

Tropical Elementary School K-12 CERP Meeting

Agenda

August 5, 2026

- 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 5, 2026

Name	Position
Cheryl Hernandez	SAC chair Cheryl Hernandez
Deborah L. Brown	Admin Deborah L. Brown
Maria Villasis	ELL coordinator (ESOL) Maria Villasis
Jordanna Egan	3rd Grade TL Jordanna Egan
Gabriella Neo	2nd grade team leader Gabriella Neo
Brittany Ellis	1st grade TL M. Co. Brittany Ellis
Karen Gordon	ESE Team leader Karen Gordon
Megan Nickl	5th Grade Team leader Megan Nickl
ALEXIS LINDHOLM	4th GRADE TEAM LEADER Alexis Lindholm
Janet Chrystie-Wargula	Literacy Coach Janet Chrystie-Wargula

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
Deborah L. Brown	Assistant Principal
Janet Chrystie	Literacy Coach
Cheryl Hernandez	ESE Support Facilitator/SAC Chair
Maria Villasis	ELL Liasion
Gordon, Karen	DHH Team Leader
Megan Niesel	5 th Team Leader
Alexis Lindholm	4 th Team Leader
Jordanna Egan	3 ^d Team Leader
Gabriella Neo	2 nd Team Leader
Brittany Ellis	1 st Team Leader
Yvonne Strum	K Team Leader

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	Tropical Elementary		
Principal's Name	Robert N. 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	Janet Chrystie	Literacy Specialist	Janet.chrystie-wargula@browardschools.com



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programs are being implemented with fidelity. (Applying SoR at BCPS: Part 1)			
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.	Janet Chrystie	Literacy Specialist	Janet.chrystie-wargula@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	Assistant Principal	Deborah.brown@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	Assistant Principal	Deborah.brown@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	Assistant Principal	Deborah.brown@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 FDOE through Survey 2 (Oct) and Survey 3 (Feb).	Dr. Brown	Assistant Principal	Deborah.brown@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	Assistant Principal	Deborah.brown@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure	Dr. Brown	Assistant Principal	Deborah.brown@browardschools.com



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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.			
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.	Janet Chrystie	Literacy Specialist	Janet.chrystie-wargula@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.	Janet Chrystie	Literacy Specialist	Janet.chrystie-wargula@browardschools.com

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

School-Based Reading Plan

Name of School	Tropical Elementary
Principal's Name	Robert Schneider

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

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>	UFLI (K-2) Benchmark Advance Intervention (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>	UFLI (K-2) Benchmark Advance Intervention (K-5) Imagine Learning (2-5)

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>	UFLI (K-2) Benchmark Advance Intervention (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>	UFLI (K-2) Benchmark Advance Intervention (K-5) Imagine Learning (2-5)



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6/30/2026

