

Sander Park Elementary

800 NW 16th Street, Pompano Beach, FL 33060

Tuesday, September 1, 2026

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

- I. Review 2026-2027 CERP
- II. Applying SoR at BCPS: Parts 1, 2, & 3
- III. SIP Guiding Questions
- IV. Section 3: School Literacy Leadership Teams
- V. Section 4: Literacy Coaching
- VI. Section 5: Standards, Curriculum, Instruction & Intervention
- VII. Section 6: Professional Learning
- VIII. Section 8: Family Engagement

Comprehensive Evidence-Based Reading Plan (CERP)

School Improvement Plan 2026-2027

School-Based Reading Plan

Name of School	Sanders Park Elementary School
Principal's Name	Kizzy Dailey

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>	Core ELA/Reading: Benchmark Advance (Grades K-5).
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	Phonological Awareness: Heggerty (Grades K-1). Phonics: UFLI Foundations (Grades K-2);
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	ELL literacy support: Ellevation (K-5); Imagine Learning (2-5); Benchmark Advance embedded English learner scaffolds and language-support resources (Grades K-5), including visuals, explicit academic vocabulary and morphology instruction, oral-language routines, and scaffolded reading and writing tasks.

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>	Phonological Awareness: Broward County Public Schools Instructional Pathways (K-1); Benchmark Advance PA (K-1); Heggerty (K-1). Phonics/Word Recognition: Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Phonics/Word Study Interventions (K-5); UFLI (K-3), SIPPS Plus (4-5) Fluency: Broward County Public Schools Instructional Pathways (1-5); Benchmark Advance Fluency Interventions (1-5) Vocabulary/Comprehension: Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Comprehension Interventions (2-5); i-Ready Tools for Instruction (K-5); Magnetic Reading (3-5); Wordly Wise 3000 (2-5).
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	ELL intervention support: Ellevation (K-5); Imagine Learning (2-5); Benchmark Advance intervention lessons with embedded English learner scaffolds (K-5, as applicable by component); Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Comprehension Interventions (2-5); i-Ready Tools for Instruction (K-5); Magnetic Reading (3-5).

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>	Phonological Awareness: Broward County Public Schools Instructional Pathways (K-1); Benchmark Advance PA (K-1); Heggerty (K-1). Phonics/Word Recognition: Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Phonics/Word Study Interventions (K-5); UFLI (K-3), SIPPS Plus (4-5) Fluency: Broward County Public Schools Instructional Pathways (1-5); Benchmark Advance Fluency Interventions (1-5). Vocabulary/Comprehension: Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Comprehension Interventions (2-5); i-Ready Tools for Instruction (K-5); Magnetic Reading (3-5); Wordly Wise 3000 (2-5).
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Intensive ELL intervention support: Ellevation (K-5); Imagine Learning (2-5); Benchmark Advance intervention lessons with embedded English learner scaffolds (K-5, as applicable by component); Broward County Public Schools Instructional Pathways (K-5); Benchmark Advance Comprehension Interventions (2-5); i-Ready Tools for Instruction (K-5); Magnetic Reading (3-5).

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

School Literacy Leadership Team Contact Information

Part 1 Directions: Section 3 of the CERP requires that schools maintain a Literacy Leadership Team. List all members of your School's Literacy Leadership Team. This should include administrators, literacy coaches, teacher leaders, ELL, and ESE staff.

Literacy Leadership Team Member	Title
Kizzy Dailey	Principal
Marchard Desire	Assistant Principal
Sophia Saint-Paul	Literacy Coach
Kami Stevenson	Primary Literacy Coach
Athlean Clarke-Smith	ESE Specialist
Linnette Bonilla	School Psychologist
Shakita Wallace	School Counselor

Part 2 Directions: Review the 26-27 CERP or “**Applying SoR (Science of Reading) at BCPS: Parts 1, 2, & 3**”. with your Literacy Leadership Team. These are the guiding documents from the 2026-2027 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan requirements listed on the chart below.

Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Sanders Park Elementary		
Principal's Name	Ms. Kizzy Dailey		
Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy Leadership: Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity. (Applying SoR at BCPS: Part 1)	Kizzy Dailey	Principal	kizzy.n.dailey@browardschools.com
	Marchard Desire	Assistant Principal	marchard.desire@browardschools.com
	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com

Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Kizzy Dailey	Principal	kizzy.n.dailey@browardschools.com
	Marchard Desire	Assistant Principal	marchard.desire@browardschools.com
	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com

Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy Leadership: Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, outside of the 90-minute reading block.	Kizzy Dailey	Principal	kizzy.n.dailey@browardschools.com
	Marchard Desire	Assistant Principal	marchard.desire@browardschools.com
	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 4: Literacy Coaching: Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS: Part 2" guidance with students reading below grade level to identify reading component to address during Tier 2 or 3 intervention. (Applying SoR at BCPS: Part 2)	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com

Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention course. These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 6- Professional Learning: Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com
Section 8: Family Engagement: Ensure that parents of K-5 students identified with substantial reading deficiencies are provided a Read-at-Home Plan and encouraged to sign up for the New World's Reading Initiative.	Sophia Saint-Paul	Literacy Coach	sophia.saintpaul@browardschools.com
	Kami Stevenson	Primary Literacy Coach	kami.stevenson@browardschools.com