2026-2027 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

SCHOOL TYPE	TITLE I	FREE/REDUCED LUNCH RATE
Elementary School	Yes	83.2%

ALTERNATIVE/ESE CENTER	CHARTER
No	Yes

SCHOOL GRADES HISTORY

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
B	B	C	C	C

2022-2023	2023-2024	2024-2025	2025-2026
C	B	B	C

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

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.

2024:

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. 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%). On the state science assessment, our students increased from 46% proficiency to 56% proficiency, which was higher in comparison to both the surrounding public schools (45%) and charter schools (43%). 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.

2025:

For the 2024-2025 school year, Seacoast maintained a school grade of B, earning 57% of total points across reporting components. Overall achievement scores in both ELA (57%) and Math (57%) slightly surpassed the previous year's averages for the school, as well as the averages for the district as a whole. In particular, 61% of third grade students performed on-grade level in ELA. Learning gains for the bottom quartile in ELA (70%) made notable strides over last year, with an increase of 11 points. Alternately, bottom quartile learning gains in Math (52%) as well as Science achievement (45%) fell considerably from the previous year.

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. We have adopted the i-Ready subscription along with the Teacher Toolbox kit for kindergarten through fifth grades. 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 addition to the core Science curriculum, we subscribe to the supplemental online program 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

For the 2025-2026 school year, Seacoast achieved a school grade of C, earning 52% of total points across reporting components. Overall achievement scores in ELA (52%) fell from the previous year (57%), while overall achievement in Math (60%) made a notable increase. In particular, 55% of third grade students performed on-grade level in ELA. Learning gains for the bottom quartile in ELA (47%) reported lower than the previous year; however, learning gains in math (53%) and bottom quartile gains in math (50%) performed as expected. Alternately, Science achievement (55%) increased 10 points over the previous year.

The ELA performance of all three grade levels was closely aligned in all three reporting categories, excelling in Reading Informational Text. The lowest reporting category for all three grade levels was Reading Across Genres & Vocabulary, which continues to be a targeted area of focus. In Math, strengths include the Fractions and Geometric Reasoning domains, while Number Sense presented as a weakness across all three grades.

With regard to subgroups, we saw little change in performance over the previous year for Economically Disadvantaged students (49%) and English Language Learners (51%). Students with Disabilities (36%) dropped 5 points from the previous year.

Detailed Plan for Addressing Each Identified Deficiency in Student Performance

Include Specific Actions, Person Responsible, Resources Needed, and Timeline

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, additional technology, Tutors – Teachers in grades 3-5 will provide additional tutoring in reading/math, reading	2026-2027 School Year

		interventionist, paraprofessionals to provide additional support for teachers and students.	
Professional Development for Teachers in the core areas	Administration, Teachers, curriculum coordinator	Professional development from curriculum consultants, interventionist, and coordinator. Subs will provided as needed.	2026-2027 School Year
ELA teachers	Administration	Hire an additional ELA teacher for 4th and 5th grades to lower class size to assist with the ELA gap and meet individual student needs.	2026-2027 School Year
Field Trips	Administration, Teachers	Give students authentic educational experiences that enhance the Florida Standards to help students grow in real-world knowledge and apply what is learned.	2026-2027 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

Action	Person Responsible	Resources Needed	Timeline

Identification of Other Barriers to Student Success, with a Detailed Plan for Addressing Each Barrier

Include Specific Actions, Person Responsible, Resources Needed, and Timeline

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**	Administration, Teachers, & Staff	Resources for parents that specifically give them strategies to work with their students at home.	2026-2027 School Year

specifically work with their child in their core subjects to help increase their achievement at school and 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	

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.