

WALKER ELEMENTARY SCHOOL

Comprehensive Evidence-Based Reading Plan (CERP)

School Improvement Plan | 2026–2027

From Blueprint to Brilliance

Literacy Leadership • Science of Reading • Tier 1 Instruction • Intervention •
Coaching • Data-Driven Decision-Making



Schoolwide Literacy Vision

Walker Elementary will provide every student in grades K–5 with high-quality, evidence-based literacy instruction grounded in the Science of Reading, aligned with Florida’s B.E.S.T. ELA Standards, and responsive to individual student needs.

During 2026–2027, Walker will build upon the instructional systems established during 2025–2026 by increasing fidelity, instructional rigor, teacher ownership of data, differentiation, intervention precision, writing about reading, and student achievement.

The 2025–2026 Reading Impact Presentation documented consistent weekly ELA PLC structures, a clear framework for whole-group, small-group, and independent literacy instruction, strengthened diagnostic and progress-monitoring systems, Double Down and Academic Specials structures, more consistent walkthroughs and feedback, and improved alignment among pacing guides, standards, and instructional resources.

1. Vision and Alignment

Literacy Priorities for 2026–2027

1. Consistent implementation of evidence-based Science of Reading practices across K–5.
2. Strengthening Tier 1 instruction so that the majority of students are successful with core instruction.
3. Using student data to determine instructional response rather than allowing pacing alone to determine instruction.
4. Providing precise Tier 2 and Tier 3 intervention based on students’ identified reading-component needs.
5. Increasing reading proficiency, particularly among students performing below grade level and students in grades 3–5.
6. Strengthening reading comprehension, vocabulary, student discourse, and evidence-based writing across K–5.

Alignment to B.E.S.T. ELA Standards and District Expectations

- Florida B.E.S.T. ELA Standards
- BCPS instructional expectations and pacing
- District-adopted instructional materials
- Benchmark Advance
- Science of Reading principles
- FAST expectations and item specifications
- CERP requirements
- MTSS/RTI expectations
- Just Read, Florida! Literacy Coaching Model

Teachers will use standards as the instructional destination while using assessment and student-performance data to determine the scaffolding, differentiation, reteaching, and intervention needed for students to reach that destination.

2. Student Groups Requiring Greatest Attention

- Students performing below grade level, particularly students requiring Tier 2 or Tier 3 intervention.

- Lowest-quartile students, who will receive intensified monitoring and targeted instruction.
- Students in grades 3–5, where prior school data demonstrated lower overall proficiency.
- Students demonstrating foundational reading deficiencies in phonological awareness, phonics/decoding, fluency, or vocabulary.
- Students demonstrating comprehension difficulties, including students who can decode but struggle with meaning, text evidence, inference, academic vocabulary, or written response.

3. Science of Reading Implementation

Science of Reading practices will be visible across all K–5 classrooms, with instruction adjusted according to grade-level standards and students’ demonstrated needs. Instruction will be explicit, systematic, cumulative, diagnostic, and responsive.

Five Essential Reading Components

Phonological Awareness: Explicit opportunities to hear, identify, blend, segment, and manipulate sounds in spoken language.

Phonics/Decoding: Explicit, systematic instruction connecting sounds to print and applying phonics knowledge to decoding and encoding.

Fluency: Instruction addressing accuracy, automaticity, appropriate rate, phrasing, and expression while maintaining comprehension.

Vocabulary: Explicit instruction in academic and text-specific vocabulary, morphology, word relationships, context, and word meaning.

Comprehension: Explicit instruction in constructing meaning, identifying evidence, making inferences, analyzing text, discussing ideas, and writing about reading.

Key Instructional Principle: Pacing will guide instruction; student evidence will guide instructional response.

When formative evidence shows that students have not mastered essential learning, teachers will use the following response cycle:

Reteach → Differentiate → Small Group → Intervene → Progress Monitor

4. Core Reading Instruction — Tier 1

Tier 1 will remain the foundation of Walker’s CERP. Intervention will not be used to compensate for inconsistent core instruction. Walker will continuously examine whether Tier 1 is meeting the needs of most students before increasing intervention intensity.

Tier 1 Instructional Expectations

- Standards-aligned learning targets
- Explicit teacher modeling and think-alouds
- Systematic instruction
- Frequent checks for understanding
- Guided practice and immediate, specific feedback
- Purposeful student discourse
- Grade-level complex text
- Explicit vocabulary instruction

- Standards-aligned questioning
- Opportunities to cite textual evidence
- Reading-to-writing connections
- Meaningful independent practice
- Differentiated small-group instruction

Determining Whether Tier 1 Is Effective

Walker will examine FAST, i-Ready, Benchmark Advance, formative assessment, student work, and walkthrough evidence. The Literacy Leadership Team will ask: Are most students learning because of our core instruction? When significant numbers of students demonstrate the same misconception or deficiency, the first response will be to examine Tier 1 instruction rather than automatically assigning individual students to intervention.

5. Differentiation Within Tier 1

Differentiation will occur without lowering the standard or cognitive demand of the intended learning.

- Explicit modeling and additional guided practice
- Strategic questioning and flexible grouping
- Vocabulary support and text chunking
- Graphic organizers
- Oral rehearsal before writing
- Additional opportunities to respond
- Corrective feedback
- Targeted small-group instruction

Small groups will be based on specific instructional needs, not permanent ability labels. Groups will change as student evidence changes.

6. Data-Driven Instruction

Walker will move teachers beyond reviewing percentages and toward using evidence to determine what to teach next. Data conversations will result in clear instructional actions.

ASSESS → ANALYZE → DIAGNOSE → PLAN → TEACH → MONITOR → RESPOND

PLC Data Questions

- Which standard was assessed?
- Which students mastered it and which students did not?
- What patterns or misconceptions are visible?
- Is the difficulty foundational, language-based, comprehension-based, or related to task complexity?
- Does the evidence call for whole-class reteaching, Tier 1 differentiation, targeted small-group instruction, or intervention?
- What evidence will show that the instructional response worked?

7. Tier 2 and Tier 3 Intervention

For students reading below grade level, Walker will use the BCPS “Applying SoR at BCPS: Part 2” guidance to identify the reading component requiring intervention during Tier 2 or Tier 3. Students will

not receive generic reading intervention. Diagnostic information will identify whether the primary need involves phonological awareness, phonics/decoding, fluency, vocabulary, or comprehension.

Tier 2

- Targeted supplemental instruction in addition to Tier 1
- Explicit and systematic instruction
- Smaller instructional groups
- Instruction based on diagnosed need
- Regular progress monitoring

Tier 3

- Increased instructional intensity
- Smaller groups and more explicit instruction
- Increased opportunities to respond
- Immediate corrective feedback
- Additional instructional time as appropriate
- Frequent progress monitoring
- MTSS problem-solving and instructional adjustment

Essential intervention question: Is the intervention producing sufficient growth to close the identified gap?

8. Double Down and Academic Specials

Double Down will function as a formal extension of Walker’s intervention and acceleration framework. Students will be grouped according to specific standards and/or identified reading components. Resource teachers will receive clear instructional guidance.

Student	Identified Need	Standard / Reading Component	Instructional Resource	Expected Outcome	Progress Monitoring

9. PLCs — From Data Review to Instructional Decision-Making

Weekly ELA PLCs will serve as the primary professional-learning and instructional decision-making structure.

PPD Blitz: PLC Edition

Blueprint Preview: Review the unit assessment before instruction and identify the intended level of rigor.

Question Construction Zone: Identify assessment item types and plan opportunities for students to engage in similar thinking.

Misconception Makeover: Anticipate likely misconceptions and determine instructional responses.

Literacy Café Vocabulary Bar: Identify essential academic language and vocabulary.

Brilliance Review Build: Design standards-aligned review and reteaching based on evidence of student learning.

PLCs will operate as a continuous Before Instruction → During Instruction → After Instruction planning cycle.

10. Literacy Coaching

Walker will implement the Just Read, Florida! Literacy Coaching Model requirements referenced in Rule 6A-6.053 and ensure the Literacy Coach meets applicable reading endorsement or certification requirements, consistent with the district directive.

Literacy Coach Role

- Collaborative planning
- Modeling and co-teaching
- Observation and actionable feedback
- Data analysis and PLC facilitation
- Professional learning
- Resource alignment
- Intervention support
- Follow-up coaching

Identify → Plan → Model/Co-Teach → Observe → Reflect → Adjust → Follow Up

Walker will increase the number of complete coaching cycles while prioritizing new teachers, high-need classrooms, and grade levels with the greatest student-performance needs.

11. Writing, Discourse, and Authentic Literacy

Students will routinely apply literacy skills through authentic reading, discussion, and writing rather than experiencing literacy primarily through isolated test preparation.

READ → THINK → TALK → WRITE → SUPPORT → REVISE

- Read authentic and increasingly complex texts.
- Discuss text with peers and answer text-dependent questions.
- Cite relevant evidence and explain reasoning.
- Compare information across texts.
- Apply academic vocabulary in speaking and writing.
- Write extended responses and revise written thinking.

12. Literacy Leadership Team

The Literacy Leadership Team will serve as the monitoring and problem-solving body for implementation of the CERP.

STUDENTS: Who is progressing? Who is not? Which student groups require immediate attention?

INSTRUCTION: Are Science of Reading and Tier 1 expectations visible consistently?

ADULT PRACTICE: What do walkthroughs, PLCs, coaching cycles, and student work indicate about implementation?

SYSTEMS: Are intervention, progress monitoring, PLCs, coaching, and communication functioning as intended?

Following major assessment windows, the team will analyze evidence at the School → Grade → Classroom → Student → Standard/Reading Component levels.

13. Exemplar Classroom Practices

Walker will identify and highlight effective practices already occurring within the school to build internal teacher leadership and strengthen schoolwide consistency.

- Strong Science of Reading implementation
- Effective small-group instruction
- Strong checks for understanding
- Effective student discourse
- High-quality writing about reading
- Strong standards alignment
- Effective use of student data
- Successful intervention practices

Exemplar practices may be shared through peer observations, modeling, PLC examples, and Teacher University sessions.

14. 2026–2027 SMART Goals

Goal 1 — Reading Achievement

By the Spring 2027 FAST PM3 administration, Walker Elementary will demonstrate an increase in the percentage of students performing at or above grade-level expectations in ELA compared with the 2026–2027 PM1 baseline, with particular emphasis on accelerating proficiency in grades 3–5.

Goal 2 — Student Growth

By May 2027, students identified below grade level will demonstrate measurable growth toward grade-level expectations as evidenced by FAST, i-Ready, Benchmark Advance, classroom formative assessments, and intervention progress-monitoring data.

Goal 3 — Tier 1 Implementation

By May 2027, walkthrough and coaching evidence will demonstrate consistent implementation of Walker’s identified evidence-based Tier 1 literacy practices across K–5 classrooms.

Goal 4 — Data-Driven Instruction

By May 2027, 100% of K–5 grade-level PLC teams will demonstrate documented use of student data to identify instructional needs, plan reteaching and small groups, monitor student response, and adjust instruction.

Goal 5 — Intervention Precision

By May 2027, students receiving Tier 2 or Tier 3 reading intervention will have an identified reading-component need, aligned intervention plan, and documented progress-monitoring evidence used to determine instructional adjustments.

Goal 6 — Coaching

By May 2027, the Literacy Coach will provide documented coaching support across K–5, including complete coaching cycles, with differentiated intensity for new teachers, identified high-need classrooms, and priority grade levels.

15. CERP Monitoring Dashboard

Monitor	Evidence	Frequency	Response
Science of Reading	Walkthroughs / lesson evidence	Weekly	Coaching / professional learning
Tier 1 Fidelity	Walkthroughs + student work	Weekly / Monthly	Feedback / modeling
Standards Mastery	Benchmark / formative data	Weekly / Unit	Reteach / regroup
Small Groups	Plans + observations + data	Weekly	Adjust groups
Tier 2 / Tier 3	Intervention + progress data	Biweekly	Intensify / adjust
Double Down	Standards / component data	Biweekly	Regroup
i-Ready	Diagnostic / lesson data	Monthly / Diagnostic windows	Adjust instruction
FAST	PM1 / PM2 / PM3	Assessment windows	Schoolwide action plan
Writing	Student work / rubrics	Monthly	Reteach / calibrate
PLC	Planning sheets / artifacts	Weekly	Coach follow-up
Coaching	Coaching logs / evidence	Ongoing	Determine next cycle

16. CERP Theory of Action

If Walker Elementary strengthens evidence-based Tier 1 literacy instruction grounded in the Science of Reading, uses multiple sources of student data to identify specific reading needs, provides targeted Tier 2 and Tier 3 intervention, and builds teacher capacity through PLCs, coaching, modeling, collaboration, and feedback, then students will demonstrate accelerated literacy growth and increased grade-level reading proficiency.

Implementation Direction for 2026–2027

Walker Elementary does not need to restart its literacy improvement work. The systems established during 2025–2026 provide the foundation for the next phase. The 2026–2027 focus is fidelity, precision, ownership, and acceleration: strengthening Tier 1, responding more precisely to data, targeting intervention to specific reading components, expanding complete coaching cycles, and converting student growth into increased proficiency.

17. BCPS School-Based Reading Plan Requirements

The following requirements are incorporated into Walker Elementary’s 2026–2027 CERP to ensure the school-based reading plan explicitly addresses the BCPS Tier 1, Tier 2, and Tier 3 directives provided to the school.

Tier 1 Instruction (Core Curriculum)

Mandate: All students will receive Tier 1 literacy instruction during an uninterrupted 90-minute reading block. Instruction will be aligned to the Science of Reading and Florida’s B.E.S.T. ELA Standards and will include Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work, as directed by BCPS.

Within the 90-minute block, teachers will provide explicit, systematic instruction and differentiation based on student evidence while maintaining access to grade-level standards and texts.

Curriculum for Tier 1 Core Literacy Instruction	Resource & Grade Level
Evidence-Based Comprehensive Core Program for ELA/Reading	Benchmark Advance — Grades K–5
Evidence-Based Supplemental Core Literacy Resources	i-Ready Reading — Grades K–5; additional BCPS-approved supplemental resources will be documented by grade level as selected/assigned.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs)	BCPS-approved ELL literacy supports/resources — specific resources and grade levels to be confirmed and documented by the school based on student need and district guidance.

Tier 2 Targeted Instruction and Interventions

Early Warning Sign: The primary early warning indicator is performance below the 25th percentile on FAST Reading PM1 or PM2.

Multiple-data-point requirement: Tier 2 identification will not be based on one score. Teams will use multiple data points, which may include FAST, i-Ready Diagnostic and progress data, Benchmark Advance assessments, classroom formative assessments, student work, and diagnostic reading-component data.

For students reading below grade level, teams will use “Applying SoR at BCPS: Part 2” guidance to determine the reading component to address during Tier 2 intervention: phonological awareness, phonics/decoding, fluency, vocabulary, and/or comprehension.

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program	BCPS-approved intervention program(s) matched to the diagnosed reading component — Grades K–5. Specific program names will be documented once confirmed by the school/district.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs)	BCPS-approved ELL intervention supports matched to identified reading needs — Grades K–5; specific resources to be documented based on student need and district guidance.

Tier 3 Intensive Instruction and Interventions

Critical Criteria — Grades K–2: Primary early warning indicator: students performing below the 10th percentile on FAST Reading PM1 or PM2.

Critical Criteria — Grades 3–5: Primary early warning indicator: students performing below the 20th percentile or at Level 1 on FAST Reading PM3 or current data.

Multiple-data-point requirement: Tier 3 identification will be clearly defined using multiple data points and will not be based on one score. The MTSS problem-solving team will review diagnostic, progress-monitoring, classroom, and intervention-response evidence when determining intensity and next steps.

Tier 3 instruction will target the student’s diagnosed reading component using “Applying SoR at BCPS: Part 2” guidance and will provide greater intensity through smaller groups, increased explicitness, additional response opportunities, immediate corrective feedback, and frequent progress monitoring.

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program	BCPS-approved intensive intervention program(s) matched to the diagnosed reading component — Grades K–5. Specific program names will be documented once confirmed by the school/district.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs)	BCPS-approved intensive ELL literacy supports matched to identified reading needs — Grades K–5; specific resources to be documented based on student need and district guidance.

Connection to Walker’s Existing Intervention Structures

- Double Down and Academic Specials groupings will be reviewed against the Tier 2 and Tier 3 criteria and adjusted using multiple data points.
- Students will be grouped by a clearly identified standard and/or reading component rather than by a broad performance label alone.
- Classroom teachers, resource/intervention teachers, the Literacy Coach, and MTSS/administration will maintain communication regarding the skill being taught, intervention resource, progress-monitoring measure, and student response.
- Intervention will supplement, not replace, the uninterrupted Tier 1 reading block.
- Students will be regrouped or intervention intensity adjusted when progress-monitoring evidence indicates the current instructional response is insufficient or the targeted skill has been mastered.

Resource Verification Note

The district form requires the school to list the specific evidence-based comprehensive intervention program and ELL supplemental resources used at each tier. The materials provided for this plan identify Benchmark Advance and i-Ready, but do not identify the official BCPS-approved Tier 2/Tier 3 intervention program names or ELL supplemental program names. Those fields are therefore intentionally marked for school/district confirmation rather than populated with unverified resources.

17. Assessment and Data Analysis

Assessment and data analysis will function as an instructional decision-making process rather than an isolated reporting activity. Walker will use FAST, district assessments, i-Ready, Benchmark Advance, classroom formative assessments, progress-monitoring measures, and student work to identify trends, determine instructional needs, and evaluate the impact of instructional responses.

FAST and District Assessment Results Informing Instruction

- FAST PM1, PM2, and PM3 results will be analyzed at the school, grade, classroom, student, standard, and reading-component levels.
- District and Benchmark Advance assessment results will be used to identify standards requiring reteaching, enrichment, or additional scaffolding.
- i-Ready diagnostic and instructional data will support identification of skill needs, flexible grouping, and progress toward grade-level expectations.
- Teachers will triangulate multiple data sources rather than make instructional or intervention decisions from one score.

Grade-Level Growth and Areas Requiring Support

The 2025–2026 data demonstrated growth across all grade levels. Kindergarten showed the strongest FAST PM1-to-PM2 increase (+30 percentage points), followed by fifth grade (+22), third grade (+21), and fourth grade (+15). i-Ready diagnostic proficiency also increased across every grade level. The strongest outcomes were associated with consistent data-driven small groups, targeted coaching, reteach cycles, and intervention structures.

Despite growth, intermediate grades 3–5 remained a priority because overall proficiency was still lower than desired and Benchmark Advance unit data showed inconsistency in mastery. Walker will therefore maintain intensified support for grades 3–5 while sustaining successful early-literacy practices.

Cross-Grade Trends and Foundational Skill Deficits

The Literacy Leadership Team will review trends across grades to determine whether needs are isolated to individual students or reflect broader instructional patterns. For students reading below grade level, teams will use Applying SoR at BCPS: Part 2 and diagnostic evidence to determine whether the primary need is in phonological awareness, phonics/decoding, fluency, vocabulary, or comprehension. The specific deficit will determine the instructional response.

Frequency of Data Review

- Weekly: PLC review of formative assessments, student work, exit tickets, small-group evidence, and Benchmark Advance performance.
- Biweekly: Review of Tier 2, Tier 3, Double Down, and Academic Specials progress-monitoring data as appropriate to the intervention plan.
- Monthly: Review of i-Ready instructional progress, implementation trends, and schoolwide literacy indicators.
- Assessment windows: Formal analysis following FAST PM1, PM2, PM3 and i-Ready diagnostic administrations.
- Quarterly: Literacy Leadership Team/ILT review of schoolwide trends, implementation evidence, and needed professional-learning adjustments.

Data-to-Action Accountability

Every formal data discussion will conclude with a documented instructional response. Teams will identify the need, determine the action, assign responsibility, establish an implementation date, identify evidence of success, and set a date to review impact.

Identified Need	Instructional Action	Students/Group	Person Responsible	Evidence of Success	Review Date

18. Intervention Monitoring and Coordination

Student Identification

Students will be identified for intervention through multiple data points. Tier 2 identification will include the BCPS early-warning criterion of performance below the 25th percentile on FAST Reading PM1 or PM2, considered alongside other evidence. Tier 3 critical criteria will include K–2 students performing below the 10th percentile on FAST Reading PM1 or PM2 and grades 3–5 students performing below the 20th percentile or at Level 1 on FAST Reading PM3/current data, again considered with multiple data sources rather than a single score.

Alignment of Intervention to Skill Deficits

Intervention will be matched to the student’s identified reading-component need. Applying SoR at BCPS: Part 2 will guide teams in determining whether instruction should target phonological awareness, phonics/decoding, fluency, vocabulary, or comprehension. Intervention groups will be skill-based and flexible.

Determining Whether Intervention Is Working

- Progress-monitoring data will be compared with the student’s baseline and expected rate of improvement.
- Teams will examine whether the student is responding rapidly enough to close the identified gap.
- Intervention fidelity, attendance, instructional dosage, and student engagement will be considered when interpreting progress.
- When progress is insufficient, the team will adjust group size, instructional intensity, duration, strategy, or intervention focus rather than simply continue an ineffective plan.

Flexible Grouping and Coordination with Tier 1

Tier 2 and Tier 3 instruction will supplement, not replace, the uninterrupted 90-minute Tier 1 reading block. Classroom teachers, resource teachers, intervention staff, and the Literacy Coach will communicate regularly so that intervention targets reinforce identified student needs while maintaining access to grade-level core instruction. Double Down and Academic Specials groups will be regrouped as evidence of student growth changes.

Barriers to Effective Intervention

- Master-schedule limitations or loss of intervention time.
- Inconsistent implementation or insufficient instructional dosage.

- Intervention that is not tightly matched to the identified reading deficit.
- Limited communication between classroom and intervention staff.
- Assessment windows or competing campus responsibilities that interrupt continuity.
- Student attendance and engagement concerns.

The Literacy Leadership Team and administration will identify barriers during data reviews and assign concrete corrective actions so that implementation issues are addressed promptly.

19. Professional Learning and Coaching

Professional Learning With the Greatest Instructional Impact

Walker's 2025–2026 work indicates that professional learning had the strongest impact when it was directly connected to classroom implementation. High-impact practices included standards and assessment alignment, planning for misconceptions, standards- and text-based questioning, student discourse, gradual release, data-driven small groups, PLC analysis, in-class modeling, co-teaching, and side-by-side support.

Additional Teacher Support Needed

- Independent use of multiple data sources to make instructional decisions.
- Consistent implementation of explicit and systematic Science of Reading practices.
- Differentiation and flexible small-group instruction without reducing grade-level rigor.
- Writing in response to reading and extended written responses.
- Standards-aligned rigor and academic language, particularly in grades 3–5.
- Diagnosing foundational reading needs and matching Tier 2/Tier 3 intervention to the appropriate reading component.
- Using checks for understanding and student work to make real-time instructional adjustments.

Walkthrough and Coaching Trends

Walkthroughs and coaching cycles will be used to identify schoolwide patterns rather than function only as individual feedback. The Literacy Coach and administration will review evidence of learning targets, explicit instruction, checks for understanding, student discourse, small-group differentiation, authentic reading/writing, Science of Reading practices, and alignment among standards, instruction, and assessment.

Connecting Coaching to Student Achievement

Coaching goals will be connected to student evidence. At the beginning of a coaching cycle, the teacher and Literacy Coach will identify an instructional practice and related student-learning need. Student work, formative assessment, progress-monitoring data, or other agreed-upon evidence will be reviewed during and after the cycle to determine whether the instructional change improved student performance.

2026–2027 Coaching Priorities

- Explicit, systematic Science of Reading instruction.
- Standards-aligned Tier 1 rigor and checks for understanding.
- Data-driven flexible small groups.
- Academic vocabulary, student discourse, and text-dependent questioning.
- Writing about reading and use of textual evidence.
- Intervention diagnosis and progress monitoring.

- Priority support for new teachers, high-need classrooms, and grades 3–5.

Teacher Leadership and Schoolwide Capacity

Walker will identify teachers demonstrating strong literacy practices and intentionally develop them as teacher leaders. Teacher leaders may support peer observations, PLC modeling, collaborative planning, demonstration lessons, Teacher University sessions, and sharing of exemplar student work and instructional practices. This approach will distribute literacy leadership and strengthen sustainability beyond the Literacy Coach.

20. Literacy Leadership Team Guiding-Question Monitoring Protocol

The Literacy Leadership Team will revisit the district guiding questions throughout the year. The questions will be used as a monitoring protocol for Vision and Alignment, Science of Reading Implementation, Tier 1 Core Reading Instruction, Assessment and Data Analysis, Interventions, and Professional Learning and Coaching.

Focus Area	Evidence Reviewed	Leadership Question	Resulting Action
Vision & Alignment	CERP goals, B.E.S.T. alignment, subgroup data	Are priorities aligned and focused on the students with greatest need?	Refine schoolwide priorities/resources.
Science of Reading	Walkthroughs, lesson evidence, diagnostic data	Are explicit and systematic practices visible across K–5?	Target modeling/PD/coaching.
Tier 1	Student achievement, walkthroughs, student work	Is core instruction effective for most students and implemented with fidelity?	Strengthen core before escalating intervention.
Assessment & Data	FAST, i-Ready, Benchmark, formative data	What trends are evident and what instructional action follows?	Document reteach/grouping/intervention action.
Intervention	Diagnostic and progress-monitoring data	Is intervention matched to need and producing sufficient growth?	Regroup/intensify/adjust.
Professional Learning & Coaching	Coaching logs, walkthrough trends, student data	Which adult practices require support and is coaching affecting student outcomes?	Set next coaching/PD priority.

Updated Implementation Commitment

Walker Elementary’s 2026–2027 CERP will be treated as a living school-improvement plan. The Literacy Leadership Team will use student achievement, implementation evidence, intervention progress, walkthrough trends, and coaching outcomes to determine whether the plan is producing the intended results. When evidence indicates that an approach is not working, the school will adjust

instruction, intervention, professional learning, or implementation supports rather than wait for the next major assessment window.