

Wakulla County Schools

# Wakulla Coast Charter School Of Arts Science &



## 2022-23 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: 7/1/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (46%) 2018-19: D (33%) 2017-18: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2022.

## 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

# Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

<http://www.coastcharter.us>

## School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	16%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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## 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.

Here at C.O.A.S.T., we believe in a commitment to small schools, character development, creating informed citizens, setting a strong foundation in the core subjects, celebrating the arts, providing real-life learning, supporting educators, and highlighting Wakulla's unique environment. In a small school, staff, students, and families become closer which allows for cooperative support for students and to accommodate students' learning needs. We also believe in supporting our educators in their role in shaping the lives of every student. Character development also plays a role in a small school, teaching and reinforcing the character traits necessary to help shape our students into successful adults. Part of our student success is staying informed and becoming life-long learners about not only things they're interested in but the geography and peoples of the entire globe, as all human beings have value and should be treated with respect. As life-long learners, a strong foundation in the core subjects and arts is vital. Students need higher-order thinking skills to solve problems independently and the creativity/self-expression learned from the various arts in order to think outside of the box. To provide the most supportive, well-rounded learning environment and opportunities for both students and staff, we utilize local environmental resources to bring nature into the curricula. Through various activities and programs, we hope to foster appreciation and awareness of all that our county has to offer.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
LaChapelle, Jeffrey	Principal	School Principal. In charge of coordination and planning of all instructional staffing and operations of school. School Principal will coordinate and participate in staff development through setting up professional development and on going training of all staff members. Principal will coordinate administrative oversight of instructional administration, budget planning, discipline planning and follow through as well as working with vendors as needed.
Dichio, Christine	Dean	Assist Principal in all instructional school needs. Communication with parents and staff on student data input and updates. Student minor discipline follow-up by working with teachers and intervention staff to correct discipline concerns. Working directly with title 1 coordinator, SAC coordinator and district office to be sure that we remain in compliance with grant qualifications. Communication and enforcements of attendance rules and notifications. Assist principal with classroom walk-throughs.
Gerrell, Lesley	Teacher, K-12	Intervention Specialist, SAC coordinator, Title I data and events coordinator. RTI and reading teacher to assist students and staff with reading tiered students. Middle school Intensive Reading instructional teacher working with students with reading struggles.
Bryan, Sydney	Teacher, ESE	ESE and RTI coordinator. Works individually with staff and students on SWD learning. Instructional teacher for Intensive reading with our middle school students with reading gaps. Sydney also serves as a SWD representative on our school improvement committee.

## Demographic Information

### Principal start date

Friday 7/1/2022, Jeffrey Lachapelle

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

5

**Total number of teacher positions allocated to the school**

15

**Total number of students enrolled at the school**

188

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	17	30	15	19	13	16	17	15	13	0	0	0	0	155
Attendance below 90 percent	13	13	4	8	5	10	4	7	5	0	0	0	0	69
One or more suspensions	1	2	1	1	1	1	2	1	2	0	0	0	0	12
Course failure in ELA	0	2	0	1	0	0	1	2	1	0	0	0	0	7
Course failure in Math	0	1	0	1	0	0	1	2	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	3	3	1	5	6	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	2	11	9	5	4	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	2	0	0	0	1	1	0	0	0	0	4

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	7	3	7	4	6	3	0	0	0	0	34	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 9/12/2022

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



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	18	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	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	18	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	43%	55%				41%	41%	61%
ELA Learning Gains	57%						41%	41%	59%
ELA Lowest 25th Percentile	50%						43%	43%	54%
Math Achievement	34%	41%	42%				25%	25%	62%
Math Learning Gains	42%						20%	20%	59%
Math Lowest 25th Percentile	50%						21%	21%	52%
Science Achievement	36%	32%	54%				38%	38%	56%
Social Studies Achievement	73%	38%	59%						78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	67%	-17%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	50%	66%	-16%	58%	-8%
Cohort Comparison		-50%				
05	2022					
	2019	16%	61%	-45%	56%	-40%
Cohort Comparison		-50%				
06	2022					
	2019	53%	53%	0%	54%	-1%
Cohort Comparison		-16%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		-53%				
08	2022					
	2019	38%	64%	-26%	56%	-18%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	64%	-39%	62%	-37%
Cohort Comparison		0%				
04	2022					
	2019	31%	71%	-40%	64%	-33%
Cohort Comparison		-25%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		-31%				
06	2022					
	2019	40%	63%	-23%	55%	-15%
Cohort Comparison		0%				
07	2022					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		-40%				
08	2022					
	2019	23%	48%	-25%	46%	-23%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	53%	-21%	53%	-21%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-32%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	27%	58%	-31%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	78%	-78%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	58%	-58%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	36		9	18						
WHT	49	55	45	36	41	45	35	73	20		
FRL	53	64	36	33	45	60	44				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	410
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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, especially with closing the achievement gap. After the 2021-22 statewide assessments, Science has been identified as a struggle as well. We continue to build the RTI process and are seeing improvements with the students who are participating in small group intervention activities. ELA and Math gaps are closing with all students and with economically disadvantaged students as well.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA, Reading and Science show the greatest need for improvement due to the growing learning gap in literacy resulting from the school closure in 2020. The School-Wide Literacy Plan continues to be successful in encouraging students to read more and increasing interventions for those students with the largest learning gaps.

#### 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 to 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 continuation of W.O.R.D. Wednesday are starting points to meet our goal of having all students reading on or above grade level. For the 2022-23 school year, we will continue to build on the literacy goal and allow more time during the school day for reading practice. In addition, we are continuing with the additional Intervention teacher, adding to our Rewards program for fourth through eighth grade students (Rewards-Science program to build on reading and science achievement), and using the SIPPS phonics program to remediate phonics learning gaps in K-2 students.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our 4th and 6th grade students had large improvements in both Math and Reading components of progress monitoring. As the school overall, we increased the percentage of proficient students in ELA, as well as the percentage of students making learning gains in ELA. In addition, our Civics proficiency increased by 42%.

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

Our literacy focus for reading continues to help in all subject areas because the students are able to read and comprehend the subject matter for all subjects. For example, the Civics proficiency increase can be attributed to not only the literacy focus and our school-wide literacy plan, but also to our Civics instructor who has become an expert in the field. Allowing more time for teachers and students to focus on reading basics helps students become more confident in their ability to read. W.O.R.D. Wednesday gives our students an opportunity to read independently for 30-45 uninterrupted minutes each week.

**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 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. Continuing to use 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 allows for smaller group sizes and allows 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 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.**

Amplify, Go Math, Into Math and Read 180 professional development will be utilized to continue to help teachers and staff use the program components to get the most from each lesson. An instructional consultant will continue to be a part of the teachers' learning process throughout the school year, focusing on 2nd and 3rd grade teachers but may be used for other grades as needed. Expanding Expressions for K-2 training will be continued to allow teachers to fully use the product and get the most from the students while using the program. SIPPS training will be done to be sure that teachers are fully able to teach the program in an intervention capacity.



**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 subject areas. 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 students to be successful. Study Island will be used to give teachers and administration better progress monitoring data in Science and Social Science. SIPPS will be used as an intervention to help close the most significant learning gaps in K-2 literacy.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>ELA, for students with disabilities (SWD), showed the largest deficiency in the 2022 statewide assessment and shows slow growth through our i-Ready progress monitoring for 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 a focus on building critical thinking skills will expand learning capabilities across all subject areas.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>In the 2022-2023 school year, COAST will increase ELA proficiency performance by 10%. Based on the 21-22 progress monitoring data, our goal for this school year is to reach 58% in ELA proficiency performance.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>ELA proficiency will be monitored on a quarterly basis using our F.A.S.T. results for K-8th grade students. In addition to our F.A.S.T. results, we will continue our monthly data meetings to review student growth progress within small group instruction and growth progress in our utilized online platforms. 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>
<b>Person responsible for monitoring outcome:</b>	<p>Jeffrey LaChapelle (jeffrey.lachapelle@coastcharter.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Standards-based instruction - Increased educational time spent on literacy focus with differentiated lesson plans to be sure all students receive exposure to grade-level content. Additional support will be offered through Study Island, SIPPS and the REWARDS programs.</p> <p>Certified Intervention Specialist - Intervention teachers will focus on small-group or one-on-one instruction with students who are struggling and need support to close the academic gap.</p> <p>Amplify Curriculum - Proven lessons to build rigor in classroom learning.</p>

**implemented  
for this Area  
of Focus.**

Read 180 - Middle school students scoring a 1 or 2 on FSA will be in intensive reading using Read 180 to bridge learning gaps.

Feedback & PD - Effective teacher feedback and growth opportunities will take place more often. The 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.

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

The increase in instructional time and small group instruction will increase the opportunities for students to close gaps in learning. The ability to apply more rigorous curricula and continue to meet the needs of all students while maintaining the ability to meet individual needs and accommodations will be aided by smaller group sizes and team coaching. Bell-to-Bell teaching will provide the maximum amount of time available for academic-based instruction. F.A.S.T. 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 analysis of progress monitoring data programs by our administration, intervention specialists, and our instructional coach, will support our teachers in making instructional decisions for more effective lessons.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-based Instruction and Learning Tools - 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 given by the assigned intervention specialist. In addition, our middle school students scoring a 1 or 2 on the 2022 FSA ELA will be broken into grade-level classes, using Read 180 to further differentiate to meet student needs.

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

Our instructional consultant will monitor, model and continuously improve teachers' instruction. They will also help teachers analyze and understand data from progress monitoring programs to continue building teacher knowledge of standards with ELA, as well as to offer suggestions on how to build the teaching rigor within classroom instruction.

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

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

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

Administrator Feedback - The 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**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Mathematics proficiency dropped significantly between the 20-21 and 21-22 FSA assessments, with only 34% of students testing at or above proficiency. Our 3rd, 5th and 7th grade classes came in at the lowest with 32%, 20% and 33%, respectively, of students testing at or above 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.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>In the 2022-2023 school year, COAST will increase math proficiency from 34% to 50% on the statewide standardized mathematics assessment. In addition, the F.A.S.T. progress monitoring data from fall to end-of-year will show at least a 43% increase in students testing at or above grade level in mathematical concepts.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Mathematics proficiency will be monitored on a quarterly basis using our F.A.S.T. results for our students. In addition to our F.A.S.T. results, we will continue monthly data meetings to review student growth progress within small group instruction and growth progress in the online components for HMH Math. 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. 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.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Lesley Gerrell (lesley.gerrell@coastcharter.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Increased instructional time through bell-to-bell teaching will offer students exposure to grade-level, standards-based lessons as well as give time for small group learning. Teachers will improve the school climate through positive cooperative learning strategies such as Kagan and win-win teaching within each classroom, to approach math instruction. In addition, intervention specialists will identify and address learning gaps in small group instruction.</p> <p>Standards-based content resources - These individualized learning paths will provide teaching in areas for individual student needs. Study Island and Waggle (HMH) will offer additional practice in grade-level content as well as build fluency in these math skills.</p>

**for this Area of Focus.** Effective Teacher Evaluation and Feedback - Classroom observations, instructional consulting, and ongoing feedback will monitor the implementation of standards-based instruction, rigor in lessons, and instructional gaps in order to improve teachers' overall effectiveness to meet the academic needs of each student.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.** The increased instructional time by a mathematics content expert will offer our students the ability to build foundational skills for mathematics mastery. The Go Math and Into Math curricula 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 is utilized in each class to focus on students' needs and the differentiation of lessons to meet student needs.

**Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-based instruction using, Go Math, Into Math, Waggle and Study Island components as teaching tools within the classroom. Instructional coaches, administrators and the 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)

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

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

An instructional and standards-based instruction consultant will support, monitor, model and continuously improve teacher lessons and the implementation 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 teachers working in this capacity will allow for smaller group sizes for intervention.

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

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>COAST will strive to meet the needs of our SWD subgroup through targeted, individualized interventions. The remediation staff, teachers, ESE coordinator and administrator will work together to analyze data of students in progress monitoring programs such as F.A.S.T., Waggle, 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 the 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 the intervention team will work closely to minimize barriers and close gaps to help the student meet their 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.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>COAST will increase the Federal Percent of points index for Students with Disabilities to above 45% in 2023.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>SWD Proficiency performance will be monitored on a quarterly basis using F.A.S.T. results for K-8th grade students. Targeted students' results will be tracked and individual plans modified as necessary. In addition to our diagnostic results, we will continue our monthly data meetings to review student growth progress within small group instruction and growth progress in our utilized online platforms. Our team of administrators and ESE 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>
<b>Person responsible for monitoring outcome:</b>	<p>Sydney Bryan (sydney.bryan@coastcharter.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being</b>	<p>Increased instructional time teachers have with students to build subject-related skills will increase the exposure to grade-level content and academic achievement for our SWDs. Teachers train on how to access student IEPs and how to build routines within the classroom to be sure all student accommodations are being utilized for maximum efficiency.  Read 180 - Middle school SWDs scoring a level 1 or 2 on FSA will be in intensive reading using the Read 180 program to close learning gaps.  Data Days/Data Chats - Teachers will be able to provide IEP follow-up and progress</p>



**implemented for this Area of Focus.**

monitoring data for students and modify learning plans within lessons.  
 Student accommodations - Teachers and intervention specialists will be sure that accommodations meet the needs of the student, build student understanding of accommodations and build routines that inspire the continued those accommodations' use.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this 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' abilities to learn content at grade level within each subject. Go Math, Into Math, Waggle and Study Island learning content will provide the standards-based instructional environment necessary for building rigor in the lessons. Administrator feedback and instructional consulting 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 into how they are working to close the student learning gaps.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-based instruction using Amplify, Go Math, Into Math, Waggle and Study Island components as teaching tools within the classroom. Instructional consultant, administrator 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 student activities will be increased with the addition of ESE certified staff. We will offer smaller group sizes 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.

**Person**

**Responsible** Sydney Bryan (sydney.bryan@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)

## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **Describe how the school addresses building a positive school culture and environment.**

COAST will strive to build our family-like culture by creating an environment that includes our family, community members, board members and career specialists in decision making that has a direct impact on our students. COAST staff and school representatives will continue to support our students through planned activities within our traditional school calendar, such as more individualized family orientations and student conferences that involve the entire student learning team. Parent event nights will be designed to engage both students and parents in activities that help with the academic growth of students. Character development focus will be taught and practiced within each days' lessons as well as celebrated quarterly with progress achievement assemblies for all students.

Positive culture is practiced daily with the acknowledgment of students who display leadership and understanding of school-wide self responsibility goals. COAST will provide resources to parents and offer volunteer opportunities throughout the school year to offer a positive impact on students and families as it relates to our character development and school literacy goals. COAST will continue to communicate and connect with our families and community through social media avenues, email communication and paper communications (newsletters and updates) that involve as many members as possible and to make return communication easier. Showing pride in our school and pride in our students will be practiced daily by our staff and students as we continue to share achievements through our "On A Roll" program and acknowledgement of leadership qualities.

COAST 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, college/trade school connections, business partners and trade school certification representatives are encouraged to be a part of our learning environment through classroom visits, career day participation and having family resources located in our school for interested families. All teachers will continue to participate in climate and culture development to create a more positive experience for the students and families. The climate and culture training will help staff identify areas where student engagement is lacking due to motivational or environmental barriers.

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

Board members for COAST bring a large amount of life experience and community impact involvement to our students. The passion and engagement of our community members who bring in the pride of learning and the passion for the area are a true asset to the development of our community togetherness and character development goals. Members of our school board are invested in building our students' life interest with their involvement in clubs and activities such as Optimist Club and SWAT. Community members also offer a wide variety of volunteer activities such as reading to our students as part of our school literacy plan and helping to build an interest in reading, 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 areas). Our unique area allows for outside educational opportunities such as reading by the river (to build interest in reading), walking field trip visits to the local San Marcos de Apalache Historic State Park, which offers a unique history lesson, and the trips to St. Marks Lighthouse gives unique insight on the history of our 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 where possible. Students are recognized monthly for character development and showing leadership in the areas of character development of themselves and others. Communication such as parent teacher conferences, family engagement events and social media outlet communication is a large focus for our team. Having solid communication avenues will allow our families to be more involved in the education of their students 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 building routines to help all students build life skills that will continue to help them grow outside the classroom and be successful. Standards-based teaching is really important to 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 are focused on looking at the whole school environment and adding insight on how to build on our current programs. The group of parents and staff come together and bring a wide variety of perception from the family point of view. Having a diverse group of individuals helps to add advice on how to improve the school events, the school culture and invest in our school to make a positive and comfortable environment for the staff, students, parents and community. Each member of our School Advisory Council brings a different student perception and offers the ability to look at what the school is doing to strengthen our daily experiences. So many great ideas have come from these discussions and it offers parents the opportunity to have a voice.

Parents are invited and encouraged to attend regularly scheduled School Advisory Council Meetings. Meetings occur approximately four times per year at varied times to accommodate parent work schedules. School Advisory Council (SAC) meetings are the forum for continuous improvement of school operations, programs, events, and meetings. During regularly scheduled SAC Meetings parents and families assist with the planning, review and evaluation of the parent and family engagement plans, including the SIP, PFEP, and parent and family engagement project application.