

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

School-Based Reading Plan

Name of School	Glades Middle School
Principal's Name	Daniela Fatout

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: (List core resource intended to use)	HMH Into Literature — Grades 6–8 BCPS adopted core ELA curriculum aligned to the B.E.S.T. Standards.
Evidence-Based Supplemental to Core Literacy Resources: (List all resources intended to use and for what grade levels)	HMH Into Literature embedded resources — Grades 6–8 Paired-text/Collaborate & Compare tasks, close reading, academic vocabulary, text-dependent questions, writing from sources, and Writable constructed responses.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	iLitELL through Savvas EasyBridge for eligible beginning English learners; HMH Into Literature leveled/Spanish text supports, academic vocabulary, modeling, and background-knowledge scaffolds — Grades 6–8.

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: (List all resources intended to use and for what grade levels)	HMH READ 180 — Grades 6–8 Intensive Reading BCPS uses READ 180 for students whose reader profile indicates targeted intensive reading support. Instruction includes teacher-led small group, adaptive technology, independent reading, academic vocabulary, comprehension, fluency, writing, and ongoing progress monitoring.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	ELL supports — Grades 6–8 iLitELL for eligible beginning English learners based on language/reader profile; students needing Tier 2 reading intervention may receive READ 180 as appropriate. Use explicit vocabulary, background knowledge, modeling, and scaffolded grade-level text access.

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
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Evidence-Based Comprehensive Intervention Program: (List all resources intended to use and for what grade levels)	HMH READ 180 The Code (formerly System 44) — Grades 6–8 Intensive Reading BCPS intensive individualized intervention for students whose diagnostic/placement data indicate significant foundational reading needs. The Code provides explicit, systematic instruction in phonics/decoding, word recognition, fluency, vocabulary, and comprehension in very small teacher-led groups.
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	ELL supports — Grades 6–8 READ 180 The Code may be used when the student's reader profile indicates intensive foundational-skills support. Supplement with explicit academic vocabulary, language supports, modeling, repeated practice, and immediate feedback.

6/30/2026

Glades Middle School 2026–2027 ELA Goals: Proficiency 72% → 74%; Learning Gains 62% → 64%; Lowest 25% Learning Gains 45% → 47%.

BCPS alignment used for this plan: HMH Into Literature for middle grades ELA; READ 180 and The Code for Intensive Reading based on each student's profile of strengths and needs.

Glades Middle School Data-Based Intervention Plan

Leadership: Daniela Fatout, Principal; Stephanie Mentore, Assistant Principal; Natasha Marino, Literacy Coach.

ELA goals for 2026–2027: increase proficiency from 72% to 74%, learning gains from 62% to 64%, and Lowest 25% learning gains from 45% to 47%.

Sublevel 1.3 cohort: 89 unique students, including 47 students with an ELA 1.3 need (26 ELA-only + 21 both), 42 SWD, 11 ELL, and 87 students flagged for working Low25 risk in at least one subject. These students represent the highest-priority intervention/progress-monitoring cohort.

Sublevel 2.2 cohort: 101 unique students, including 60 students with an ELA 2.2 need (47 ELA-only + 13 both), 25 SWD, 7 ELL, and 24 students flagged for working Low25 risk in at least one subject. These students will receive targeted Tier 1/Tier 2 scaffolds and progress monitoring based on multiple data points.

Intervention resources: HMH Into Literature is used for core middle-grades ELA instruction. READ 180 is included for targeted/intensive reading support based on student need. READ 180 The Code is included when diagnostic/placement data indicate significant foundational reading needs requiring explicit, systematic decoding/phonics and word-recognition intervention. Intervention placement and intensity will be determined from multiple data points rather than a single score.

Monitoring: the Literacy Leadership Team will review FAST, diagnostic, CFA, classroom, READ 180/The Code progress-monitoring data, SWD/ELL status, and the school intervention trackers during PLCs/data chats to regroup students, intensify support, or release students when evidence shows sustained progress. The tracker Low25-risk flag is a working PM3 percentile indicator, not an official accountability Low25 designation.

Glades Middle School Literacy Leadership Team Contacts

Daniela Fatout — Principal — daniela.fatout@browardschools.com

Stephanie Mentore — Assistant Principal — stephanie.mentore@browardschools.com

Natasha Marino — Literacy Coach — natasha.sherriff@browardschools.com

Adriana Lopez — ELL Representative — adrian.lopez@browardschools.com

Stephanie Atherley — ESE Representative — stephanie.atherley@browardschools.com

Jodean Chin — ELA Department Leader — jodean.chin@browardschools.com

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
Daniela Fatout	Principal
Stephanie Mentore	Assistant Principal
Natasha Marino	Literacy Coach
Jodean Chin	ELA Department Leader
Adriana Lopez	ELL Representative
Stephanie Atherley	ESE Representative

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	Glades Middle School		
Principal's Name	Daniela Fatout		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<u>Section 3- Literacy Leadership</u> : 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)	Daniela Fatout / Stephanie Mentore / Natasha Marino	Principal / Assistant Principal / Literacy Coach	daniela.fatout@browardschools.com; stephanie.mentore@browardschools.com; natasha.sherriff@browardschools.com
<u>Section 3- Literacy Leadership</u> : Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading	Natasha Marino / Jodean Chin / Stephanie Mentore	Literacy Coach / ELA Department	natasha.sherriff@browardschools.com;

assessments to make informed decisions about how to maximize student growth in reading.

Leader /
Assistant
Principal

jodean.chin@
browardschools.
com;
stephanie.
mentore@
browardschools.
com

Sections of the Plan Requirements	Contact Person	Title	E-mail
<u>Section 3- Literacy Leadership:</u> 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.	Natasha Marino / Stephanie Mentore	Literacy Coach / Assistant Principal	natasha.sherriff@ browardschools. com; stephanie. mentore@ browardschools. com
<u>Section 4: Literacy Coaching:</u> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Natasha Marino	Literacy Coach	natasha.sherriff@ browardschools. com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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)	Natasha Marino / Jodean Chin / Adriana Lopez / Stephanie Atherley	Literacy Coach / ELA Department Leader / ELL Representati ve / ESE Representati ve	natasha.sherriff@ browardschools. com; jodean.chin@ browardschools. com; adrian.lopez@ browardschools. com; stephanie. atherley@ browardschools. com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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).	Natasha Marino / Stephanie Mentore	Literacy Coach / Assistant Principal	natasha.sherriff@ browardschools. com; stephanie. mentore@ browardschools. com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Natasha Marino / Jodean Chin	Literacy Coach / ELA Department Leader	natasha.sherriff@ browardschools. com; jodean.chin@ browardschools. com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small	Natasha Marino / Stephanie Mentore	Literacy Coach /	natasha.sherriff@ browardschools. com;

group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.		Assistant Principal	stephanie.mentore@browardschools.com
<u>Section 6- Professional Learning:</u> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.	Natasha Marino / Jodean Chin / Stephanie Mentore	Literacy Coach / ELA Department Leader / Assistant Principal	natasha.sherriff@browardschools.com; jodean.chin@browardschools.com; stephanie.mentore@browardschools.com
<u>Section 8: Family Engagement:</u> 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.	Daniela Fatout / Stephanie Mentore	Principal / Assistant Principal	daniela.fatout@browardschools.com; stephanie.mentore@browardschools.com

Glades Middle School 2026–2027 ELA Goals: Proficiency 72% → 74%; Learning Gains 62% → 64%; Lowest 25% Learning Gains 45% → 47%.

BCPS intervention alignment: Middle grades ELA uses HMH Into Literature. Intensive Reading placement uses READ 180 or The Code based on the student's profile of strengths and needs. Tier 2/Tier 3 instruction will be explicit, systematic, teacher-led, progress monitored, and implemented with approved resources.

Glades Middle Data-Informed Literacy Priorities

Glades Middle will use FAST, diagnostic, CFA, classroom, and intervention data to identify students for targeted support. The Sublevel 1.3 tracker identifies 89 unique students: 26 ELA-only, 42 Math-only, and 21 in both subjects; 87 are flagged as working Low25 risk, 42 are SWD, and 11 are ELL. The Sublevel 2.2 tracker identifies 101 unique students: 47 ELA-only, 41 Math-only, and 13 in both subjects; 24 are flagged as working Low25 risk, 25 are SWD, and 7 are ELL. The Low25-risk flag in the trackers is a working indicator based on PM3 percentile rank at or below the 25th percentile in ELA and/or Math and is not an official accountability Low25 designation. These data will guide flexible grouping, progress monitoring, READ 180 placement/support, The Code when diagnostic data indicate intensive foundational skill needs, and PLC/data-chat decisions.

GLADES MIDDLE SCHOOL

Literacy Leadership Team (LLT)

2026–2027 CERP Review Meeting Agenda

Date:	8/24
Time:	8:45
Location:	Principal's Office
Facilitators:	Daniela Fatout, Principal Natasha Marino, Literacy Coach

Purpose

Review and evaluate implementation of the 2026–2027 Comprehensive Evidence-Based Reading Plan (CERP) and Glades Middle School's School-Based Reading Plan, with attention to literacy leadership, coaching, standards-based instruction and intervention, professional learning, and family engagement.

Agenda

Agenda Item	Discussion Focus	Time
1. Welcome & Purpose	Review the purpose of the Literacy Leadership Team and the annual CERP review requirement.	5 min
2. Review of Current Reading Data	Review current FAST ELA data and identify schoolwide trends, students needing additional support, and priority literacy needs.	10 min
3. Section 3: School Literacy Leadership Team	Review LLT membership, roles, collaboration structures, and how the team will monitor implementation throughout the year.	8 min
4. Section 4: Literacy Coaching	Review the literacy coach's role in PLCs, data chats, modeling, small-group support, cross-curricular literacy, and professional learning.	8 min
5. Section 5: Standards, Curriculum, Instruction & Intervention	Discuss Tier 1 instruction, Tier 2/3 supports, intentional student grouping, progress monitoring, and alignment to B.E.S.T. standards and approved curriculum.	15 min
6. Section 6: Professional Learning	Identify professional learning priorities, including standards-based instruction, data use, differentiation, literacy strategies, and progress monitoring.	8 min
7. Section 8: Family Engagement	Review opportunities to strengthen family communication and engagement around literacy and student reading progress.	6 min
8. School-Based Reading Plan	Review current reading supports,	10 min

Review	intervention structures, monitoring processes, and next steps for implementation.	
9. Action Steps & Closing	Identify responsible persons, timelines, evidence to collect, and follow-up monitoring dates.	10 min

Action Items / Next Steps

Action Item	Person Responsible	Timeline	Evidence/Follow-Up
Review CERP	Lit coach	Sept 26 -	Review student
Implementation across content areas and	Dept. chair	Ongoing	Work during
ensure teachers are consistently	Teachers		PLC, walk throughs,
Using the strategy with students			Feed back

Required Meeting Evidence

- Completed CERP review agenda
- School-Based Reading Plan
- LLT sign-in sheet
- Completed School Improvement Plan for CERP Review (Parts 1 and 2), as applicable

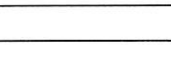
This document is a draft/sample agenda and should be updated to reflect the meeting that actually occurred.

GLADES MIDDLE SCHOOL

2026–2027 CERP Review

Literacy Leadership Team Sign-In Sheet

Date:	8/26/2026
Time:	8:45 am
Location:	Fatout Office

Name	Role/Title	Date
Daniela Fatout	Principal	8/26/2026 
Stephanie Mentore	Assistant Principal	8/26/2026 SM 
Natasha Marino	Literacy Coach	8/26/2026 
Jodean Chin	ELA Department Chair	8/26/2026 

Purpose: Review and support implementation of the 2026–2027 Comprehensive Evidence-Based Reading Plan (CERP).