

September 2, 2026

Agenda

K-12 CERP/SIP

Reading Leadership Team

- Members
- Role and Responsibilities

Collaborative Problem-Solving Team

- Members
- Role and Responsibilities
- Classroom Instruction and Grade-Level Standards
- Literacy Coach
- Reading Endorsed or Certified Teachers Tier 3 Interventions
- Benchmark Advance Unit Pacing Guide
- Into Lit-Read 180-Code Unit Pacing Guide
- PLC Meetings

Progress Monitoring

- Benchmark Advance Weekly and Unit Assessments
- Benchmark Informal and Formal Assessments
 - Quick Checks
 - PA Inventory/Phonic Surveys
 - Observation of Reading Behaviors (ORB)
- F.A.S.T Assessment (PM1, PM2, PM3)
- K-6 Quarterly Progress Monitoring Plan
- K-6 Reading Plan

Interventions and Monitoring

- Reading Horizon Discovery and Reading Horizon Elevate
- iReady Interventions
- Benchmark Interventions
- MAP 6th -12th
- Read 180 Tier2 Intervention
- Code Tier 3 Intervention
- San Diego ELL Students
- Six Essential Component of Reading
 - Oral Language
 - Phonological Awareness
 - Phonic and Word Analysis
 - Fluency
 - Vocabulary
 - Reading Comprehension

Instructional Resources for our General Population, ELL and Student with Disabilities (SWD)

- Targeted Instruction (Tier 1)
- Targeted Instruction (Tier 2) Interventions (6 Data Points)
- Targeted Instruction (Tier 3) Interventions (6 Data Points)
- Visual Aids
- Multisensory Strategies

Professional Development for Teachers

Science of Reading

- The Simple View of Reading
- Scarborough's Reading Rope
- Adam's Model of the Reading Process
- Ehrl's Phrases of Word Recognition Development
- School and District Trainings (Learning Across Broward-LAB)
- Micro Credentials K-1st, 2nd-3rd, 4th-5th, and 6th University of Florida (UF)
- Participation Understanding Misconceptions (PUM)
- Thinking, Writing and Speaking
- Writing in the Content Areas
- Reading in Content Areas
- Gradual Release Model
- Students Discourse

English Language Learners (ELL) Strategies

- ACCESS/WIDA ASSESSMENT
- ELLAVATION TRACKING PROGRAM
- Visual Aids
- Multisensory Strategies

Data Analysis

'Every Child Deserves A Champion'

Pine Ridge Education Center

Pine Ridge Education Center 2025-2026 Literacy Plan

SMART GOAL: By May 2027, 50% of students for FTE 2 and FTE 3 in grades K-2 will increase their STAR-Reading Progress Monitoring baseline score by at least 2% from 2025-2026 data, in which 13% scored at level 1, 13% scored at level 2, 13% scored at level 3, 63% scored at level 4, per the district's FAST Dashboard data.

SMART GOAL: By May 2027, 50% of students for FTE 2 and FTE 3 in grades K-2 will increase their FAST-Reading Progress Monitoring baseline score by at least 2% from 2025-2026 data, in which 38% scored at level 1, 27 scored at level 2, 22% scored at level 3, 13% scored at level 4, per the district's FAST Dashboard data.

FTE K-2nd STAR

School Name	13% Level 1	13% Level 2	13% Level 3	63% Level 4	0% Level 5	76% Level3 -4
Pine Ridge Education Center 2025-2026	2	1	1	4		5

FTE 3rd-6th FAST

School Name	38% Level 1	27% Level 2	22% Level 3	13% Level 4	% Level 5	35% Level 3-5
Pine Ridge Education Center 2025-2026	21	15	22	7	0	29

Content Area	Intervention	SCHOOL WIDE STRATEGIES	STAR F.A.S.T. ASSESSMENT 2026-27
Reading	Reading Horizon Reading Horizon Elevate Benchmark Advance Interventions iReady Interventions MAP 6 th -12 th San Diego-ELL SoR K-12 th Ellevation/ESOL Strategies K-12th	Whole Group Instruction Small Group Instruction Instructional Technology Reading PLC Writing PLC Virtual After School Tutoring ESLS Instructional Support	PM1: August PM2: December PM3: May