Seacoast Charter Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Seacoast Charter Academy

9570 REGENCY SQUARE BLVD, Jacksonville, FL 32225

www.seacoastcharteracademy.org

School Board Approval

This plan was approved by the Duval County School Board on 11/28/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Seacoast is to provide a student-centered education, focusing on the whole child. We want our students to develop a true love for learning by creating a positive learning environment with innovative technology and high-quality education focused on an arts integrated, hands-on curriculum with the overall goal of giving our elementary students a lifetime appreciation of learning and the development of their unique talents and abilities.

Provide the school's vision statement.

Seacoast Charter Academy strives to be a light in the Arlington community partnering with area businesses, parents, and teachers to give our students a lifetime appreciation for learning. In order to do this we must do the following:

For the intellectual and academic growth of students, Seacoast will endeavor:

1. To train students to evaluate all subject matter.
2. To promote high academic standards, encouraging students to use their potential and work to the best of this/her ability.
3. To work with students at a level appropriate to their development and ability, recognizing the uniqueness of each student.
4. To assist students to see that their total being, including their mind and learning, is an instrument.
5. To teach basic facts, concepts, and skills necessary for further education and subsequent experience by:

a. Teaching and encouraging good study habits.
b. Training students in the development of effective communication skills in the area of reading, writing, speaking, and listening.
c. Introducing students to the fundamentals of independent research, critical thinking, logical reasoning, and enjoyment of learning.
d. Helping students to use their talents creatively and resourcefully and to develop an appreciation for the talents of others.

6. To assist students to develop the capacity to understand people, including those of other national, ethnic, and social groups.
7. To teach responsible citizenship, preparing students to become participating members of society, with respect for our legacy of freedom, proper submission to authority, and the determination to uphold standards.
8. To aid students in the interpretation of international events.
9. To produce an understanding of and appreciation for the world, an awareness of man's role in his environment, and his responsibility to use and preserve it properly.

Working with school families, Seacoast will endeavor:

1. To assist parents in instructing their children to lead wholesome lives.
2. To provide parents with resources regarding healthy family living.
3. To foster consistency, cooperation, and communication between the home and school.
4. To help parents understand the purposes and programs of the school and encourage them to be

actively involved in the life of the school.
5. To seek parental input on important school issues.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stremmel, Marla	Administrator/ Principal	GENERAL DESCRIPTION Goal: The Administrator shall help principals, students, faculty and parents realize the mission and vision of Seacoast Charter Academy. Overview: The Administrator shall be a college graduate, Florida certified or certifiable, who feels called to the education profession. Other qualifications may be added by the Board as deemed appropriate. Contracted by: Board of Directors Responsible to: Board of Directors Supervises: All students, Administrators and staff. Evaluation: Administrator performance will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel and this job description. Details are found in the Employee Handbook. REQUIRED PERSONAL QUALITIES The Administrator shall: 1. Be in whole-hearted agreement with the school's mission and philosophy of education. 2. Be a role model in attitude, speech, and actions toward others. 3. Have the maturity, academic ability, and personal leadership qualities to "train up a child in the way he should go." 4. Recognize the role of parents as primarily responsible for their children's education and be prepared to assist them in that task. 5. Demonstrate the character qualities of enthusiasm, courtesy, flexibility, integrity, gratitude, kindness, self-control, perseverance, and punctuality. 6. Meet everyday stress with emotional stability, objectivity, and optimism. 7. Maintain a personal appearance that is a role model of cleanliness, modesty, good taste, and agreement with school policy. 8. Use acceptable English in written and oral communication. Speak with clear articulation. 9. Respectfully submit and be loyal to constituted authority. 10. Shall notify the administration of any policy he/she is unable to support.

Name	Position Title	Job Duties and Responsibilities

11. Refuse to use or circulate confidential information inappropriately.

12. Place his/her teaching ministry ahead of other jobs or volunteer activities.

13. Make an effort to appreciate and understand the uniqueness of the community.

ESSENTIAL TASKS:

1. Provides leadership in promoting the mission and general supervision of the school and the school's personnel.

2. Prioritizes the immediate needs of school operations.

3. Assumes responsibility for the establishment and supervision of an effective learning climate, curriculum selection and evaluation, and instructional leadership for the school.

3. Acts as liaison between the school and the local community to foster goodwill and support between the school, parents, and the community.

4. Is responsible for the detailed organization of the school, including: pre-qualifying of all staff and Administrators; hiring and firing of all Administrators and support staff; and assignment of duties to the faculty and staff.

5. Anticipates and projects staffing needs. Attracts and retains well-qualified faculty and staff members through: equitable compensation plans; sound staff development; and spiritual, professional growth and evaluation programs.

6. Is responsible for the immediate supervision, evaluation, and rating performance of all school faculty and staff including classroom observations, evaluations, in-service training, staff meetings, conferencing and establishing job targets associated with the instruction and instructional improvement.

7. Works cooperatively with faculty, staff, students, parents, board members and other school organizations to examine the needs of students and to put in place programs and policies to meet those needs.

8. Establishes and supervises procedures that effectively monitor individual student progress and the development and modification of reporting of student progress to parents.

9. Provides leadership in obtaining and maintaining accreditation, including. Is informed of all accreditation requirements, informs staff and assigns

Name	Position Title	Job Duties and Responsibilities
		responsibilities, and meets accreditation, state and national standards associated with instruction and curriculum. 10. Reports to the Board on matters concerning maintenance of the budget: assists the Vice-president of Finance in the oversight and responsibility for all funds and securities of the school and in preparation of the financial statements of the school. 11. Reports to the Board on school enrollment and school growth strategies. Is responsible for final decisions on admission or non-admission of students. Reviews all applications for scholarship assistance and makes decisions with the Board on scholarship issues. 12. Establishes and maintains communication with parents through PACTS. 13. Establishes high standards of student conduct, enforcing discipline as necessary. 14. Establishes an effective system for handling all complaints and concerns received in the school, including the investigating of facts and constructive responses to legitimate grievances. 15. Provides leadership in the establishment and oversight of age appropriate student activities, organizations, extracurricular and athletic activities. 16. Attends special events to recognize student achievement, school sponsored activities and athletics. 17. Ensures the safe, healthy condition of the school through the proper maintenance of the school grounds and equipment. 18. Conducts staff meetings, as necessary, for the proper functioning of the school, and attends Board meetings. 19. Carries out other duties that assure the successful operation of the School, as the Board may prescribe, and keeps the Board fully informed of plans and actions. EDUCATION AND EXPERIENCE: 1. B.A in Education 2. Two years' of experience in the administration of educational facilities. 3. Possesses leadership experience

Name	Position Title	Job Duties and Responsibilities
		MINIMUM TOOLS AND EQUIPMENT: Personal telephone, files, books, computer. SKILLS AND ABILITIES: 1. Must be able to work as scheduled and report to work on time. 2. Must be able to sit for up to 4 hours per day. 3. Able to travel by plane and other public means of transportation. 4. Able to lift 25 pounds. 5. Able to type up to 4 hours per day. 6. Able to drive 50 - 100 miles per day. 7. Possesses excellent communication skills, orally and in writing. 8. Able to enter, store, and retrieve data in a computer. 9. Able to work in a stressful working environment. 10. Able to compile data and compose reports. 11. Can work on multi-tasks and meet multi-deadlines. 12. Can supervise effectively and efficiently employees assigned to them. 13. Has access to personal transportation. 14. Able to establish rapport and build relationships with students, staff, and Parents.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Seacoast we meet with parents and stakeholders throughout the year. We have a meeting at the beginning of the year to go over our plan that was built with the input of parents, teachers, staff and administration at our Mid Year Stakeholders meeting and parent meeting held in the spring of the previous year. We also use the input from climate and parent surveys that are given throughout the year. In addition, our Board meets quarterly to discuss strengths, weaknesses and needs of the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We meet as a team to analyze student data and discuss students that are not meeting grade level expectations. We review baseline data, student grades, progress monitoring assessments, and teacher feedback to help make team decisions to determine necessary supports for students to make growth. We then continuously monitor and track the progress of those students and check to make sure appropriate documentation is completed and communicated with families throughout the year.

At the beginning of the year, we meet with the teachers to explain the RTI process and how the Coaches/Interventionists will help them through the process. Once all baseline data is completed, we

meet with the teachers to review data and identify students in need of tier 2 services and students that we want to invite to afterschool tutoring. We also make note of any students that we want to just monitor and determine later if services are needed.

If any teachers feel that an ELL student is in need of services, but is unsure if it is a need beyond language, we have a teacher give them assessments in their native language to determine how we should proceed.
Once we determine who needs to be in tier 2, the Coaches/Interventionists meet with the teachers to help them determine what skill to focus on for their small group instruction for each identified student and help them fill out the paperwork correctly.

After 4 weeks of collecting data, the team meets again to review and discuss student progress and to determine if tier 3 services are necessary. If so, the Coaches/Interventionists then conduct observations of those students and begin meeting with those students one-on-one.

Throughout the year, the Coaches/Interventionists help the teachers prepare for MRT meetings where the whole team meets with district representatives to determine student eligibility and placement when IEPs are needed.
Later in the year, our team meets again to review mid-year data and grades to identify any other students in need of tier 2/3 services and discuss which students will possibly be retained. We also determine which 3-5 students will be invited to FAST test prep tutoring.

Towards the end of the year, we meet to determine which students we want to invite to our intensive summer tutoring program so that we can try to help set them up for success for the following school year. We also gauge which students will be retained for the year and what supports we are going to have in place for those students.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.*	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	28	26	20	23	18	18	0	0	0	133
One or more suspensions	5	2	3	9	5	3	0	0	0	27
Course failure in English Language Arts (ELA)	9	8	0	2	0	0	0	0	0	19
Course failure in Math	2	3	0	2	4	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	21	15	19	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	20	27	13	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	2	5	2	6	0	0	0	21

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	5	0	3	6	5	0	0	0	27

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	8	0	2	4	0	0	0	0	23
Students retained two or more times	0	1	0	0	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	48	53	57	50	56	50		
ELA Learning Gains				58			53		
ELA Lowest 25th Percentile				50					
Math Achievement*	50	58	59	43	48	50	43		
Math Learning Gains				39			55		
Math Lowest 25th Percentile				37			40		
Science Achievement*	45	52	54	44	59	59	41		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	42	54	59	67			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	38	Yes	1	
AMI				
ASN				
BLK	46			
HSP	40	Yes	1	
MUL	50			
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	49			
AMI				
ASN				
BLK	40	Yes	1	
HSP	52			
MUL				
PAC				
WHT	61			
FRL	42			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			50			45					42
SWD	39			31			30				4	
ELL	36			44							4	42
AMI												
ASN												
BLK	43			45			33				4	
HSP	42			42			43				5	38
MUL	60			40							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	64			61			63				4	
FRL	44			39			39				5	35

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	57	58	50	43	39	37	44					67
SWD	43	55	60	25	27		20					
ELL	50			29								67
AMI												
ASN												
BLK	41	41	40	36	37	43	41					
HSP	57	68		37	26							73
MUL												
PAC												
WHT	75	73		57	51		50					
FRL	49	53	42	36	34	28	28					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	50	53		43	55	40	41					42
SWD	26			35								
ELL												42
AMI												
ASN												
BLK	38	46		41	54		31					
HSP	38			31								40
MUL	50			50								
PAC												
WHT	68	53		49	71		53					
FRL	44	40		35	50		30					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments</u>.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	47%	-5%	54%	-12%
04	2023 - Spring	61%	50%	11%	58%	3%
03	2023 - Spring	52%	46%	6%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	59%	-3%	59%	-3%
04	2023 - Spring	36%	58%	-22%	61%	-25%
05	2023 - Spring	56%	52%	4%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	48%	-2%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last
year's low performance and discuss any trends.**

The lowest performing component has been in the area of Math, where overall proficiency has been
consistently less than 50% for the last three years. This is due to the same group of students being
impacted by high teacher turnover across multiple school years. Additionally, for the 2022-23 school
year, the transition to new standards and state assessments spurred a significant learning curve and
challenge for all teachers.

**Which data component showed the greatest decline from the prior year? Explain the factor(s)
that contributed to this decline.**

While many subgroups made notable increases in proficiency and learning gains across subject areas, the SWD (-10 pts) and Black (-5 pts) subgroups showed a decline in Math proficiency. As noted above, the area of math was highly impacted across grade levels for several successive years by teacher staffing inconsistencies.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component of 4th grade Math had the greatest gap as compared to the state average (-25%). The largest contributing factor was the placement of a novice teacher in a three-way class configuration, where one teacher affected the performance of the entire grade level. Though we did have a math coach, that person began the year filling a classroom vacancy and was unable to provide the necessary mentorship to the 4th grade novice teacher until well into the second quarter.

Which data component showed the most improvement? What new actions did your school take in this area?

All subgroups have shown improvement in the area of ELA achievement, particularly SWD (+17) and Hispanic (+19) subgroups. New actions to move these subgroups have been hiring additional staff to work with specifically with these subgroups for remediation and intensive intervention. For SWD, we have two certified ESE teachers and a dedicated paraprofessional to ensure services are provided regularly and consistently. To accommodate our growing Hispanic population, we have multiple bi-lingual teachers and staff members who assist with targeted language support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWS data, 5th grade math continues to be an area of focus for this year, because there were 27 students (roughly 50%) who achieved a level one on the 4th grade Math FAST last year. Additionally, grades K and 1 had the highest numbers of students with reported course failures in ELA (17 total). This seems to correlate with the high absentee rates for early primary grades.

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

1- Increase math proficiency at all grade levels for all subgroups.
2- Decrease the number of primary students who are absent 18 or more days.
3- Maintain ELA proficiency in grades 3-5.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus on positive culture and environment is identified based on the Early Warning System data, which highlights attendance issues. When students are absent, tardy, or checked out early and miss instruction, their learning is disrupted causing frustration for the students and gaps in their learning.

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

The school aims to reduce the number of students missing 18 or more days of school by at least 10% during the school year.

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

Attendance data will be monitored regularly through the school's attendance tracking system. Classroom teachers will contact a student's family after a student has ben absent three consecutive days or once the student has missed 5 days in a nine-week period. Administration also sends letters to families if a student is tardy or absent 5 or more days.

Person responsible for monitoring outcome:

Marla Stremmel (mstremmel@seacoastcharteracademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Early Intervention: Students with attendance issues will be identified early and provided targeted support and interventions to address the root causes of absences.
Parent and Family Engagement: The school will establish strong partnerships with parents and families to improve student attendance and address any barriers preventing regular school attendance.
Positive Reinforcement: Recognize classes that have the highest percentage of students in regular attendance. Announcements may be made during the morning show.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies have been proven effective in improving attendance rates in schools. If students' attendance is consistent, then they will be present to receive daily instruction and interventions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

• Data Analysis: The team will analyze data to identify trends and target areas for improvement.
• Identify At-risk Students: Based on data analysis, the team will identify students at risk of chronic

absenteeism and devise targeted interventions.
• The school will incentivize students and classes with perfect attendance.

Person Responsible: Marla Stremmel (mstremmel@seacoastcharteracademy.org)

By When: Throughout the school year,

#2. -- Select below -- specifically relating to
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Person responsible for monitoring outcome:
[no one identified]
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No
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.

No action steps were entered for this area of focus

#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The two ESSA subgroups that performed below the 41% threshold were Black and SWD. Math achievement and math learning gains were lowest for both subgroups, and SWD performed below the threshold in Science achievement as well. For Black students, ELA achievements, ELA learning gains, and Science achievement averaged right at 41%. For all students, ELA, Math, and Science instruction will be addressed.

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

Students in all subgroups will increase ELA, Math, and Science performance to meet at least the minimum threshold of 41% overall.
At least 75% of students in identified subgroups will make their ELA and Math bucket gain from 2023 PM3 to 2024 PM3.

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

Weekly iReady usage and lesson pass rate will be monitored to ensure students are meeting their usage goals, which will impact overall progress to meet growth targets.
Progress of identified subgroups will be monitored through regular formative and summative classroom assessments as well as periodic diagnostic and progress monitoring school and statewide assessments to gauge progress toward grade level mastery.
MTSS team (Gen Ed Teachers, ESE Teachers, Interventionists) will perform data analysis after each assessment cycle to design and deliver targeted interventions.

Person responsible for monitoring outcome:

Marla Stremmel (mstremmel@seacoastcharteracademy.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated student support through small group instruction driven by embedded curricular support resources, iReady Teacher Toolbox resources, and other adopted supplemental materials.
After school tutoring for targeted students utilizing the Ready books and other adopted supplemental materials.
Regular data chats and goal setting with students after each progress monitoring assessment cycle.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These interventions address the diverse learning needs of students by providing personalized attention, fostering increased engagement, and allowing for responsive teaching. Differentiated small group instruction enables educators to tailor teaching methods to individual students, while after-school tutoring extends learning opportunities and offers targeted support. Data chats and goal setting promote ongoing assessment, allowing for the identification and prompt addressing of learning gaps.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Curriculum and Data coordinator will assist teachers in monitoring weekly blended learning usage to ensure students are receiving the full amount of time in the program and passing lessons.
School leadership will assist teachers in organizing and analyzing data from formative and summative classroom assessments as well as periodic diagnostic and progress monitoring school and statewide assessments to gauge progress toward grade level mastery.
MTSS team (Gen Ed Teachers, ESE Teachers, Interventionists) will perform data analysis after each assessment cycle to design and deliver targeted interventions.

Person Responsible: Marla Stremmel (mstremmel@seacoastcharteracademy.org)

By When: 23/24 School year

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reviewing school improvement funding allocations is an ongoing process that involves all stakeholders. Selection of new programs and resources is a collaborative effort. Instructional leadership conducts bi-annual surveys of teachers, staff, students, and families to collect feedback and recommendations for improving school processes and programs. Survey results are reviewed by the school leadership team and shared with the governing board to determine next steps. Annual stakeholder meetings are conducted to share how funding is currently allocated and garner additional feedback from stakeholders.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is program is posted on our school parent resource portal, Renweb and on our school's website www.seacoastcharteracademy.org. In addition, the principal goes over the SIP at orientation and at our Title 1 Parent meeting at the beginning of the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The principal meets with the parents throughout the year to develop the Parent and Family Engagement plan for the upcoming school year. The principal reviews all evaluations after every parent event and the parent climate survey and discusses the outcomes with the parents to see where the school can improve and where the school continues to excel. The PFEP is in our parent portal in Renweb and on the school's website at www.seacoastcharteracademy.org.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Area of Focus Description and Rationale:
The two ESSA subgroups that performed below the 41% threshold were Black and SWD. Math achievement and math learning gains were lowest for both subgroups, and SWD performed below the threshold in Science achievement as well. For Black students, ELA achievements, ELA learning gains, and Science achievement averaged right at 41%. For all students, ELA, Math, and Science instruction will be addressed.

Measurable Outcomes:
Students in all subgroups will increase ELA, Math, and Science performance to meet at least the minimum threshold of 41% overall.
At least 75% of students in identified subgroups will make their ELA and Math bucket gain from 2023 PM3 to 2024 PM3.

Monitoring:
Weekly iReady usage and lesson pass rate will be monitored to ensure students are meeting their usage goals, which will impact overall progress to meet growth targets.
Progress of identified subgroups will be monitored through regular formative and summative classroom assessments as well as periodic diagnostic and progress monitoring school and statewide assessments to gauge progress toward grade level mastery.
MTSS team (Gen Ed Teachers, ESE Teachers, Interventionists) will perform data analysis after each assessment cycle to design and deliver targeted interventions.

Evidence Based Intervention:
Differentiated student support through small group instruction driven by embedded curricular support resources, iReady Teacher Toolbox resources, and other adopted supplemental materials.
After school tutoring for targeted students utilizing the Ready books and other adopted supplemental materials.
Regular data chats and goal setting with students after each progress monitoring assessment cycle.

Rationale for evidence-based intervention:
These interventions address the diverse learning needs of students by providing personalized attention, fostering increased engagement, and allowing for responsive teaching. Differentiated small group instruction enables educators to tailor teaching methods to individual students, while after-school tutoring extends learning opportunities and offers targeted support. Data chats and goal setting promote ongoing assessment, allowing for the identification and prompt addressing of learning gaps.

Action steps to implement:

Curriculum and Data coordinator will assist teachers in monitoring weekly blended learning usage to ensure students are receiving the full amount of time in the program and passing lessons.
School leadership will assist teachers in organizing and analyzing data from formative and summative classroom assessments as well as periodic diagnostic and progress monitoring school and statewide assessments to gauge progress toward grade level mastery.
MTSS team (Gen Ed Teachers, ESE Teachers, Interventionists) will perform data analysis after each assessment cycle to design and deliver targeted interventions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Not applicable

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The schools has a full time school counselor that provides character education as well as small group/individual counseling. In addition we have a school social worker who works with our families as well as provides counseling in areas of need.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school utilizes a school-wide tier 1 positive behavioral system so that behavioral expectations are uniform across classes and shared spaces throughout the school. Behavior plans are developed to address specific student behavior that requires more support. Students needing additional supports are referred through the MTSS process. The Multi-Tiered System of Support (MTSS) process uses data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs. Additional data is collected using RTI process and a plan of action is determined. Students that have identified needs are referred to the MRT team for additional testing, support, and placement if determined necessary. A Progress Monitoring Plan is created by the teacher with parent input for students with significant academic and behavioral needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in ongoing professional development facilitated by school leadership in the form of common planning to review assessment data and plan whole group and small group instructional strategies. Teachers and staff are provided opportunities to participate in district-led professional development opportunities, such as ESOL and Reading Endorsement coursework, as well as vendor-led training on adopted curriculum resources and supplemental learning platforms, such as iReady and Reflex Math. In addition to traditional observations, teachers are evaluated annually with the ELEOT observation tool, which provides teachers and leadership the opportunity to collaboratively reflect on the effectiveness of lessons from a student engagement perspective.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have a VPK program that is separate from our charter, but we work with the VPK program to make sure students and families are ready to transition into the elementary programs.