

Fox Trail Elementary

CERP Review

2026 – 2027

August 27, 2026

Leadership Team

Sign in Sheet

Title	Signature
Principal	<i>S. Reyes</i>
Assistant Principal	<i>Kim Baston</i>
Assistant Principal	<i>Craig Wiley</i>
Curriculum Coach	<i>M.A. Gray-Th</i>
School Counselor	<i>Leslie Atkins</i>
ESE Specialist	<i>Tamara V Osborne</i>
School Psychologist	<i>meo</i>

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Agenda

1. Communication Plan
2. Spring 2026 School Data
3. Student Achievement Goals
4. Leadership Team
5. Literacy Coach
6. Curriculum/Instruction/Interventions
7. Professional Learning
8. Family Engagement

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
Stephanie Reyes	Principal
Kim Baston	Assistant Principal
Craig Guy	Assistant Principal
Marcus Cruz	Reading Coach
Tamara Osborne	ESE Specialist
Bianca Srivastava	School Psychologist

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	Fox Trail Elementary		
Principal's Name	Stephanie Reyes		
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)	Kim Baston	Assistant Principal	Kim.baston@browardschools.com
<u>Section 3- Literacy Leadership:</u> Meet regularly to disaggregate	Stephanie Reyes	Principal	StephanieReyes@Browardschools.com



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data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.

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.	Craig Guy	Assistant Principal	Craig.guy@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.	Marcus Cruz	Reading Coach	Marcus.Cruz-Rivera@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)	Marcus Cruz and Craig Guy	Reading Coach and Assistant Principal	Marcus.Cruz-Rivera@browardschools.com Craig.guy@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).	Craig Guy Tamara Osborne	Assistant Principal ESE Specialist	Craig.guy@browardschools.com Tamara.Osborne@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)	Craig Guy	Assistant Principal and Classroom Teachers	Craig.guy@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small	Kim Baston	Assistant Principal	Kim.Baston@browardschools.com



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group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.			
<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.	Kim Baston	Assistant Principal	Kim.Baston@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.	Craig Guy	Assistant Principal	Craig.guy@browardschools.com

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

School-Based Reading Plan

Name of School	Fox Trail Elementary
Principal's Name	Dr. Stephanie Reyes

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>	Magnetic Reading 3-5 UFLI K-2
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Benchmark Advance K-5 Imagine Learning K-5

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

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>	SSIPS Haggerty K-2 Quick Reads 3-5 iReady Toolbox K-5
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Benchmark Advance K-5 Imagine Learning K-5