


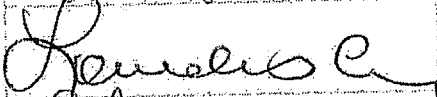
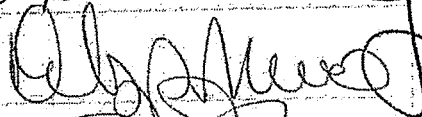



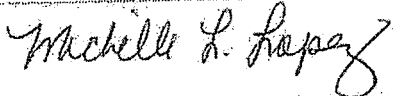
Silver Lakes Elementary 2025-2026

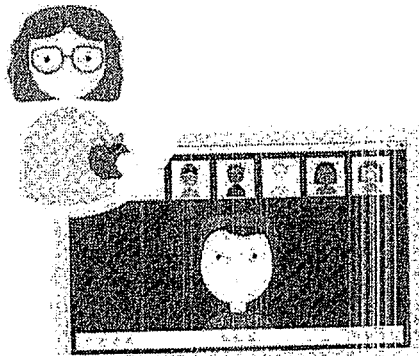
Literacy Leadership Team

Sign-In Sheet- August 28, 2025

RTI and K-12 Comprehensive Reading Plan Beginning of the Year Meeting.

Please sign below that you were in attendance with the team.

<u>Team Members</u>	<u>Title</u>	<u>Signature</u>
Tammy Gilbert	Principal	
Lourdes Cruz	Assisant Principal	
Delsys Navarro	ESE Specialist	
Jasmine Johnakin	Guidence Counselor	
Dirian Valdes-Mooney	School Psychologist	
Jacqueline Juver	Math Coach	
Michelle Luengo-Lopez	Literacy Coach	



Silver Lakes Elementary 2025-2026

Literacy Leadership Team

Agenda: Impentation of the CERP

Applying the Science of Reading at Broward Schools (Parts 1, 2, & 3)

 **Part 1: Foundations of the Science of Reading Topics: Teach Standards, Curriculum and use of Pacing guides.**

- **Research-based components: phonemic awareness, phonics, fluency, vocabulary, comprehension**
- **Alignment with Florida B.E.S.T. Standards**
- **Current practices vs. Science of Reading principles**

 **Part 2: Instruction, Intervention & Coaching**

- **Designing instruction aligned with the Science of Reading**
- **Tiered intervention strategies (RTI)**
- **Role of literacy coaches in supporting implementation**
- **Data-driven decision-making**

 **Part 3: Building Collaborative Systems**

- **Strengthening Professional Learning Communities (PLCs)**
- **Engaging families in literacy development**
- **Monitoring progress and celebrating success**
- **PLC: Using student data to drive instruction**

 **Part 4- Family Engagment**

- **Organize reading challenges with family participation**
- **Host book fairs and allow students to “shop” with their families.**
- **Create a school-wide book club where families can read and discuss a book together.**

 **Materials Needed**

- **Florida B.E.S.T. Standards documents**

Silver Lakes Elementary 2025-2026

Literacy Leadership Team

- **Literacy data**
- **Science of Reading Documents**
- **BCPS- ELA Scope and Sequences**

Agenda

Florida's Revised Formula for Success

Broward's 25-26 CERP
(Using Science of Reading at BCPS: Part 1, 2, & 3)

Science of Reading Classroom Look-Fors for Maximum Impact

CERP Focus for 25-26

Florida's Revised Formula for Success

Florida's FORMULA FOR READING SUCCESS

$$6 + 4 + T1 + T2 + T3$$

6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small group and/or one-one instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple interventions to meet individual needs	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Content-Rich Text	Frequent progress monitoring
		Write response to reading		Occurs in addition to Tier 1 and Tier 2

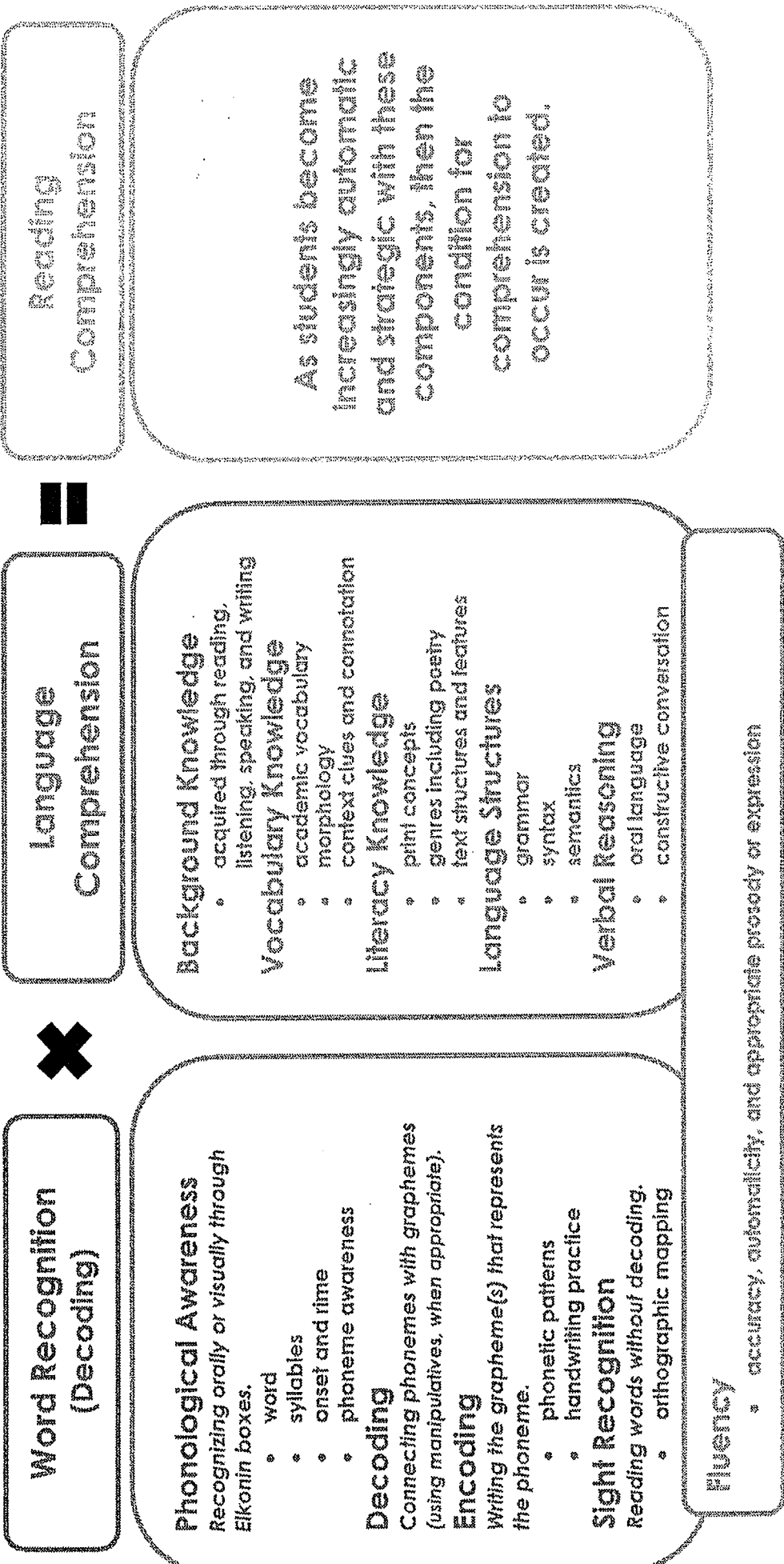
Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning



Applying the Science of Reading in BCPS: Part 1

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

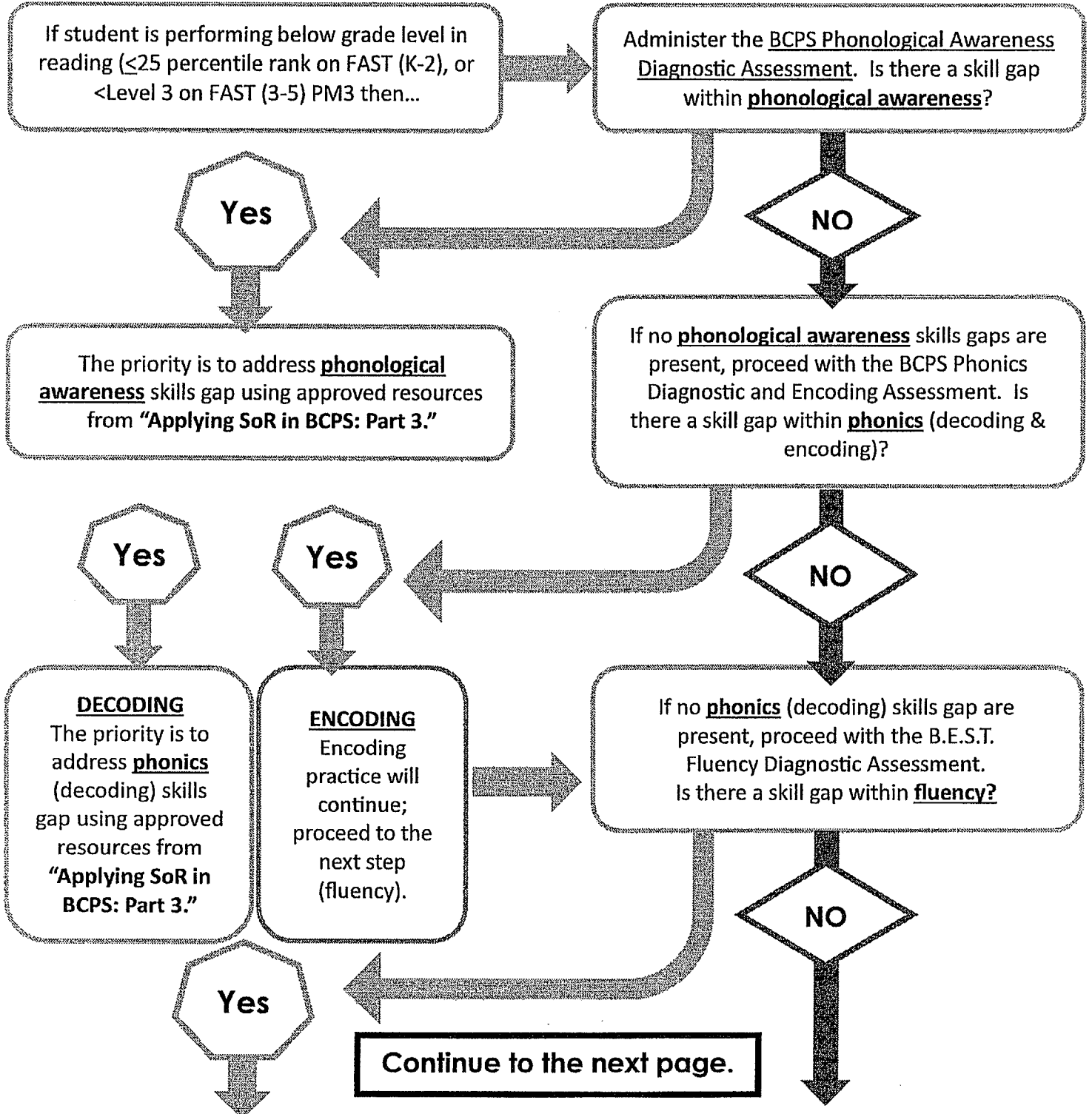
Reading instruction should be informed by evidence-based science of reading research. This body of work is captured below. Instruction should focus on the factors of word recognition and language comprehension so that the condition for reading comprehension can occur. All components are critical to creating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

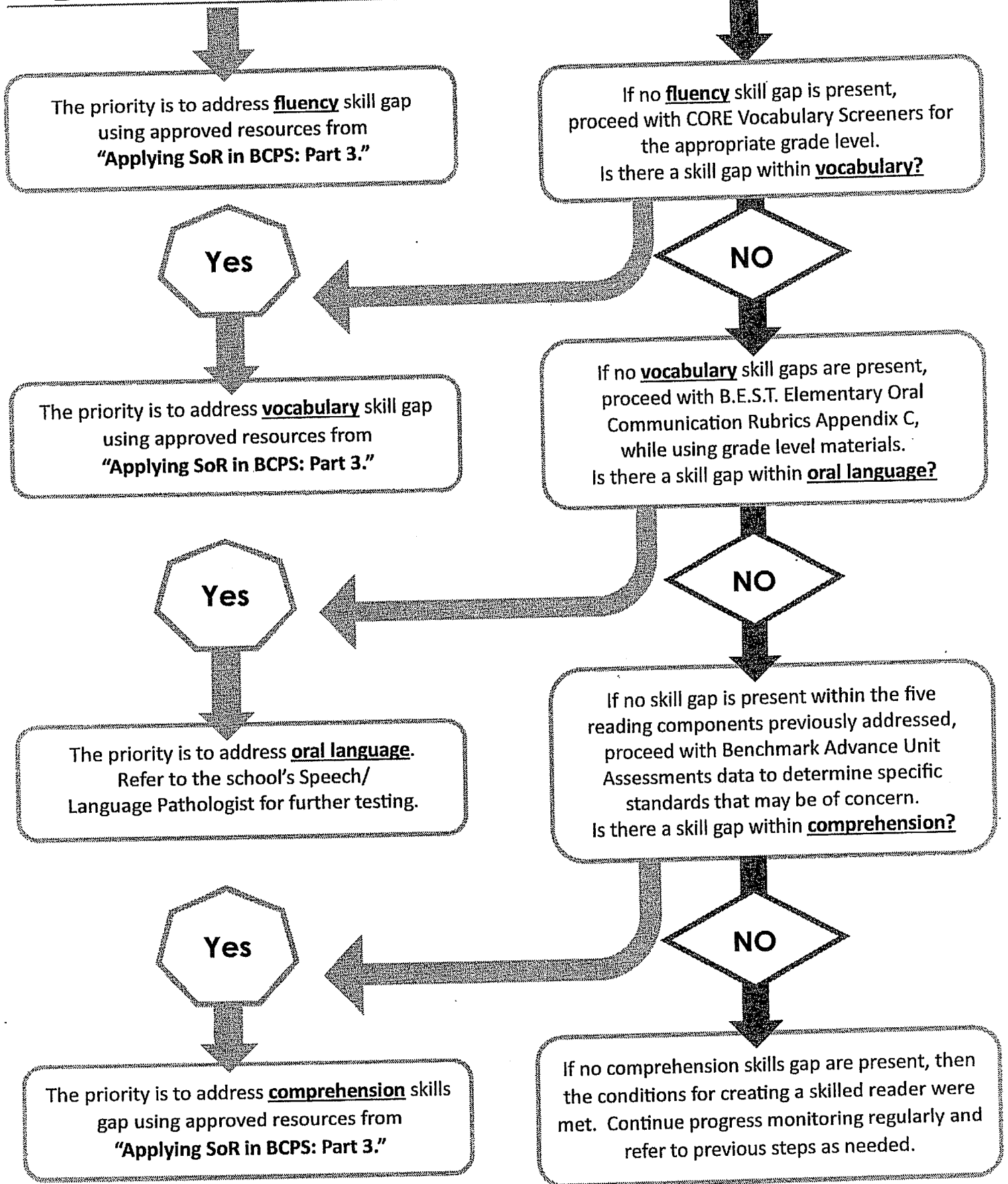




Applying the Science of Reading in BCPS: Part 2 CERP Elementary Decision Tree for 2025-2026

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.



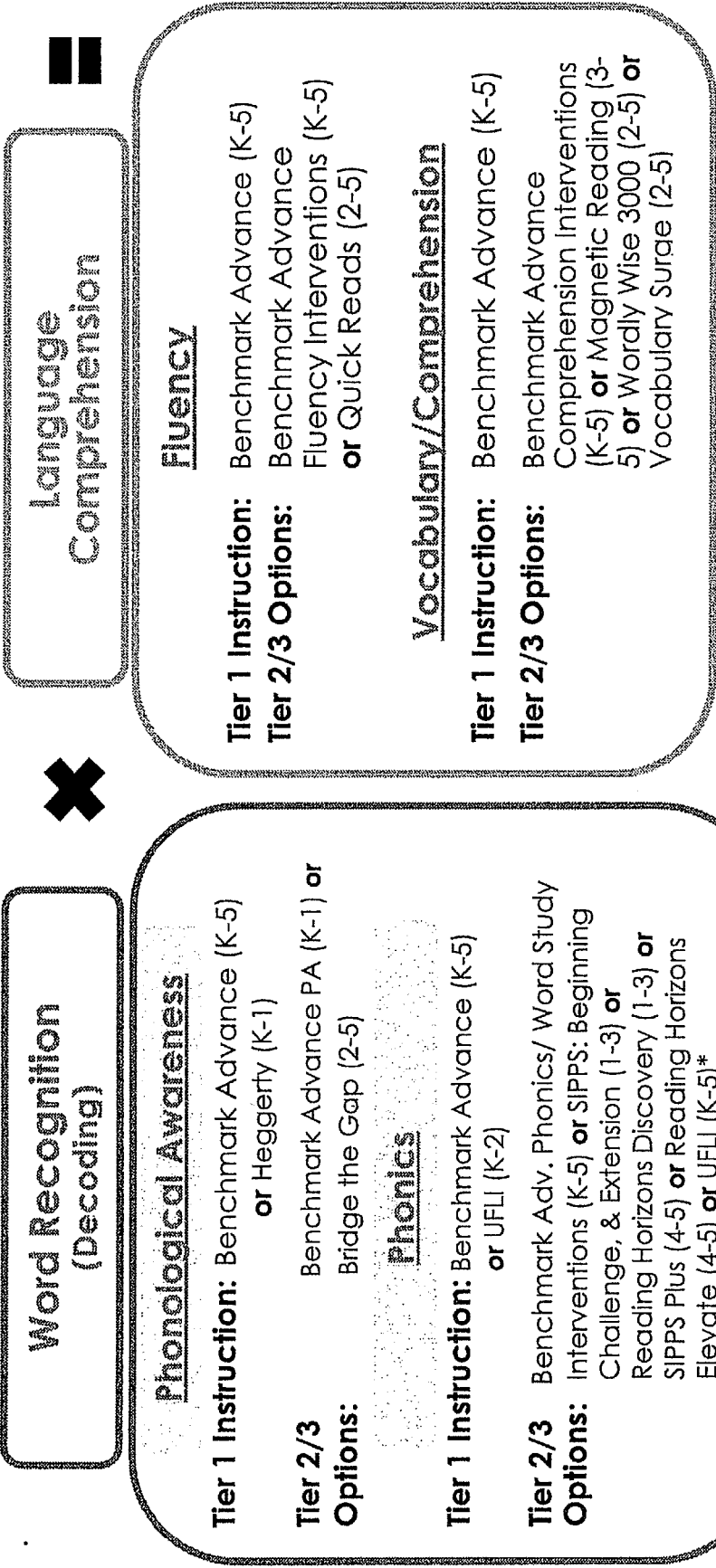




Applying the Science of Reading at BCPS: Part 3

Comprehensive Evidence-based Reading Plan (CERP) Resources for 2025-2026

Broward annually submits a Comprehensive Evidence-Based Reading Plan to the FDOE. 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.



*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

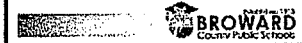
Tier 1 Instruction: Benchmark Advance (K-5)

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 Science of Reading Classroom Instructional Look-Fors 25-26



This is not meant to be a comprehensive or exhaustive list of all indicators present in a science of reading aligned classroom in BCPS. Rather, it is a gauge of how much learning we can expect our students to retain based on ensuring that students are taught ELA in alignment with proven, state-mandated, multisensory strategies that include a focus on academic discourse, and integrated writing, for K-12. We are all on this journey together!

Effective literacy Instruction includes:



VISUAL Reading

- The focus standards are evident in the classroom & aligns to instruction observed
- The teacher instructs content aligned to grade-level standards
- The teacher models critical content in manageable chunks using the gradual release model
- The teacher is observed monitoring students and checking for understanding

- Evident
- Not Evident
- N/A



AUDITORY Listening

- The teacher states the focus standards and/or refers to the target during the lesson
- The teacher frequently models fluent reading of grade-level texts or provides time for the close reading of complex texts
- The teacher asks questions using academic vocabulary aligned to the rigor of the standards
- The teacher frequently checks for understanding of **all** students during the guided portion of the lesson

- Evident
- Not Evident
- N/A

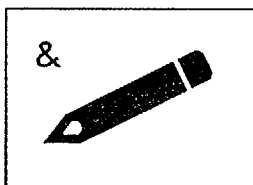
Students apply their learning through:



ACADEMIC DISCOURSE Speaking

- There is evidence that the teacher plans for academic discourse
- Students have regular opportunities to collaborate and discuss content that is presented
- The teacher monitors the student discussions to identify misconceptions and regularly asks students to explain their thinking
- Students engage in providing actionable feedback to peers

- Evident
- Not Evident
- N/A



INTEGRATED WRITING Writing

- Authentic student writing is evident
- Students apply their phonics skills when encoding
- Writing is routinely integrated into all content areas to cement learning
- Feedback from peers and adults is routinely provided in response to student writing

- Evident
- Not Evident
- N/A

CERP Foci for 25-26

District Comprehensive Evidence-Based Reading Plan (CERP) Reflection Tool



Form No. CERP-RT

Effective: May 2025

Incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.)

District: Broward County Public Schools

Date: May 30, 2025

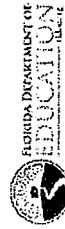
DIRECTIONS:

Complete the District Comprehensive Evidence-Based Reading Plan Reflection Tool to summarize and assess your implementation efforts for the current school year. The successful implementation of the CERP relates not only to the fidelity of implementing the plan but also demonstrating improved literacy outcomes for students. "Fully Implemented" ratings must be supported with evidence of improved student outcomes on assessments. To reflect upon CERP implementation, insert the rating that best describes your implementation progress for each indicator.

Section A: Literacy Leadership

District and school leaders establish an organizational culture that supports continuous improvement in student outcomes in reading.

Implementation Indicators	4-Fully Implemented	3-Partially in place	2-Minimally in place	1-Not yet in place
1. A district-level Literacy Leadership Team is established and meets regularly to disaggregate data and make informed decisions on how to maximize student growth in reading.	✓			
2. The CERP is disseminated widely, referenced frequently and actively implemented.	✓	✓		
3. The district provides support to parents of students identified with a substantial deficiency in reading with a read-at-home plan to support and improve family engagement at home.	✓	✓		
4. School-based administrators are fully trained on scientifically-based reading research and evidence-based practices.	✓	✓		
5. School-based administrators receive additional training and coaching as necessary when indicated by student achievement data in reading/literacy.	✓	✓		
6. School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading.	✓	✓		
7. Capacity is being built through identifying teachers, coaches and district personnel who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA Standards.	✓	✓		
8. Additional resources are systematically sought out at the local, state and federal levels to support literacy goals, first and foremost at the elementary level.	✓	✓		



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Section B: Literacy Coaching

District and school leaders create, communicate and work to sustain a coaching model which promotes maximum student growth.

Implementation Indicators	4-Fully Implemented	3-Partially in place	2-Minimally in place	1-Not yet in place
1. The coaching model adopted by the district is evidence-based and implemented with fidelity.	✓	✓		
2. The district has an established plan to provide ongoing professional development (and pedagogy) to all literacy coaches.	✓	✓		
3. Literacy coaches are assigned to schools based on the greatest need and support all grades at the school.	✓	✓		
4. All literacy coaches are certified or endorsed in reading.	✓	✓		
5. Literacy coaches are provided with the time, preparation and continuous support needed to properly fulfill their role (e.g., district/school monthly meeting and weekly ongoing support).	✓	✓		
6. Literacy coaches prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling and mentoring in classrooms daily.	✓	✓		
7. Literacy coaches work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.	✓	✓		
8. Literacy coaches train teachers to administer assessments, analyze data and use data to offer targeted instruction.	✓	✓		

Section C: Standards, Curriculum, Instruction & Intervention

District and school leaders set expectations for instructional practices and monitor fidelity of implementation.

Implementation Indicators	4-Fully Implemented	3-Partially in place	2-Minimally in place	1-Not yet in place
1. An instructional model has been established that addresses all the components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and reading comprehension.	✓	✓		
2. Standard-aligned reading, writing, speaking and listening instruction is systematically integrated throughout the day in all subject areas.	✓	✓		
3. A minimum amount of dedicated literacy instruction is provided to all students in addition to literacy connected instruction and practice that takes place across the content areas (e.g., 90-minute uninterrupted block for K-5 and additional 30-60 minutes daily for students identified in need of Tier 2 or 3 instructional supports).	✓	✓		
4. All students have access to a rigorous, evidence-based curriculum for reading and writing that is grounded in the science of reading and omits three-coding for word reading, and teachers use curriculum with fidelity as evident through site-based monitoring data.	✓	✓		
5. Evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond core instruction.	✓	✓		
6. Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, small group teacher-led instruction matched to student need.	✓	✓		



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CERP Foci for 25-26

7. Regular progress monitoring, ample opportunities to practice the targeted skills) and formative feedback for students is evident in Tier 2 interventions.	4-Fully implemented	3-Partially in place	2-Minimally in place	1-Not yet in place
8. Tier 3 interventions are provided one-on-one or in very small groups (1-3 students) and are provided only by reading endorsed or certified teachers, or individuals who possess the elementary or secondary literacy micro-credential. Micro-credentialed individuals must be supervised by an individual certified or endorsed in reading.	✓			
9. All Tier 3 interventions are provided in addition to core instruction and Tier 2 interventions, and include additional pulled practice, immediate corrective feedback and frequent progress monitoring.	✓			
10. School administrators are supported in conducting 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.	✓			
Section D: Assessment				
District and school leaders use data to support schools as they implement the CERP.				
Implementation Indicators				
1. A district-wide literacy assessment plan has been developed including four measures (e.g., screening, progress monitoring, diagnostic and summative) and designated schedules and procedures. Duplication of assessment measures is eliminated.	✓			
2. A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.	✓			
3. A structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading.	✓			
4. Each school has an operational plan for the collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Tier 1 and to monitor progress of students receiving Tier 2 and 3 interventions.	✓			
Section E: Professional Learning				
District and school leaders establish a framework for providing, implementing and monitoring professional learning.				
Implementation Indicators				
1. The District Literacy Leadership Team has developed and executed a plan for professional development of the B.E.S.T. Standards for ELA that is grounded in the science of reading.	✓			
2. The district's professional development plan prioritizes Reading Endorsement professional learning for teachers required to be endorsed or certified in reading.	✓			
3. School-based administrators are provided regular professional learning sessions on the science of reading and evidence-based literacy instruction, materials and assessment.	✓			
4. Principals provide training to help teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies.	✓			



5. Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, job-embedded and provide time for teachers to collaborate, research, conduct lesson studies and plan instruction.

CERP Reflection Implementation Progress Average by Section

Section Title	Total Indicator Points for Section	Divided by # of Indicators	Implementation Average for Section
Section A: Literacy Leadership	28	8	3.5 (3.5/8)
Section B: Literacy Coaching	26	8	3.25 (3.25/8)
Section C: Standards Curriculum, Instruction & Intervention	60	10	6 (6/10)
Section D: Assessment	14	4	3.5 (3.5/4)
Section E: Professional Learning	30	6	5 (5/6)

**Note: Estimate the implementation progress average by rounding to the nearest whole number.

Based on group discussion, prioritize the top areas your district needs to develop and improve. Number the highest priority 1, the next highest priority 2, etc. If this area is not a current priority, it may be left blank.

Section	Priority
Literacy Leadership	5
Literacy Coaching	2
Standards, Curriculum, Instruction & Intervention	1
Assessment	4
Professional Learning	3

Based on group discussion, what is the district's plan to address the listed priorities?

(If the area is not a current priority, please mark with NA.)

Literacy Leadership: For Literacy Leadership, both Secondary & Elementary members of Broward's CERP Root Cause Analysis & Reflection Team, felt that the district would benefit from a wider and more intentional approach to disseminating Broward's 2025-2026 CERP (Comprehensive Evidence-Based Reading Plan). Literacy Coaching: Both Secondary & Elementary participants in Broward's CERP Root Cause Analysis & Reflection Team felt it was essential to refocus our Literacy Coaches. This is especially true because our Reading Allocation subsidizes school-based Literacy Coaches throughout the district. We plan to address this concern by building the Literacy Coach's capacity by providing ongoing PL on the "Just Read, Florida" Coaching Model. In addition, everyone would like to see a refocus on the coaching practices that have the biggest impact on student achievement. As part of this initiative, we are asking Literacy Coaches to strive to spend the majority of their time (over 50%) in classrooms providing support via modeling, co-teaching, providing feedback, or direct assistance to the teacher.





2025-2026

Recommended Benchmark Advance Unit Pacing Guide Kindergarten – Second Grade

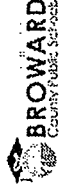
Quarter	Unit	BeginDate	End Date	Reading Assessment	Writing Assessment
First	Foundations & Routines	August 11, 2025	September 8, 2025	District will be monitoring Assessments on Performance Matters. STICK TO THE DATES PROVIDED BELOW	
First	Unit 1	September 9, 2025	September 30, 2025	October1,2025	October3,2025
First/Second	Unit 2	October 6, 2025	October 28, 2025	October29,2025	October30,2025
	Unit 3	October 31, 2025	November 21, 2025	December1,2025	December2,2025
Second	Unit 4	December 3, 2025	January 7, 2026	January8,2026	January9,2026
Second/Third	Unit 5	January 12, 2026	February 2, 2026	February3,2026	February4,2026
	Unit 6	February 5, 2026	February 26, 2026	February27,2026	March2,2026
Third	Unit 7	March 3, 2026	March 31, 2026	April 1,2026	April2,2026
Third/Fourth	Unit 8	April 7, 2026	April 27, 2026	April 28,2026	April29,2026
Fourth	Unit 9	April 30, 2026	May 20, 2026	May 21,2026	May22,2026
Fourth	Unit 10	May 26, 2026	June 3, 2026		

*This is a recommended pacing guide. Schools need to be flexible given the weather and holidays.

Third Grade – Fifth Grade

Quarter	Unit	BeginDate	End Date	Reading Assessment	Writing Assessment
First	Review & Routines	August 11, 2025	August 29, 2025	District will be monitoring Assessments on Performance Matters. STICK TO THE DATES PROVIDED BELOW	
First	Unit 1	September 2, 2025	September 22, 2025	September24,2025	September25,2025
First/Second	Unit 2	September 26, 2025	October 21, 2025	October22,2025	October23,2025
Second	Unit 3	October 24, 2025	November 14, 2025	November17,2025	November18,2025
Second	Unit 4	November 19, 2025	December 16, 2025	December17,2025	December18,2025
Third	Unit 5	January 6, 2026	January 27, 2026	January28,2026	January29,2026
Third	Unit 6	January 30, 2026	February 20, 2026	February23,2026	February24,2026
Third	Unit 7	February 25, 2026	March 25, 2026	March26,2026	March27,2026
Fourth	Unit 8	March 30, 2026	April 21, 2026	April22,2026	April23,2026
Fourth	Unit 9	April 24, 2026	May 14, 2026	May15,2026	May18,2026
Fourth	Unit 10	May 19, 2026	June 3, 2026		

*This is a recommended pacing guide. Schools need to be flexible given the weather and holidays.



2025-26 (K-2) Benchmark Advance Reading Assessment Schedule

Grade K			Grade 1			Grade 2		
Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window
Unit 1	GrK_ELA_U1_BNCHADV_SY26 #3645276	10/1/25- 10/8/25	Unit 1	Gr1_ELA_U1_BNCHADV_SY26 #3655052	10/1/25- 10/8/25	Unit 1	Gr2_ELA_U1_BNCHADV_SY26 #3662801	10/1/25- 10/8/25
Unit 2	GrK_ELA_U2_BNCHADV_SY26 #3647461	10/29/25- 11/5/25	Unit 2	Gr1_ELA_U2_BNCHADV_SY26 #3655009	10/29/25- 11/5/25	Unit 2	Gr2_ELA_U2_BNCHADV_SY26 #3668014	10/29/25- 11/5/25
Unit 3	GrK_ELA_U3_BNCHADV_SY26 #3653850	12/1/25- 12/8/25	Unit 3	Gr1_ELA_U3_BNCHADV_SY26 #3654977	12/1/25- 12/8/25	Unit 3	Gr2_ELA_U3_BNCHADV_SY26 #3668108	12/1/25- 12/8/25
Unit 4	GrK_ELA_U4_BNCHADV_SY26 #3654067	1/8/26- 1/15/26	Unit 4	Gr1_ELA_U4_BNCHADV_SY26 #3655065	1/8/26- 1/15/26	Unit 4	Gr2_ELA_U4_BNCHADV_SY26 #3668233	1/8/26- 1/15/26
Unit 5	GrK_ELA_U5_BNCHADV_SY26 #3489325	2/3/26- 2/10/26	Unit 5	Gr1_ELA_U5_BNCHADV_SY26 #3479754	2/3/26- 2/10/26	Unit 5	Gr2_ELA_U5_BNCHADV_SY26 #3482430	2/3/26- 2/10/26
Unit 6	GrK_ELA_U6_BNCHADV_SY26 #3489445	2/27/26- 3/6/26	Unit 6	Gr1_ELA_U6_BNCHADV_SY26 #3480753	2/27/26- 3/6/26	Unit 6	Gr2_ELA_U6_BNCHADV_SY26 #3483452	2/27/26- 3/6/26
Unit 7	GrK_ELA_U7_BNCHADV_SY26 #3491949	4/1/26- 4/8/26	Unit 7	Gr1_ELA_U7_BNCHADV_SY26 #3481837	4/1/26- 4/8/26	Unit 7	Gr2_ELA_U7_BNCHADV_SY26 #3483956	4/1/26- 4/8/26
Unit 8	GrK_ELA_U8_BNCHADV_SY26 #3492761	4/28/26- 5/5/26	Unit 8	Gr1_ELA_U8_BNCHADV_SY26 #3486054	4/28/26- 5/5/26	Unit 8	Gr2_ELA_U8_BNCHADV_SY26 #3488602	4/28/26- 5/5/26
Unit 9	GrK_ELA_U9_BNCHADV_SY26 #3493150	5/21/26- 5/28/26	Unit 9	Gr1_ELA_U9_BNCHADV_SY26 #3497588	5/21/26- 5/28/26	Unit 9	Gr2_ELA_U9_BNCHADV_SY26 #3522294	5/21/26- 5/28/26
Unit 10	GrK_ELA_U10_BNCHADV_SY26 #3487727	5/21/26- 5/28/26	Unit 10	Gr1_ELA_U10_BNCHADV_SY26 #3479403	5/21/26- 5/28/26	Unit 10	Gr2_ELA_U10_BNCHADV_SY26 #3480831	5/21/26- 5/28/26



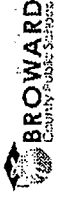
2025-26 (3-5) Benchmark Advance Reading Assessment Schedule

Grade 3			Grade 4			Grade 5		
Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window
Unit 1	GR3_ELA_U1_BNCHADV_SY26 #3570778	9/24/25-10/1/25	Unit 1	GR4_ELA_U1_BNCHADV_SY26 #3653128	9/24/25-10/1/25	Unit 1	GR5_ELA_U1_BNCHADV_SY26 #3653969	9/24/25-10/1/25
Unit 2	GR3_ELA_U2_BNCHADV_SY26 #3575424	10/22/25-10/29/25	Unit 2	GR4_ELA_U2_BNCHADV_SY26 #3653733	10/22/25-10/29/25	Unit 2	GR5_ELA_U2_BNCHADV_SY26 #3654225	10/22/25-10/29/25
Unit 3	GR3_ELA_U3_BNCHADV_SY26 #3570670	11/17/25-11/21/25	Unit 3	GR4_ELA_U3_BNCHADV_SY26 #3653761	11/17/25-11/21/25	Unit 3	GR5_ELA_U3_BNCHADV_SY26 #3654460	11/17/25-11/21/25
Unit 4	GR3_ELA_U4_BNCHADV_SY26 #3575700	12/17/25-1/7/26	Unit 4	GR4_ELA_U4_BNCHADV_SY26 #3653851	12/17/25-1/7/26	Unit 4	GR5_ELA_U4_BNCHADV_SY26 #3654589	12/17/25-1/7/26
Unit 5	GR3_ELA_U5_BNCHADV_SY26 #3482955	1/27/26-2/3/26	Unit 5	GR4_ELA_U5_BNCHADV_SY26 #3512934	1/27/26-2/3/26	Unit 5	GR5_ELA_U5_BNCHADV_SY26 #3484958	1/27/26-2/3/26
Unit 6	GR3_ELA_U6_BNCHADV_SY26 #3484147	2/20/26-2/27/26	Unit 6	GR4_ELA_U6_BNCHADV_SY26 #3514137	2/20/26-2/27/26	Unit 6	GR5_ELA_U6_BNCHADV_SY26 #3485265	2/20/26-2/27/26
Unit 7	GR3_ELA_U7_BNCHADV_SY26 #3512288	3/25/26-4/1/26	Unit 7	GR4_ELA_U7_BNCHADV_SY26 #3514489	3/25/26-4/1/26	Unit 7	GR5_ELA_U7_BNCHADV_SY26 #3486165	3/25/26-4/1/26
Unit 8	GR3_ELA_U8_BNCHADV_SY26 #3512459	4/21/26-4/28/26	Unit 8	GR4_ELA_U8_BNCHADV_SY26 #3514753	4/21/26-4/28/26	Unit 8	GR5_ELA_U8_BNCHADV_SY26 #3486374	4/21/26-4/28/26
Unit 9	GR3_ELA_U9_BNCHADV_SY26 #3512538	5/14/26-5/21/26	Unit 9	GR4_ELA_U9_BNCHADV_SY26 #3516060	5/14/26-5/21/26	Unit 9	GR5_ELA_U9_BNCHADV_SY26 #3486581	5/14/26-5/21/26
Unit 10	GR3_ELA_U10_BNCHADV_SY26 #3480346	5/14/26-5/21/26	Unit 10	GR4_ELA_U10_BNCHADV_SY26 #3512705	5/14/26-5/21/26	Unit 10	GR5_ELA_U10_BNCHADV_SY26 #3479173	5/14/26-5/21/26



2025-26 (1-2) Benchmark Advance Writing Assessment Schedule

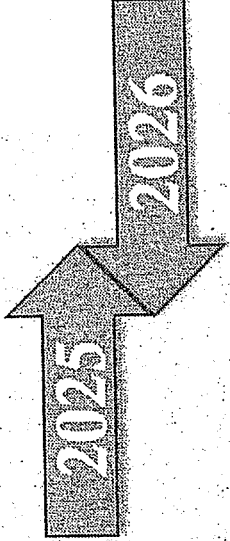
Grade K		Grade 1			Grade 2			
Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window
Unit 1	Kindergarten Unit Assessments do not include Writing	10/1/25-10/8/25	Unit 1	Gr1_U1_Writing_BNCHADV_SY26 #3655058	10/1/25-10/8/25	Unit 1	Gr2_U1_Writing_BNCHADV_SY26 #3663068	10/1/25-10/8/25
Unit 2		10/29/25-11/5/25	Unit 2	Gr1_U2_Writing_BNCHADV_SY26 #3655046	10/29/25-11/5/25	Unit 2	Gr2_U2_Writing_BNCHADV_SY25 #3663075	10/29/25-11/5/25
Unit 3		12/1/25-12/8/25	Unit 3	Gr1_U3_Writing_BNCHADV_SY26 #3654998	12/1/25-12/8/25	Unit 3	Gr2_U3_Writing_BNCHADV_SY26 #3663098	12/1/25-12/8/25
Unit 4		1/8/26-1/15/26	Unit 4	Gr1_U4_Writing_BNCHADV_SY26 #3655078	1/8/26-1/15/26	Unit 4	Gr2_U4_Writing_BNCHADV_SY26 #3663103	1/8/26-1/15/26
Unit 5		2/3/26-2/10/26	Unit 5	Units 5-10 Writing Assessments will be released later this year	2/3/26-2/10/26	Unit 5	Units 5-10 Writing Assessments will be released later this year	2/3/26-2/10/26
Unit 6		2/27/26-3/6/26	Unit 6		2/27/26-3/6/26	Unit 6		2/27/26-3/6/26
Unit 7		4/1/26-4/8/26	Unit 7		4/1/26-4/8/26	Unit 7		4/1/26-4/8/26
Unit 8		4/28/26-5/5/26	Unit 8		4/28/26-5/5/26	Unit 8		4/28/26-5/5/26
Unit 9		5/21/26-5/28/26	Unit 9		5/21/26-5/28/26	Unit 9		5/21/26-5/28/26
Unit 10		5/21/26-5/28/26	Unit 10		5/21/26-5/28/26	Unit 10		5/21/26-5/28/26



2025-26 (3-5) Benchmark Advance Writing Assessment Schedule

Grade 3			Grade 4			Grade 5		
Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window	Benchmark Unit Assessment	Assessment Name Assessment ID	Assessment Window
Unit 1	Gr3_U1_WRITING_BNCHADV_SY26 #3689126	9/24/25-10/1/25	Unit 1	Gr4_U1_WRITING_BNCHADV_SY26 #3653725	9/24/25-10/1/25	Unit 1	Gr5_U1_WRITING_BNCHADV_SY26 #3654184	9/24/25-10/1/25
Unit 2	Gr3_U2_WRITING_BNCHADV_SY26 #3689751	10/22/25-10/29/25	Unit 2	Gr4_U2_WRITING_BNCHADV_SY26 #3653758	10/22/25-10/29/25	Unit 2	Gr5_U2_WRITING_BNCHADV_SY26 #3654268	10/22/25-10/29/25
Unit 3	Gr3_U3_WRITING_BNCHADV_SY26 #3689931	11/17/25-11/21/25	Unit 3	Gr4_U3_WRITING_BNCHADV_SY26 #3653838	11/17/25-11/21/25	Unit 3	Gr5_U3_WRITING_BNCHADV_SY26 #3654548	11/17/25-11/21/25
Unit 4	Gr3_U4_WRITING_BNCHADV_SY26 #3690204	12/17/25-1/7/26	Unit 4	Gr4_U4_WRITING_BNCHADV_SY26 #3653888	12/17/25-1/7/26	Unit 4	Gr5_U4_WRITING_BNCHADV_SY26 #3654585	12/17/25-1/7/26
Unit 5	Units 5-10 Writing Assessments will be released later this year	1/27/26-2/3/26	Unit 5	Units 5-10 Writing Assessments will be released later this year	1/27/26-2/3/26	Unit 5	Units 5-10 Writing Assessments will be released later this year	1/27/26-2/3/26
Unit 6		2/20/26-2/27/26	Unit 6		2/20/26-2/27/26	Unit 6		2/20/26-2/27/26
Unit 7		3/25/26-4/1/26	Unit 7		3/25/26-4/1/26	Unit 7		3/25/26-4/1/26
Unit 8		4/21/26-4/28/26	Unit 8		4/21/26-4/28/26	Unit 8		4/21/26-4/28/26
Unit 9		5/14/26-5/21/26	Unit 9		5/14/26-5/21/26	Unit 9		5/14/26-5/21/26
Unit 10		5/14/26-5/21/26	Unit 10		5/14/26-5/21/26	Unit 10		5/14/26-5/21/26

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 Sheib @ 754-321-3435
- ✓ Avrilios Moumoujis @ 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 1 Addendum Plan

- ✓ Linda Howard @ 754-321-1400