**2024-2025 SCHOOL IMPROVEMENT PLAN**CHARTER SCHOOL

**Seacoast Charter Academy**

9570 Regency Square Blvd

Jacksonville, FL 32225

904-562-4780

<http://www.seacoastcharteracademy.org>

**Principal/Instructional Leader**: Marla Stremmel

**Charter School Governing Board Chair**: Charlie Schmit

SCHOOL DEMOGRAPHICS

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| **SCHOOL TYPE** Elementary School | **TITLE I** Yes | **FREE/REDUCED LUNCH RATE** 89.1% |
| **ALTERNATIVE/ESE CENTER** No | **CHARTER** Yes |  |

SCHOOL GRADES HISTORY

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| --- | --- | --- | --- | --- |
| **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| **B** | **B** | **C** | **C** | **C** |
| **2022-2023** | **2023-2024** |  |  |  |
| **C** | **B** |  |  |  |

School 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.

Academic Data   
*Include the most recent three (3) years if applicable*

**2021:**The 2020-2021 school year continued to be punctuated with complications from COVID, such as periodic shifts to remote or hybrid learning modalities. Seacoast Charter continued to closely mirror Duval County’s proficiency scores in reading (48% vs 49%), though overall proficiency was reportedly lower in math (-8%) and science (-4%).

On the Reading FSA in 20-21, the reporting category all grade levels at Seacoast Charter Academy consistently scored lowest in Integration of Knowledge with Key Ideas and Details ranking as the 2nd lowest domain. Language and Editing was the strongest domain for Seacoast students. Seacoast Charter Academy’s strength for math was Operations and Algebraic Thinking for all grade levels. 3rd and 5th grade scored lowest in Fractions domains; while 4th grade struggled with Operations in Base Ten.

Seacoast Charter Academy’s overall proficiency score was 47%, which resulted in a school grade of a C.

**2022:**During the 2021-2022 school year, Seacoast Charter Academy showed a rise in overall proficiency in all areas, with the exception of 5th grade math. Seacoast outperformed Duval County Schools in 3rd, 4th, and 5th grade reading as well as 3rd and 4th grade math by an average of nearly 10%, while 5th grade science scores rose to exceed the County average by 3 percentage points. 5th grade math was the anomaly, which reported at 39% less than the County average.

Top Reading FSA domains varied among grade levels from Language and Editing to Key Ideas and Details, while Integration of Knowledge continued to be a lower performing domain for 3rd and 4th grades. In math, 3rd and 4th grades scored highest in Operations and Algebraic Thinking, while 5th grade excelled in Measurement, Data and Geometry. Fractions continued to be a low performing domain in all grades.

Seacoast Charter Academy’s overall proficiency score was 48%, maintaining a school grade of C.

**2023:**New statewide assessments for reading and math were introduced for the 2022-2023 school year, which include three progress monitoring periods throughout the year to track student growth among grade level standards. On PM3, average scale scores for grades 3-5 reading (52% proficiency) exceeded the Duval County average, while math proficiency (49%) fell just below the district average. On the science state assessment, our students increased from 45% proficiency to 46% proficiency, which is just below the district average of 48%.

In reading, Informational Text tends to be a strong point for all grades, while the lowest performing domain is Prose and Poetry. The lowest performing domain in math is Geometric Reasoning, Measurement, and Data Analysis and Probability, while Number Sense reports highest across the board.

Seacoast Charter Academy maintained a school grade of C.

Student Achievement Objectives   
*Include objectives from the Charter Contract or most recent Sponsor approved School Improvement Plan*

Each year, we use assessments throughout the year to identify areas of strengths and weaknesses for student achievement so that we can bridge gaps. In previous years, we have had multiple computer-based programs for different targeted purposes, and we felt the need to have something more streamlined. We have adopted the I-Ready subscription along with the Teacher Toolbox kit for kindergarten through fifth grades to make everything more cohesive and so that students aren’t taking multiple assessments. This program helps teachers drill down to identify areas of weakness in reading and math and can be used to show student growth throughout the year. In reading, our students always perform very well in the language and editing category and typically struggle with the integration of knowledge and ideas, specifically with informational texts. In math, our students consistently perform well with numbers and operations and algebraic thinking, but struggle in fractions and measurement, data, and geometry.

In addition to helping us meet students where they are and showing growth, I-Ready is nationally recognized and has the capability of giving us prediction scores for state assessments and can be used as an alternative for 3rd grade promotion if students make a certain score.

In order to aid in the area of test prep, we have purchased Coach books for reading, math, and science to help students as these are skill-based and teachers can use these to help fill in foundational skill gaps. Teachers can use their classroom data to make sure that they are really targeting the weaknesses that are projected. We also have purchased the Coach Digital Compass online component which has a plethora of resources that are used for interventions, targeting on-level skills, and promoting enrichment and critical thinking so that teachers can really choose the right resources to differentiate as needed.

We have also invested in Heggerty as it is an intensive intervention program for K-5 to meet students at their level and try to really bridge the gap and get them reading on grade level. We use Reading A-Z as an assessment tool to identify what reading level our students are on and we can also pull passages and assignments from the Reading A-Z program that are on each student’s level.

As we know that integration of knowledge and ideas with informational texts is challenging for our students, we utilize our Scholastic News subscription to aid in this area. These articles are aligned to our standards and really make the students think and reflect as many of the questions require written responses.

In science, our students have made growth over the last two years, and we are hoping to stay on that continuum. In addition to the core curriculum, we subscribe to supplemental online program and Generation Genius. As well, Coach books have been provided to help with targeted differentiation. We also have other supplemental digital resources such as BrainPOP to help engage students and allow them to expand their thinking and make cross-curricular connections.

Overall, we would like to see all of our students performing on grade level, and we ideally want two-thirds (66%) of our students passing all state assessments in reading, math, and science for grades 3-5. By utilizing the resources that we have purchased, we will be able to know what level students are at, intervene and remediate to bridge gaps to try to bring them up to grade level, and work towards helping them be successful with test preparation.

Analysis of Student Performance Data   
*Include the Academic Performance by Each Subgroup*

The 2023-2024 school year saw a rise in proficiency across all subject areas for all grades and subgroups. Additionally, learning gains were taken into account as this was the second year implementing the new FAST statewide assessments and correlations could be made to scores from the previous year. On the reading FAST PM3, Seacoast achieved 56% proficiency. This was higher in comparison to both public schools (44%) and charter schools (48%) in the surrounding area. The performance of all three grade levels was closely aligned in all three reporting categories, with 3rd grade excelling in Reading Informational Text (85% at/near or above standard) and 4th grade outperforming the others in Reading Prose and Poetry (84% at/near or above standard). The lowest reporting category for all three grade levels was Reading Across Genres & Vocabulary, which continues to be a targeted area of focus.

On the math FAST PM3, Seacoast achieved 53% proficiency. This was higher in comparison to both the surrounding public schools (48%) and charter schools (49%). Strengths include Fractional Reasoning for 3rd grade (88% at/near or above standard), Geometric Reasoning, Measurement, and Data Analysis and Probability for 4th grade (78% at/near or above standard), and Number Sense and Operations with Fractions and Decimals for 5th grade (70% at/near or above standard). Weaknesses include Number Sense and Additive Reasoning for 3rd grade and Algebraic Reasoning for 5th grade.

On the science state assessment, our students increased from 46% proficiency to 56% proficiency, which is higher in comparison to both the surrounding public schools (45%) and charter schools (43%). Life Science was the highest achieving reporting category (80% at/near or above standard), while Earth and Space Science was lowest (64% at/near or above standard).

Seacoast Charter Academy earned 59% of total points across reporting components (a 10-point increase over the previous year), achieving a school grade of B. All subgroups also showed significant improvement, to include Economically Disadvantaged achieving 53% (an increase of 12-points from 2023), English Language Learners achieving 52% (an increase of 12-points from 2023), and Students with Disabilities achieving 41% (an increase of 8-points from 2023). As well, 59% of Bottom Quartile students achieved learning gains in reading and 67% of Bottom Quartile students achieved learning gains in math.

Detailed Plan for Addressing Each Identified Deficiency in Student Performance  
*Include Specific Actions, Person Responsible, Resources Needed, and Timeline*

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| Action | Person Responsible | Resources Needed | Timeline |
| Additional Reading / Math intervention for students. | Teachers, curriculum coordinator, administration, support personnel | Small group intervention and differentiated instruction training by master teachers, FDLRS, outside consultants  I-Ready, Learning A to Z, discovery, scholastic, top score writing, additional technology  Tutors – Teachers in grades 3-5 will provide additional tutoring in reading/math  Reading/Math interventionist  Paraprofessionals to provide additional to support for teachers and students | 2024-2025 School Year |
| Professional Development for Teachers in the core areas | Administration, Teachers, curriculum coordinator | Professional development from curriculum and interventionist, outside consultants, master teachers. Subs will provided. | 2024-2025 School Year |
| ELA teacher | Administration | Hire an additional ELA teacher for 4th grade to lower class size to assist with the ELA gap and meet individual student needs. | 2024-2025 School Year |
| Field Trips | Administration, Teachers | Give students authentic educational experiences that enhance the Florida Standards to help students grown in real- world knowledge and apply what is learned. | 2024-2025 School Year |

Identification of Each Component of the School’s Approved Educational Program that has NOT Been Implemented as Described in the School’s Approved Charter Application or Charter Contract

None at this time.

Detailed Plan for Addressing Each Identified Deficiency Noted in above  
*Include Specific Actions, Person Responsible, Resources Needed, and Timeline*

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| Action | Person Responsible | Resources Needed | Timeline |
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Identification of Other Barriers to Student Success, with a Detailed Plan for Addressing Each Barrier   
*Include Specific Actions, Person Responsible, Resources Needed, and Timeline*

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| --- | --- | --- | --- |
| Action | Person Responsible | Resources Needed | Timeline |
| To have parents be an active participant in the child’s education and partner with the school to meet their family needs.  We want to provide opportunities for parents to know how to specifically work with their child in their core subjects to help increase their achievement at school and at home. | Administration, Teachers, & Staff | Resources for parents that specifically give them strategies to work with their students at home.  Having access to our school curriculum and online resources in their home.  School events with families.  Flexibility in meeting times and activities.  Interpreters | 2024-2025 School Year |
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Specific Student Achievement Outcomes to Be Achieved

Overall, we would like to see all of our students on grade level, and we ideally want two-thirds (66%) of our students passing all state assessments in reading, math, and science for grades 3-5. By utilizing the resources that we have purchased, we will be able to know what level students are at, intervene and remediate to bridge gaps to try to bring them up to grade level, and work towards helping them be successful with test preparation.