WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE

2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Wakulla County School Board on 9/15/2025.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. 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

Here at C.O.A.S.T., we believe in a commitment to small schools, character development, creating informed citizens, setting a strong foundation in the core subjects, celebrating the arts, providing real-life learning, supporting educators, and highlighting Wakulla's unique environment. In a small school, staff, students, and families become closer which allows for the cooperative support of all students and the accommodation of students' learning needs. We also believe in supporting our educators in their role in shaping the lives of every student.

Character development also plays a role in a small school, teaching and reinforcing the character traits necessary to help shape our students into successful adults. Part of our student success is staying informed and becoming life-long learners about not only things they're interested in but the geography and peoples of the entire globe, as all human beings have value and should be treated with respect. As life-long learners, a strong foundation in the core subjects and arts is vital. Students need higher-order thinking skills to solve problems independently and the creativity/self-expression learned from the various arts in order to think outside of the box. To provide the most supportive, well-rounded learning environment and opportunities for both students and staff, we utilize local environmental resources to bring nature into the curricula. Through various activities and programs, we hope to foster appreciation and awareness of all that our county has to offer.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Christine Dichio

christine.dichio@coastcharter.us

Position Title

Dean of Students

Job Duties and Responsibilities

The dean of students will assist the principal in all school instructional needs. They will communicate with parents and staff on student data input and updates. They will conduct minor discipline follow-up by working with the Dean of Discipline to ensure staff and students are following discipline plans. They will work directly with the Title 1 coordinator, SAC coordinator and District Office to be sure that C.O.A.S.T. remains in compliance with grant qualifications. They are responsible for communication about and the enforcements of attendance rules and notifications. They will assist the principal with classroom walkthroughs.

Leadership Team Member #2

Employee's Name

Mallory Harrison

mallory.harrison@coastcharter.us

Position Title

SWD/504 Coordinator and Teacher, K-8 Teacher

Job Duties and Responsibilities

The ESE and 504 coordinator will be focused on helping to identify new students with individual needs that need to be addressed with an IEP or 504 plan. They will also write, update and review all IEPs and 504 plans for current ESE/504 students. They will assist the Title I coordinator and MTSS

coordinator with data analysis for on-going school improvement goal achievement as well as monthly data team meetings with classroom teachers.

Leadership Team Member #3

Employee's Name
Leon Hillmon

leon.hillmon@coastcharter.us

Position Title
Dean of Students (Discipline)

Job Duties and Responsibilities

They will be responsible for helping teachers create and maintain discipline procedures within the classroom, as well as be the coordinator of discipline within the school. They will communicate with teachers, parents and students regarding any discipline matters beyond the classroom.

Leadership Team Member #4

Employee's Name
Frankie Harvey

frankie.harvey@coastcharter.us

Position Title
Principal

Job Duties and Responsibilities

The school principal is in charge of the coordination and planning of all instructional staffing and operations of the school. The principal will coordinate and participate in staff development through setting up professional development and on-going training of all staff members. The principal will also coordinate administrative oversight of instructional administration, budget planning, discipline planning and follow through, as well as working with vendors as needed.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

stakeholders.

The stakeholders involved in the SIP development at COAST are the SAC Committee, teachers, other school staff and community members. Our SAC Committee consists of the Principal, Title I Coordinator, parents and teachers. All of these people work together to not only develop the SIP, but to check and make sure the SIP is being implemented throughout the school year.

Our SIP development process begins with the Title I Coordinator writing a draft plan that is given to all stakeholders to read and give input. Once all input is given and disseminated, the updated draft is then given to the SAC Committee to approve at the first SAC meeting. Once approved, the SIP is submitted for District approval.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

During the school year, the SIP will be monitored by the SAC Committee and COAST Board. Every SAC meeting will include a review of the SIP and student data to determine whether any updates should be made to the SIP to ensure continuous improvement. In addition, the subgroup(s) we target in this SIP will be monitored even more frequently to ensure improvement or to make adjustments to instruction and the SIP in order to better target those students who need the most help.

Outside of scheduled reviews of the SIP by the SAC Committee and COAST Board, student data will be reviewed by the School Leadership Team and classroom teachers monthly to adjust the focus of instruction to help improve student achievement. Based on student data and input from classroom teachers, adjustments will be made to the SIP, if necessary.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: D** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	17	11	12	11	9	29	10	15	12	126
Absent 10% or more school days	6	10	9	4	6	13	3	5	6	62
One or more suspensions	2	1	3	2	3	6	2	3	3	25
Course failure in English Language Arts (ELA)	0	1	0	2	0	1	3	0	0	7
Course failure in Math	0	0	0	0	0	2	2	0	0	4
Level 1 on statewide ELA assessment	1	4	2	3	11	7	3	1	1	33
Level 1 on statewide Math assessment	3	5	4	3	14	7	2	2	1	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	3	0	2	3	0	0	9

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	1	4	1	2	2	0	0	11
Students retained two or more times	0	0	0	2	0	1	0	0	0	3

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	12	11	13	20	9	5	9	8	9	96
One or more suspensions	3	2	5	6	3	3	3	3		28
Course failure in English Language Arts (ELA)			1	1	6		1	4		13
Course failure in Math				1	6		2	6		15
Level 1 on statewide ELA assessment	4	7	7		1	2	4	2	4	31
Level 1 on statewide Math assessment	4	3	8		1	4	4	5	5	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	2	4	5						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3		1	4	5					13

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	7	12	9	7	3	6	9	5	63

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	4						5
Students retained two or more times					1			1		2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	47	44	61	36	36	58	42	38	53
Grade 3 ELA Achievement	44	44	62	14	17	59	13	19	56
ELA Learning Gains	62	58	61	46	48	59			
ELA Lowest 25th Percentile	58	57	55	44	46	54			
Math Achievement*	40	38	62	31	30	59	33	32	55
Math Lowest 25th Percentile	50	40	53	56	36	56			
Math Learning Gains	59	53	60	44	42	61			
Science Achievement	32	26	57	30	29	54	31	33	52
Social Studies Achievement*	75	67	74	79	59	72	77	77	68
Middle School Acceleration	0	0	75			71			70
Graduation Rate			72			71			74
College and Career Acceleration			56			54			53
Progress of ELLs in Achieving English Language Proficiency (ELP)			61			59			55

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	467
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
47%	42%	39%	46%	49%		33%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	6	
White Students	50%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	47%	44%	62%	58%	40%	59%	50%	32%	75%	0%			
Students With Disabilities	38%		55%		23%	27%							
White Students	48%	47%	61%	56%	43%	63%	75%	38%	73%	0%			
Economically Disadvantaged Students	50%	45%	66%	73%	39%	58%	47%	29%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	36%	14%	46%	44%	31%	44%	56%	30%	79%				
Students With Disabilities	22%		40%		11%	40%							
Black/African American Students	9%				18%								
White Students	44%	17%	46%		35%	46%	50%	35%	82%				
Economically Disadvantaged Students	29%	5%	44%	50%	24%	40%	45%	22%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%	13%			33%			31%	77%				
Students With Disabilities	11%				18%			10%					
Hispanic Students	10%												
White Students	45%	15%			33%			32%	90%				
Economically Disadvantaged Students	38%	10%			29%			21%	73%				

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	44%	66%	-22%	57%	-13%
ELA	4	35%	57%	-22%	56%	-21%
ELA	5	20%	64%	-44%	56%	-36%
ELA	6	59%	63%	-4%	60%	-1%
ELA	7	62%	67%	-5%	57%	5%
ELA	8	64%	62%	2%	55%	9%
Math	3	38%	72%	-34%	63%	-25%
Math	4	23%	63%	-40%	62%	-39%
Math	5	20%	60%	-40%	57%	-37%
Math	6	53%	60%	-7%	60%	-7%
Math	7	38%	64%	-26%	50%	-12%
Math	8	93%	57%	36%	57%	36%
Science	5	20%	62%	-42%	55%	-35%
Science	8	43%	59%	-16%	49%	-6%
Civics		77%	75%	2%	71%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

English Language Arts Learning Gains increased by 28% from 17% (23-24) to 45% (24-25). Highly effective, reading endorsed teacher(s) providing interventions, after-school tutoring days increased, promotion of school-wide reading.

8th Grade Math proficiency percentage increased by 60% from 33% (23-24) to 93% (24-25).

Lowest Performance

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

Although we improved by 1% from the 23-24 school year, only 20% of our 5th grade students and 43% or our 8th grade students scored at or above the state proficiency level on the Science assessment. Attendance, student-teacher connections, and occasional behavior concerns.

Greatest Decline

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

Math Learning Gains of the lowest quartile decreased by 6% from 56% (23-24) to 50% (24-25).

Contributing factors include, change in ESE service providers, attendance, student behaviors leading to students being removed from the learning environment, and lack of adequate instruction utilizing school adopted materials and resources.

Social Studies (Civics EOC) decreased by 6% from 83% (23-24) to 77%

Greatest Gap

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

The data component with the greatest gap when compared to the state average for combination schools was Science Achievement for grades 5 and 8. 32% of students scored at or above the state proficiency level, compared to the state average of 57%. Contributing factors include daily attendance, student behaviors leading to students being removed from the learning environment, and lack of adequate instruction utilizing school adopted materials and resources.

Grade 3 ELA Achievement was 44% for the 24-25 School Year; 18 percentage points below the state average of 62%.

EWS Areas of Concern

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

Our potential areas of concern based off the EWS data are absenteeism and students being in class to receive instruction. The concerns with behavior and suspensions grew this year and these students typically had two or more EWS.

Highest Priorities

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

1. Attendance - Decrease the number of students with attendance rates below 90%
2. SWD subgroup - Increase percentage of students scoring at or above the state proficiency level and increase the percentage of students making learning gains within this subgroup
3. Behavior - Decrease amount of time students are removed from the learning environment by building and fostering strong, intentional student-teacher relationships.
4. Tier II & Tier III Interventions - Provide teachers with practical strategies and procedures for implementing and monitoring interventions

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

COAST will strive to meet the needs of our SWD subgroup through targeted, individualized interventions. The remediation staff (including ESE), classroom teacher and administrators will work together to analyze data of students in progress monitoring programs such as F.A.S.T., i-Ready, Rewards, SIPPS and other reading interventions. They will also analyze student progress in their curricula to continuously improve the learning environment rigor for individual student success. Teachers, parents and the intervention team will work together to develop and improve an IEP with accommodations that will work to close the academic learning gap for each student. Teachers, Parents and the intervention team will work closely to minimize barriers and close gaps to help the students meet their standard-based, grade-level objectives and goals. Although we saw growth in this subgroup over the last school year, we will continue to increase the academic performance and engagement of these students will expand the opportunities of grade -level content exposure available to these students so they can be successful in school and life situations.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Coast will increase the Federal Index for Students with Disabilities from 36% to Above 45% in 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

SWD proficiency performance will be monitored three times a year using STAR and FAST results for K-8th grade students. Targeted students' results will be tracked and individual plans modified as necessary. In addition to our diagnostic results, we will continue our monthly data meetings to review student growth progress within small group instruction and growth progress in our utilized online platforms. Our ESE team and our administration team will collect data from observations, teacher

reports and online platforms to review and reset strategies for small-group instruction. These data meetings will also allow our team to identify student academic needs earlier in the process.

Person responsible for monitoring outcome
Mallory Harrison, Jenny Duggar and Frankie Harvey

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Increased instructional time the teachers have with students to build subject-related skills will increase the exposure to grade-level content and academic achievement for our SWDs. Teachers train on how to access student IEPs and how to build routines with the classroom to be sure all student accommodations are being utilized for maximum efficiency. SWD specialist will be entering the classrooms more often to better offer resources to the students and teachers for maximum potential. Middle school student scoring a level 1 or 2 on the FAST will be in intensive reading using the Read 180 program to close the learning gap. Read 180 is a tier 1 intervention. Dada Days/Data Chats help teachers provide IEP follow-up and progress monitoring implementation for this Area of Focus. They will also help teachers monitor data for students and modify learning plans within lessons. Teachers and intervention specialists will be sure that accommodations meet the needs of the students, build student understanding of those accommodations and build routines that inspire students to continue using those accommodations. Our intervention team will work in the classroom with small group instruction and a part time paraprofessional will assist with making the most of small group instruction within the classroom. Efficient small group within the classroom will allow the struggling students to receive more face-to-face instruction time with teachers. Students will be grouped according to reading skill, so needs can be more quickly addressed. Tier 2 intervention instruction will include i-ready intervention path determined by students' performances on their diagnostics.

Rationale:
The amount of intentional instruction time will be able to offer students with disabilities in the general classroom will make a positive impact on the students' ability to learn content at grade level within each student. Go Math, Into Math, Amplify, state-approved science curriculum and i-Ready learning content will provide the standards-based instructional environment necessary for building rigor in the lessons. Administrator feedback and instructional consulting will provide teachers the skills needed to address students' educational needs. An increase in student engagement and student self-confidence through the use of Kagan strategies, Whole Brain teaching strategies, Science of reading Learning Workshop strategies, will help with the decrease of distractions in the classroom and offer a better learning environment within the classroom. Continued monitoring of accommodations and how they are used by the teachers and students will give greater insight into how they are working to close the student learning gaps.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Standard-based Instruction, Professional Development throughout school year.

Person Monitoring:	**By When/Frequency:**
Frankie Harvey	Periodically throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Standard-based instruction will be given using Amplify, Go Math, Into Math, I-Ready, Rewards, SIPPS and state approved science curriculum components as teaching tools within the classroom. The administrative team and intervention team will conduct a monthly classroom walk-through to ensure that standards=based instruction is taking place with the highest level of rigor possible. Staff will engage in professional learning throughout the school year to stay fresh with Kagan strategies, student engagement strategies, small group instruction and data analysis.

Action Step #2

Small Group Instruction with qualified team members

Person Monitoring:	**By When/Frequency:**
Frankie Harvey and Mallory Harrison	Beginning of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Intervention team staff will increase the amount of time they are offering small group instruction within the classroom with the general education teacher. Progress monitoring and hands on student activities will increase with the addition of ESE certified staff. We will offer small group sizes for instruction and test administration to help eliminate the learning barriers for the students who need it. Offering smaller group sizes and more specific standards-based gap closure interventions by offering more time with students through intentional and targeted scheduling.

Action Step #3

Professional Learning

Person Monitoring:	**By When/Frequency:**
Frankie Harvey, Mallory Harrison and Jenny Duggar	Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in continuous professional learning throughout the year geared toward the areas of focus for this school year. Over the summer, many instructional staff members and administrative staff will attend various Science of reading and collaborative learning classes, getting research-based strategies to take back to their classrooms. All sessions attended will help teachers better meet the needs of our SWD subgroup, whether targeted to ELA, Math, Science or Social Studies. Also, teachers will receive classroom management and engagement training during the school year, providing them with even more strategies and tools to use to increase student engagement and increase individual student success. Additional professional development will be completed throughout the school year using a Professional Learning Community (PLC) to conduct a book study "I Wish My Teacher Knew" by Kyle Schwartz. This book study was started by many staff members last school year and will be completed by all instructional staff as a learning engagement

his year. The intervention team will conduct learning sessions for the instructional staff throughout the school year to help all staff provide each student with the accommodations and intervention according to the individual IEPs and individual tier needs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Overall ELA achievement (percentage of students in grades 3 - 8 who scored at or above the state proficiency level) for the 24-25 school year was 47%, an increase of 11 percentage points from the 23-24 school year. Although improvements in the area of Reading were made, reading continues to fall below grade-level expectations and state averages. Strengthening components of literacy such as phonemic awareness, reading fluency, comprehension, vocabulary and high-frequency word understanding will build a more solid foundation for acquiring and retaining language skills.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Overall ELA Achievement for students in grades 3 - 8 will increase to 60% for the 25-26 school year. Overall ELA Achievement for the 23-24 school year was 47%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA Proficiency for students in grades K-8 will be monitored on a quarterly basis using district and state approved progress monitoring tools. Monthly Data Chats will be held to review student growth progress within small group instruction and within our online platforms. Data will be collected through on-going classroom walkthroughs and observations and will be discussed at monthly meetings to identify academic needs, implement plans, and adjust Tier I, Tier II and Tier III interventions.

Person responsible for monitoring outcome

Frankie Harvey, Principal (Frankie.harvey@coastcharter.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Standards-based instruction - increased educational time spent on literacy with increased focus on differentiated instruction to ensure all students are exposed to grade-level content. Additional support will be offered through Study Island, Walk-to-Read (K-8) utilizing SIPPS, REWARDS, and Read180 for MS students scoring a level 1 or 2 on FAST ELA PM3. Amplify curriculum will be used with fidelity to build rigor in classroom. Tier II and Tier III interventions will be provided by reading endorsed, highly-qualified educators.

Rationale:
The increase in instructional time and small group instruction will increase the opportunities for students to close learning gaps. The ability to apply more rigorous curricula and meet the needs of all students while maintaining the ability to meet individual needs and accommodations will be aided by small group sizes and team coaching. Bell-to-bell teaching will provide the maximum amount of time available for academic-based instruction. FAST Progress Monitoring will provide teachers, students and families a more accurate learning journey and assist with identifying learning gaps more quickly. Professional learning for teachers and ongoing analysis of progress monitoring data by administration and ESE support personnel, will provide supports for teachers to make instructional decisions for more effective lessons and lead to high student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Standards-Based Instruction and Learning Tools to Increase Student Performance specifically relating to ELA.

Person Monitoring:	**By When/Frequency:**
Frankie Harvey, Principal (frankie.harvey@coastcharter.us)	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom teachers will work closely with instructional support personnel to analyze and help better understand data points from progress monitoring tools used throughout the school year. Administration and instructional support personnel will assist teachers on building a more rigorous learning environment by helping break down grade-level standards and providing suggestions on lessons and activities based on needs. Ongoing progress monitoring and monthly data chats will allow more teacher feedback to modify instruction and adjust tiers of intervention support for students based on their academic progression. Feedback from classroom walkthroughs and observations will take place in a timely manner through email and in-person follow-up meetings.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although our overall math proficiency scores increased by 4% from 36% (23-24) to 40% (24-25), the following grade levels had the lowest overall achievement on FAST MATH PM3: Grade 5 - 20%; Grade 4 - 23%; Grade 3 - 37%. Furthermore, overall learning gains of the lowest quartile in Math decreased by 6% from 56% (23-24) to 50% (24-25).

Building mathematical skills through rigorous standards-based instruction will result in a more comprehensive understanding of mathematical concepts, increasing opportunities for teachers and support staff to close learning gaps and meet students where they are.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25-26 school year, students in grades 3-8 will increase proficiency from 40% (24-25) to 60% (25-26) on FAST MATH PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Mathematics proficiency will be monitored on a quarterly basis using FAST results. Monthly Data Chats will take place to review student growth progress within small group instruction. Administration will instructional support personnel will collect data from observations, teacher reports, and online platforms to review and reset strategies for small group instruction. Monthly Data Chats will also allow our team to identify student academic needs earlier in the process through the use of an ongoing watch list for each grade-level and close monitoring of students who are already receiving tiered system of support services.

Person responsible for monitoring outcome

Frankie Harvey, Principal (frankie.harvey@coastcharter.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Increased instructional time through bell-to-bell teaching will offer students exposure to grade-level, standards-based lessons as well as give time for small group learning. Teachers will improve the classroom climate through positive cooperative learning strategies such as Kagan and Collaborative Classroom to approach math instruction. Standards-based content resources such as Study Island and IXL will provide supplemental learning opportunities for students to increase their math knowledge and understanding of grade-level concepts. Classroom walkthroughs and observations will provide opportunities for providing on-going feedback on the implementation and delivery of standards-based instruction.

Rationale:
The increased instructional time devoted to math mastery will off our students the ability to build foundational skills. The GO Math curricula will assist in providing students with the standards-based classroom environment needed to build rigor in learning as well as identify students who may be in need of support and/or interventions. Small group instruction will be utilized in each classroom to focus on students' individual needs.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Standards-Based Instruction

Person Monitoring:	**By When/Frequency:**
Frankie Harvey, Principal (frankie.harvey@coastcharter.us)	Ongoing throughout the 25-26 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and instructional support personnel will conduct monthly classroom walkthroughs to ensure standards-based instruction is taking place with the highest level of rigor possible. Character development and celebrations for attendance and work habits will be monitored and celebrated to inspire and encourage student engagement within the educational environment. Progress monitoring through data reports and observations will offer more information on how to reach each student and to minimize disruptions in learning. Ongoing progress monitoring and data analysis to modify instruction and offer tiers of support to students based on academic performance.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A positive classroom culture provides the ideal learning conditions and this environment starts with having the students in class as much as possible. Creating an environment where students feel welcome and inspired daily with educational activities. The instructional staff will work continuously to improve the class climate and be sure that more gaps are not created by necessary missed days. The instructional staff will work with the administrative staff on building communication between the parents, transportation team and students to decrease barriers causing frequent missed class time.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

COAST will increase our percentage of students with satisfactory attendance from 68% to above 80%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Chronic absenteeism will be monitored each quarter by the school administration and documentation will be sent home to parents regarding situational concerns with attendance. Students who show signs of having a chronic absenteeism problem will be watched and communication with parents will increase to be sure that the school and family work together to remove any barriers to school attendance. Teachers and classroom staff will work closely with the administration staff to be sure that we are making the class choices that encourage improved daily class attendance.

Person responsible for monitoring outcome

Frankie Harvey, Leon Hillmon and Christine Dichio

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Creating a positive school environment and clear communication avenues have proven to improve attendance within the classroom. Utilizing the data in our early warning systems and being able to identify barriers and pinpoint specific areas of concerns that identify students at risk of chronic

absenteeism and work together to provide timely support.

Rationale:

The increase of students having instructional time or learning time with the instructor will increase the opportunities for the students to learn and close learning gaps in achievement. Having more students in class on a regular basis will increase the instructional time for all students, as it will lower the amount of time spent with make up assignments and lost direct instruction. Working together to make the environment a fun, engaged and rigorous learning environment will provide a large advantage to student achievement results.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Ongoing monitoring of absenteeism

Person Monitoring:	**By When/Frequency:**
Christine Dichio	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance will be monitored on a weekly bases and summary compiled for parent/teacher and students communication each quarter. Data will be collected and recorded in focus with as many details as possible to identify reasons or causes of missed time in class. Parents will continue to be notified of missed days and attendance conferences/plans will be implemented as necessary.

Action Step #2

Behavior Plans will take into consideration attendance to limit the instructional time missed

Person Monitoring:	**By When/Frequency:**
Leon Hillmon	As needed for individuals

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative staff will work closely with the teachers, school counselor and intervention team to identify and use solutions for behavior concerns that will decrease class disruptions and missed instructional times. When behavior plans are put into place - instructional time will be a consideration and goals will be set to limit class disruptions including having more time spent observing the student within the class environment to help identify what may be trigging the undesired behaviors.

Area of Focus #2

Other: < no answer entered for other >

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

A positive school culture and environment provides supportive and ideal learning conditions for all students, develops trust between students and staff, and fosters respect amongst all stakeholders in the school. Continuously striving to improve the school culture and climate is a necessity and something every student, parent and staff member of COAST can benefit from.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

COAST will increase student, parent and staff feedback opportunities to three times or more a year so we can address any issues affecting the positive school culture and environment. COAST will also increase our attendance rate by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Three times a year, we will send out a climate survey to staff, students and parents for real-time feedback. We will send it out by Focus email, a link on our website and a link on our school Facebook page. They will be sent out after our Annual Title I Meeting, after Christmas Break and at the end of the school year. Our first climate survey will allow us to get feedback to make adjustments and work through any identified issues in the final semester of the previous school year. The second survey will let us know what we still need to work on and let us know what is working. The final climate survey will let us know how our adjustments worked, or if they need to be adjusted again for the coming school year. Both surveys will provide us the data points we need to measure the success of our strategies to increase the positive school culture and environment at COAST. In addition, we will offer feedback and survey opportunities to staff, students and parents at each parent night, adjusting future family events as needed.

Person responsible for monitoring outcome
Frankie Harvey

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
We will implement additional feedback and survey opportunities for parents and students. This will provide them all with a chance to identify problem areas or things that the school is doing well.
Rationale:

A parent's involvement in their child's school is shown to increase student achievement, engagement and attendance. If both parents and students are presented with multiple chances to give feedback, they will help identify areas of improvement that the school can begin working on immediately, as well as identify things going well during the school year.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Climate Surveys

Person Monitoring:	**By When/Frequency:**
Frankie Harvey	3x's a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A school climate survey will be sent out after of Annual Title I Meeting and at the end of each semester to get input from all stakeholders, particularly students and parents. The surveys will be made available on our school website, our school Facebook page and in paper format (English and Spanish) to be easily accessible to all parents and students. It will also be sent out through Focus email.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP, which serves as the schoolwide plan, is accessible to the public in multiple resources and formats. An electronic copy is available on the district website, school website, Florida CIMS, and the Parent and Family Engagement Plan. How to access the SIP is also included in the Annual Title I Night presentation and school newsletters and communications, such as social media. A physical copy of the SIP is available in the front office of each school, along with SAC schedules, agendas and minutes. All documents can be translated, as needed.

- **School Improvement & Accountability -** https://www.wakullaschooldistrict.org/page/school-improvement-and-accountability

- **COAST's SIP and Parent and Family Engagement Plan -** https://www.coastcharter.us/title-1

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Each school's School Advisory Council (SAC) and the District Advisory Council (DAC) is composed of parents, district staff members, teachers, and community members. The DAC meets annually to review the Title I grant. At this time, a draft of the LEA Plan is submitted for review and feedback. The

DAC must approve the District's Title I LEA Plan, Parent Family Engagement Plan (PFEP), and the process for allocating PFEP funds to schools.

Each school includes the PFEP on their SAC agenda for members to review and provide input into the school-level Parent Family Engagement Plan. During School Advisory Council meetings, parents discuss and approve different types of activities best suited to meet the needs of the school and parents. School Advisory Council meetings, to which all parents are invited, are advertised on district and school websites, school newsletters, and school marquees to ensure parents are informed of the meeting dates and times. SAC meetings are documented by agendas, minutes, and sign-in sheets which reflect input from parents on parent family engagement activities and policies. This documentation is submitted to the Title I office quarterly.

Schools host Title I events to build the capacity of parents to help their children at home. A 'link to learning' is embedded in all Title I activities to assist parents with understanding the state's academic standards.

- **2024-2025 WCSD Title I, Part A Parent and Family Brochure -** https://www.wakullaschooldistrict.org/page/title-1

- **Annual Title I Presentation for parents and Families -** https://www.wakullaschooldistrict.org/page/school-advisory-councils

- **School Parent and Family Engagement Plans -** https://www.wakullaschooldistrict.org/page/parent-and-family-engagement

- **COAST's SIP and Parent and Family Engagement Plan -** https://www.coastcharter.us/title-1

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Area of Focus #1 - Students with Disabilities
Area of Focus #2 - Math
Area of Focus #3 - Science

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under

this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The LEA provides COAST Charter with allocations for all federal programs to use in coordination with other programs to increase student achievement through school improvement priorities and initiatives.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

COAST has a school counselor who ensures our students receive mental health services, including instructing our students using the Monique Burr Child Safety Matters curriculum. The school also teaches character development throughout the school year, using our PBIS system to reinforce the lessons on each character trait.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

COAST has a school-wide behavior/discipline plan, which is given to teachers during pre-planning and referenced continuously throughout the school year. It provides a flow chart of in-class behavior interventions for teachers to try, as well as next steps, should the behavior need to be referred to the Dean of Discipline. Our Dean of Discipline's main purpose is to mitigate student behaviors reported by teachers, before they require intense intervention. However, should the behavior require it, we do utilize the RtI behavior system.

In order to better approach the prevention of problem behaviors, teachers will have multiple professional development opportunities over the summer, in pre-planning and throughout the school year. Over the summer, instructional and admin staff attended trainings and conferences. Each staff member attending received not only instruction on academic best practices but also behavioral. The

focus of the conferences and trainings were to help teachers learn new ways to keep students engaged and invested in their own learning, which will minimize student behavior problems.

During pre-planning, teachers and admin will discuss and share important strategies learned over the summer. This will include behavioral best practices. Throughout the rest of the school year, additional professional development will be completed for behavioral strategies and weekly team meetings as well as monthly data meetings with the RtI and SWD coordinators will present additional opportunities to report potential behavior problems and receive feedback on strategies to use so the problems do not escalate.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers will have multiple professional development opportunities over the summer, in pre-planning and throughout the school year. Over the summer, instructional and admin staff attended various conferences and trainings. Each staff member attending received instruction and resources on academic and behavioral best practices. The focus of the conferences and trainings were to help teachers learn new ways to keep students engaged and invested in their own learning, which will minimize student behavior problems and maximize student learning. During pre-planning, teachers and admin will discuss and share important strategies learned in the different sessions. This will include behavioral best practices and academic strategies for instruction and utilizing data to guide instruction. Throughout the rest of the school year, additional professional development will be completed and weekly team meetings as well as monthly data meetings with the RtI and SWD coordinators will present additional opportunities to identify and address academic/behavioral issues and receive feedback on strategies to use. RtI and SWD plans will also be discussed, particularly current interventions and accommodations, as well as any changes or adjustments that need to be made.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Title I Bump Up Nights held annually to provide parents with grade specific resources and information for the upcoming school year; Summer Kindergarten orientation for children and their families; Incorporate familiar activities or routines from the early learning setting into the kindergarten year, Provide tips and other resources to families on how they can support their child through the kindergarten transition.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

While planning for growth/development of students, teachers and facilities, the principal will coordinate all Title I resources with the Wakulla County School District staff. Once funding is allocated, COAST's Title I Coordinator and School Advisory Council (SAC) will work together to distribute the school's Title I parent involvement funds as needed according to the school improvement plan. All Title I funds will be used to address the student needs outlined in this SIP.

All stakeholders take part in reviewing the school's use of resources utilized to meet the identified needs of students through SAC meetings and multiple feedback/survey opportunities throughout the school year, as well as assessment data analysis by the RtI Coordinator, SWD Coordinator, classroom teachers and admin. The Title I Coordinator and admin also work together to identify the most immediate areas of need for students and to complete the initial allocation of resources. Additionally, all federal and state funds are subject to audits.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

RESOURCES
1. Title I, Part A: Funds that provide supplemental materials, equipment, staff position(s), staff development, remediation and family engagement activities.
2. Title I, Part C - Migrant: The Panhandle Area Educational Consortium (PAEC) coordinates services for migrant services.

RATIONALE & PLAN TO ADDRESS THE NEEDS
Using school-wide state assessment data from STAR and FAST, the RtI Coordinator, SWD Coordinator, classroom teachers and admin will work together to identify the areas of greatest student need. This year, our areas of greatest need are ELA and Math proficiency with our three lowest performing subgroups and attendance, which all require additional targeting of the use of RtI best practices, small group instruction, and student data analysis by teachers to guide instruction. We plan to address those areas using professional development, monthly data meetings, a consultant and additional monitoring of classroom instruction by admin.

Professional development on RtI best practices, as well as small group instruction and data-driven instruction, will be given during pre-planning and throughout the year as needed. Through classroom observations, the principal will identify and plan additional professional development opportunities for teachers to address both teacher and student needs. Monthly data meetings with the RtI Coordinator, SWD Coordinator and classroom teachers will also occur throughout the school year, quickly and efficiently identifying students who need intervention and/or adjustments to the interventions they are already receiving. They will also discuss all students with an IEP or a 504 plan at these monthly meetings, ensuring that the accommodations listed and provided are beneficial to the students' needs.

Monthly data meetings will be led by the RtI Coordinator, SWD Coordinator and the principal. Meetings will be divided into three groups (VPK-2nd, 3rd-5th and 6th-8th) and will utilize data from our state assessments, iReady, REWARDS, SIPPs, Freckle and classroom curricula. In addition, we will use attendance records to help round out the overall picture of student need and progress. During meetings, we will provide teachers with strategies and/or tools to help their students' specific needs and we will check to make sure interventions and accommodations are being provided with fidelity. The principal will reinforce the use of discussed strategies, small-group instruction and intervention/accommodation fidelity using classroom walkthroughs and individual teacher meetings.

In order to increase parent involvement, teachers will coordinate parent conferences with the RtI/SWD coordinators (if needed), and the principal. Conferences are required for all students with a D or F in any class, as well as weekly positive parent phone calls. The positive parent contact can be for small accomplishments of struggling students or big praise for behavioral and academic success.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00