

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

School-Based Reading Plan

Name of School	Deerfield Beach High School
Principal's Name	Jon Marlow

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: Evidence-Based Comprehensive Core Program for ELA/Reading	HMH Into Literature
Evidence-Based Supplemental to Core Literacy Resources: Grades 9–10	Grade-level B.E.S.T.-aligned texts and tasks; HMH supplemental resources; FAST-aligned instructional resources; CPALMS B.E.S.T. resources/tutorials; Albert.io targeted standards practice; teacher-created small-group lessons based on FAST/MAP/student-work data.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): Grades 9–10 ELL/LY students within Tier 1 instruction	Explicit academic vocabulary instruction; content + language objectives; structured academic discourse; sentence frames/stems; word banks; visuals and graphic organizers; chunked text; teacher think-aloud/modeling; Quick Writes; oral rehearsal before writing; strategic partnering; differentiated linguistic scaffolds; frequent checks for understanding.

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: READ 180 / Intensive Reading — Grades 9–12, as appropriate based on student need	READ 180 — explicit, targeted reading intervention delivered through differentiated small-group instruction, independent/application practice, vocabulary development, comprehension, fluency, and ongoing progress monitoring. Instructional groups adjusted using student performance data.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): ELL students receiving Tier 2 support — Grades 9–12	Targeted small-group instruction based on identified skill gaps; explicit academic vocabulary; structured oral language practice; sentence frames; word banks; visuals; graphic

organizers; chunked/accessible text; repeated reading as appropriate; teacher modeling/think-alouds; Quick Writes; oral rehearsal before written responses; and differentiated scaffolds aligned to English-language proficiency.

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: READ 180 + CODE Curriculum — Grades 9–12 students requiring intensive reading intervention	provides explicit, systematic, and intensive reading instruction targeting foundational literacy skills. Instruction addresses identified student needs in areas such as phonics/decoding, word recognition, morphology, fluency, vocabulary, comprehension, and written response. Instruction is delivered through targeted teacher-led small groups with differentiated practice and ongoing progress monitoring to determine student response to intervention.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): ELL students receiving Tier 3 Intensive Reading intervention — Grades 9–12	CODE instruction is supplemented with explicit academic and content vocabulary instruction, visuals, modeling/think-alouds, chunked directions and text, structured oral language practice, sentence frames, word banks, graphic organizers, repeated practice, and opportunities for oral rehearsal before written responses. Scaffolds are differentiated according to students' English-language proficiency and literacy needs while maintaining the targeted instructional goal.