WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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

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

Frankie Harvey

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.

Leadership Team Member #2

Employee's Name

Christine Dichio

Position Title

Dean of Students

Job Duties and Responsibilities

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 walk-throughs.

Leadership Team Member #3

Employee's Name

Sydney Bryan

Position Title
SWD Teacher, K-12 Teacher

Job Duties and Responsibilities

ESE and 504 coordinator, 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 #4

Employee's Name
Lesley Gerrell

Position Title
MTSS/Title I Coordinator, K-12 Teacher

Job Duties and Responsibilities

Will coordinate MTSS, SAC and Title I responsibilities. They will assist students and staff with identifying, updating and serving tiered students. In addition, they will create student assessment data analysis forms and train teachers how to update and use them throughout the school year, while maintaining the school assessment calendar. They will also teach a middle school Intensive Reading class, focusing on students with reading deficits.

Leadership Team Member #5

Employee's Name
Joseph McClendon

Position Title
Dean of Discipline

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 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.

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. *(ESEA 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.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**20.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: D** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more 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

Current Year 2024-25

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	5	7	12	9	7	3	6	9	5	63

Current Year 2024-25

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	4						5
Students retained two or more times					1			1		2

Prior Year (2023-24) 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	11	8	9	13	5	5	9	5	6	71
One or more suspensions	1			1	1					3
Course failure in ELA			2	1	1	1	1	2	1	9
Course failure in Math					2	2	2	1	2	9
Level 1 on statewide ELA assessment				4	7	5	4	3	2	25
Level 1 on statewide Math assessment					1	5	6	7	6	25
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

Prior Year (2023-24) 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				1	4	4	5	4	4	22

Prior Year (2023-24) 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		1	4	2		1			9
Students retained two or more times					2		1	1		4

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

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	36	36	58	42	38	53	48	43	55
ELA Grade 3 Achievement **	14	17	59	13	19	56			
ELA Learning Gains	46	48	59				57		
ELA Learning Gains Lowest 25%	44	46	54				50		
Math Achievement *	31	30	59	33	32	55	34	41	42
Math Learning Gains	44	42	61				42		
Math Learning Gains Lowest 25%	56	36	56				50		
Science Achievement *	30	29	54	31	33	52	36	32	54
Social Studies Achievement *	79	59	72	77	77	68	73	38	59
Graduation Rate			71			74		36	50
Middle School Acceleration			71			70	20	27	51
College and Career Readiness			54			53		59	70
ELP Progress			59			55		20	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	380
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
42%	39%	46%	49%		33%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	28%	Yes	5	5
Black/African American Students	14%	Yes	1	1
White Students	44%	No		
Economically Disadvantaged Students	32%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	13%	Yes	4	4
Hispanic Students	10%	Yes	1	1
White Students	43%	No		
Economically Disadvantaged	34%	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	23%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students				
White Students	44%	No		
Economically Disadvantaged Students	48%	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. (pre-populated)

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%				

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	48%		57%	50%	34%	42%	50%	36%	73%	20%			
Students With Disabilities	27%		36%		9%	18%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	49%		55%	45%	36%	41%	45%	35%	73%	20%			
Economically Disadvantaged Students	53%		64%	36%	33%	45%	60%	44%					

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.

			2023-24 SPRING			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	17%	64%	-47%	55%	-38%
Ela	4	18%	57%	-39%	53%	-35%
Ela	5	29%	63%	-34%	55%	-26%
Ela	6	53%	57%	-4%	54%	-1%
Ela	7	78%	61%	17%	50%	28%
Ela	8	47%	58%	-11%	51%	-4%
Math	3	20%	66%	-46%	60%	-40%
Math	4	6%	54%	-48%	58%	-52%
Math	5	35%	61%	-26%	56%	-21%
Math	6	18%	54%	-36%	56%	-38%
Math	7	89%	67%	22%	47%	42%
Math	8	33%	31%	2%	54%	-21%
Science	5	35%	58%	-23%	53%	-18%
Science	8	27%	44%	-17%	45%	-18%
Civics		83%	66%	17%	67%	16%

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?

Our seventh grade ELA, Math and Civics scores improved the most this school year. The new action step for this area was to make middle school classes self-contained with no subject-area transitioning. In other words, grade-level students stayed with their homeroom teachers all day, except for special areas and specialized reading classes.

Lowest Performance

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

Our fourth grade scores were some of the lowest in the school (18% proficient in ELA and 6% proficient in Math), along with third grade ELA (14% proficient) and sixth grade Math (18% proficient). These low scores can be attributed to teacher inexperience and lack of timely professional development to address their needs. Third, fourth and sixth grade had teachers new to the school, two of which were new teachers to their grade levels.

Greatest Decline

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

Our ELA data showed the greatest decline overall with all but two grade levels decreasing by an average of 10.5%. Some factors contributing to this decline are a lack of RtI support and reduced data meetings due to staff shortages.

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 components which showed the greatest gaps compared to the state averages were third grade ELA achievement (school: 14%, state: 55%) and 4th grade Math (school: 6%, state: 58%), both showing 40+% gaps in performance. As mentioned before, the very large gaps in those two components can be attributed to teacher inexperience and lack of instructional support due, in part, to staff shortages. Overall, the trends identified in our components were that grades 3-5 had the largest

gaps in both ELA and Math. Grades 6-8 had single-digit gaps or scored higher than the state in ELA, and larger gaps in Math than their ELA (6th: 38% gap, 7th: scored higher than the state average, 8th: 21% gap).

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 of the EWS data are absenteeism and students scoring below proficiency in ELA and Math.

Highest Priorities

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

1. Attendance
2. Economically Disadvantaged
3. SWD subgroup
4. Black/African American subgroup
5. Tier I Instruction

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

Include a description of your Area of Focus, 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, classroom teachers, ESE coordinator and administrator will work together to analyze data of students in progress monitoring programs such as F.A.S.T., iReady, REWARDS, SIPPs, and other reading interventions. They will also analyze student progress in their curricula to continuously improve the learning environment necessary for individual 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 student meet their standards-based, grade-level objectives and goals. Increasing the academic performance and engagement of students with disabilities 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

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 percentage for SWD from 28% to above 41%.

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.

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 team of administrators and ESE specialists 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
Sydney Bryan & Joseph McClendon

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 within the classroom to be sure all student accommodations are being utilized for maximum efficiency. Middle school SWDs scoring a level 1 or 2 on FAST will be in intensive reading using the Read 180 program to close learning gaps (Read 180 will not be purchased using UniSIG funds). Read 180 is a Tier 1 intervention. Data 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. One paraprofessional will be hired to provide small-group instruction within classrooms to aid the teachers during rotations. The small groups assigned to the paraprofessional will be with the students struggling the most with reading, so they get more face-to-face instructional time with teachers. Students will be grouped according to reading skill need, so both the teacher and the paraprofessional will be able to address them fully with the lower teacher-to-student ratio. The instruction during small groups will be iReady intervention activities (Tier 2) determined by students' performances on their diagnostics. The paraprofessional will be paid for with UniSIG funds.

Rationale:
The amount of intentional instructional time we are able to offer students with disabilities in the general classroom will make a positive impact on the students' abilities to learn content at grade level within each subject. Go Math, Into Math, Amplify, state-approved science curriculum and iReady 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, and strategies received during the Get Your Teach On! summer conference, will decrease the distractions in the classroom that take away from academic instruction time. 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?
Yes

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Standards-based Instruction, Kagan & Consultant

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:
Standards-based instruction will be given using Amplify, Go Math, Into Math, iReady and state-approved science curriculum components as teaching tools within the classroom. An instructional consultant, administrator and intervention team will conduct monthly classroom walk-throughs to ensure that standards-based instruction is taking place with the highest level of rigor possible. Part of the instruction will include Kagan strategies to keep students engaged and learning. Teachers will be given professional development throughout the year on Kagan strategies, student engagement (Get Your Teach On!), small group instruction and data analysis.

Action Step #2
Small Group Instruction w/Qualified Paraprofessionals

Person Monitoring:	**By When/Frequency:**
Frankie Harvey & Sydney Bryan	Beginning of the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Additional staff (qualified paraprofessionals) will be added to our ESE team to increase the amount of small group instruction for our students with disabilities. Progress monitoring and hands-on student activities will be increased with the addition of ESE certified staff. We will offer smaller group sizes and more specific standards-based gap closure interventions by offering more available time slots.

Action Step #3
Professional Development

Person Monitoring:	**By When/Frequency:**
Frankie Harvey, Sydney Bryan & Lesley Gerrell	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 development throughout the year geared toward the areas of focus for this school year. Over the summer, all instructional staff and admin will attend the Get Your Teach On! conference, 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 Kagan 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 year using a Professional Learning Community (PLC) to conduct a book study of the book "I Wish My Teacher Knew" by Kyle Schwartz. In addition to the GYTO conference and other professional development, teachers will also receive specific training on SWD and RtI, helping to ensure teachers are fully aware of not only what students they have who are SWD or RtI, but how to plan for and provide each students' accommodations/interventions according to their IEPs and Tier plans.

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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

The subgroup of Economically Disadvantaged students has been targeted for support due to the high number of students who have more than one early warning sign of failure. This subgroup makes up a large percentage of our school population and based on prior testing results falls below the 41% threshold of the Federal Percent of Points Index. Due to the large percentage of our students falling into this particular subgroup, having the ability to grow achievement within the subgroup will have a large positive impact on the overall school achievement level.

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 percentage for Economically Disadvantaged from 32% to above 40%.

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.

Growth in terms of proficiency will be monitored using our state assessment data and iReady diagnostic results. In addition to this, we will continue our monthly data meetings to review student growth within small group instruction and growth in our utilized online platforms. Our team of administrators and intervention specialists 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. Early warning sign categories such as attendance and discipline will also be observed and tracked to redirect students onto a more positive path and minimize gaps in learning.

Person responsible for monitoring outcome
Frankie Harvey

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Kagan cooperative learning strategies (Tier 3), engagement strategies learned at the GYTO conference, and daily small group instruction with both the teacher and a paraprofessional will be used to fully maximize the content coverage and student engagement within the standards-based lessons. Teachers will use structures such as "Think-Pair-Share", "Quiz-Quiz-Trade", "Gallery Walks", "Jigsaw", etc. to get students actively engaged in their learning during whole group instruction. After teaching the students how to use the structures, teachers will integrate them into their lessons throughout the school year. Breaking up the classroom of students into smaller group sizes for targeted small group instruction will allow students to discover strengths about themselves, receive instruction on specific reading skills they struggle with, and use this knowledge within not only reading, but all subject-area classes. Read 180, Amplify, Go Math, Into Math, iReady (Tier 2), REWARDS, SIPPs (Tier 2), and state-approved science curriculum are proven content choices that provide the increased level of rigor and flexible learning paths for struggling students. Instructional coaching and small group instruction will provide teachers and remediation specialists additional tiered support based on the growth monitoring of each student. After-school tutoring will be provided to our students, specifically those struggling the most (supplies, stipends and transportation will be funded by UniSIG). Classroom teachers will instruct small groups of 5 or less in math and reading foundational skills to increase student access to targeted instruction. Students will use their Chromebooks, some of which were purchased with UniSIG funds, to access iReady and other curriculum for additional time on their individualized learning paths with a teacher helping to facilitate lesson instruction and immediate remediation. Teachers will also provide explicit instruction on students' specific areas of need to help close their learning gaps and increase student benchmark proficiency. (The Chromebooks cost approximately $250.00 each, and we will purchase 22 of them.)

Rationale:

The amount of instructional time we are able to provide for our students within the general education classroom has the ability to offer a large impact on the amount of standards-based content retained by the student. IReady, Expanding Expressions, Go Math, Into Math, Amplify, and state-approved science curriculum will provide the standards-based environment needed to build rigor in the general education classroom while Read 180 (Tier 1), REWARDS, and SIPPs (Tier 2) will be used for remediation. Character education, Kagan strategies (Tier 3), and GYTO strategies will continue to build motivation, engagement and self confidence for all of our students.

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?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Character Development

Person Monitoring: **By When/Frequency:**

Christine Dichio & Joseph McClendon   Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Character development, along with celebrating attendance ("Attendance" competition) and work habits (Student of the Month) will be monitored to encourage student engagement within the classroom. Progress monitoring through data reports and observations in terms of attendance and work habits will offer more information on how to reach each student and to minimize the disruptions in learning for our students. Engaged students will get a higher level of exposure to grade level content.

Action Step #2
Standards-Based Instruction

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Standards-based instruction will be offered in all subject areas through Amplify, Go Math, Into Math, iReady, and state-approved science curriculum. Standards-based instruction will be monitored and redirected as needed through increased class observations, monthly data meetings and the professional development of staff. Daily small groups will be the primary method of instruction with both the teachers and paraprofessionals.

Action Step #3
Professional Development

Person Monitoring: **By When/Frequency:**
Frankie Harvey   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 development throughout he year geared toward the areas of focus for this school year. Over the summer, all instructional staff and admin will attend the Get Your Teach On! (GYTO) conference, getting research-based strategies to take back to their classrooms. All sessions attended will help teachers better meet the needs of our Economically Disadvantaged subgroup, whether targeting ELA, Math, Science or Social Studies. We will also be completing a Professional Learning Community (PLC) book study of "I Wish My Teacher Knew" by Kyle Schwartz to open dialogue on the importance of understanding that students can have much more going on in their lives that can affect their education.

Area of Focus #3

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

The subgroup of Black/African American students has been targeted for support due to the low

number of students testing as proficient in the 2023-2024 school year (14%). This subgroup makes up a small percentage of our school population so any increase or decrease in the number of students testing proficient on state progress monitoring has a drastic affect on the Federal Index for that subgroup. Increasing student academic performance through increased rigor and standards-based teaching, along with confidence building skills, will increase student engagement with content material.

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 percentage from 14% to above 40%.

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.

Proficiency of our Black/African American subgroup will be monitored on a quarterly basis using the state assessment data from FAST and STAR. In addition to our assessment data, we will continue our monthly data meetings to review student growth within small group instruction and in our utilized online platforms. Our team of administrators and intervention specialists 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 within this subgroup earlier in the process.

Person responsible for monitoring outcome
Lesley Gerrell

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Standards-based instruction - Increased educational time spent on literacy focus with differentiated lesson plans to be sure all students receive exposure to grade-level content through their curricula. Additional support will be offered through the SIPPS (Tier 2) and REWARDS programs, along with Read 180 (Tier 1) for middle school students. Certified Intervention Teacher (RtI/MTSS) - The intervention teacher will focus on small group and one-on-one instruction with students who are 2 or more years behind and need Tier 3 RtI/MTSS support to close the academic gap. Tier 3 students will be pulled 4 days a week, 25-30 minutes per day. Lessons will be targeted to individual student needs based on diagnostic and state testing results, and interventions will be iReady, SIPPs, FCRR student activities, etc. Progress monitoring will take place to ensure students are responding to interventions and, if no progress is being made, adjustments to interventions will occur. The intervention teacher

will also be conducting monthly data meetings with teachers to discuss RtI/MTSS in each classroom, making adjustments as needed based on classroom data and teacher observations. During those meetings, the intervention teacher will also work with teachers to write Tier 1 and Tier 2 plans, as well as determine the best area(s) to target and what interventions classroom teachers should use. In addition to the monthly data meetings, the intervention teacher will facilitate and/or coordinate parent conferences about their child's or children's progress throughout the year, making sure to directly include them in the writing of and proceeding through their child's/children's RtI/MTSS process. The intervention teacher's salary will be paid for using UniSIG funds. Amplify, Go Math, Into Math Curriculum, Science Curriculum - Proven lessons to build rigor in classroom learning. Read 180 - Middle school students scoring a 1 or 2 on FAST ELA will be in intensive reading using Read 180 to bridge learning gaps. Students will receive remediation for 90 minutes every school day, focusing on reading skills they are struggling with according to their Read 180 diagnostic. Those skills will be targeted with their individualized learning path as well as the structured routines of the Read 180 instruction. Feedback & PD - Effective teacher feedback and growth opportunities will take place more often. The administration will continue to be more involved in the learning process and offer feedback and opportunities to build standards-based teaching skills within each classroom. Kagan cooperative learning strategies (Tier 3), those learned at the GYTO conference, and daily small group instruction with both the teacher and a paraprofessional will be used to fully maximize the content coverage and student engagement within the standards-based lessons. Teachers will use structures such as "Think-pair-share", "Quiz-quiz-trade", "Gallery walks", "Jigsaw", etc. to get students actively engaged in their learning during whole group instruction. After teaching the students how to use the structures, teachers will integrate them into their lessons throughout the school year.

Rationale:
The increase in instructional time and small group instruction will increase the opportunities for students to close gaps in learning. The ability to apply more rigorous curricula and continue to meet the needs of all students while maintaining the ability to meet individual needs and accommodations will be aided by smaller group sizes and team coaching. Bell-to-Bell teaching will provide the maximum amount of time available for academic-based instruction. FAST, STAR and iReady progress monitoring will provide teachers and students with a more accurate learning journey and identify gaps more quickly. Professional development for teachers and ongoing analysis of progress monitoring data programs by our administration, intervention specialists, and our consultant, will support our teachers in making instructional decisions for more effective lessons.

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?
Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Development

Person Monitoring:	**By When/Frequency:**
Frankie Harvey	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 development throughout the year geared toward the areas of focus for this school year. Over the summer, all instructional staff and admin will attend the Get Your Teach On! (GYTO) conference, getting research-based strategies to take back to their classrooms. All sessions attended will help teachers better meet the needs of our Black/African American subgroup, whether targeting ELA, Math, Science or Social Studies.

Action Step #2
Instructional Consultant

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our instructional consultant will monitor, model and continuously improve teachers' instruction. They will also help teachers analyze and understand data from progress monitoring programs to continue building teacher knowledge of standards with ELA and Math, as well as to offer suggestions on how to build the teaching rigor within classroom instruction.

Action Step #3
Standards-Based Instruction & Data Chats

Person Monitoring: **By When/Frequency:**
Frankie Harvey & Lesley Gerrell   Throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Standards-based Instruction and Learning Tools - Teachers and intervention staff will work together to use data to create goals with students as well as identify lesson needs to reach each student. Data chats will happen on a regular basis to be sure the student has goals and to celebrate successes within each individual learning path. Students who have a need for specialized interventions will benefit from the small group instruction and feedback given by the assigned intervention specialist. In addition, our middle school students scoring a 1 or 2 on the 2023 FAST ELA will be broken into grade-level classes, using Read 180 to further differentiate to meet student needs.

IV. Positive Culture and Environment

Area of Focus #1

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. 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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1
Climate Survey

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 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. (ESEA 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/departments/specialprograms-assessment/special-programs-and-assessment-menu/school-improvement-andaccountability

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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://resources.finalsite.net/images/v1692381305/wakullaschooldistrictorg/slxtsepxqcuuvcqqgxqg/23-24WCSDTitleIBrochure6.pdf

Annual Title I Presentation for parents and Families - https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1

School Parent and Family Engagement Plans - https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/parent-and-family-engagement

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. (ESEA Section 1114(b)(7)ii))

Area of Focus 1
Area of Focus 2
Area of Focus 3

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

ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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 the Get Your Teach On! (GYTO) conference. Each staff member attending received not only instruction on academic best practices but also behavioral. The focus of the conference was 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 in the different sessions. 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. (ESEA section 11149b)(7)(iii(V)).

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 the Get Your Teach On! (GYTO) conference. Each staff member attending received instruction and resources on academic and behavioral best practices. The focus of the conference was 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. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources
Describe the process 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; this funding will include UniSIG monies this year. All Title I funds will be used to address the student need 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), rationale (i.e., data) and plan 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.
3. UniSIG: Funds that are used to facilitate small groups in the classroom, small group pull-outs with paraprofessionals and tutoring by certified educators.

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 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs	Indirect Costs	7200/790	UNISIG	0.0	5,929.00
Indirect Costs @ 5.52%					
Total	Indirect Costs				5,929.00
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/510	UNISIG	0.0	5,825.00
Supplies to support tutoring: paper, pencils/pens, toner, folders, markers, crayons, glue					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/150	UNISIG	1.0	22,050.00
Salary for qualified paraprofessional to implement small group instruction.					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/644	UNISIG	0.0	5,500.00
Non-capitalized hardware: Chromebooks to increase access to computer-assisted instructional programs. 22 Chromebooks at $250 each.					
Areas of Focus	ESSA Subgroups - Students With Disabilities (SWD)	5100/230	UNISIG	0.0	5,926.00
Insurance for qualified paraprofessional to implement small group instruction.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/120	UNISIG	1.0	48,500.00
Salary for certified remediation teacher to provide small group instruction.					
Areas of Focus	ESSA Subgroups - Black/African American Students (BLK)	5100/230	UNISIG	0.0	5,926.00
Insurance for remediation teacher.					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	5100/120	UNISIG	0.0	17,250.00
Stipends for teachers to provide afterschool/weekend tutoring to students. 575 total 1 hr. tutoring sessions @ $30 per hour.					
Areas of Focus	ESSA Subgroups - Economically Disadvantaged Students (FRL)	7800/460	UNISIG	0.0	2,081.50
Diesel fuel for transporting students for tutoring.					
Total	Areas of Focus				113,058.50
Plan Budget Total					**118,987.50**