.S1

Math Acaletics

Person or Persons Responsible

teacher Math 6-8

Target Dates or Schedule

ongoing

Evidence of Completion

pre-post test

G7. Improved behavior and classroom management through Rtl Automatic K-5 and Win Win!6-8

G7.B1 Consistency throughout school on use of strategies and interventions

G7.B1.S1 Principal/Instructional Coach will provide ongoing support of interventions and strategies to implement Rtl Automatic K-5 and Win Win! behavior support for 6-8.

Action Step 1

Behavior programs-Rtl Automatic; Win Win!

Person or Persons Responsible

schoolwide teachers/staff

Target Dates or Schedule

ongoing

Evidence of Completion

reduced number of referrals, reduced loss of instructional time

Facilitator:

Rtl Automatic author; Win! Win! L. Gerrell, Teacher

Participants:

Rtl Auto K-5 teachers Win Win 6-8 teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Behavior issues that result in referrals

Person or Persons Responsible

principal/Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased instructional time with less time used for classroom disruptions

Plan to Monitor Effectiveness of G7.B1.S1

Behavior

Person or Persons Responsible

school wide

Target Dates or Schedule

ongoing

Evidence of Completion

end of year reports will show decrease in referrals and suspensions

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The principal, Mrs. A. Higgins, has brought many changes to COAST for the school year 2013-14. The need for more focused school improvement was evidenced by our school grade and low performance overall. Several new teachers have been placed and the overall climate of the school is one of positive team effort to increase student achievement in all aspects of curriculum. Title I funds are being used for the Instructional Coach position, parent involvement, teacher training, and an after-school Reading and Writing camp for 3rd-4th grades. Other federal funds include IDEA monies which are used to assist with salaries for a part time Speech Pathologist and for a part time ESE teacher to serve our students identified with a disability.

COAST participates in the National School Lunch Program and serves a higher percentage of free and reduced meals than any school in our District. COAST is greatly impacted by economically disadvantaged students.

COAST has implemented use of our county and community resources with a Nutrition program sponsored by Wakulla County Extension services. Other county resources from Wakulla County Sheriff's office have been offered to enhance the safety of our students on campus and at home through a cyber bullying education program presented to our students and parents by Lt. Bruce Ashley. The state district attorney's office provides an internet safety program with an on campus presentation each year.

Fundraisers through our own involvement with teachers and staff or in coordination with PTO provide local funds for our school that often go to scholarship field trips and other activity fees that ED students and families are not able to provide.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.

G1.B1 The COAST principal frequently mentions in Newsletters to Parents the various opportunities for volunteer time to be recorded in Parent passports to help overcome any barriers of work hours, transportation, babysitter services, etc that would prevent parents from being involved in some capacity.

G1.B1.S1 Various opportunities are offered to parents to fulfill volunteer hours by working at home on school projects, different times of the day to assist at school, fundraisers, and many other avenues to be a part of COAST and buy into their child's education process.

PD Opportunity 1

Continue to offer volunteer opportunities

Facilitator

Part Time Instructional Coach

Participants

Faculty/staff

Target Dates or Schedule

ongoing

Evidence of Completion

Sign in sheets of parent participation

G2. To increase student achievement through note taking strategies and organizational skills using a binder and planner.

G2.B1 Student participation

G2.B1.S1 Teachers are consistently using note taking and organizational concepts so that students know expectations are the same with all teachers.

PD Opportunity 1

Strategies of note taking and organizational concepts for class management

Facilitator

teacher from district

Participants

Teachers

Target Dates or Schedule

daily

Evidence of Completion

binder/planner checks

G4. To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.

G4.B1 teacher training

G4.B1.S1 utilized FDLRS for teacher training

PD Opportunity 1

Staff training Rewards Writing

Facilitator

FDLRS

Participants

all faculty

Target Dates or Schedule

August 2013

Evidence of Completion

implementation of Rewards Writing

G7. Improved behavior and classroom management through RtI Automatic K-5 and Win Win!6-8

G7.B1 Consistency throughout school on use of strategies and interventions

G7.B1.S1 Principal/Instructional Coach will provide ongoing support of interventions and strategies to implement RtI Automatic K-5 and Win Win! behavior support for 6-8.

PD Opportunity 1

Behavior programs-RtI Automatic; Win Win!

Facilitator

RtI Automatic author; Win! Win! L. Gerrell, Teacher

Participants

RtI Auto K-5 teachers Win Win 6-8 teachers

Target Dates or Schedule

ongoing

Evidence of Completion

reduced number of referrals, reduced loss of instructional time

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.	\$208
G2.	To increase student achievement through note taking strategies and organizational skills using a binder and planner.	\$600
G4.	To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.	\$250
G7.	Improved behavior and classroom management through Rtl Automatic K-5 and Win Win!6-8	\$1,250
Total		\$2,308

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
Title I	\$208	\$0	\$208
FTE	\$600	\$1,500	\$2,100
Total	\$808	\$1,500	\$2,308

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone through Friday Five, parent Progress Report contact, and increased parent volunteer hours.

G1.B1 The COAST principal frequently mentions in Newsletters to Parents the various opportunities for volunteer time to be recorded in Parent passports to help overcome any barriers of work hours, transportation, babysitter services, etc that would prevent parents from being involved in some capacity.

G1.B1.S1 Various opportunities are offered to parents to fulfill volunteer hours by working at home on school projects, different times of the day to assist at school, fundraisers, and many other avenues to be a part of COAST and buy into their child's education process.

Action Step 1

Continue to offer volunteer opportunities

Resource Type

Other

Resource

Parent passports

Funding Source

TitleI

Amount Needed

\$208

G2. To increase student achievement through note taking strategies and organizational skills using a binder and planner.

G2.B1 Student participation

G2.B1.S1 Teachers are consistently using note taking and organizational concepts so that students know expectations are the same with all teachers.

Action Step 1

Strategies of note taking and organizational concepts for class management

Resource Type

Other

Resource

Avid concepts for organizing and curriculum management

Funding Source

FTE

Amount Needed

\$600

G4. To improve basic writing skills, using Rewards Writing program, that will be evidenced by higher performance on FCAT writing.

G4.B1 teacher training

G4.B1.S1 utilized FDLRS for teacher training

Action Step 1

Staff training Rewards Writing

Resource Type

Evidence-Based Program

Resource

Rewards Writing Intervention

Funding Source

FTE

Amount Needed

\$250

G7. Improved behavior and classroom management through RtI Automatic K-5 and Win Win!6-8

G7.B1 Consistency throughout school on use of strategies and interventions

G7.B1.S1 Principal/Instructional Coach will provide ongoing support of interventions and strategies to implement RtI Automatic K-5 and Win Win! behavior support for 6-8.

Action Step 1

Behavior programs-RtI Automatic; Win Win!

Resource Type

Evidence-Based Program

Resource

Teacher handbook

Funding Source

FTE

Amount Needed

\$1,250