

Jamie Gray
Board Chair

C.O.A.S.T.
WAKULLA'S CHARTER SCHOOL OF THE ARTS, SCIENCE & TECHNOLOGY

Jeffrey
LaChapelle
Financials

Alan Wittmier
Co-Chair

MRS. FRANKIE HARVEY, PRINCIPAL
CHRISTINE DICHIO, DEAN OF STUDENTS

Amy Delaney
Parent Liaison

Latasha Timmons
Teacher Liaison

Brianne Allen
Member

Governing Board Meeting Agenda
Monday, July 6, 2026
6:00 PM

- Call to Order
- Public Comments
- District Comments
- Approval of June 29, 2026 Meeting Minutes*
- Approval of 26-27 Comprehensive Evidence-Based Reading Plan*
- Approved Meeting Dates for 26-27 School Year
 - July 27, August 24, October 26, November 30, 2026
 - January 25, March 22, May 24, June 28, 2027
- Questions / Comments
- Adjourn

Next Governing Board Meeting is scheduled for Monday, July 27, 2026 @ 6:00 PM
*** Requires Board Approval**

48 SHELL ISLAND ROAD, ST. MARKS, FLORIDA, 32355



WWW.COASTCHARTER.US



FRANKIE.HARVEY@COASTCHARTER.US



850-925-6344

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Governing Board Meeting Minutes
Monday, July 6, 2026
6:00 PM

Brianne Allen
Member

- Call to Order
 - Meeting called to order by J. Gray @ 6:06 PM
- Public Comments
 - No Public Comments
- District Comments
 - No District Comments
- Approval of June 29, 2026 Meeting Minutes*
 - Motion to Approve made by: A. Wittmier
 - Motion Seconded by: J. LaChapelle
 - Any Opposed: None
 - All in Favor: All
 - Motion Carried
- Approval of 26-27 Comprehensive Evidence-Based Reading Plan* (
 - Motion to Approve made by: J. LaChapelle
 - Motion Seconded by: A. Wittmier
 - Any Opposed: None
 - All in Favor: All
 - Motion Carried
- Approved Meeting Dates for 26-27 School Year
 - July 27, August 24, October 26, November 30, 2026
 - January 25, March 22, May 24, June 28, 2027
- Questions / Comments
- Adjourn
 - Motion to Approve made by: J. LaChapelle
 - Motion Seconded by: A. Wittmier
 - Any Opposed: None
 - All in Favor: All
 - Meeting Adjourned @ 6:49


7/6/2026

Next Governing Board Meeting is scheduled for Monday, July 27, 2026 @ 6:00 PM
* Requires Board Approval

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**COAST - Wakulla's Charter School of the Arts, Science & Technology, Inc.
2026-2027**

Comprehensive Evidence-Based Reading Plan (CERP)

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The School Reading Contact is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Frankie Harvey	Frankie.harvey@coastcharter.us	850-925-6344
Data Element	Jenny Duggar	Jenny.duggar@coastcharter.us	850-925-6344
Third Grade Promotion	Frankie Harvey	Frankie.harvey@coastcharter.us	850-925-6344
Multi-Tiered System of Supports	Jessica Brattain	Jessica.brattain@coastcharter.us	850-925-6344

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		

Literacy coaches	\$0.00	0.0
Intervention teachers	\$2418.00	1.0
Scientifically researched and evidence-based supplemental instructional materials	\$4100.00	
Third grade summer reading camps	\$0.00	
Summer reading camps	\$0.00	
Secondary Expenses		
Literacy coaches	\$0.00	0.0
Intervention teachers	\$0.00	0.0
Scientifically researched and evidence-based supplemental instructional materials	\$140.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$500.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$500.00	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$500.00	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$500.00	
Tutoring programs to accelerate literacy learning	\$1000.00	
Family engagement activities	\$0.00	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$9658.00	1.0

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0%	0%	100%	100%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

COAST will improve literacy outcomes for VPK/PreK students by providing a program rich in exposure to foundational literacy skills. Analysis of student data indicates that the following are areas for improvement: phonemic awareness, phonics, structural analysis, and comprehension skills. Improvement in these areas will be a focus of the PreK PLC. Through collaborative lesson planning to analyze ongoing data, teachers will create individualized learning paths for students with an emphasis on these targeted skills as needed. Center materials and small group instruction will focus on supporting these targeted skills with students. Continued implementation of the core curriculum for PreK will be used during whole group instruction in each PreK classroom. Ongoing progress monitoring through STAR Early Literacy and District PreK checklist will ensure these areas continue to be examined.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	20% (2)	15%	46% (10)	51%
1	57% (4)	20%	29% (2)	50%
2	40% (4)	35%	30% (3)	50%
3	20% (2)	15%	50% (5)	55%
4	45% (5)	35%	27% (3)	55%
5	40% (10)	40%	28% (7)	55%
6	18% (2)	13%	45% (5)	55%
7	24% (4)	19%	47% (8)	55%
8	9% (1)	4%	55% (6)	60%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM Data - 3 x year Progress Monitoring Assessments - quarterly	FAST PM Data - 3 x year Progress Monitoring Assessments - quarterly Classroom Performance through FOCUS - ongoing MTSS Process – ongoing
Actions for continuous support and improvement	Monthly District Leadership team meetings to review literacy data Quarterly Walkthroughs Support for PLCs	School/Grade/Class level data review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs
Grades 6-8	District Level	School Level
Data that will be collected and	FAST PM Data - 3 x year	FAST PM Data - 3 x year Classroom

frequency of review	Progress Monitoring Assessments - quarterly	Performance through FOCUS - ongoing MTSS Process – ongoing
Actions for continuous support and improvement	Monthly District Leadership team meetings to review literacy data Quarterly Walkthroughs Support for PLCs	School/Grade/Class level data review to determine effectiveness of instruction Walkthroughs focused on Literacy Look Fors Ongoing participation in PLCs

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

The CERP continues to emphasize the integration and application of Professional Learning Communities (PLCs) learning cycles into the data reflection process. The school will engage in ongoing data monitoring and analysis to evaluate the effectiveness of instructional strategies, interventions, and resources. Findings will be used to inform continuous improvement efforts, including the refinement and adjustment of practices to enhance student literacy growth.

Continuation of the following strategies to grow and support PLCs will occur:

- Establish protocols and explain rationale that will be consistently reiterated to participants.
- Gather and analyze data used to drive PLC learning cycles
- Evaluate the effectiveness of instructional strategies, interventions, and resources to improve student literacy
- Provide structure and guidance for PLC time through Learning Leaders
- Provide district and school-level support during PLC meetings
- Reflect on implementation of the PLC process quarterly

An instructional resource site will be created in an effort to help support teachers with initial and intervention instruction.

Based on the reflection tool and root-cause analysis, this year's PreK-12 CERP will continue integrating PLC learning cycles into data reflection processes to improve literacy instruction. Support from the State Regional Literacy Directors will be used to improve capacity of our teacher-learning leaders, literacy coaches, school-based administrators and the coaching approach. Support from Just Read Florida will be utilized as necessary to help meet our annual literacy instruction goals.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Administrators and support staff monitor the implementation by analyzing classroom data, tracking PLC follow-up activities, and conducting quarterly informal classroom walkthroughs throughout the school year. The observations will focus on the effectiveness of the evidence-based instructional approaches during the 90-minute reading block and the intervention block. The tools that will be utilized will be the Just Read Florida Literacy Walkthrough Tool, Florida's BEST ELA Standards School Leader's Literacy Walkthrough tools and the FCPCS evaluation system.

Additionally, the support staff using the push-in model provides support during the 90-minute literacy block and offers coaching in PLCs or team planning meetings. The School Literacy Leadership Team meets quarterly to review grade level and school data to identify and address policies and procedures that may pose a barrier in the learning environment. School administration and support staff tracks the data, including all subgroups, to ensure alignment with the B.E.S.T. standards, assessment, and instruction.

Grade level/department PLCs are held with teachers and school-level administrators to review data collected and discuss effective implementation. Faculty meetings will be held to communicate implementation goals and to provide professional learning on literacy topics. School-based data chats occur during PLCs at the classroom, grade/department, and school levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers. Literacy walkthroughs occur regularly by school level administrators to monitor instruction and CERP goals.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Student progress is monitored using classroom performance, Progress Monitoring Assessments, and progress monitoring screeners (FAST PM and STAR Early Literacy/Reading/ORFs). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provide scaffolded and differentiated instruction to support student learning. For students identified as having an academic gap, the MTSS team develops a plan designed for the learning need. The intervention instruction is monitored using weekly or bi-weekly data to determine the effectiveness of the instruction.

School-level administrators hold school-wide meetings at the beginning of the school year to provide guidance on the MTSS process. School Level Administrators are responsible for implementing the MTSS process at their schools following district guidelines. Follow-up meetings are held by the School Level Administrators throughout the school year to monitor implementation.

Administrators and staff have access to school, class, and individual student progress monitoring data, enabling them to provide immediate support in a timely manner. Administrators and support staff review the data in leadership meetings. Additional support is provided to teachers who require assistance, based on classroom data. Students are provided with tiered interventions and tutoring if needed. Furthermore, the assessment data is used to provide targeted training to teachers.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

Not Applicable

3. How is the district's literacy coach model communicated to principals?

The principal is the main reading contact for COAST. The school does not have one person who performs the duties of a reading coach. The school does not have a single individual serving as a reading coach; instead, the responsibilities are distributed among lead teachers. This team includes the Principal, ESE & RtI Coordinators, and reading endorsed instructional staff.

At the district level, meetings are held between the Curriculum Director, Principals, and Instructional Coaches to discuss expectations and roles of coaches at each school at the beginning of every school year.

4. How does the district support literacy coaches throughout the school year?

The school has a team of instructional leaders trained in the Science of Reading to perform the duties of a literacy coach. The instructional leaders are provided the opportunity to attend professional learning

trainings and conferences. Time is dedicated to the master schedule for coaching and professional development. The administration team schedules frequent meetings and maintains open communication to support instructional leaders' progress toward achieving their goals for improving student literacy outcomes.

At the district level, meetings are held monthly with instructional coaches and district administrators to discuss top priorities of the month. At these meetings concerns are addressed and action steps are created for the upcoming month. The district's Director of Curriculum and Instructional Relevance and Director of Assessment and Instructional Rigor meet with instructional coaches and school level administrators frequently throughout the year to review school level data, discuss priorities of coaches as they relate to district and school goals, and to provide support to coaches.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

The school has a team of instructional leaders trained in the Science of Reading to perform the duties of a literacy coach. The instructional leaders are provided the opportunity to attend professional learning trainings and conferences. Time is dedicated to the master schedule for coaching and professional development. The administration team schedules frequent meetings and maintains open communication to support instructional leaders' progress toward achieving their goals for improving student literacy outcomes.

At the district level, meetings are held monthly with instructional coaches and district administrators to discuss top priorities of the month. At these meetings concerns are addressed and action steps are created for the upcoming month. The district's Director of Curriculum and Instructional Relevance and Director of Assessment and Instructional Rigor meet with instructional coaches and school level administrators frequently throughout the year to review school level data, discuss priorities of coaches as they relate to district and school goals, and to provide support to coaches.

6. How does the district monitor implementation of the literacy coach model?

The school leadership team monitors the implementation of the literacy coach model through observation, data analysis, and feedback from teachers. Through observation the administrators ensure a coaching culture is supported and is evident based on teacher practice. Classroom student performance data is analyzed to see if there is a positive trend in literacy outcomes. Teachers' feedback, collected through informal conversations and meetings, is gathered to gain their perspective on the coaching support they receive from the instructional leaders. Administrators collect and review multiple data sources to monitor the fidelity of the coaching process.

At the district level, Instructional Coaches meet weekly with school-based administrators and monthly with the Director of Curriculum and Instructional Relevance to review coaching time and tasks. Additionally, quarterly and semester data reviews are conducted to monitor and adjust professional learning as needed.

7. How does the district measure the effectiveness of literacy coaches?

COAST measures the effectiveness of professionally trained staff performing the duties of a literacy coach by analyzing classroom and school data to measure the impact on literacy instruction. Qualitative and quantitative data are collected to make informed decisions for continued support. Administrators also conduct observations. The administration team utilizes feedback from teachers to assess the effectiveness of coaching, thereby fostering a collaborative and supportive environment.

At the district level, the effectiveness of literacy coaches is measured through improved literacy instruction.

Coaches focus on coaching cycles, allowing for direct teacher support. Coaches and teachers set measurable goals throughout the coaching cycle. Additionally, coaches and school site administrators set measurable goals supporting improved literacy instruction within their school. These goals are analyzed and updated throughout the year. Ultimately, the effectiveness of literacy coaches is evident in increased student achievement.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The curriculum utilized at COAST for Tiers 1, 2, and 3 reading instruction and intervention are evidence-based and developed using the Science of Reading. The curriculum is presented to students in a systematic and explicit manner. The direction of pacing guides, assessments, and Google Classroom access help school level administrators communicate the formal process of delivery of instruction. Walkthroughs, formal evaluations, and data chat meetings ensure instruction is being delivered with fidelity. School level administrators, coordinators (ESE / Rtl / Mental Health), and instructional leaders meet with school level teachers monthly to discuss formative assessment data. The data reviews are designed to guide instructional decisions including the differentiation of reading instruction within the classroom. The school level administrators and coordinators monitor the use of differentiated instruction for struggling readers through Response to Intervention and IEP goals and interventions. The school deepens understanding of content areas by using Literary Period texts and Civics texts in K-8 classrooms. Summer professional learning occurs to build pacing guides to incorporate literacy instruction lessons into Google Classroom. Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The Florida Early Learning Standards are at the core of instruction in all PreK classrooms. The curriculum used is evidence-based, identifies a developmentally appropriate philosophy, includes curriculum frameworks aligned to the science of reading and addresses the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all children. COAST's PreK program will use their adopted curriculum, Amplify CKLA and administer STAR Early Literacy to monitor students' progress. All students enrolled in the school's PreK program participate in STAR Early Literacy assessments given three times a year. Additionally, PreK teachers use ongoing progress monitoring assessments to track student progress. Professional learning is ongoing throughout the year to support the development of instructional strategies and best practices in early learning to meet the needs of all learners.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

Through its research-based structure, Amplify CKLA for PreK provides developmentally appropriate instruction and activities that do more than lay the groundwork for foundational skills. Uniquely, this preschool language arts curriculum *offers content knowledge, recognizing research that shows true literacy also requires background knowledge in history, science, art and literature.*

Amplify CKLA for PreK specifically targets accelerated literacy and early language ability, giving children a clear advantage when entering kindergarten, the core mission of Florida's VPK program.

Additionally, the utilization of these instructional materials integrates science, social studies, and music within every unit. Differentiated instruction is incorporated into daily lessons with instructional activities and lessons for students on level, above level, and for those needing extra support. Accommodations and adaptations are available for English Language Learners and students with disabilities.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.

VPK students identified as having a substantial deficiency in reading will receive intensive, explicit, systematic, and multisensory interventions in early literacy skills. Ongoing progress monitoring will occur on the student's specific reading deficiencies. Continued deficiencies in early literacy skills may warrant additional screening and evaluation.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must

be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	VPK Grade K Grade 1	Oral Language Phonological Awareness Phonics Fluency Vocabulary Comprehension	Screening Progress Monitoring Summative	3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	Grade 3 Grade 4 Grade 5	Vocabulary Comprehension	Screening Progress Monitoring Summative	3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other Assessment i-Ready Personalized	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Screening ☒ Progress Monitoring ☐ Diagnostic Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other Assessment i-Ready Reading Inform	VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic Summative	Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other Assessment Oral Reading Fluency (ORF)	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - Level 1 on the statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data, grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier 1 instruction and if needed, refer the student for possible Tier 2 interventions.

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading-endorsed teacher in a very small group or one-to-one. Evidence-based programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include retention at a previous grade level, FAST PM score of below 49%/ Level 3, previous placement in the MTSS process, Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include retention at a previous grade level, FAST PM score of below 25%/Level 3, previous placement in the MTSS process, Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs

of the student, and/or the student is being considered for retention in the current school year.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data, grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

Immediate Intervention (Tier 2) instruction is provided to students to address learning gaps a student may have. Tier 2 instruction provides an additional layer of instruction to support a student's Core Instruction and targets specific skills/areas matched to a student's need. Students are provided multiple opportunities to practice skills with corrective feedback and frequent progress monitoring. Tier 2 interventions are provided by classroom teachers using small group instruction. Tier 3 (Immediate Intensive Intervention) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in a very small group. Evidence-based programs and instructional strategies are used to deliver Tier 3 instruction.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Indicators for Tier 2 interventions may include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Indicators for Tier 3 interventions will include, retention at a previous grade level, FAST PM score of below Level 3 (Grade 4-5), previous placement in the MTSS process, Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)

Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The ongoing review of student data is an integral part of the MTSS process. One purpose of this review is to identify individual students whose achievement may need attention. Data review occurs quarterly at the school level and more frequently at the grade/classroom level. Through this data review process, the MTSS team will analyze data and discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

Dyslexia is a specific learning disability in basic reading skills that can range from mild to severe. The primary characteristics of dyslexia include, but are not limited to, difficulties with accurate and fluent word

recognition and spelling, difficulty with learning letters and their sounds, and confusion in the sequence of letters and sounds. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Students identified as having a substantial deficiency in reading, receiving Tier 3 interventions and continuing to struggle with the above-mentioned literacy skills despite the provision of additional high-quality, expert instruction using Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), may be identified as having characteristics of dyslexia. These students may be referred for additional screening using one of the district's dyslexia screening tools.

3b. Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized.

COAST is required to conduct additional screening for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring system (Rule 6A-6.053(6), F.A.C.) For those students meeting the above criteria, additional screening will be provided using one of two screening tools:

- Renaissance STAR CAT/STAR CBM
 - STAR Computer Adaptive Tests can be used between FAST PM windows to provide norm referenced information regarding specific areas in reading;
 - STAR Curriculum-Based Measurements are administered one-on-one. They are targeted assessments to give a single measure focus on the building blocks of reading.
- Curriculum Associates i-Ready: i-Ready Inform is provided to give a comprehensive picture of a student's reading performance i-Ready Screening Tasks are individually administered to provide additional insights into a student's strength and areas of need.

Immediately following identification, students with characteristics of dyslexia must be provided dyslexia-specific interventions, such as structured literacy approaches, that are intensive, explicit, systematic, and multisensory, in accordance with s. 1008.25(5)(a), F.S.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Core Problem-Solving Framework

MTSS/RTI Data-Based Cycle - A recurring four-step model:

1. Define the problem (identify performance patterns)
2. Analyze the cause (curriculum, instruction, environment, learner factors)
3. Implement an intervention or action plan
4. Evaluate effectiveness using student data

Key Identification Processes

Universal Screening - All K-5 students are screened multiple times per year in reading and math to:

- Detect risk early
- Evaluate if Tier 1 is meeting ~80% of students' needs
- Forecast future performance

PLC Data Reviews - Teacher teams regularly examine:

- FAST PM assessments
- i-Ready diagnostics

- Classroom formative assessments
- Identify instructional gaps and adjust lessons

Administrative Walk-Throughs - Systematic classroom observations to:

- Evaluate fidelity of Tier 1 instruction
- Ensure curriculum alignment
- Identify needed teacher supports

Decision-Making Structures

Performance Benchmarks - Explicit criteria (e.g., 80% of students proficient on FAST ELA) trigger the problem-solving cycle when not met

RtI/MTSS Team Reviews - Quarterly meetings to:

- Evaluate Tier 1 performance across classrooms
- Identify system-level issues
- Recommend adjustments

Improvement Strategies

- Evidence-based differentiated instruction
- Professional development and instructional coaching
- Progress monitoring for students not responding to Tier 1
- Scaffolds and small-group re-teaching before Tier 2 referral

These interconnected processes ensure continuous improvement of core instruction so the majority of students succeed with Tier 1 alone.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Identification Process

Universal Screening & Verification:

- Conduct universal screening followed by risk-verification, since screening tools often over-identify students
- Use multiple data points (reading fluency, comprehension, foundational skills) to confirm Tier 2 need
- Analyze student performance patterns relative to grade-level expectations

Problem-Solving Framework

Schools use a consistent 4-step cycle:

1. Define the Problem
 - Identify the gap between current performance and expected benchmarks
 - Use screening data, progress monitoring, and behavioral patterns

2. Analyze the Cause

- Determine root causes (e.g., phonological deficits, vocabulary gaps, task avoidance)
- Examine instructional variables, skill deficits, and contextual factors

3. Develop & Implement Plan

- Select evidence-based Tier 2 interventions matched to the specific need
- Ensure high-fidelity implementation through coaching and walkthroughs
- Design targeted instruction with frequent practice and corrective feedback

4. Monitor & Evaluate

- Progress monitoring weekly or bi-weekly
- Review data in recurring team meetings
- Adjust intensity, duration, or content if progress is inadequate
- Consider Tier 3 if insufficient response continues

Team Structures

- Tier 2/MTSS Teams include administrators, behavior specialists, teachers, and coordinators
- Use structured frameworks like TIPS (Team-Initiated Problem Solving)
- Hold regular meetings with defined agendas, clear roles, and action plans

System-Level Improvements

- Review grade-level trends and system-wide data each cycle
- Monitor equity: compare subgroup participation and outcomes
- Provide ongoing professional development for teachers
- Use evidence-based practice databases (WWC, Evidence & Gap Maps)
- Conduct fidelity checks and outcome audits

This data-driven, cyclical approach ensures Tier 2 interventions are continuously refined and effective for K-5 students.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Problem Identification & Data Collection

- Use benchmark screeners, diagnostic assessments, and progress-monitoring data to identify students who haven't responded adequately to Tier 1 and Tier 2 supports
- Define specific, measurable gaps (e.g., "student scores 13; grade-level expectation is 22")
- Conduct Functional Behavioral Assessments (FBAs) when behavioral concerns require individualized support

Individualized Problem-Solving Teams

- Assemble dedicated teams for each Tier 3 student, including administrators, specialists, classroom teachers, and behavior experts
- Meet regularly to identify precise problems, set measurable goals, select evidence-based solutions, and create action plans

Intervention Design & Implementation

- Design intensive, individualized interventions matched to each student's specific academic, behavioral, or social-emotional needs
- Ensure interventions are explicit, systematic, and research-based
- Monitor implementation fidelity and identify necessary resources

Progress Monitoring & Adjustment

- Use frequent, intensive data checks (more often than Tier 2)
- Evaluate whether interventions are implemented with fidelity
- Analyze student response data to determine if outcomes are improving
- Make data-based adjustments to interventions as needed

Continuous Problem-Solving Cycle

The process follows a recursive four-step cycle:

1. Define the problem using data
2. Analyze root causes (student factors, instruction, curriculum, environment)
3. Implement the intervention plan
4. Evaluate effectiveness and adjust

This cycle repeats until the student meets goals or requires further evaluation.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: If the student has not been retained, is not in the MTSS process, scores above the 50th percentile on FAST PM3 (Florida's statewide progress monitoring assessment) in grades K-2 or at or above Level 3 on FAST PM3 in grades 3-5, has an average of 70% or above on Progress Monitoring Assessments, scores at or above a 60% on grade level work in the areas of phonemic awareness, phonics, and/or word study skills, and overall progress in core ELA skills is satisfactory.	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. FAST ELA score of a Level 3 or higher, progress monitoring assessments and/or Reading/ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Amplify CKLA	2023
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
• Scoring below the 50th percentile and/or Level 3 on FAST Progress Monitoring Assessments and/or	

• Lack of progress towards grade level benchmarks as indicated by: ◦ Average of below 70% on Progress Monitoring Assessments ◦ Scoring less than 60% on grade level phonemic awareness, phonics, and/or word study skill expectations and/or • Progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations.		
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • Limited Growth Across Multiple Data Points – Minimal or inconsistent improvement across 2+ assessment periods. • Foundational Skills Gaps – Documented weaknesses in vocabulary, comprehension, fluency or other foundational skills that impede grade-level work.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include, retention at a previous grade level and/or, FAST PM3 score of below 50th percentile (K-2) or below Level 3 (3-5) and/or, previous placement in the MTSS process and/or, Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal as indicated by rate of growth or performance level towards end of year expectations, and/or the student is being considered for retention in the current school year due to a deficiency in reading.		
Number of times per week interventions are provided: Small group instruction provided 2-3 times per week Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
Voyager Sopris: REWARDS	See Verbiage →	Rewards (Voyager Sopris) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Assisting Student Struggling with Reading, Recommendation(s) Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence). This recommendation was built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts and multisensory strategies

		for phonics. The school will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by administration and school level instructional leaders).
Reciprocal Teaching	See Verbiage →	Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Recommendations Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendation 1: Teach students how to use reading comprehension strategies (Strong). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate). 5. Establish an engaging and motivating context in which to teach reading comprehension (Moderate). These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The school will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by administration and school level instructional leaders).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida: UFLI Foundations	State Approved Intervention	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic tactile learning pathways that help students connect and remember their learning. The following Tier 2 programs provide teachers with enhanced routines that include multisensory strategies: SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook - The handbook provides enhanced teacher guidance for each instructional routine, as well as additional multisensory strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways. Multisensory strategies include opportunities to include the use of concrete visuals such as chips or tiles. Hand motions are suggested to support phonemic awareness and phonics instruction while also orally producing sounds. The use of writing or matching letters and interactive digital teaching tools help to support multisensory learning.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting		

expectations/benchmarks during the school year:

Identification of substantial deficiency in reading with multiple data points such as

- Lack of growth and/or decrease in score on FAST PM assessments in comparison to end of year expectations (at or above the 50th percentile or Level 3) and/or
- Lack of progress in Tier 2 interventions (rate of progress is not sufficiently closing the gap) and/or
- Continued scores below 70% on Class Progress Monitoring Assessments

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**Beginning of Year Data****Students who meet the following criteria at the beginning of the school year:**

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include retention at a previous grade level, FAST PM 3 score of below 25th percentile (K-2) or below Level 3 (3-5), previous placement in the MTSS process, Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

Pursuant to Rule 6A-6.053, F.A.C., any student in grades K-3 who scores Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 intervention in addition to Tier 2 interventions.

In addition, any student in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained.

Number of times per week interventions are provided:

Small group or 1:1 direct instruction provided 5 times a week

Number of minutes per intervention session:

20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.

Intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Quick Reads	Strong	
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
University of Florida:	State Approved	

UFLI Foundations	Intervention	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify Core Curriculum – ELL Resources		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Multisensory instruction includes strategies for integrating visual, auditory, and kinesthetic tactile learning pathways that help students connect and remember their learning. The following Tier 3 programs provide teachers with enhanced routines that include multisensory strategies: • SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words) Intensive Multisensory Instruction Handbook Multisensory strategies include opportunities to include the use of concrete visuals such as chips or tiles. Hand motions are suggested to support phonemic awareness and phonics instruction while also orally producing sounds. The use of writing or matching letters and interactive digital teaching tools help to support multisensory learning.		

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated *highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.*

Summer Reading Camps for Retained Grade 3 Students
Schedule: COAST will participate in WSCD's Summer Reading Camp for Retained 3rd graders. Third Grade Summer Reading Camp is scheduled for approximately 5-6 weeks, usually beginning in June and ending in July. The exact dates are determined by several factors: End date of school year; Beginning date of next school year; State released testing window dates for Summer FAST ELA for 3rd grade.
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: COAST Students participate in WSCD's Summer Reading Program Summer Reading Camp will utilize the following evidence-based instructional materials:

1. SIPPS Multisensory kits to support foundations skill instruction following Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Evidence for ESSA - Strong) 2. Curriculum Associates Ready/i-Ready curriculum to support standards-based instruction that includes word study (phonemic awareness and phonics), sight words, connected reading and strategies for building vocabulary and comprehension. (Evidence for ESSA -moderate) 3. REWARDS uses a specialized program with explicit, systematic, teacher-led instruction focused on reading multisyllabic words and comprehending content-area text. REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 1. Provide direct and explicit comprehension strategy instruction Recommendation (Strong levels of evidence) 2. Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence) 4. Renaissance STAR Reading provides a comprehensive assessment to guide literacy growth for struggling readers. STAR Reading has been approved as an alternate assessment by Just Read Florida! And meet the criteria found in Rule 6A-1.094221, F. A. C (Evidence - strong based on research - Renaissance website) 5. McGraw Hill Wonders Tier 2 Intervention materials focused on comprehension, vocabulary, fluency, and phonics/word study to support strategic intervention instruction on key skills within each of the domains. These lessons provide explicit, sequential, and systematic needs-based instruction on standards taught in the target grade that have not been mastered by students. Wonders is a state-adopted instructional material for ELA. It does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: IES Practice Guides: Foundational Skills to Support Reading; Improving Adolescent Literacy; Assisting Students Struggling with Reading; Providing Reading Interventions for Students: • Differentiated small and whole group instruction (promising) • Daily multisensory instruction in phonemic and phonological awareness; phonics; decoding; fluency (strong) • Teach students how to use reading comprehension strategies (promising)
Alternative Assessment Used: Renaissance STAR Reading Curriculum Associates i-Ready Inform
Additional Information (optional): NA

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. If resources and teachers are available, we will offer summer reading camp for students in grades 1-2 with a reading deficiency.

Grades 6-8

8. Grades 6-8 Assessments

FAST

Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	Grade 6 Grade 7 Grade 8	Vocabulary Comprehension	Screening Progress Monitoring Summative	3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other Assessment <u>i-Ready Personalized Instruction in Reading</u>	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Screening ☒ Progress Monitoring ☐ Diagnostic Summative	Weekly ☒ 2 x Month Monthly Quarterly 3 x Year Annually As Needed Other
Other Assessment <u>i-Ready Reading Inform</u>	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Screening ☒ Progress Monitoring ☒ Diagnostic Summative	Weekly 2 x Month Monthly Quarterly ☒ 3 x Year Annually As Needed Other
Other Assessment <u>Read 180/System 44</u>	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Screening ☒ Progress Monitoring ☒ Diagnostic Summative	Weekly 2 x Month Monthly Quarterly ☒ 3 x Year Annually As Needed Other
Other Assessment <u>STAR Reading</u>	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☒ Select Student	Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	Weekly 2 x Month Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

School wide data reviews occur at the beginning of each year and immediately following each progress

monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data, grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

No single data point should be used to indicate that a student has a need for Tier 2 or Tier 3 interventions. Performance Criteria that prompts the addition of Tier 2 interventions will include: scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments; lack of progress towards grade level benchmarks as indicated by an average of below 70% on Class Progress Monitoring Assessments; progress in core ELA instruction is minimal.

Indicators that a student is in need of Tier 3 interventions will include, retention at a previous grade level, FAST PM 3 score of below Level 3, STAR Reading score below 25th percentile, previous placement in the MTSS process, Class Progress Monitoring Assessment averages below 70%, progress in core ELA/Reading is minimal, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

Tier 1 curriculum is monitored through data from FAST progress monitoring assessments, Class Progress Monitoring Assessments, and Reading/ELA grades which are aligned to BEST ELA Standards indicating performance changes in students.

School wide data reviews occur at the beginning of each year and immediately following each progress monitoring period. The Multi-Tiered System of Supports (MTSS) team reviews data, including progress monitoring data, grade distribution across courses, attendance, discipline referrals, and any other pertinent data. The purpose of this review is to identify broad areas of concern with Tier 1 instruction and/or to identify subgroups or individual students whose achievement may need attention. Additionally, throughout the year, if a student is not making adequate progress toward grade level mastery, a teacher or parent may request to meet with the MTSS team to review a student's progress. Through this data review process, the MTSS team will discuss students not making adequate progress with Tier I instruction and if needed, refer the student for possible Tier 2 interventions.

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11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks and Intervention support team meetings. Professional development on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district wide PD days.

The progress of students receiving Tier 2 interventions is reviewed at least quarterly by the MTSS team. If the student's performance does not improve at an acceptable rate, the intervention is modified. This process recycles as often as needed or the MTSS team decides to increase the intervention to Tier 3.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The use of all programs/materials/strategies is monitored through classroom walkthroughs, progress monitoring checks, and Intervention support team meetings. Professional learning on the use of the above programs occurs through modeling by Instructional coaches, PLCs, and district-wide Professional Learning days.

The progress of students receiving Tier 3 interventions is reviewed frequently, occurring every 4-6 weeks. The MTSS team reviews ongoing progress monitoring data associated with the intervention to determine the intervention's effectiveness. The ongoing review of performance in the area of concern allows the MTSS team to consider if the progress is enough to "close the gap" or if it is time to consider convening a Child Study Team (CST) review.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
If the student has not been retained, is not in the MTSS process, scores at or above a Level 3 on FAST PM3 (Florida's statewide progress monitoring assessment), has an average of 70% or above on Progress Monitoring Assessments, scores at or above a 60% on grade level work in the areas of reading and overall progress in core ELA skills is satisfactory.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
FAST ELA score of a Level 3 or higher, progress monitoring assessments and/or Reading/ELA grades designating mastery of grade level benchmarks indicate 80% of students meet proficiency of benchmarks.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Amplify	2023
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Performance Criteria that prompts the addition of Tier 2 interventions will include:	
- Scoring a Level 1 or Level 2 on FAST Progress Monitoring Assessments and/or - Lack of progress towards grade level benchmarks as indicated by and an Average of below 70% on Progress Monitoring Assessments/Class Progress Monitoring assessments and/or - Progress in core ELA instruction is minimal as indicated by rate of growth and/or performance level towards end of year expectations.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include <i>retention in previous grade and/or, previous placement in the MTSS process and/or, STAR Reading score of below 39% and/or, Level 1 or Level 2 on FAST ELA PM 3 assessment, and/or the student is being considered for retention in current school year.</i>		
Number of times per week interventions are provided: Small group instruction provided 2-3 times per week Number of minutes per intervention session: 15-20 minutes per intervention session with no less than 45 minutes weekly Course(s) where interventions take place: Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course.		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Voyager Sopris: REWARDS	See Verbiage →	REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendations support the program: IES Improving Adolescent Literacy Recommendation 2: Provide direct and explicit comprehension strategy instruction (strong levels of evidence) Recommendation 3: Provide opportunities for extended discussion of text meaning and Interpretation (moderate levels of evidence). IES Providing Reading Interventions for Students in Grades 6-8: Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (strong levels of evidence) Recommendation 2: Provide purposeful fluency building activities to help student read 29 effortlessly (strong levels of evidence) Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (strong levels of evidence). These recommendations were built into the program by systematically building a series of pre-skill lessons followed by several strategy lessons which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. For example, Lesson 1 contains the following activities: Activity A: Oral blending word parts into words; Activity B: Vowel Combinations ar and or; Activity C-E: reading parts of words and underlining vowels; Activity G-H; identifying affixes; Activity I: vocabulary instruction; Activity J: Spelling Dictation;

		accompanying passage fluency and comprehension. The district will support and monitor implementation of this program through the MTSS process, classroom walkthroughs, and support from instructional coaches, including modeled use of the program for professional learning.
Curriculum Associates: i-Ready Personalized Path	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify ELA		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: * Lack of growth and/or decrease in score on FAST PM assessments in comparison to end of year expectations (at or above a Level 3) and/or * Lack of progress in Tier 2 interventions (rate of progress is not sufficiently closing the gap) and/or * Continued scores below 70% on Class Progress Monitoring Assessments		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators will include, retention at a previous grade level and/or, FAST PM 3 score of below Level 3 and/or, STAR Reading score below 25th percentile and/or, previous placement in the MTSS process and/or, Class Progress Monitoring Assessment averages below 70% and/or, progress in core ELA/Reading is minimal and/or, if Tier 2 supports are not adequate to meet the needs of the student, and/or the student is being considered for retention in the current school year due to a deficiency in reading.		
Number of times per week interventions are provided: Small group or 1:1 direct instruction provided 5 times a week Number of minutes per intervention session: 20-30 minutes per session with no less than 100 minutes of instruction outside of the core instruction block.		

Course(s) where interventions take place: Specific interventions are provided during the Intensive Reading course. Additional support is continued during a student's ELA course.		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read180	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SIPPS Plus (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify ELA		

5) Professional Learning (Rule 6A-6.053(9)(b)3.g.—k., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
FDLRS Professional Learning Alternatives	PreK-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	FDLRS provides teachers with a multitude of courses focused on instructional strategies in reading that support the Science of Reading. Some of these courses include: Reading Difficulties, Disabilities and Dyslexia; Science of Reading: An Introduction; and Structured Literacy through a Multi-Sensory Approach.
University of Florida Lastinger Center	PreK-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	This professional learning series is a three part, hybrid-model course designed to equip teachers with the skills necessary to address student literacy difficulties. The course combines instructor-supported online modules with a job-embedded practicum, allowing participants to immediately apply their learning in their professional setting. Through the course, educational personnel will be prepared to identify literacy difficulties in students, determine appropriate interventions, and apply evidence-based practices to address these challenges. In addition, effectively engage in progress monitoring and intervention.
Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practice Pathway	PreK-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	Wakulla County Schools will provide participants an opportunity to complete all five reading endorsement competencies through in-person trainings held within the district.
Reading Instruction through Panhandle Area Education Consortium (PAEC)	K-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	In this workshop, teachers will increase knowledge of subject area content to include standards instruction with student engagement and differentiation. This professional learning will involve disaggregating student data to pinpoint specific areas of focus, inform instructional decisions, and strategically plan small group instruction.
Amplify Practice - • Lesson Planning • Pacing • Increasing Student Engagement • Supporting All Learners • Enhancing Practice for Teachers	PreK-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	Practice: Strengthen Focus: Lesson planning - Deepen understanding of the lessons in Amplify ELA 2nd Edition unit by engaging in a step-by-step lesson-planning protocol. Practice: Strengthen Focus: Pacing - Learn how to identify and use <i>essential activities, timing guidance, and knowledge of students' strengths and needs</i> to determine pacing for individual activities and lessons within Amplify ELA 2nd Edition. Practice: Strengthen Focus: Increasing student engagement - Identify features within Amplify ELA 2nd Edition that increase student engagement, and determine ways to incorporate additional engagement strategies into lessons.

		Practice: Supporting all learners - Learn how to effectively use embedded differentiated supports in Amplify ELA 2nd Edition and the Classwork app to support all students—including multilingual/English learners, students with learning disabilities, struggling readers and writers, and advanced students. Practice: Enhancing observations for leaders - Elevate program knowledge to support teachers with effective Amplify ELA 2nd Edition implementation. Learners will identify key instructional elements in an Amplify ELA lessons, analyze data, and conduct effective classroom observations.
Teach Like a Champion – The Science of Reading	K-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	A research-based workshop designed to equip educators with proven, classroom ready strategies grounded in cognitive science. This session explores what the science of reading indicates should happen in literacy classes after effective phonics in the early grades, including strategies to build knowledge, create reading communities, and use writing to drive growth.
BEES Independent Courses Reading Difficulties, Disabilities and Dyslexia	K-8 Teachers, ESE Teachers , Support Staff & Instructional Leaders	This course provides information for K-12 general education and ESE teachers of students who face challenges in mastering reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-driven decision making, and how teachers use that data to select appropriate interventions matched to student needs. The course also includes information about multisensory and structured literacy approaches to instruction, as well as other learning supports that can be implemented to ensure students' access to standards-based content.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. COAST, through its affiliation with WCSB, partners with the PDC through the Panhandle Area Education Consortium (PAEC) to provide professional development for teachers. This includes training to help teachers integrate the six components of reading, including multisensory intervention strategies and structured literacy. Current pathways available to earn the Reading Endorsement include the Florida Center for Reading Research Reading Foundations and Evidence-Based Instructional Practices Pathway. This pathway requires participants to complete all five reading endorsement competencies, delivered by a certified Literacy Cadre Trainer through in-person trainings and/or synchronous virtual meetings. Additionally, the University of Florida Lastinger Center Literacy Matrix provides educators an online pathway to earn the Reading Endorsements. Educators are given the opportunity to apply research-based strategies for each competency with customized learning pathways to fulfill individual needs. Courses are asynchronous and facilitated by a navigator with expertise in reading instruction. Beginning in August 2026, any teacher who does not hold a reading certification or endorsement will begin courses to become endorsed or certified.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress		

monitoring data.

To enhance teacher effectiveness through targeted professional learning, teachers and administrators analyze student performance data to identify specific areas where teachers need support. Professional development sessions are tailored to address the identified needs of individual teachers or groups. Professional Learning Communities (PLCs) offer collaboration where teachers can share strategies and outcomes based on data. Individual professional learning plans are regularly adjusted based on continuous progress monitoring results.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge.

New teachers are paired with mentor teachers at the beginning of the year. The mentor teachers are highly effective teachers with a reading endorsement or reading certification. Model classrooms are identified based on student achievement data and walk-through data.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Professional development is conducted on Tuesday afternoons, at the conclusion of the instructional day as well as during common planning times. The school Principal ensures time is provided for teachers to meet weekly for professional learning through PLCs.

At the district level, monthly meetings with district staff and school level administrators are held to discuss data and professional learning needs and requirements. Information is shared by the Curriculum Director. A Professional Learning Calendar will be posted on the district website. Support for professional learning will be provided by the Director of Curriculum and the Instructional Services Department. After professional learning requirements are communicated, the Director of Curriculum will enable principals to select professional learning based on the schools' needs and work with principals to ensure the professional learning is *job-embedded and supported with necessary resources. Additionally, documentation of required professional learning will be shared with principals through email and kept by the Director of Curriculum for reference.*

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Extended Learning Tutoring program is offered for students who need extra support	Extended Learning Tutoring program is offered for students who need extra support	Extended Learning Tutoring program is offered for students who need extra support
Varsity Tutors	VPK – 8 th Grade	Private Tutoring: Personalized one-on-one sessions tailored to a student's strengths, weaknesses, and learning goals Group Classes: Small or large virtual classes led by expert

		instructors, often free or included in subscription plans Self-Study Resources: Access to study materials, practice problems, and adaptive learning tools for independent learning Instant Tutoring: Quick access to a tutor for immediate help via the platform or mobile app
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7) Family Engagement (Rule 6A-6.053(9)(b)3.p., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Students identified as having a substantial deficiency in reading will receive an individualized progress monitoring plan (PMP) within 45 days after the screening results. The parent/guardian will also be notified in writing and will receive resources to help them support their children at home.

COAST provides multiple opportunities to support students who have substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive interventions that include a school-to-home component that embeds frequent contact with families. The Read-At-Home plan includes information regarding the developmental reading process and suggestions for family members to promote literacy activities at home. Additionally, the read-at-home plan includes information and resources connected to the essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Read-At-Home plans are given to parents during our Response to Intervention meetings and are also easily accessible through our website.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The New Worlds Reading Florida literacy program is for PreK-5 students currently reading below grade level. This program will work closely with COAST to provide students and parents resources for improving literacy skills as COAST has partnered with New Worlds Reading to provide training at parent nights that support literacy activities and reading at home.

The District Read-At-Home Plan is a comprehensive plan that incorporates multisensory strategies, provides an overview of reading components, and offers a range of reading activities and resources for parents. The District Read-At-Home Plan, a parent resource, is distributed to all students who exhibit a substantial deficiency in reading. The Read-At-Home Plan is sent to all parents electronically and is also available on the school's website. A hard copy is sent home with students who are on a PMP or have an IEP.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2.

COAST supports effective instruction and student learning growth within kindergarten to grade 2 by providing highly effective teachers in these classrooms. COAST implements this priority through the following:

- Preferential Placement – highly effective teachers are placed first in K-2 classrooms
- Strategic Reassignment – To ensure students have access to proven effective instruction, students will not be assigned to a teacher who previously earned ratings of 'needs improvement' or

- 'unsatisfactory' in the same subject area.
- Beginning in the 26-27 school year, K-2 teachers will be required to earn their Reading Endorsement and/or reading certification that provides students with scientifically researched and evidence-based reading instruction.
- Ongoing feedback and reinforcement from administration and teacher leaders provides teachers within these grade levels opportunities to build a deep understanding of effective instruction and tailor instruction accordingly.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

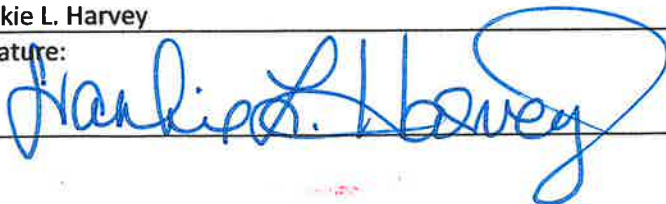
District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan (See Attachment A) that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
NA	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
NA	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
NA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Frankie L. Harvey

Signature:



Date:

7/6/2026

 **APPROVED**
7/6/2026

