

# Wakulla Coast Charter School Of Arts Science & Technology



2014-15 School Improvement Plan

## Wakulla Coast Charter School Of Arts Science & Technology

48 SHELL ISLAND ROAD, St Marks, FL 32355

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

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

82%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

9%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	D

### School Board Approval

This plan was approved by the Wakulla County School Board on 10/20/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

C.O.A.S.T. will provide an educational choice to students and their parents that is characterized by:

1. The intensive study of the Arts and Sciences, in continuous progression and at the highest standards of achievement.
2. A structured environment resulting from a specific code of conduct with diligent attention to character development.
3. The infusion of technology into all subject areas, expanding the student's world beyond classroom boundaries.
4. Dynamic, integrated core curriculum designed to include the study and appreciation of Wakulla County's unique ecosystem.
5. Shared responsibility among students, parents, and teachers in the operation of the school.

##### Provide the school's vision statement

C.O.A.S.T.

Commitment to small schools:

We believe that children thrive in small, personal settings where all staff knows each child and family. We believe that the child's interest is best served when parents and school staff cooperate and support each other's efforts. Small classes afford both the teacher and student the most flexibility to accommodate learning needs.

Commitment to character development:

We also believe character development should be a primary role of education and the school will regularly and deliberately teach and reinforce through all its activities, the character traits of honesty, industry, kindness, generosity, courage, perseverance, loyalty, independence of thought, self-discipline and responsibility.

Commitment to creating informed citizens:

We believe children should be educated to become world citizens, exposed to and informed about the geography and peoples of our globe. We want them to know that all human beings have value and are to be treated with respect. The school itself, then, must be a place where everyone is respectful and models courteous human relationships at all times.

Commitment to a strong foundation in the core subjects:

A good education must provide a solid grounding in the subjects of reading, writing, mathematics, science, social studies, and the arts, best achieved by a clearly articulated and sequential curriculum in each subject. In addition to learning facts and concepts, we believe it is important for children to develop higher order thinking skills to solve problems independently. Student performance will be assessed by a combination of criterion-referenced and norm-referenced measures, as well as oral and written work products.

Commitment to the Arts:

We believe students will learn self-expression through the Arts. Artists and performers will work with the faculty to develop programs in dance, music, drawing, painting, sculpting, pottery, drama, and architecture. Students will have opportunities to more deeply explore the various art mediums with real-life mentors and teachers.

Commitment to real life learning:

We believe students learn best when they are actively involved in learning experiences that apply to skills and knowledge of real life. These kinds of experiences will be prevalent in our school.

Technological proficiency is critical to future life success, therefore technology tools will be used daily



by both students and staff to make education more relevant, efficient and effective.

Commitment to supporting educators:

We are convinced competent, creative and dedicated teachers are the most important component of a good school. This commitment to teaching staff will be evident in all the school's activities.

Everything will serve to support the teacher's ability to do his/her best.

Commitment to Wakulla's unique environment:

We believe Wakulla County's environment provides a unique opportunity to foster appreciation for nature and to teach children about the interdependence of all living things and the importance of caring for our natural resources. We would expect environmental awareness would permeate all areas of curriculum and serve as a central focus for science instruction.

## School Environment

### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

COAST does not have funding currently for a guidance counselor, however, the Instructional Coach has been designated to review cum files on all new students. The Coach provides information to teachers and staff that is pertinent to building strong academic relationships between students, their families, and school staff. The Coach also sits in on any conferences that are relevant to a student's success and building a bridge between home and school. This provides a pathway to success for every child and assists in overcoming any cultural barriers, difficulties in home life, and of course students designated as ESE or Rtl.

### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

As part of the PBS, Positive Behavior System, students are informed of the the three R's, Respect, Responsibility, and Ready to learn. Banners are touting these tenets in various common areas throughout the school. Teachers, staff, and students work together as a team to create a safe school environment. Open communication is established between all school leaders, teachers, students, and parents.

School grounds and buildings have increased security measures throughout with cameras and locked doors at all times. No single student or group of students is ever allowed to move from one place to another without a designated school employee.

### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

COAST has carried over school-wide for the 2014-15 school year with PBS, Positive Behavior System, and enhanced the three main tenets of Respect, Responsibility, and Readiness to Learn. All teachers and support staff have been provided refreshed information so that this program is carried out school wide. PBS and the Three R's are expected of all students and faculty and staff. This program is reinforced through the school day and extended school activities.

Pre planning meetings were set up by grade levels Pk-K-1-2, 3-4-5, and 6-7-8 for teachers to establish consistent behavior rules and discipline measures. Class Rules, school wide, are inclusive of the three R's.

Teachers have posted rules, consequences, and rewards and provided this information to parents via Open House, Title I annual dinner meeting, websites, class newsletters, and conferences.

All teachers and staff participated in Harry Wong training, The First Days of School, which provides a clear path of how to achieve mutual respect between teachers and students. This training was provided free of charge through SEDNET.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Principal, office staff, and the Instructional Coach are fully aware of most of the pertinent needs of COAST students and families. This information is shared as needed with academic team members. Parents are provided with contacts for community support services, access to the Title I Parent Resource Center, and any other support available. The school administration maintains contacts with a local counseling service that provides volunteer time on campus. As a small school setting teachers/staff are made aware of students with special socio-economic needs and all efforts to combat problems are from a joint or team perspective.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

COAST EARLY WARNING INDICATORS GRADES 6-7-8 and as a Combination School for Grades K-5

\*Absences are monitored quarterly for referral to the COAST Attendance Review Team process.

\*Discipline issues are monitored ongoing by the Principal for impact on academic success and escalating behaviors.

\*Teachers, when processing grades for Progress Reports and/or Report cards, are required to refer to the Principal and the Instructional Coach any student who falls below a C average. The principal then reviews the percentage of the class falling below a C average to determine if it is an instructional issue or an individual student problem. The Instructional Coach monitors for parent contact, Rtl, and/or ESE interventions provided by the ESE teacher.

\*Data days and Watch Lists are monitored by the Principal and the Instructional Coach. The Principal is monitoring progress on individual students for the 2014-15 school year with a manipulative visual aid that provides student name, teacher, and current level of performance. She shares this with faculty and staff after each progress monitoring session. Progress Monitoring is provided by watch lists developed from data from FAIR-FS, Rewards Reading/ Writing pre/post, STAR Reading/Math, Acaletics Math pre/post, and formative classroom assessment.

**Provide the following data related to the school's early warning system**

*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	
Attendance below 90 percent	9	10	1	6	7	8	9	7	6	63
One or more suspensions	0	0	0	2	4	9	20	13	10	58
Course failure in ELA or Math	2	1	0	2	0	0	0	0	1	6
Level 1 on statewide assessment	0	0	0	10	16	14	11	14	3	68

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	3	2	2	4	8	8	5	7	3	42

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- \*Absences are monitored monthly for referral to the COAST Attendance Review Team process.
- \*Discipline issues are monitored ongoing by the Principal for impact on academic success and escalating behaviors.
- \*Teachers, when processing grades for Progress Reports and/or Report cards, are required to refer to the Principal and the Instructional Coach any student who falls below a C average. The principal then reviews the percentage of the class falling below a C average to determine if it is an instructional issue or an individual student problem. The Instructional Coach monitors for parent contact, Rtl, and/or ESE interventions provided by the ESE teacher.
- \*Data days and Watch Lists are monitored by the Principal and the Instructional Coach. The Principal is monitoring progress on individual students for the 2014-15 school year with a manipulative visual aid that provides student name, teacher, and current level of performance. She shares this with faculty and staff after each progress monitoring session. Progress Monitoring is provided by watch lists developed with data from FAIR-FS, Rewards Reading/ Writing pre/post, STAR Reading/Math, MathAcaletics pre/post, and formative classroom assessment.
- \*Remedial Reading classes/Critical Thinking Reading classes  
Students identified from Data Watch Lists are placed in Remedial Reading/LA and students who meet or exceed proficiency levels are placed into Critical Thinking Reading/LA.
- \*Rtl/MTSS  
Data Watch Lists are utilized to determine MTSS interventions in ELA and Math. Teachers have been trained extensively in the Rtl process and Differentiated Instruction for Tier 1-2 interventions in the classroom. The Instructional Coach provides hands on support in every classroom and the Principal monitors by Classroom Walkthroughs.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/203828>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

COAST Charter School is housed primarily in a former school building that was donated to the City of St. Marks many years ago. Our school contracts with the City to lease the building for a nominal fee. We are currently in a binding lease for the school facilities that coincides with our Charter under Wakulla School District. The charter and lease are set for renewal in the year 2026, as a 15 year term was secured after the last 10 year contract expired. The City of St. Marks Manager and the Mayor, along with the Board of Commissioners, have supported the school since its inception in 2000. The partnership has grown each year in various means of support for the school.

St. Marks, a waterfront community, plays host to the annual Stone Crab Festival and has enjoyed having COAST assemble an area for children's activities as part of this community event. The Stone Crab Festival, attracting over 12,000 visitors each year, has become the largest fundraiser for COAST. We have around 60 or more volunteers and employees each year to set up and man the various children's activities. COAST receives donations and support from community businesses and surrounding areas that are eager to participate in this well known community festival. Partnerships have been made made through the years and COAST relies on these local businesses for ongoing support. The monies raised from this event go into the school's local budget and help to fund many activities throughout the school year. As COAST is a school that supports a high number of economically disadvantaged students and families, the annual event assists in funding various field trips, school supplies, and other school activities for students who can not afford to pay. This financial assistance contributes to the overall support of student academic improvement during each school year.

St. Marks has recently included the school in a federal grant for sidewalks and a crosswalk in front of the school. The Principal worked with the City Manager and City Commissioners in providing data on the number of students in our community who walk to school.

COAST also participates in the Valentines Day Parade, St Patricks Day parade and Veterans Day parade.

The governing Board of COAST is made up of volunteers from the community and all are from Wakulla County, including as the board chair a local resident who is also a retired Florida educator, members at large who are employed with nearby businesses, such as St. Marks Powder, Tallahassee Memorial Hospital, and the State of Florida.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Higgins, Alyssa	Principal
Flournoy, Susan	Instructional Coach
Taylor, Mary	Teacher, ESE

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Alyssa Higgins -Principal-school wide overall leadership

Susan Flournoy -Full Time Instructional Coach-coordinates teacher support for student achievement, coordinates Title I program and MTSS.

Mary Taylor-ESE Teacher

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The principal arranges professional development for staff based on school needs as well as individual employee needs. The COAST principal plans for growth and development including facilities, staff, student enrollment, state reporting, answers to the COAST governing Board, coordinates all possible resources for Title I and IDEA with Wakulla District staff, and also plans for school improvement monies to be utilized for greatest academic growth based on the school's data analysis.

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

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

Data Day meetings are lead by the instructional coach and scheduled approximately every 6 weeks. The meetings are divided into small groups, consisting of K-2, 3-5, and 6-8. The small group meetings are a change from last year's school wide meetings and promise to be more effective. Data from FSA(FCAT), EOC, Stanford, FAIR-FS, STAR Math, and STAR Reading are compared to current progress reports and grade trends. Attendance issues are addressed and referred as necessary. MTSS strategies are reviewed for small group teaching and other intervention efforts and fidelity. Exceptional students are reviewed for progress based on IEP goals and accommodations. The coach plans teacher support based on needs evidenced or requested from these meetings. Classroom visits are set up by the coach and the principal to model lessons, review classroom management, observe fidelity of interventions, and small group instruction. The coach makes recommendations as needed and shares strategies and intervention techniques with the teacher and shares the information with the principal. The principal then chooses to reinforce strategies and suggestions in classroom walkthroughs and individual teacher meetings.

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

The principal, Mrs. A. Higgins, has brought many changes to COAST for the school year 2014-15. The need for more focused school improvement was evidenced by our school grade and low performance overall. Several new teachers have been placed and the overall climate of the school is one of positive team effort to increase student achievement in all aspects of curriculum. Title I funds are being used for the Instructional Coach position, parent involvement, teacher training, and an after-school Reading and Writing camp for 3rd-4th grades. Other federal funds include IDEA monies which are used to assist with salaries for a part time Speech Pathologist and for a part time ESE teacher to serve our students identified with a disability.

COAST participates in the National School Lunch Program and serves a higher percentage of free and reduced meals than any school in our District. COAST is greatly impacted by economically disadvantaged students with 85% of our student population on the Free or Reduced lunch program. COAST has implemented use of our county and community resources with a Nutrition program sponsored by Wakulla County Extension services. Other county resources from Wakulla County Sheriff's office have been offered to enhance the safety of our students on campus and at home through a cyber bullying education program presented to our students and parents. The state district attorney's office provides an internet safety program with an on campus presentation each year. Our middle school students have also benefited from an

Abstinence program funded by a grant for Wakulla County Youth Coalition.

Fundraisers through our own involvement with teachers and staff or in coordination with the COAST

PTO provide local funds for our school that often go to scholarship field trips and other activity fees that ED students and families are not able to provide.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alyssa Higgins	Principal
Susan Flournoy	Teacher
Mickey Cantner	Business/Community
Doug Kelley	Parent
Jessica Kelley	Student
Marsha Bowers	Teacher
Heather Chadwell	Parent
Jennifer Babcock	Parent
Joanna Cummings	Parent
Mary Carr	Parent
Stacy Bennett	Parent

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The 2013-14 SIP was reviewed by the SAC at our first meeting for the 2014-15 school year held August 21, 2014, 5:30 pm.

Minimal discussion ensued and no further suggestions were offered to change or reorganize any of the goals from the previous year or new goals for the 2014-15 school year.

*Development of this school improvement plan*

SAC meetings held at the end of the previous year and the beginning of this year to review the previous year's data and 2015 AMO's, SIP, PIP, Parent Resource Center, SPAR, Parent-Teacher Compact, and provide suggestions for this year's program. Input is then provided to the School Building Leadership Team and action taken to incorporate into the SIP and the PIP.

*Preparation of the school's annual budget and plan*

The school's budget is made available for discussion at the first SAC meeting. The budget is coordinated by the Principal after reviewing the previous year's budget trends, areas of need, and projected revenues. The governing board then reviews the budget and votes to accept or revise.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

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

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Higgins, Alyssa	Principal
Flournoy, Susan	Instructional Coach
Taylor, Mary	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

1. STAR Reading competition, awards, and recognition
2. Stop, Drop, and Read for impromptu silent reading sessions school wide as announced by the principal.
3. Library time is being added for every PK-5 class with a parent volunteer read aloud session.
4. New reading selections for the library are being added.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Schedules were set up to allow for common planning times daily for Pk-2, 3-4-5, and 6-7-8. Team teaching approaches have been set up for 3-4-5 and 6-7-8 with teachers placed in specialized subject areas. Collaborative planning and cross-curriculum instruction are required for each teaching team.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

COAST returning faculty and staff all join in mentoring new teachers. New teachers are paired with a more experienced teacher that is certified in the same area. Several teachers have various certifications

and teaching experience and are readily available as mentoring guides. The Instructional Coach also provides mentoring and guidance throughout the school.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Curriculum materials that are purchased are researched based and immersed in the Florida Standards. Teachers have been involved in extensive training for Florida Standards, Cpalms, Teaching with Rigor and Relevance, Harry Wong's The First Days of School, and as part of preplanning days, preparing curriculum mapping for the entire school year.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data watch lists are utilized to identify students in need of interventions and differentiated instruction. Instruction is based on learning styles, provided in small groups, and as needed individual interventions.

Teachers are encouraged in data meetings to look at deficiencies in class summary data for diagnostic approaches to instruction. Also students on the cusp between achievement levels are reviewed to plan for increased proficiency levels as well as higher performing levels of achievement. Teachers have received Differentiated Instruction professional development and are required to use small group instruction daily in order to meet the needs of the varying levels of student achievement.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 1,800

Selected 3rd-4th grade students will be provided an intense remedial Reading/Writing Extended Day program to improve FSA success for 3rd-4th grade. The research based Kaleidoscope Reading program will be implemented.

**Strategy Rationale**

Carefully reviewed data based selections of students for the extended day were processed by the Principal and the Instructional Coach. Targeted students were hovering around data points of proficiency levels. The strategy is to push those students into more solid ground at or above the minimum proficiency level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Higgins, Alyssa, alyssa.higgins@wcsb.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FAIR-FS Assessment Period 1 will be used as Baseline data for Reading with follow up using FAIR-FS AP2 for learning gains. Also, SRA Corrective Reading and Kaleidoscope pre and post tests will be monitored.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

COAST offers a full day VPK in cooperation with the Early Learning Coalition. VPK classes have been expanded for the 2014-15 school year with the improvement of facilities to increase VPK enrollment. COAST VPK students have an easy transition into COAST Kindergarten as they are already comfortable with the full school day schedule, Other students from the Wakulla District Pre K , who are identified as ESE due to a developmental delay are also easily transitioned through school day visits to COAST and parent conferences for IEP updates with the ESE teacher and/or the Speech pathologist. They are also invited to attend Open House to meet their teachers and enjoy visiting their new classroom.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

n/a

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

n/a

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

n/a

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

n/a

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
                                         Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase the percentage of students achieving proficiency level in Reading
- G2.** To increase the percentage of students achieving proficiency levels in Math
- G3.** To train teachers on Communicating Without Harm to increase positive parent contact by conference/telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours.
- G4.** To identify and place 2014 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To increase the percentage of students achieving proficiency level in Reading** 1a

G048315

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

**Resources Available to Support the Goal** 2

- Reading Buddies school wide
- Reading Drills school wide
- New Reading selections for the school library
- Treasures and Triumphs Reading Program
- Successful Reader
- Rewards Reading
- Kaleidoscope corrective reading program
- After school and In school Reading remediation

**Targeted Barriers to Achieving the Goal** 3

- Attendance issues
- Budget needs for After school and In school Remediation for additional remedial reading and writing programs
- Budget needs for Rewards Science and Social Studies Reading program
- Budget needs for additional part time person to serve as remediation teacher in reading

**Plan to Monitor Progress Toward G1.** 8

School-wide attendance rates will be reviewed annually for effectiveness of the Attendance Review Team in improving the daily attendance rates.

**Person Responsible**

Alyssa Higgins

**Schedule**

Annually, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Annual attendance percentage rates for the last 3 years will be reviewed.

**G2. To increase the percentage of students achieving proficiency levels in Math** 1a

G048298

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- Departmentalized math instruction in grades 3-5 and 6-8
- Middle school math teacher has several years experience in using Acaletics supplemental math program
- Extended time for math periods from 60 to 90 minutes in grades 4-7
- Implementation and use of math journals
- More consistent review of progress monitoring using STAR Math and DEA, data analysis, and prescriptive teaching
- Positive team effort school wide to increase student achievement overall

**Targeted Barriers to Achieving the Goal** 3

- Budget to purchase Acaletics supplemental math program for Grades 3-8 and professional development for faculty to implement
- Budget for contracting of math consultant to work with teachers school-wide at the beginning of the school year and then ongoing monthly with teachers grades 3-8

**Plan to Monitor Progress Toward G2.** 8

STAR Math and Acaletics

**Person Responsible**

Alyssa Higgins

**Schedule**

Every 2 Months, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

STAR Math data will be reviewed by the Principal and the Math Consultant after every AP schedule.

**G3.** To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours. 1a

G044083

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- Parent Passports, for recording and encouraging volunteer service, have been a great resource since 2012-13 and will be continued through 2015.
- Friday Five is a resource concept for teachers to contact at least 5 parents by Friday each week with positive reports on students.
- Desired attendance outcomes will be rewarded by the principal each 9 weeks.

**Targeted Barriers to Achieving the Goal** 3

- Parents and students do not set high attendance rates as a priority.

**Plan to Monitor Progress Toward G3.** 8

Annual attendance percentage rates will be reviewed throughout the year for trends toward improvement as well as at the end of the year for final outcomes of the interventions.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

**G4.** To identify and place 2014 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels. 1a

G044087

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0

**Resources Available to Support the Goal** 2

- Principal arranging extended blocks of scheduled time periods for Intensive remedial instruction in Reading and Math classes 6-8.
- This allows for more rigor and relevance in instruction for all achievement levels.

**Targeted Barriers to Achieving the Goal** 3

- Need for additional teachers certified or endorsed in Reading.

**Plan to Monitor Progress Toward G4.** 8

Intensive reading and math classes for identified below proficiency students. Data from FAIR FS and STAR will be monitored after each AP schedule. Additionally the principal reviews all progress reports.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Increased levels of proficiency in FSA Reading and math

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the percentage of students achieving proficiency level in Reading **1**

 G048315

**G1.B1** Attendance issues **2**

 B120706

**G1.B1.S1** To improve attendance percentages school wide **4**

 S132602

### Strategy Rationale

Title I schools who have addressed poor attendance repeatedly show school wide improvement as evidenced by state tests and ongoing progress monitoring.

### Action Step 1 **5**

School wide review of excessive absences will be reviewed every 3 weeks by the office manager.

#### Person Responsible

Alyssa Higgins

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records.



**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.

**Person Responsible**

Alyssa Higgins


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues. School-wide attendance rates will be reviewed annually for effectiveness of Attendance review Team.

**G1.B2** Budget needs for After school and In school Remediation for additional remedial reading and writing programs **2**

 B120707

**G1.B2.S1** To target lower quartile performing students with an In-school Remediation program using research based corrective reading by SRA and a supplemental technology based writing program **4**

 S132621

### Strategy Rationale

Reading and Writing go hand in hand for increased performance.  
Combining these two programs during the school day will boost reading performance.

### Action Step 1 **5**

In order to improve reading performance and close the performance gap lower quartile students in Grades 3-8 will be targeted with an In-school Remediation program using research based corrective reading by SRA and a supplemental technology based writing program.

#### Person Responsible

Alyssa Higgins

#### Schedule

Daily, from 10/1/2014 to 4/24/2015

#### Evidence of Completion

FAIR-FS, STAR Reading, SRA pre and post assessment, and FSA

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom Walkthroughs, data analysis

#### Person Responsible

Alyssa Higgins

#### Schedule

Daily, from 10/1/2014 to 4/24/2015

#### Evidence of Completion

FAIR FS, STAR Reading, SRA pre and post tests

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Scheduling, data analysis,

**Person Responsible**

Alyssa Higgins


**Schedule**

Every 2 Months, from 10/1/2014 to 4/24/2015

**Evidence of Completion**

FAIR-FS, STAR Reading, pre and post SRA assessments

**G1.B3 Budget needs for Rewards Science and Social Studies Reading program** 2

 B120720

**G1.B3.S1** To purchase and implement Rewards Science and Social Studies in order to improve Reading proficiency in content area reading. 4

 S132626

**Strategy Rationale**

If reading skills can be improved across the content areas it will help reach the goal of improved reading proficiency levels,

**Action Step 1** 5

In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Science and Rewards Social Studies will be implemented.

**Person Responsible**

Alyssa Higgins

**Schedule**

Daily, from 8/18/2014 to 10/15/2014

**Evidence of Completion**

Rewards pre post tests, FAIR-FS, STAR Reading

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Schedule will support completion, data analysis will be used to monitor

**Person Responsible**

Alyssa Higgins

**Schedule**

Daily, from 8/18/2014 to 10/15/2014

**Evidence of Completion**

Classroom walkthroughs, data from FAIR-FS, STAR Reading, Rewards pre and post tests

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Data analysis, scheduling, classroom walkthroughs

**Person Responsible**

Alyssa Higgins


**Schedule**

Daily, from 8/18/2014 to 10/15/2014


**Evidence of Completion**

Data from FAIR-FS, STAR Reading, Pre and post Rewards Tests, Classroom walkthrough checklists

**G1.B4** Budget needs for additional part time person to serve as remediation teacher in reading **2**

 B120805

**G1.B4.S1** Hiring a part time certified teacher to float in reading classes daily to assist in small group instruction and remedial curriculum **4**

 S132739

**Strategy Rationale**

To improve student performance in reading by more small group instruction and diagnostic teaching based on data analysis

**Action Step 1** **5**

In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.

**Person Responsible**

Alyssa Higgins

**Schedule**

Daily, from 10/1/2014 to 3/27/2015

**Evidence of Completion**

Checklists from Classroom walkthroughs, data analysis from FAIR-FS, STAR Reading, FSA

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** **6**

Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis

**Person Responsible**

Alyssa Higgins

**Schedule**

Weekly, from 10/1/2014 to 3/27/2015

**Evidence of Completion**

Classroom walkthroughs, data analysis of FAIR-FS, STAR Reading, FSA

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Review of data for improvement in reading proficiency levels overall

**Person Responsible**

Alyssa Higgins


**Schedule**

Annually, from 10/1/2014 to 3/27/2015


**Evidence of Completion**

data analysis of FAIR-FS, STAR Reading, FSA

**G2. To increase the percentage of students achieving proficiency levels in Math 1**

 G048298

**G2.B1** Budget to purchase Acaletics supplemental math program for Grades 3-8 and professional development for faculty to implement 2

 B120420

**G2.B1.S1** Purchase Acaletics for full implementation in Grades 3-8 4

 S132349

**Strategy Rationale**

Acaletics free promo was used as partial supplement last school year with some positive results.

**Action Step 1 5**

In order to implement Acaletics supplemental math program, a line item in the budget must be added for purchase of the program to be used in Grades 3-8.

**Person Responsible**

Alyssa Higgins

**Schedule**

Annually, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Progress monitoring of interim math assessment using STAR math and DEA will be reviewed for ongoing and end results.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Increased data analysis after each assessment period of STAR math

**Person Responsible**

Susan Flournoy

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

The principal will monitor for fidelity of implementation in grades 3-8 by use of classroom walkthroughs and reviewing interim data. The instructional coach will review and analyze data with the teacher for fidelity and continuous improvement.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Classroom walkthroughs

**Person Responsible**

Alyssa Higgins


**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Data reviews from STAR assessment

**G2.B2** Budget for contracting of math consultant to work with teachers school-wide at the beginning of the school year and then ongoing monthly with teachers grades 3-8 **2**

 B120460

**G2.B2.S1** The increased use of a math consultant to assist all grades and more specifically target Grades 3-8. **4**

 S132352

### **Strategy Rationale**

The math consultant used in the past has been beneficial but more time is needed for direct improvement in classroom instruction to achieve greater results.

### **Action Step 1** **5**

The increased time contracted with a math consultant would be beneficial for improvement in student achievement in Math in Grades 3-8.

#### **Person Responsible**

Alyssa Higgins

#### **Schedule**

Monthly, from 8/18/2014 to 4/30/2015

#### **Evidence of Completion**

Sign in sheets, lesson plan reviews, classroom walkthroughs

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

The principal will meet with the math consultant for feedback, review data from interim assessments, review lesson plans, and conduct classroom walkthroughs.

#### **Person Responsible**

Alyssa Higgins

#### **Schedule**

Weekly, from 8/18/2014 to 4/30/2015

#### **Evidence of Completion**

Lesson plans, data reports, checklists



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Data reviews from STAR math and Acaletics

**Person Responsible**

Susan Flournoy

**Schedule**

Every 2 Months, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Data from STAR Math will be reviewed against base line STAR tests at each AP schedule. Acaletics pre and post data will also be reviewed as supplemental data.

**G3.** To train teachers on Communicating Without Harm to increase positive parent contact by conference/ telephone/written through Friday Five, parent Progress Report contact, improved student attendance, and increased parent volunteer hours. 1

G044083

**G3.B2** Parents and students do not set high attendance rates as a priority. 2

B120689

**G3.B2.S1** The Principal and the Instructional Coach educated parents at the annual Title I meeting on the power of increasing proficiency levels through a higher attendance rate. The principal will bring back the Attendance Review Team in order to improve attendance school wide. Also teachers may enter into an Attendance contract with an individual student based on their needs. 4

S132588

**Strategy Rationale**

Throughout the school year in Newsletters and parent meetings attendance will be discussed in hopes that more and more students and parents will strive to improve student attendance.

**Action Step 1 5**

Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed will be referred to the principal.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Attendance data, Attendance Review Team

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Attendance percentages will be reviewed by the Attendance Review Team on any student flagged with excessive absences.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

The Office manager will maintain data reviews of excessive absences every 3-4 weeks and make referrals to the principal as needed for warning letters, improvement, increased absences, and Attendance Review Team procedures.

**Person Responsible**

Alyssa Higgins

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.

**G4.** To identify and place 2014 FCAT Reading and Math Level 1-2 students into Intensive Reading and Intensive Math courses of study for full year to increase student proficiency levels. 1

G044087

**G4.B1** Need for additional teachers certified or endorsed in Reading. 2

B108244

**G4.B1.S1** Adding an additional FT teacher unit that is multi certified for Reading 6-8, ESE K-12, and Middle grades Social Studies. 4

S119705

### Strategy Rationale

The principal has retained the middle school teacher with reading endorsement and ESE certification.

### Action Step 1 5

Adding Intensive Reading and Math classes to regular schedule.

#### Person Responsible

Alyssa Higgins

#### Schedule

On 5/29/2015

#### Evidence of Completion

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

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Impact of additional teacher unit

#### Person Responsible

Alyssa Higgins

#### Schedule

Every 6 Weeks, from 8/18/2014 to 9/28/2014

#### Evidence of Completion

Monitoring schedule impact, progress monitoring of targeted students on data days using Fair FS and STAR data. Classroom walkthroughs will be conducted biweekly to monitor fidelity of instruction.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Frequent classroom monitoring through classroom walkthroughs and data analysis of FAIR FS and STAR.

**Person Responsible**

Alyssa Higgins

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Adding Intensive Reading and Math classes to regular schedule.	Higgins, Alyssa	8/18/2014	Hiring a teacher who has required certifications and/or assisting that teacher to pursue certification test and addition to certificates.	5/29/2015 one-time
G2.B1.S1.A1	In order to implement Acaletics supplemental math program, a line item in the budget must be added for purchase of the program to be used in Grades 3-8.	Higgins, Alyssa	8/18/2014	Progress monitoring of interim math assessment using STAR math and DEA will be reviewed for ongoing and end results.	5/29/2015 annually
G2.B2.S1.A1	The increased time contracted with a math consultant would be beneficial for improvement in student achievement in Math in Grades 3-8.	Higgins, Alyssa	8/18/2014	Sign in sheets, lesson plan reviews, classroom walkthroughs	4/30/2015 monthly
G3.B2.S1.A1	Excessive attendance is being reviewed every 3 weeks by the Office manager and follow up as needed will be referred to the principal.	Higgins, Alyssa	8/18/2014	Attendance data, Attendance Review Team	5/29/2015 monthly
G1.B1.S1.A1	School wide review of excessive absences will be reviewed every 3 weeks by the office manager.	Higgins, Alyssa	8/18/2014	Attendance records, attendance warning letters, attendance review team, court referrals, ongoing monitoring of attendance records.	5/29/2015 monthly
G1.B2.S1.A1	In order to improve reading performance and close the performance gap lower quartile students in Grades 3-8 will be targeted with an In-school Remediation program using research based corrective reading by SRA and a supplemental technology based writing program.	Higgins, Alyssa	10/1/2014	FAIR-FS, STAR Reading, SRA pre and post assessment, and FSA	4/24/2015 daily
G1.B3.S1.A1	In order to improve reading in the content areas, as well as overall reading proficiency levels, Rewards Science and Rewards Social Studies will be implemented.	Higgins, Alyssa	8/18/2014	Rewards pre post tests, FAIR-FS, STAR Reading	10/15/2014 daily

**Wakulla - 0005 - Wakulla Coast Charter School Of Arts Science - 2014-15 SIP**  
*Wakulla Coast Charter School Of Arts Science & Technology*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	In order to improve reading proficiency performance a part time certified reading teacher will float among reading classes to assist with intense small group diagnostic instruction.	Higgins, Alyssa	10/1/2014	Checklists from Classroom walkthroughs, data analysis from FAIR-FS, STAR Reading, FSA	3/27/2015 daily
G1.MA1	School-wide attendance rates will be reviewed annually for effectiveness of the Attendance Review Team in improving the daily attendance rates.	Higgins, Alyssa	8/18/2014	Annual attendance percentage rates for the last 3 years will be reviewed.	5/29/2015 annually
G1.B1.S1.MA1	Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.	Higgins, Alyssa	8/18/2014	Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues. School-wide attendance rates will be reviewed annually for effectiveness of Attendance review Team.	5/29/2015 monthly
G1.B1.S1.MA1	Students who have excessive absences will receive warning letters and/or referrals to the Attendance Review Team, and possible referral for County Truancy Court.	Higgins, Alyssa	8/18/2014	Attendance records, warning letters, Attendance Review Team records, court referral records will be reviewed for ongoing improvement and/or continued attendance issues.	5/29/2015 monthly
G1.B2.S1.MA1	Scheduling, data analysis,	Higgins, Alyssa	10/1/2014	FAIR-FS, STAR Reading, pre and post SRA assessments	4/24/2015 every-2-months
G1.B2.S1.MA1	Classroom Walkthroughs, data analysis	Higgins, Alyssa	10/1/2014	FAIR FS, STAR Reading, SRA pre and post tests	4/24/2015 daily
G1.B3.S1.MA1	Data analysis, scheduling, classroom walkthroughs	Higgins, Alyssa	8/18/2014	Data from FAIR-FS, STAR Reading, Pre and post Rewards Tests, Classroom walkthrough checklists	10/15/2014 daily
G1.B3.S1.MA1	Schedule will support completion, data analysis will be used to monitor	Higgins, Alyssa	8/18/2014	Classroom walkthroughs, data from FAIR-FS, STAR Reading, Rewards pre and post tests	10/15/2014 daily
G1.B4.S1.MA1	Review of data for improvement in reading proficiency levels overall	Higgins, Alyssa	10/1/2014	data analysis of FAIR-FS, STAR Reading, FSA	3/27/2015 annually
G1.B4.S1.MA1	Scheduling, Teacher meetings for feedback, Classroom walkthroughs, data analysis	Higgins, Alyssa	10/1/2014	Classroom walkthroughs, data analysis of FAIR-FS, STAR Reading, FSA	3/27/2015 weekly
G2.MA1	STAR Math and Acaletics	Higgins, Alyssa	8/18/2014	STAR Math data will be reviewed by the Principal and the Math Consultant after every AP schedule.	5/29/2015 every-2-months
G2.B1.S1.MA1	Classroom walkthroughs	Higgins, Alyssa	8/18/2014	Data reviews from STAR assessment	5/29/2015 weekly
G2.B1.S1.MA1	Increased data analysis after each assessment period of STAR math	Flournoy, Susan	8/18/2014	The principal will monitor for fidelity of implementation in grades 3-8 by use of classroom walkthroughs and reviewing interim data. The instructional coach will review and analyze data with the teacher for fidelity and continuous improvement.	5/29/2015 quarterly
G2.B2.S1.MA1	Data reviews from STAR math and Acaletics	Flournoy, Susan	8/18/2014	Data from STAR Math will be reviewed against base line STAR tests at each AP schedule. Acaletics pre and post data will also be reviewed as supplemental data.	5/29/2015 every-2-months
G2.B2.S1.MA1	The principal will meet with the math consultant for feedback, review data from interim asesments, review lesson plans, and conduct classroom walkthroughs.	Higgins, Alyssa	8/18/2014	Lesson plans, data reports, checklists	4/30/2015 weekly
G3.MA1	Annual attendance percentage rates will be reviewed throughout the year for trends toward improvement as well	Higgins, Alyssa	8/18/2014	Attendance warning letters, ongoing attendance percentage rate, referrals	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	as at the end of the year for final outcomes of the interventions.			to Attendance Review Team and subsequent County court referrals.	
G3.B2.S1.MA1	The Office manager will maintain data reviews of excessive absences every 3-4 weeks and make referrals to the principal as needed for warning letters, improvement, increased absences, and Attendance Review Team procedures.	Higgins, Alyssa	8/18/2014	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/29/2015 monthly
G3.B2.S1.MA1	Attendance percentages will be reviewed by the Attendance Review Team on any student flagged with excessive absences.	Higgins, Alyssa	8/18/2014	Attendance warning letters, ongoing attendance percentage rate, referrals to Attendance Review Team and subsequent County court referrals.	5/29/2015 monthly
G4.MA1	Intensive reading and math classes for identified below proficiency students. Data from FAIR FS and STAR will be monitored after each AP schedule. Additionally the principal reviews all progress reports.	Higgins, Alyssa	8/18/2014	Increased levels of proficiency in FSA Reading and math	5/29/2015 monthly
G4.B1.S1.MA1	Frequent classroom monitoring through classroom walkthroughs and data analysis of FAIR FS and STAR.	Higgins, Alyssa	8/18/2014	Increase in number of students achieving proficiency in FCAT Reading and Math	5/29/2015 biweekly
G4.B1.S1.MA1	Impact of additional teacher unit	Higgins, Alyssa	8/18/2014	Monitoring schedule impact, progress monitoring of targeted students on data days using Fair FS and STAR data. Classroom walkthroughs will be conducted biweekly to monitor fidelity of instruction.	9/28/2014 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

### G2. To increase the percentage of students achieving proficiency levels in Math

**G2.B1** Budget to purchase Acaletics supplemental math program for Grades 3-8 and professional development for faculty to implement

**G2.B1.S1** Purchase Acaletics for full implementation in Grades 3-8

#### PD Opportunity 1

In order to implement Acaletics supplemental math program, a line item in the budget must be added for purchase of the program to be used in Grades 3-8.

##### Facilitator

Acaletics consultant will provide professional development for math teachers.

##### Participants

Math team teachers for 3-5 and 6-8 and the school wide Instructional Coach

##### Schedule

Annually, from 8/18/2014 to 5/29/2015

**G2.B2** Budget for contracting of math consultant to work with teachers school-wide at the beginning of the school year and then ongoing monthly with teachers grades 3-8

**G2.B2.S1** The increased use of a math consultant to assist all grades and more specifically target Grades 3-8.

#### PD Opportunity 1

The increased time contracted with a math consultant would be beneficial for improvement in student achievement in Math in Grades 3-8.

##### Facilitator

Alyssa Higgins Linda Walker, Math Consultant

##### Participants

school wide math teachers Grades K-8 targeted math teachers Grade 3-8

##### Schedule

Monthly, from 8/18/2014 to 4/30/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase the percentage of students achieving proficiency level in Reading	15,038
<b>Goal 2:</b> To increase the percentage of students achieving proficiency levels in Math	17,288
<b>Grand Total</b>	<b>32,326</b>

### Goal 1: To increase the percentage of students achieving proficiency level in Reading

Description	Source	Total
B2.S1.A1	General Fund	5,856
B3.S1.A1	General Fund	1,082
B4.S1.A1	Title I Part A	8,100
<b>Total Goal 1</b>		<b>15,038</b>

### Goal 2: To increase the percentage of students achieving proficiency levels in Math

Description	Source	Total
B1.S1.A1	General Fund	7,388
B2.S1.A1	Title I Part A	9,900
<b>Total Goal 2</b>		<b>17,288</b>