

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

### School-Based Reading Plan

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| <b>Name of School</b>   | Charles W. Flanagan High School |
| <b>Principal's Name</b> | Brad 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                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Evidence-Based Comprehensive Core Program for ELA/Reading:</b> <i>(List core resource intended to use)</i>                                                     | District-adopted ELA/Reading core curriculum aligned to B.E.S.T. Standards and the Science of Reading.<br>Just Read, Florida!                                                                                                                                                                                                                                                                                                                       |
| <b>Evidence-Based Supplemental to Core Literacy Resources:</b> <i>(List all resources intended to use and for what grade levels)</i>                              | Grades 9–12: 2026–2027 Falcon Literacy Plan; Falcon Focus Days (school-wide 30-minute reading and/or writing activities using content-area informational texts/documents); weekly roots and affixes/morphology vocabulary; standard-driven reading question stems; close-reading routines; graphic organizers; GALE, Sora by OverDrive, and Discovery Education through Clever; content-area critical reading processes for Math/Science and CTACE. |
| <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> | Grades 9–12 ELL support embedded in the Falcon Literacy Plan: pre-reading “Scanning” strategy to identify, pronounce, define, and practice unfamiliar vocabulary; explicit vocabulary/morphology work; visuals and graphic organizers; structured background-knowledge activation; teacher modeling and guided/independent close reading.                                                                                                           |

#### 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)</i> | Grades 9–12: Targeted reading intervention for students identified |

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| levels)                                                                                                                                                           | through FAST PM1/PM2 and multiple data points. Instruction will include progress monitoring, explicit vocabulary/morphology instruction, comprehension of informational text, close reading, written response using text evidence, and content-area literacy supports.<br><b>Just Read, Florida!</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> | Grades 9–12 ELLs receiving Tier 2 support: use the same targeted intervention with language-access supports such as pre-teaching vocabulary, scanning unfamiliar words, visuals/graphic organizers, background-knowledge building, structured oral practice, and scaffolded written response.        |

### **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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| <b>Evidence-Based Comprehensive Intervention Program:</b><br><i>(List all resources intended to use and for what grade levels)</i>                                | <b>Grades 9–12: Intensive, individualized reading intervention based on multiple data points and ongoing progress monitoring. Focus areas will be matched to student need and may include decoding/word recognition, fluency, vocabulary/morphology, background knowledge, comprehension, and evidence-based written response.</b><br><b>Just Read, Florida!</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> | Grades 9–12 ELLs receiving Tier 3 support: intensive intervention paired with explicit language and vocabulary scaffolds, visuals/graphic organizers, background-knowledge development, guided practice, and frequent progress monitoring.                                                                                                                       |