

Santa Rosa County School District

Coastal Connections Academy



2022-23 Schoolwide Improvement Plan

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Coastal Connections Academy

186 N PALAFOX STREET PENSACOLA, Pensacola, FL 32502

connectionsacademy.com

Demographics

Principal: Tara Carr

Start Date for this Principal: 6/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	3%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: I (%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	3%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	55%

School Grades History

Year	2021-22	2020-21
Grade	I	

School Board Approval

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are dedicated to educating confident, lifelong learners by providing academic rigor, ensuring a dynamic and inclusive learning environment, while providing a flexible and innovative learning culture.

Provide the school's vision statement.

At Coastal Connections Academy we leave an everlasting fingerprint on the greater community by ensuring our students are capable of reaching their goals and dreams.

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
Carr, Tara	School Leader	Liaison between school and district Liaison between school and Pearson Oversee school data and report accordingly Submit all charter data per our charter contract Attend monthly board meetings Manage leadership staff Oversee and complete school tasks Monitor school data Work with families when escalated beyond AP's Provide information to district for needs, audits Monitor FOCUS and report funding in reporting windows Work closely with state reporting team Monitor all federal and state processes Ensure school is in compliance with all state and federal guidelines Staffing/Hiring Report staff PD to district Complete/Monitor Principal's report Initiate MKV process for those on P Report Ensure funding is reported correctly and accurately
Eakins, Amanda		Monitor Metrics (K-8) Supervisor Meetings (K-8)/Manage K-8 Staff Review Course Content Monitor Sectioning IA's Final Withdrawn SIP Goals Updating Monitor Power BI Section Error Report Supervisor (ES and MS)
Donnelly, Tiffani	Manager of Special Education	IEPs ELL Gifted - EPs State Compliance Transition Local Education Agency LEA College Board SSD
Grilli, Angela		IA's Monitor Sectioning Monitor Metrics (9-12) Supervisor Meetings (9-12)/Manage 9-12 Staff Final Withdrawn SIP Goals Updating Monitor Power BI Section Error Report Supervisor (Hs)

Name	Position Title	Job Duties and Responsibilities
		AP coordinator CR coordinator
Pedraza, Jessica	Manager of Counseling	ACT & SAT Bright Futures Community Resources Community Service Credit Recovery Dual Enrollment FLVS Flex Freshmen Success Home Education HS & MS Credit Checks HS Enrollment HS Summer School IA Guide & Child Welfare IAs K-12 College & Career K-12 Course Management K-12 Progression Plans

Demographic Information

Principal start date

Monday 6/21/2021, Tara Carr

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.*

9

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

847

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

2

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

1

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	114	71	82	86	87	116	126	147	139	153	139	92	128	1480
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	3	15	22	27	33	31	22	62	33	11	13	276
Course failure in Math	0	2	2	14	20	28	44	49	16	53	40	24	28	320
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	14	28	21	32	30	28	28	0	0	200
Level 1 on 2022 statewide FSA Math assessment	0	0	0	34	34	53	37	34	50	0	0	0	0	242
Number of students with a substantial reading deficiency	0	0	0	19	14	28	21	32	30	28	28	0	0	200

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	0	0	0	0	0	1	0	0	2	6	12	8	7	36

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	0	0	0	6	3	7	0	0	1	1	0	1	1	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 5/26/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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		65%	56%					68%	57%
ELA Learning Gains								64%	58%
ELA Lowest 25th Percentile								56%	53%
Math Achievement		45%	50%					72%	63%
Math Learning Gains								67%	62%
Math Lowest 25th Percentile								52%	51%
Science Achievement		68%	59%					65%	53%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						

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	10	30	33	9	26	26	11	18			
ELL	22	43		27	54						
ASN	92			82							
BLK	28	38	55	12	28	50	25	38			
HSP	51	57	40	23	35	50	37	59			
MUL	50	60		23	7		33				
WHT	36	37	14	27	33	24	41	56	30		
FRL				10							
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
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

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)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	9
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

Coastal Connections Academy was significantly lower when analyzing Math and Reading data for all grade levels including subgroups White, Black, Multiracial, SWD, and ELL, when comparing state results. The need to remediate and close learning gaps are priority to ensure greater success for all students.

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

According to the data from the 2021-2022 school year, the greatest need for improvement is in the subgroups of White, Black, Multiracial, SWD, and ELL students, in reading and math. Coastal will focus

on making learning gains reflective of our entire population, not just lowest quartile. In addition, Math, ELA and Science achievement scores did not meet the proficiency levels with Math scores resulting in one D score and seven F scores for grades 3-8, Algebra and Geometry; ELA resulting in five C scores and three D scores for grades 3-10; Science resulting in two F scores and one C score for grades 5 and 8 and the Biology EOC.

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

In the 2021-2022 school year, we opened a new K-12 virtual school with the majority of teaching staff being new to the virtual environment. Through professional development that is intentional and targeted, along with mentorships, our teachers are supported and provided the tools needed for success. Furthermore, with the utilization of supplemental resources teachers are able to be innovative and creative in their roles while supporting students. PLC's will target school needs so that teachers collaborate and evaluate student data. ESE and General Education teachers will collaborate to implement high yield strategies to meet student needs. The MTSS plan has been restructured to greater meet the needs of our students.

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

As a new school, our 2021-2022 data does not have previous comparisons for state assessments. Reviewing scores and comparing with the state, our highest comparison was found in the following areas:

FSA Reading - Grade 6, Grade 7, and Grade 10

FSA Math - Grade 7

EOC's - Biology I and US History

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

Our contributing factors were reflective of targeted instruction within small groups and individualized support using supplemental resources.

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

At Coastal Connections Academy, we have gifted curriculum for K-5, accelerated courses for MS including Algebra I, Geometry, Biology, and Foreign Languages. In HS, we offer accelerated courses including Honors and AP selections. Teachers will collaborate within PLC teams, analyzing data and planning intentionally using high yield strategies and scaffolding lessons.

For students needing remediation, we will utilize methods including individualized and small group instruction, intervention curriculum, and MTSS supports. Teachers will collaborate in PLC groups, analyze data, and plan intentionally using performance data to ensure all students are supported.

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.

Through PD sessions throughout the year provided by Pearson and our authorizing district using MyPD, staff will be trained on high yield instructional strategies to accelerate learning. Administrators and teachers will work together to create successful and meaningful PLC sessions.

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

Coastal will continue to provide professional development opportunities for teachers and administrators and will also utilize Pearson instructional coaches for further support. Coastal will also utilize resources and tools provided via various workshops attended including LSI.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA Subgroup data from Coastal indicates a critical need in all areas including White, Black, Multiracial, SWD, and ELL students. The Federal Index for all students is 36%. This percentage should be equal to or above 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, 38% of all subgroups demonstrated student growth as indicated by the Student Growth Percentile for the window 3 math benchmark assessment and 46% of all subgroups demonstrated student growth as indicated by the Student Growth Percentile on the window 3 reading benchmark assessment. Measurable goal: Since learning gains will not be available as a measurable outcome for the 22-23 school year, the focus will be on the subgroups including White, Black, Multiracial, SWD, and ELL students to reach a federal index of 41%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using state progress monitoring windows in Renaissance for K-2 (FAST) and Cambium 3-10 (FAST) in the months of September, December, and May.

Person responsible for monitoring outcome:

Tara Carr (tarcarr@coastal.connectionsacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing MTSS/RTI interventions, as well as UDL strategies for SWD's, we will implement flexible grouping as a way to provide scaffolded support and explicit instruction on specific learning goals targeted instruction in the so that greatest areas of need to close learning gaps and show an increase in student achievement.

Rationale for Evidence-based

By incorporating MTSS practices and flexible groups the students will have more access to scaffolding, and explicit instruction thus the the teaching team will be able to better provide a holistic approach to intervention instruction. This is best practice for

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

intervention per the research conducted by many experts in instruction including professor of education at Brigham Young University, Dulaney, who is as cited in the AASA Journal of Scholarship and Practice regarding the above practices for intervention. In addition, John Hattie in his book Visible Learning cites RtI/MTSS as having an effect-size of 1.29--<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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.

Identify students for MTSS process using previous school year data.

Person Responsible Tara Carr (tar carr@coastal.connectionsacademy.org)

Identify students for MTSS process using upcoming progress monitoring data.

Person Responsible Tara Carr (tar carr@coastal.connectionsacademy.org)

Place all level 1 and 2 students in grades K-8 in Intensive Courses from 2021-2022 FSA outcomes.

Person Responsible Amanda Eakins (aeakins@coastal.connectionsacademy.org)

Place all level 1 and 2 students in grades 9-12 in Intensive Courses from 2021-2022 FSA outcomes.

Person Responsible Angela Grilli (angrilli@coastal.connectionsacademy.org)

Evaluate the effectiveness of the alternate learning programs which have been purchased to address student needs.

Person Responsible Tara Carr (tar carr@coastal.connectionsacademy.org)

Provide caretakers and students additional supports for understanding student academic needs. Administration and teachers will offer caretaker/learning coach training and support sessions with our learning coach liaison and school leader.

Person Responsible Tara Carr (tar carr@coastal.connectionsacademy.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

When evaluating Math test scores and achievement levels for the 2021-2022 school year, 5 out of 6 grade levels scored an F and one grade level scored a D. It is evident that Math must be a focus-area for the 22-23 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Coastal Connections Academy students will increase their Math scores using FAST data as measured by state progress monitoring requirements from window 1 to window 3. The goal is that all grade levels will meet the proficiency levels of a C and above: 41% - 100%.

Grade 3-19% proficiency from 2021-2022 & increase by 22% to 41% (C).

Grade 4-9% proficiency from 2021-2022 & increase by 32% to 41% (C).

Grade 5-18% proficiency from 2021-2022 & increase by 23% to 41% (C).

Grade 6-23% proficiency from 2021-2022 & increase by 18% to 41% (C).

Grade 7-39% proficiency 2021-2022 & increase by 7% to 46% (C).

Grade 8-12% proficiency from 2021-2022 & increase by 29% to 41% (C).

Algebra-26% proficiency from 2021-2022 & increase by 15% to 41% (C).

Geometry-25% proficiency from 2021-2022 & increase by 16% to 41% (C).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using parent engagement data, student progress monitoring data, and student engagement data on a weekly basis and fully evaluated for action step impact on a quarterly basis. In addition, Star assessments and FAST assessment results will be used to monitor the progress of students.

Person responsible for monitoring outcome:

Tara Carr (tarcarr@coastal.connectionsacademy.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing increased resources and training for parents and staff Coastal will support engaging Math Home Environments (MHE) for all students enrolled with Coastal.

Rationale for Evidence-

based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

As evidenced by psychologist, Mia Dancourt, students achieve more math success when there are more opportunities for the MHE to be stable. This includes regular math practice in the daily operations of the home and an aligned home/school understanding of students' support needs.
<https://fcrr.org/news/meta-analysis-aims-shed-light-home-math-environment>.

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.

Identify students for Supplemental Instruction Placement level based on benchmark assessments.

Person Responsible

Tara Carr (tarcarr@coastal.connectionsacademy.org)

Implement the most engaging supplemental program for home based math support based on the supplement math program Pearson Efficacy Study and place students according to need identified in action step 1.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

Increase math focused conversations with all families by offering math focused parent drop in sessions, math focused field trips, and adding math strategy conversations to the bi-weekly homeroom conversations between teacher/parent.

Person Responsible Amanda Eakins (aeakins@coastal.connectionsacademy.org)

Coastal's Math Coach will provide professional development opportunities for all staff designed to meet specific needs of how best to coach parents to engage student in math in the home. The strategies will be best suited for the virtual environment.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

When evaluating ELA test scores and achievement levels for the 2021-2022 school year, five out of eight grade levels scored a C and three out of eight grade levels scored a D. While ELA scores are higher than Math scores, it is evident that ELA must be a focus-area for the 22-23 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Coastal Connections Academy students will increase ELA scores using FAST data as measured by state progress monitoring requirements from window 1 to window 3. The goal is that all grade levels will meet the proficiency levels of a C and above: 41% - 100%.

Grade 3-38% proficiency from 2021-2022 & increase by 10% to 48% (C).
Grade 4-44% proficiency from 2021-2022 & increase by 10% to 54% (B).
Grade 5-36% proficiency from 2021-2022 & increase by 10% to 46% (C).
Grade 6-43% proficiency from 2021-2022 & increase by 11% to 54% (B).
Grade 7-41% proficiency from 2021-2022 & increase by 13% to 54% (B).
Grade 8-38% proficiency from 2021-2022 & increase by 12% to a total of 50% (C).
Grade 9-42% proficiency from 2021-2022 & increase by 12% to a total of 54% (B).
Grade 10-45% proficiency from 2021-2022 & increase by 10% to a total of 55% (B).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using state progress monitoring windows in Renaissance for K-2 and Cambium 3-10 on a quarterly basis for review. Monitoring will occur weekly in PLC conversations through student ELA course scores, ELA course participation data, and ELA course assessment scores.

Person responsible for monitoring outcome:

Tara Carr (tarcarr@coastal.connectionsacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing English Language Arts, PLCs teachers will collaborate on individual student need and align strategies for support by student need.

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

The DuFour model for PLCs is a proven strategy to increase teacher collaboration and alignment regarding supporting students with academic success and has demonstrated data which highlights increased student academic success at schools where the PLC model is implemented with fidelity. <https://www.ascd.org/el/articles/what-is-a-professional-learning-community>

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.

Establish weekly meeting time and documentation procedures for PLCs.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

Train all staff on best PLC practices and the model for the school.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

Our Reading Interventionist will provide professional development resources targeted towards virtual instruction and assist with data analysis in PLCs weekly.

Person Responsible Amanda Eakins (aeakins@coastal.connectionsacademy.org)

PLC goals and outcomes, as related to student ELA success, will be monitored quarterly by leadership.

Person Responsible Amanda Eakins (aeakins@coastal.connectionsacademy.org)

#4. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

When evaluating Science test scores and achievement levels for the 2021-2022 school year, it was determined that science in grades 5 and 8 should be an area of Focus. Fifth grade scored 22% and eighth grade scored 25%. Per the state grading scale, both scores are an F score. Even though Biology results were 53% it is believed that the results for next school year can increase.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Coastal Connections Academy students will increase their Science achievement scores for grades 5 and 8 on their state assessment, and Biology EOC, as measured by state progress monitoring requirements.

Grade 5 - 22% scored level 3 and above from 2021-2022 and will increase by 19% to a total of 41% (C).
Grade 8 - 25% scored level 3 and above from 2021-2022 and will increase by 16% to a total of 41% (C).
Biology - 53% scored level 3 and above from 2021-2022 and will increase by 9% to a total of 62% (A).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus will be monitored using parent engagement data, student progress monitoring data, and student engagement data. Students will be fully evaluated for action step impact on a quarterly basis. Study Island and Shmoop will be utilized as a method of data collection for monitoring progress.

Person responsible for monitoring outcome:

Tara Carr (tarcarr@coastal.connectionsacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing Science PLCs teachers will collaborate on individual student need and align strategies for support by student need. Study Island and Shmoop will be utilized as a method of data collection.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to "Virtual PLC's at Work" by Farmer and King, PLC's have a clear core purpose focusing on the students ability to learn at high levels when teachers operate in teams, evaluating data and collaborating regarding assessment analysis and the implementation of strategies that meet student needs.

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.

Establish weekly meeting time and documentation procedures for PLCs.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

Train all staff on best PLC practices and the model for the school.

Person Responsible Tara Carr (tarcarr@coastal.connectionsacademy.org)

Our science teachers will collaborate and analyze data using professional development resources targeted towards virtual instruction. They will collaborate bi-weekly in their PLC groups.

Person Responsible Amanda Eakins (aeakins@coastal.connectionsacademy.org)

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.

At Coastal Connections Academy we pride ourselves on creating a positive culture and environment for all students through various areas including a "House" System for grades K-5. Learning Coach Chats with families, School Leader Dinner Sessions monthly, AP Coffee Chats, Manager of State Testing Chats, Guidance Chats, and Field Trips. We offer open office hours where students and families can discuss and address needs. We send Star Mail using our learning management system that provides extra encouragement and support for students. For our EOC and high school prep courses, we offer prizes that are earned when completing lessons in Shmoop. We offer Clubs that are held by Pearson staff that are open to all students. We also offer tutoring sessions in key subject areas.

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

All leadership staff, teachers, school counselors, Pearson staff, tutors, caretakers and learning coaches, as well as students for our stakeholders for Coastal Connections Academy. We work together to ensure coaching, information, partnerships, curriculum support, tutoring support, and culture is established and a focus of success. Our teachers teach using the new B.E.S.T standards and support students in their quest to achieve success. Through small group instruction, targeted instruction, and using benchmarking data, our teachers will close learning gaps and promote student achievement.

Leadership Team:

Amanda Adams-Brazill - PBS

Tara Carr - School Leader

Amanda Eakins - AP K-8

Angela Grilli - AP 9-12

Tiffani Donnelly - Manager of Special Education

Jessica Pedraza - Manager of Counseling

Jason Regnier - Manager of State Testing

Sarah Todrick - Reading Interventionist