

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan 2026-2027

School-Based Reading Plan

Name of School	Hollywood Central Preparatory K-8
Principal's Name	Jennifer Williams-O'Neal

Tier 1 Instruction (Core Curriculum):

Mandate: ALL students receive Tier 1 instruction during the uninterrupted 90-minute reading block. Instruction must be Science of Reading (SoR) aligned to the B.E.S.T. standards and include Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work.

Curriculum for Tier 1 Core Literacy Instruction	Resource & Grade Level
Evidence-Based Comprehensive Core Program for ELA/Reading: <i>(List core resource intended to use)</i>	Benchmark Advance – Grades K–5: Used as the primary comprehensive Tier 1 ELA/Reading curriculum to provide standards-aligned instruction in foundational skills, phonics, vocabulary, fluency, reading comprehension, writing, and language. HMH Into Literature – Grades 6–8: Used as the primary comprehensive Tier 1 ELA/Reading curriculum to provide standards-based instruction in reading, writing, vocabulary, language, and text analysis.
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	UFLI Foundations – Grades K–2: Used to provide explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and word recognition skills to strengthen foundational reading development. Heggerty Phonemic Awareness – Grades K–2: Used to provide explicit and systematic phonemic awareness instruction, including blending, segmenting, isolating, and manipulating sounds to strengthen students' early literacy skills.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Imagine Learning – Grades K–8: Used to provide differentiated language and literacy instruction for English Language Learners. The program supports vocabulary development, oral language, reading comprehension,

foundational literacy skills, and academic language based on individual student needs.

Benchmark Advance ELL/Designated ELD Supports – Grades K–5: Used to provide differentiated language development, vocabulary instruction, scaffolds, and access to grade-level literacy instruction.

HMH Into Literature Multilingual Learner Supports – Grades 6–8: Used to scaffold grade-level texts and support vocabulary, comprehension, speaking, listening, and writing.

Content Dictionaries – Grades K–8: Used to support academic and content-specific vocabulary development and increase ELL students' access to grade-level instruction.

Tier 2 Targeted Instructions & Interventions:

Early Warning Sign: Primary early warning indicator rule: Students performing below the 25th percentile on FAST Reading PM1 or PM2.

****Tier 2 reading students are clearly defined using multiple data points—not just one score.**

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program: <i>(List all resources intended to use and for what grade levels)</i>	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) – Grades K–5, as appropriate: Used to provide differentiated, systematic foundational skills instruction for students based on identified reading needs, including phonological awareness, phonics, decoding, and sight-word recognition. i-Ready Reading – Grades K–8: Used for differentiated practice and targeted skill development based on student assessment data and individual literacy needs. Read 180 – Grades 6–8, as appropriate: Provides targeted literacy support for students requiring additional instruction in reading comprehension, vocabulary, fluency, and foundational literacy skills.

	FreshLit – Grades 6–8: Provides supplemental standards-aligned texts and literacy activities to strengthen reading comprehension, vocabulary, text analysis, and written response.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	

Tier 3 Intensive Instructions & Interventions:

Critical Criteria: Grades K-2: Primary Early Warning Indicator rule: Students performing below the 10th percentile on FAST Reading (PM1 or PM2).

Grades 3-5: Primary Early Warning Indicator rule: Students performing below 20th percentile or at a Level 1 on FAST Reading (PM3 or current data).

****Tier 3 reading students are clearly defined using multiple data points—not just one score.**

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program: <i>(List all resources intended to use and for what grade levels)</i>	CODE – Grades 6–8 (Tier 3): Provides intensive, explicit, and systematic reading intervention for students with significant foundational reading skill deficits. CODE targets decoding, word recognition, fluency, vocabulary, and comprehension through intensive instruction aligned to individual student needs.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	CODE – Grades 6–8 (Tier 3): Provides intensive, explicit, and systematic reading intervention for students with significant foundational reading skill deficits. CODE targets decoding, word recognition, fluency, vocabulary, and comprehension through intensive instruction aligned to individual student needs. Imagine Learning – Grades K–8: Provides differentiated language and literacy support for English Language Learners, including vocabulary development, oral language, reading comprehension, foundational literacy skills, and academic language development.