

Tropical Elementary School K-12 CERP Meeting

Agenda

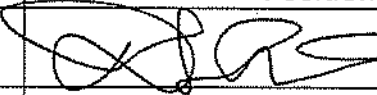

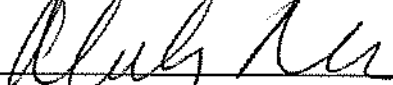

August 6, 2025

- Applying the Science of Reading in BCPS: Part 1 , K-12 Comprehensive Reading Plan Overview
- Applying The Science of Reading in BCPS: Part 2, K-12 Elementary Decision Tree
- Applying the Science of Reading in BCPS: Part 3, Resources
- Magnetic Reading Implementation Plan

Tropical Elementary School K-12 CERP Meeting

Sign-In

August 6, 2025

Name	Position
Deborah L. Brown	 Intern Principal
Janet Chrystil-Wargula	Janet Chrystil-Wargula ^{Literacy} Coach
CPL Radez	2nd Grade Team Leader
Jordanna Egan	 3rd grade TL
Marilyn Myerson	
Karen Gordon	ESE team leader
Catherine Sadowski	C. Sadowski ^{5th Grade} Team Leader
Claire McMahon 	Kindergarten Team lead
ELIZABETH HODGES	ART- TEAM LEADER

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan 2025-2026

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
Deborah Brown	Assistant Principal
Janet Chrystie-Wargula	Literacy Coach
Amirah Walker	Kindergarten Team Leader
Merly Meyerson	Grade 1 Team Leader
Cheryl Hernandez	Grade 2 Team Leader
Jordanna Egan	Grade 3 Team Leader
Alexis Lindholm	Grade 4 Team Leader
Catherine Sadowski	Grade 5 Team Leader
Karen Gordon	DHH Team Leader
Yvonne Strum	MTSS Liaison

Part 2 Directions: Review the 25-26 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 2025-2026 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.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Tropical Elementary		
Principal's Name	Robert Schneider		
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)	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com



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Section 3- Literacy Leadership: 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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@browardschools.com

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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@browardschools.com
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)	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@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	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com



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FDOE through Survey 2 (Oct) and Survey 3 (Feb).	Yvonne Strum	RTI Coordinator	Yvonne.strum@browardschools.com
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)	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@browardschools.com
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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@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.	Dr. Brown	Intern Principal	Deborah.brown@browardschools.com
	Janet Chrystie-Wargula	Literacy Coach	Janet.chrystie-wargula@browardschools.com
	Yvonne Strum	RTI Coordinator	Yvonne.strum@browardschools.com



Applying the Science of Reading in BCPS: Part 1

Comprehensive Evidence-Based Reading Plan (CERP) Overview for 2025-2026

Reading instruction should be informed by evidence-based science of reading research. This body of work is captured below. Instruction should focus on the factors of word recognition and language comprehension so that the condition for reading comprehension can occur. All components are critical to creating a skilled reader.

Word Recognition (decoding)

Language Comprehension

Reading Comprehension

Phonological Awareness
Recognizing orally or visually through Elkonin boxes.

- word
- syllables
- onset and rime
- phoneme awareness

Decoding
Connecting phonemes with graphemes (using manipulatives, when appropriate).

Encoding
Writing the grapheme(s) that represents the phoneme.

- phonetic patterns
- handwriting practice

Sight Recognition
Reading words without decoding.

- orthographic mapping

Background Knowledge

- acquired through reading, listening, speaking, and writing

Vocabulary Knowledge

- academic vocabulary
- morphology
- context clues and connotation

Literacy Knowledge

- print concepts
- genres including poetry
- text structures and features

Language Structures

- grammar
- syntax
- semantics

Verbal Reasoning

- oral language
- constructive conversation

As students become increasingly automatic and strategic with these components, then the condition for comprehension to occur is created.

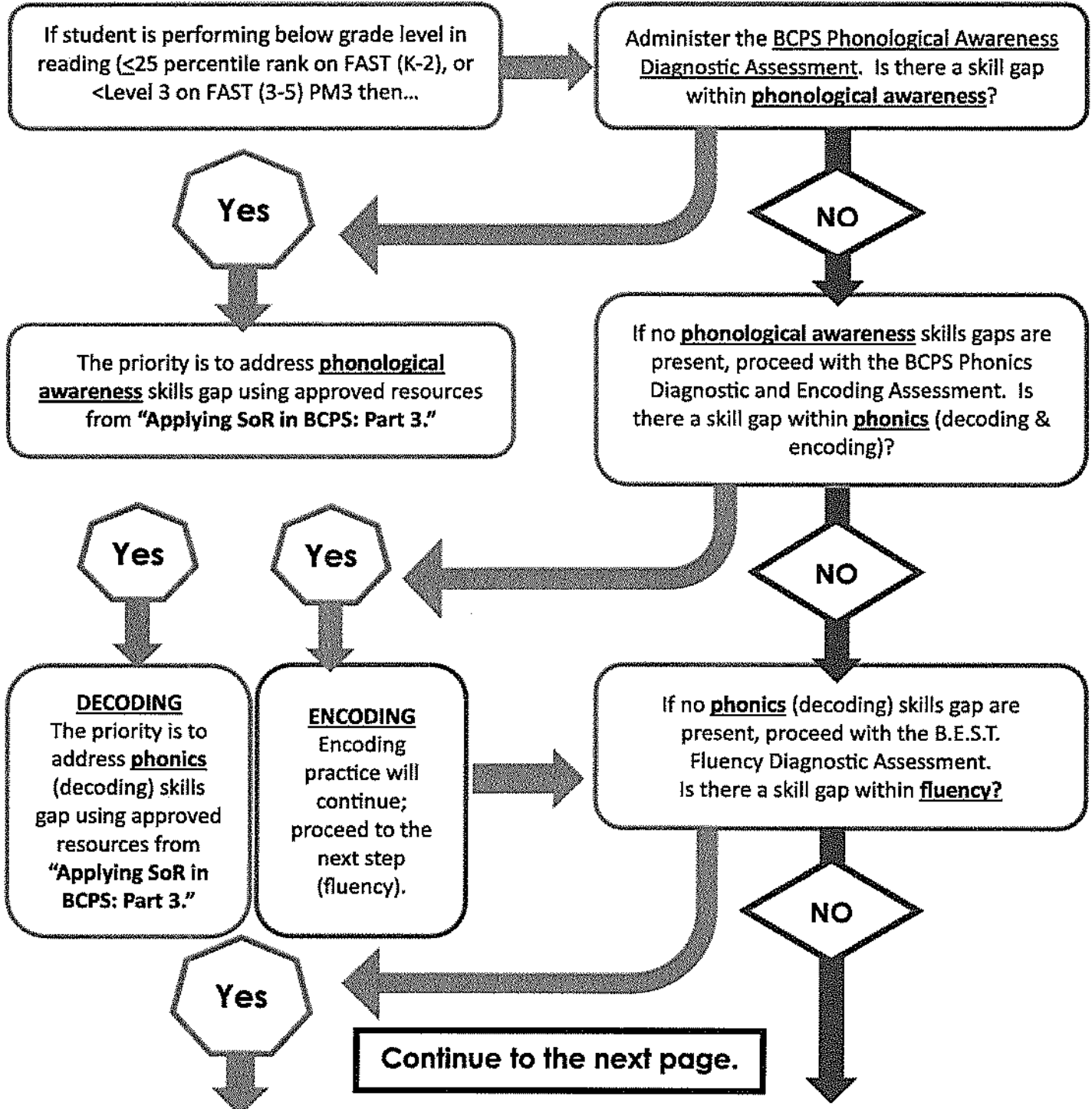
Fluency

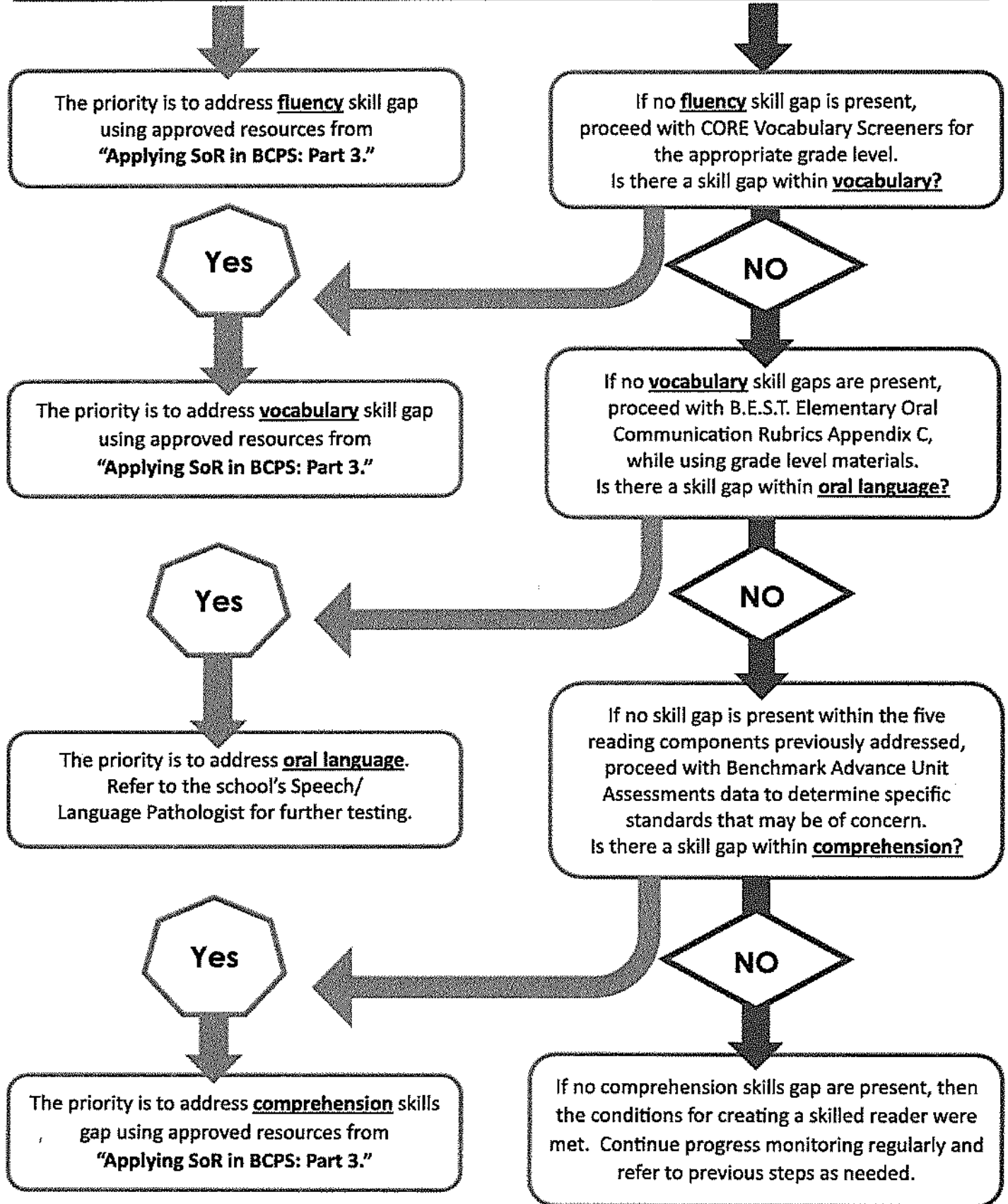
- accuracy, automaticity, and appropriate prosody or expression



Applying the Science of Reading in BCPS: Part 2 CERP Elementary Decision Tree for 2025-2026

Skilled readers master all six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Before addressing comprehension, we must eliminate deficiencies in the other five components of reading. For students reading below grade level in grades K-5, use the chart below to determine an area for focused reading instruction.







Applying the Science of Reading at BCPS: Part 3 Comprehensive Evidence-based Reading Plan (CERP) Resources for 2025-2026

Broward annually submits a Comprehensive Evidence-Based Reading Plan to the FLDOE. The programs, and practices listed on the approved plan help guide schools in the selection of district and state approved resources to address student needs. If a student has a foundational skill gap within the Word Recognition strand, there are many evidence-based options available on Broward's CERP (Comprehensive Evidence-Based Reading Plan). As a reminder, the science of reading clearly demonstrates that we must work to create the condition for comprehension to occur. Therefore, we do not directly remediate comprehension as an area of focus unless all other possible causes for reading deficiencies have been ruled out from the Word Recognition and Language Comprehension components.

Word Recognition (Decoding)



Language Comprehension



Phonological Awareness

- Tier 1 Instruction:** Benchmark Advance
or Heggerty (K-2)*
- Tier 2/3:** Benchmark Advance PA (K-5) or
- Options:** Bridge the Gap (2-5) or Heggerty (K-5)*

Phonics

- Tier 1 Instruction:** Benchmark Advance
or UFLI (K-5)*
- Tier 2/3 Options:** Benchmark Adv. Phonics/ Word Study
Interventions (K-5) or SIPPS: Beginning
Challenge, & Extension (K-3) or
Reading Horizons Discovery (K-3) or
SIPPS Plus (4-5) or Reading Horizons
Elevate (4-5) or UFLI (K-5)*

Reading Comprehension

Fluency

- Tier 1 Instruction:** Benchmark Advance
- Tier 2/3 Options:** Benchmark Advance
Fluency Interventions (1-5) or
Quick Reads (2-5)

Vocabulary/Comprehension

- Tier 1 Instruction:** Benchmark Advance
- Tier 2/3 Options:** Benchmark Advance
Comprehension Interventions (2-5)
or iReady Tools for Instruction (K-5)
or Magnetic Reading (3-5) or
Wordly Wise 3000 (2-5) or
Vocabulary Surge (2-5)

*May be used as an intervention only if not previously used for Tier 1 instruction.



Applying the Science of Reading at BCPS: Part 3 for ESE Students K-5 K-12 Comprehensive Evidence-based Reading Plan (CERP) Resources

Broward annually submits a K-12 Comprehensive Evidence-Based Reading Plan to the FLDOE. The programs, and practices listed on the approved plan help guide schools in the selection of district and state approved resources to address student needs. We believe that all students, including those with ESE challenges, will likely benefit from using the intervention resources used in general education. However, if an ESE student is not responding, there are expanded options to support IEP goals. If a school wishes to use something not listed, please reach out to the ESE Department for guidance.

**Decoding
(Word Recognition)**

X

**Language
Comprehension**

=

Reading Comprehension

Phonological Awareness/Phonics

Tier 1 Instruction: Benchmark Advance (K-5)

****Students instructed on a modified curriculum utilize Unique and Attainment during their Tier 1 instruction.****

Tier 2/3 Options: SMILE (Structured Methods in Language Education) or SPIRE (Specialized Program Individualizing Reading Excellence) or Foundations

****If a school wishes to use something not listed, please reach out to the ESE Department for guidance.****

Vocabulary/Comprehension

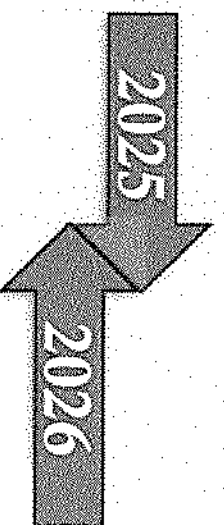
Tier 1 Instruction: Benchmark Advance (K-5)

****Students instructed on a modified curriculum utilize Unique and Attainment during their Tier 1 instruction.****

Tier 2/3 Options: Talkies (PK-2) or Visualizing & Verbalizing (K-5)

****If a school wishes to use something not listed, please reach out to the ESE Department for guidance.****

BCPS DISTRICT DEPARTMENT PLANS SUPPORT CONTACTS



For assistance with the district department plans within the 2025-2026 School Improvement Plan in BCPS Central, contact the representatives below.

Attendance Plan

- ✓ Krissa L. Ericson @ 754-321-1623

Best Practices for Inclusive Education (BPIE) Plan

- ✓ Sabrina Sheb @ 754-321-3435
- ✓ Avrilios Mounoutjis @ 754-321-3460

Comprehensive Evidence-Based Reading Plan

- (Formerly K-12 Comprehensive Reading Plan)
@ 754-321-1800
- ✓ Melissa Miller and Diane Raude (Elementary)
 - ✓ Marie Garrido (Secondary)

Family and Community Engagement Plan (FACE)

- ✓ Sophie Cariveau @ 754-321-6738

LSW Plan (Combined with School Counseling and Support Plan) @ 754-321-1678

- ✓ Belinda Daise
- ✓ Celeste McGill-Franklin

Multi-Tiered System of Supports (MTSS) Plan – Elementary Learning Department @

- bcpsmtss@browardschools.com
- ✓ Farrah Kellingbeck – Elementary MTSS Supervisor @ 754-321-1843
 - ✓ Tanya Monroe – Secondary MTSS Supervisor @ 754-321-2174

School Counseling and Support Plan (Now includes the LSW Plan) @ 754-321-1675

- ✓ Christine M. Ross (ES)
- ✓ Siobahn Murphy (MS)
- ✓ Darren Schultz (HS)
- ✓ Sydene N. Dixon, School Counseling Supervisor

Schoolwide Positive Behavior Plan (SPBP)

- ✓ Amber Jennings @ 754-321-1706

Title I Addendum Plan

- ✓ Linda Howard @ 754-321-1400



Magnetic Reading Implementation Plan

2025 - 2026

Timeline	Personnel	Implementation Plan
8/26/25	Chrystie and Egan	Magnetic Training Peters Elem.
8/29/25	Chrystie	Grade 4 and 5 Books arrived and disseminated
9/8 and 9/10 (PLCs)	Chrystie/Brown	Introductory Plan- Grade 4 and 5
9/11/25	Egan/Brown	Meeting with Yvette to clarify: <ul style="list-style-type: none"> • Supplemental Materials • i-Ready Pacing Documents along with Benchmark Advance • Implementation Plan
9/15/25	Admin/Leadership Team	Grade 5 - Magnet Implementation
9/16/25	Egan and Chrystie	Grades 3, 4 and 5 Magnetic Professional Development
9/17/25	Admin/Leadership Team	Grade 4- Magnet Implementation
	Grade 3	Awaiting the delivery of Grade 3 Magnetic Books
9/24/25	Admin/Leadership Team	Grade 3 -Magnetic Implementation

Currently FAST Testing until 9/12/25

Reviewing FAST Data and i-Ready Data to make Instructional decisions.