

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

### School-Based Reading Plan

|                         |                    |
|-------------------------|--------------------|
| <b>Name of School</b>   | Margate Elementary |
| <b>Principal's Name</b> | Thomas Schroeder   |

#### 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               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Evidence-Based Comprehensive Core Program for ELA/Reading:</b> <i>(List core resource intended to use)</i>                                                     | <b>Benchmark Advanced Grades K-5</b> |
| <b>Evidence-Based Supplemental to Core Literacy Resources:</b> <i>(List all resources intended to use and for what grade levels)</i>                              | <b>UFLI Grades Grades K-2</b>        |
| <b>Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs):</b> <i>(List all resources intended to use and for what grade levels)</i> | <b>Imagine Learning</b>              |

#### 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              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Evidence-Based Comprehensive Intervention Program:</b> <i>(List all resources intended to use and for what grade levels)</i>                                   | <b>Benchmark Advance Grades K-5</b> |
| <b>Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs):</b> <i>(List all resources intended to use and for what grade levels)</i> | <b>Benchmark Advance Grades K-5</b> |

#### 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              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Evidence-Based Comprehensive Intervention Program:</b> <i>(List all resources intended to use and for what grade levels)</i>                                   | <b>UFLI Grades K-5/Project Read</b> |
| <b>Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs):</b> <i>(List all resources intended to use and for what grade levels)</i> | <b>UFLI Grades K-5/Project Read</b> |