



Proposed PreK12 Public Charter School



Agenda Overview

- Introduction to Coastal Shores Academy
- Curriculum and Pedagogy
- Coastal Shores Academy Organization
- Student Performance and Outcomes
- Facility and Resources
- Community Engagement and Partnerships



COLLEGE READY
CAREER READY
LIFE READY



Introduction to Coastal Shores Academy

Empowering to fulfill Dreams

Vision and Mission Statement



Vision

We believe that our population of students can independently and confidently navigate life after high school with proper preparation. We believe that the students of Coastal Shores Academy will pursue and acquire post-secondary and career aspirations that align with their passions free from the constraints of inadequate preparation.

Mission

To increase academic and social-emotional achievement of students with a neurodevelopmental disorder and those who speak English as a secondary language through specialized programming, ensuring that students reach grade level proficiency and beyond, the achievement gap between our population of learners and other subgroups performing higher is decreased, the graduation rate increases, and post-high school opportunities expand.

Goals

- Increase the percentage of students achieving proficiency in core subjects by 6% annually.
- Expand extracurricular and enrichment programs to engage 100% of students in at least one activity by the end of the school year.
- Implement and regularly assess diverse teaching strategies in 100% of classrooms.
- Develop and implement a comprehensive accountability system by the end of the academic year.
- Offer leadership and professional development opportunities to 100% of teaching staff.
- Align CSA's academic programs with state excellence benchmarks, achieving recognition as a high performing school within three years.
- Reduce the achievement gap between low-performing and high-performing student groups by 15% within two years.



Demographics



Grade Levels

- **Exploring the Addition of (Pre-k)** - PreK12
- Year 1 = PreK-8, 226 students
- Year 2 = Grades 9 and 10, 434 students
- Year 3 = Grade 11, 482 students
- Year 4 = Grade 12, 522 students

Neurodevelopmental Disorder

- General Education: 93%
- Self-contained: 7%
- Such as: ADHD, Learning Disabilities, Autism, Vision/Hearing, Cerebral Palsy, Down Syndrome, etc.

Multilingual

Native Language is not English

IEP

- Learners with a Neurodevelopmental Disorder
- 70% of the population

504 Plan/No Disability Accommodation

- Multilingual Learner
- 30% of the population



Curriculum and Pedagogy

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Curriculum



General Education

- State Adopted Materials

Beacon (self-contained)

RethinkEd

SEL and Executive Functioning

- RethinkEd
- SMART Curriculum

College, Career, Life Readiness

- PowerSchool Naviance
- WorkKeys

Supplemental Curriculum



Reading and Math

- State Adopted Materials
- RethinkEd and iReady

Multilingual

- Ellevation
- Rosetta Stone
- iReady English Learners

Special Education and MTSS

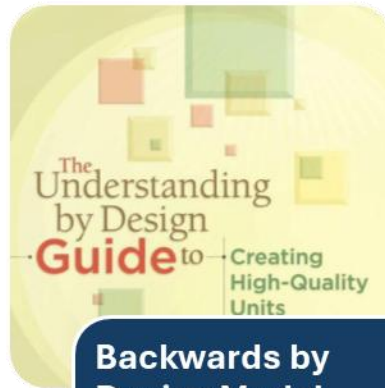
- RethinkEd, iReady, Teacher Created
- IEP, ILP, MTSS Accommodations

Instructional Approach



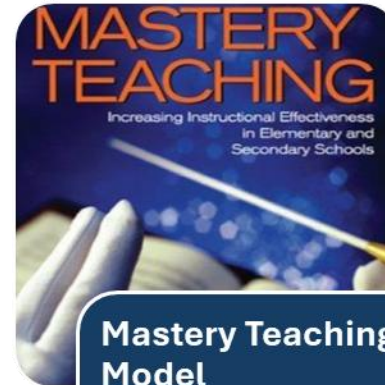
State Standards

- Grades 6-12
- CTE
- Career Clusters
- Special Education Regulations
- Graduation Requirements



Backwards by Design Model

- Identify Learning Goals
- Determine Evidence
- Plan Instruction



Mastery Teaching Model

- Initial Learning
- Formative Assessments
- Corrective/Enrichment Activities

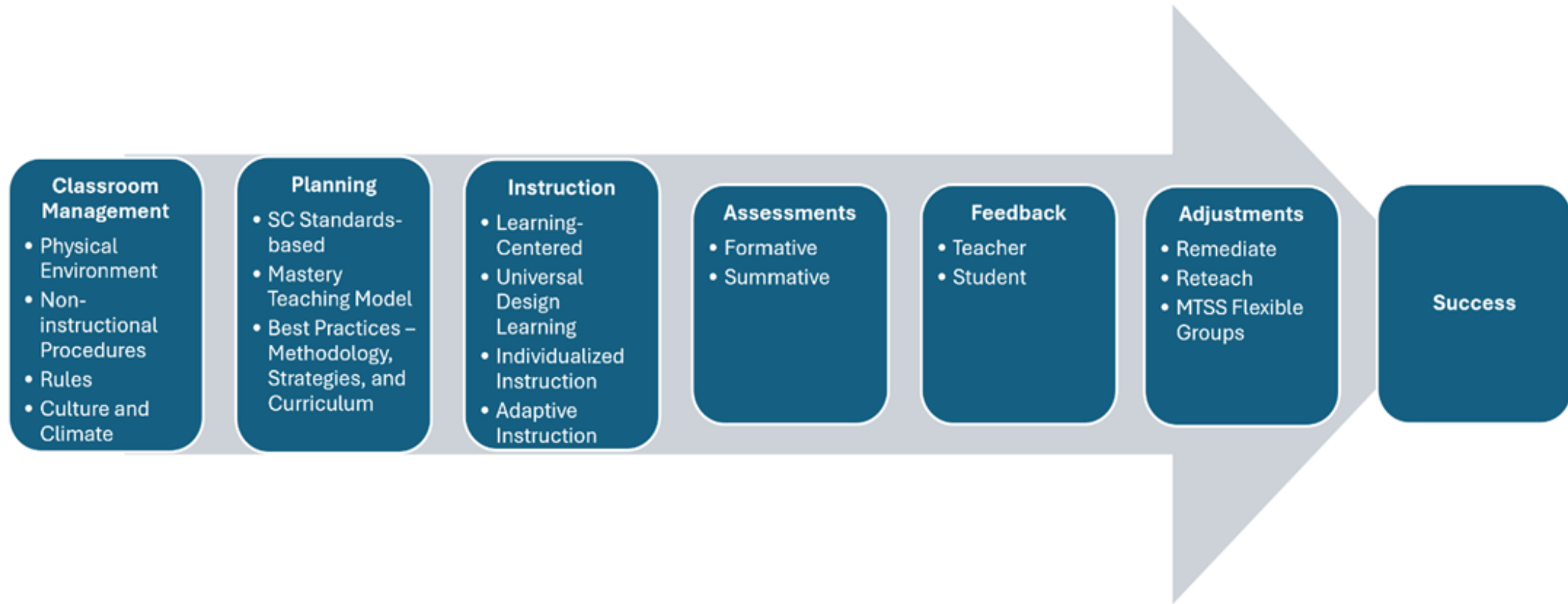


Culturally Responsive Pedagogy

- Connecting Curriculum to Students' Lives
- High Expectations for all Students
- Inclusive Classroom Environment
- Reflective Teaching Practices

Instructional Design

Instructional Pathway



Instructional Practices

Culturally Responsive Pedagogy

Action-based Learning

Project and Problem Based Learning

Facilitation of Small Group Instruction and Learning Stations

Culturally Responsive Teaching



PROJECT BASED LEARNING PLANNING SHEET

GUIDING QUESTION

How can we set up and maintain a goldfish habitat in which our goldfish will thrive?

ELA STANDARD(S)	MATH STANDARD(S)	SS STANDARD(S)	SCIENCE STANDARD(S)
K.10 TSW demonstrate comprehension of nonfiction texts K.12 TSW will use writing + drawing to compose informative/explanatory texts that introduce a topic and provide information.	K.13 TSW gather data by counting and talking	N/A	K.7 TSW investigate and understand basic needs and life processes of plants and animals. a) animals need adequate food, water, shelter, air, and space to survive.

AUDIENCE/PRODUCTS

- Write a Goldfish Care book on writereader.com
- Create Goldfish care books for classroom library
- Goldfish care pamphlet - for local pet store
- Video demonstrating tank setup



Key Program Features

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PBIS

Restorative Justice Progressive Discipline



Positive Behavioral Interventions and Supports (PBIS)

School-wide behavior management system

Restorative Justice

Nonpunitive approach to discipline that focuses on the maintenance of healthy relationships to resolve conduct issues

Progressive Discipline

- Punitive measures enforced to address chronic Level 1 and 2 offenses
- Punitive measures enforced to address Level 3 behavioral infractions

School Plans and Programs



Marine Science Immersive Charter School

Interventions

- Individualized Education Plan (IEP) – IEP Team Created
- 504 Plan – IEP Team Created
- Individualized Learning Plan (ILP) – Teacher Created
- MTSS Levels 2 and 3: Remediation, Acceleration, and Attendance Plans – MTSS Team Created

Strings

Violin, Cello, Viola, Guitar

Foreign Language

Rosetta Stone (SC adopted materials are used for course credit)

Social-emotional Learning and Executive Functioning

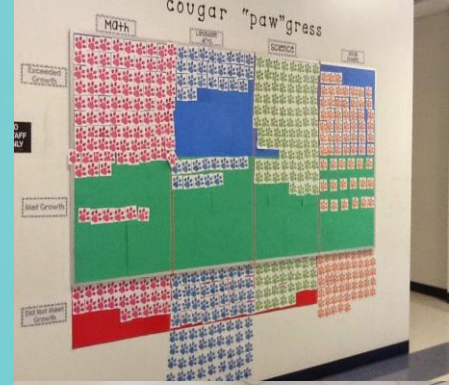
- Daily 45 minutes Exploratory Block
- RethinkEd Universal Screener and Progress Monitoring - SEL
- SMART Curriculum – Executive Functioning

Student Success Plan

- 2-year Post-high School Plan
- Extension of the Individualized Graduation Plan
- Provides Support to Students Entering into College, an Entry Level Career, or with Choices Regarding Independent Living

College, Career, Life Readiness

- [PowerSchool Naviance](#) (end at 2:54)
- WorkKeys



Student Performance and Outcomes

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Classroom Support Initiatives



Student – Teacher Ratio

- General Education - 10:1
 - All K5 Teachers will have a Paraprofessional
 - Grades 6-12 Reading and Math Teachers will have a Paraprofessional
- Beacon (self-contained) - 8:2

Two Daily Common Planning Periods

Professional Learning Community Professional Development/Data Meetings - 3 Planning Periods Weekly

Wellness Activities

Specialized Spaces and Behavioral Coaching

Alignment of Funding

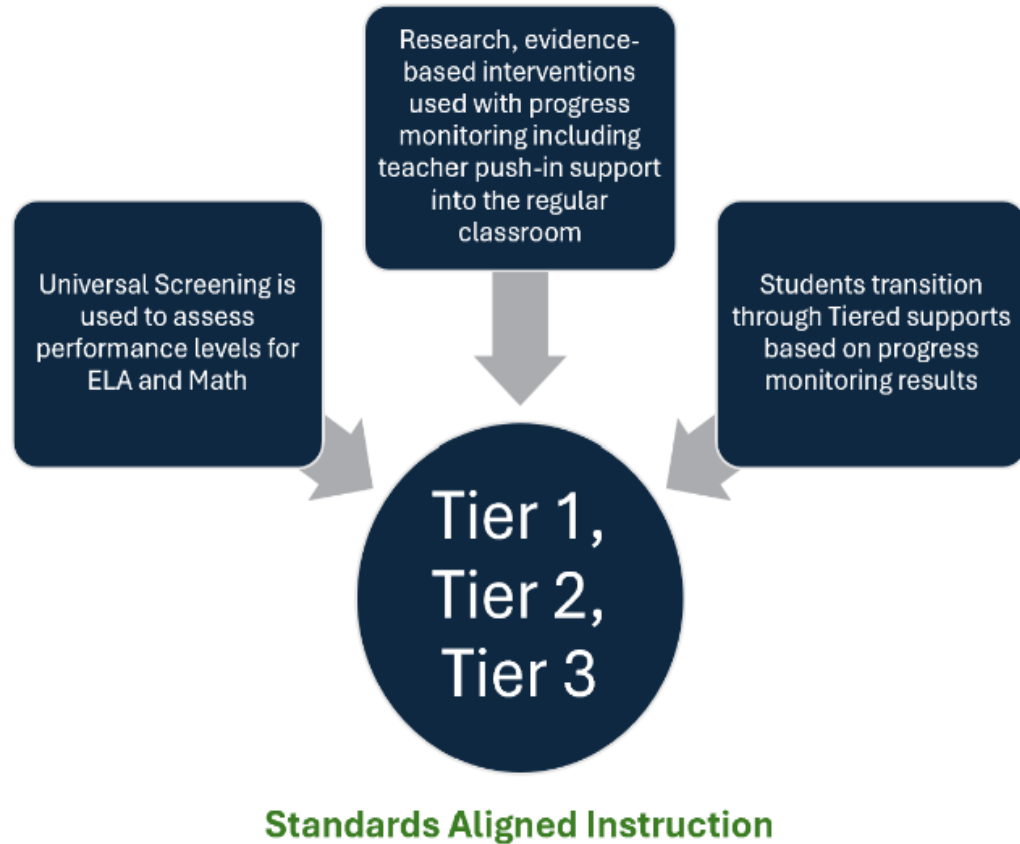
Finances Spent will Contribute to Improving Student Learning and Success

Family Engagement

- Data Conferences
- School Events (e.g. family nights, field trips, invitation to volunteer, etc.)

Multi-tiered Support System

MTSS Descriptors & Tiers of Support



Tier 1

Universal Instruction

Tier 2 and 3 Support

- Remediation
- Acceleration
- Behavioral Modification
- Attendance

Assessments

- Universal Screeners - Baseline: Reading, Math, SEL
- Progress Monitoring - MAP, iReady, RethinkEd, FastBridge, Naviance, WorkKeys
- Classroom Data

Wraparound Services

- Adaptive Instruction
- Small Group Instruction
- Wellness Support Staff - Interventions
- Specialized Rooms: Learning-skills Lab, Occupational Therapy, Mindfulness Sensory, De-escalation

Research-based

Delivered with Fidelity

Core Instruction

Differentiated Instruction

Systematic and Explicit

Assessments



Continuous Assessment – Progress Monitoring

- Evaluation of student progress throughout the learning process.
- NWEA MAP, iReady, FastBridge, RethinkEd, WorkKeys

Formative Assessments

- Utilized to inform instruction and provide timely feedback to students, helping them improve their understanding.
- State adopted materials and teacher created assessments

Summative Assessments

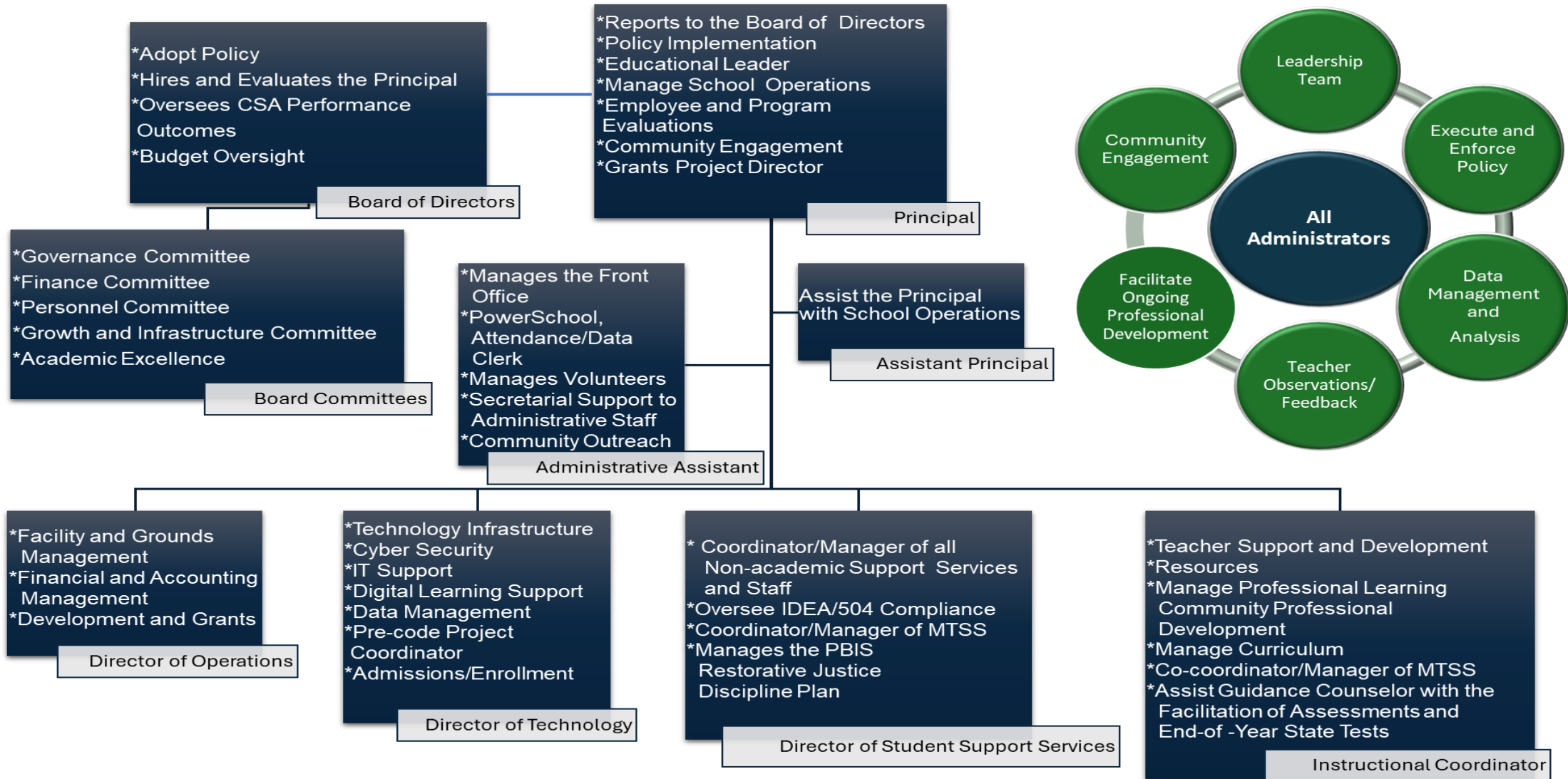
- Evaluation of student learning at the end of an instructional unit or course, measuring their achievement of learning goals inclusive of end of year State testing.
- State adopted materials, SC READY, SC PASS, End-of-Course Exams, Access, Access Alternative



Coastal Shores Academy Cooperation

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Governance Organizational Chart



Teaching Staff



Administration

Professional Development



General Education

Mainstreamed Classes
Peer Observations
SEL, Executive Functioning, Guidance Groups



Special Education

Beacon Self-contained Program
Learning-skills Lab
Occupational Therapist, Speech and Language Therapist, Autism/Resource Teachers
Co-teaching and Modeling Lessons



Wellness Education

ABA Therapist, Paraprofessionals, Social Worker
Mindfulness Sensory Room/De-escalation Room
Restorative Practices

Funding



Government Revenue

Charleston County School District

Grants

- SC Planning and Implementation Grant – applied and awaiting subgrant awardee announcement on June 1, 2025
- Ongoing Grant Searches

Development

Currently presenting the School to local philanthropists with the aim of securing funding for specialized facility features (e.g. cameras and microphones in all classrooms to create a minimally interrupted instructional environment that allows for external observations of classrooms in real-time) as well as necessary building repairs and upgrades.



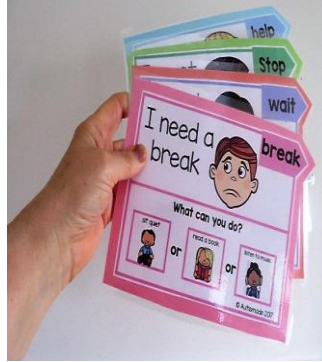
Facility and Resources

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Specialized Spaces



Calming Corner
All Classrooms



Learning-skills Lab

- MTSS Levels 2 and 3 Behavior Intervention
- Emergency
- Isolated Behavior Skills Taught in Pace with Mainstreamed Classroom Grade Level Instruction

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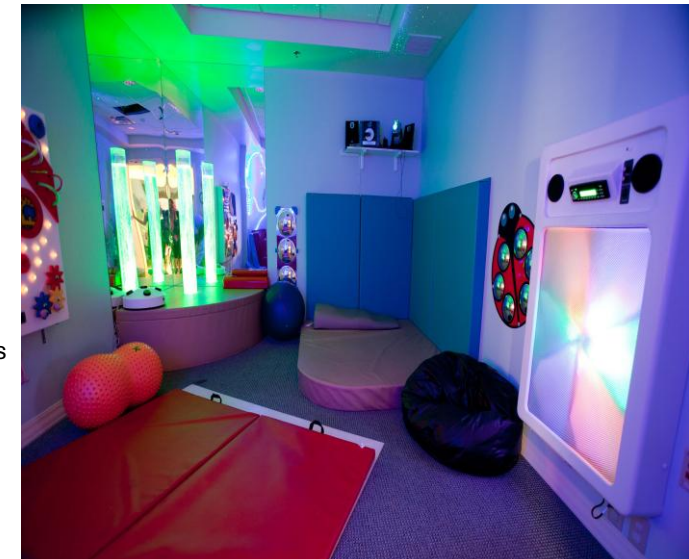
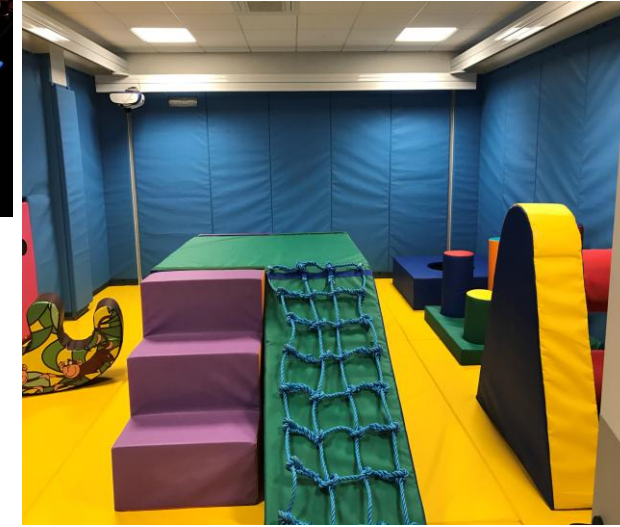
Occupational Therapy Classroom

- IEP
- MTSS Levels 2 and 3



Mindfulness Sensory and
De-escalation Room

- Paraprofessional Facilitated
- Classroom Intervention and Emergency



Classrooms – 40 students per grade level
PreK-5 (10/class), 40 students per grade level
6-12 (10/class)

K5

24

Grades 6-8

16

Grades 9-12

12

Beacon

4

Exploring the
Addition of
Pre-K

4



Community Engagement and Partnerships

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Parent and Community Involvement



Board Governance

- Parents and Community members will be given opportunities to serve on Board committees
- Board meetings are open to the public
 - Suggestions, requests, and feedback will be received through a form found on Coastal Shores's webpage

Coastal Shores Academy

- C.O.A.S.T. (Collaboration of Advocates for Students and Teachers) Council – comprised of staff, parents, and community members to advise, assist, and advocate for the School
- CSA will cultivate a robust volunteer program that encourages families and the community to share time at the school daily.

Community Partnerships and Outreach

CSA is working to establish strong partnerships with local businesses that allow for the provision of essential resources to students and families, enhancing educational experiences.

Feedback and Continuous Improvement



Regular Surveys

CSA will conduct regular surveys to acquire valuable input that will be used to inform improvement initiatives.

School Initiatives

- Family Data Conferences
- Parent Meetings with Staff and Teachers
- Event and Training Evaluations
- C.O.A.S.T. Council
- Quarterly Community Engagement Meetings

Conclusion

Commitment to Excellence

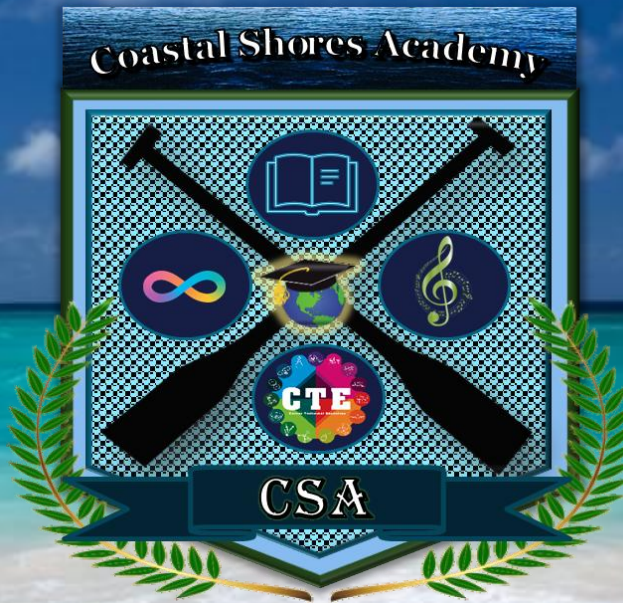
Coastal Shores Academy strives for excellence in all aspects of education, ensuring high-quality learning experiences.

Specialized Programs

The academy offers specialized programs tailored to the needs of students with neurological disorders and multilingual learners.

Empowering Students

By engaging students and building their skills, we empower them to achieve their personal and academic goals.



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