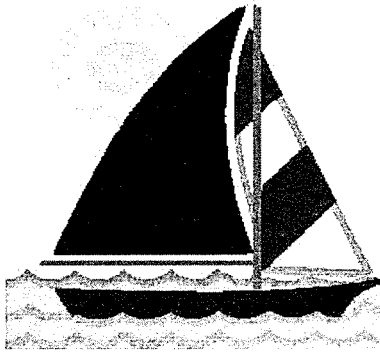




Harbordale Elementary School
Comprehensive Evidence-Based Reading Plan Agenda
Thursday, September 3, 2026

- Tier 1 Core Literacy Instruction
- ~Teacher 2 Targeted Instruction and Intervention
- ~Tier 3 Intensive Instructions and Interventions
- ~Science of Reading Implementation
- ~Assessment and Data Analysis
- ~Professional Learning and Coaching

"Success is the sum of small efforts, repeated day in and day out." `Robert Collier

Harbordale Elementary School
Comprehensive Evidence-Based Reading Plan Meeting
Thursday, September 3, 2026

Name	Position
Rachel Brotman	Team Leader - K
Brianna Graham	Team Leader - 1
Cynthia Vanderbaan	Team Leader - 2
Kori Goldstein	Team Leader 4
Drica Samuels	Team Leader - 3
Mary Chee	Team Leader - 5
Gilda Kupferman	Specials Team Leader
Lauren Gordon	Assistant Principal
Jennifer Kashdun	Principal
Bridget Wallace	Reading Coach

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

School-Based Reading Plan

Name of School	Harbordale Elementary
Principal's Name	Jennifer Kashdin

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
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	UFLI Phonics Program K-2 Curriculum Associates Magnetic Reading 3-5
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Benchmark Advance

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>	UFLI Phonics Program 1st-3rd SIPPS Program 3rd-5th
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	UFLI Phonics Program 1st-2nd Benchmark Advance Hello! Curriculum Associates Magnetic Foundations

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>	UFLI Phonics Program 1st-3rd SIPPS Program 3rd-5th
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	UFLI Phonics Program 1st-2nd Benchmark Advance Hello! Curriculum Associates Magnetic Foundations