



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

### Plantation Middle School

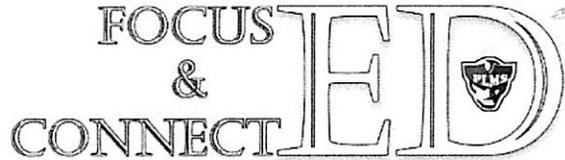
6600 W. Sunrise Blvd, Plantation, FL 33313

*"Excellence is the Expectation"*

*Tariq D. Qaiyim, Principal*



2024-25



PLANTATION MIDDLE SCHOOL

**Department Administrator: Ms. Ambar Fernandez**

**Instructional Coach: Mrs. Ruchelle Lane**

**English-Language Arts Department Chairperson: Mrs. Charlene Nelson**

- Welcome!
- Plantation Middle School: 2025-2026 K-12 Comprehensive Evidence-Based Reading Plan
- Plantation Middle School: Applying Science Of Reading at BCPS: Parts 1, 2, & 3: Area of Focus, Skill, and Strategy (Part 1: Overview, Part 2: Decision Tree, Part 3 Resources)
- Review of K-12 Reading District Comprehensive Evidence Based Reading Plan

Name	Role	Signature
Tariq D. Qaiyim	Principal	
Masharie Powell	Assistant Principal	
Ambar M. Fernandez	Assistant Principal	
Ruchelle L. Lane	Literacy Coach	
Reuben Johnson	Reading Teacher	
Nakia Samuel	Language Arts & Reading Instructor Language Arts Department Chair	
Stacy D. Dalberiste	ESE Specialist	



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Area of Focus	Notes
<p><b>Section 3: School Literacy Leadership Teams</b></p>	<p>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.</p> <p><b>(Applying SoR at BCPS: Part 1)</b>  <b>Word Recognition</b>  <b>Language Comprehension</b>  <b>Fluency = Reading Comprehension</b></p> <p>Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p> <p>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.</p>
<p><b>Section 4: Literacy Coaching</b></p>	<p>Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.</p> <ul style="list-style-type: none"> <li>-Coaching Logs</li> <li>-Coaching Schedule</li> <li>-Coaching Cycle</li> </ul>
<p><b>Section 5: Standards, Curriculum, Instruction and Intervention</b></p>	<p>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.</p> <p><b>(Applying SoR at BCPS: Part 2)n (K-5 Only)</b>  <b>Oral Language</b>  <b>Phonological Awareness</b>  <b>Phonics</b>  <b>Fluency</b>  <b>Vocabulary</b></p>



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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).

Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs

**(Applying SoR at BCPS: Part 3)**

**Into Literature, Ready 180, The Code, I-Ready**

**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.

- Collaborative Planning
- Data Huddle

**Section 8: Family Engagement**

- Literacy Family Night
- I-Ready Diagnostic Score Report Sent Home
- MAP Score Report sent home.
- PM1 Score Report sent home
- I-Ready Flyer For school website explain PLMS I-Ready Goals & Expectations.
- Academic Literacy pamphlet explaining literacy to parents and how they can contribute at home.
- PMP's Progress Monitoring Plan (Reading)

- Ensure that parents or **students** identified with substantial reading deficiencies are provided a read-at-home plan. (K-5 ONLY)

**Applying the Science Reading**

ELA Reading and Language Arts Teachers received Applying The Science of Reading (SoR Parts 1-3) and documentation that outlines the Area of Focus from the Science of Reading outlined with specific skills and strategies. We discussed and reviewed all documents, and we strategically identify and outline either how the Science of Reading is already implemented in each lesson/curriculum/unit/instruction and if it is not we discuss how to add it weekly during Collaborative Planning.