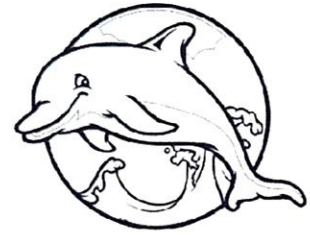
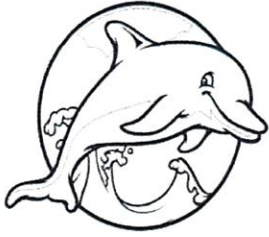


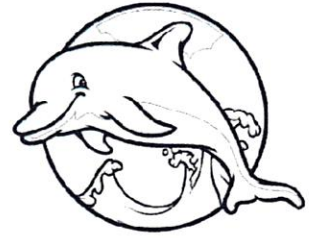
**Silver Palms Elementary
Reading Leadership Team
Sign-In Sheet
September 4, 2026**



Reading Leadership Team Member	Title	Signature
Irina Shearer	Principal	<i>Irina Shearer</i>
Shannon Schreidell	Intern Principal	<i>Shannon Schreidell</i>
Jannette Peralta	ESE Specialist	<i>Jannette Peralta</i>
Alesia Tinner	Guidance Counselor	<i>Alesia Tinner</i> SAT
Natalia Flores	ESE Support Facilitator	<i>Natalia Flores</i>
Monica Castellano	ESE Support Facilitator	<i>Monica Castellano</i>
Jill Previti	Speech Pathologist	<i>Jill Previti</i>
Polett Williams	Literacy Coach	<i>Polett Williams</i>



**Silver Palms Elementary School
Literacy Leadership Team
K–12 Comprehensive Evidence-
Based Reading Plan Meeting
Agenda
September 4, 2026**



Meeting Purpose: To review the key components of the K–12 Comprehensive Evidence-Based Reading Plan and identify how the Literacy Leadership Team will support evidence-based reading instruction, intervention, and implementation at Silver Palms Elementary School.

I. Review of Comprehensive Evidence-Based Reading Plan Components

- A. Literacy Leadership Team responsibilities at the school level
- B. Assessment, curriculum, and reading instruction expectations

II. Application of the Science of Reading

- A. Review of Parts 1, 2, and 3
- B. Tier 2 and Tier 3 intervention supports and implementation considerations

III. Review of K–12 CERP Team Member Roles and Points of Contact

Expected Outcomes: Team members will leave with a shared understanding of the K–12 Comprehensive Evidence-Based Reading Plan, school-level literacy leadership responsibilities, Tier 2 and Tier 3 intervention supports, and appropriate contacts for follow-up questions or implementation guidance.

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
Irina Shearer	Principal
Shannon Schreidell	Intern Principal
Jannette Peralta	ESE Specialist
Alesia Tinner	Guidance Counselor
Natalia Flores	ESE Support Facilitator
Monica Castellano	ESE Support Facilitator
Jill Previti	Speech Pathologist
Polett Williams	Literacy Coach

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	SILVER PALMS ELEMENTARY		
Principal's Name	IRINA SHEARER		
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)	Irina Shearer Shannon Schreidell	Principal Intern Principal	Irina.shearer@browardschools.com Shannon.schreidell@browardschools.c
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and	Polett Williams Irina Shearer	Literacy Coach Principal	Polett.williams@browardschools.com Irina.shearer@browardschools.com

diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.c
	Jannette Peralta	ESE Specialist	jannette.peralta@browardschools.cor
	Monica Castellanos	ESE Support Facilitator	Monica.castellanos@browardschools.

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.	Irina Shearer	Principal	Irina.shearer@browardschools.com
	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.c
	Polett Williams	Literacy Coach	Polett.williams@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.	Irina Shearer	Principal	Irina.shearer@browardschools.com
	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.c
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)	Irina Shearer	Principal	Irina.shearer@browardschools.com
	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.c
	Polett Williams	Literacy Coach	Polett.williams@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).	Polett Williams	Literacy Coach	Polett.williams@browardschools.com
	Jannette Peralta	ESE Specialist	Jannette.peralta@browardschools.co
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)	Polett Williams	Literacy Coach	Polett.williams@browardschools.com
	Monica Castellanos	ESE Support Facilitator	Monica.castellanos@browardschools.
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.	Irina Shearer	Principal	Irina.shearer@browardschools.com
	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.c
	Polett Williams	Literacy Coach	Polett.williams@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.	Irina Shearer	Principal	Irina.shearer@browardschools.com
	Shannon Schreidell	Intern Principal	Shannon.schreidell@browardschools.com
	Polett Williams	Literacy Coach	Polett.williams@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.	Polett Williams	Literacy Coach	Polett.williams@browardschools.com
	Jannette Peralta	ESE Specialist	Jannette.peralta@browardschools.com
	Alesia Tinner	Guidance Counselor	Alesia.tinner@browardschools.com

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

School-Based Reading Plan

Name of School	Silver Palms Elementary
Principal's Name	Irina Shearer

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>	Benchmark Advance (K-5)
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	UFLI (K-2) Heggerly (K-1)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	UFLI (K-2) Heggerly (K-2)

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>	Benchmark Advance Interventions (K-5) Reading Horizons Discovery (K-3) Reading Horizons Elevate (4-5) UFLI (3-4) Magnetic Reading (3-5) Wordly Wise (2-5) Quick Reads (2-3)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	UFLI (3-4) Quick Reads (2-3)

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>	Benchmark Advance Interventions (K-5) Reading Horizons Discovery (K-3) Reading Horizons Elevate (4-5) UFLI (3-4)

	Magnetic Reading (3-5) Wordly Wise (2-5) Quick Reads (2-3)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	UFLI (3-4) Quick (2-3)