

Plantation Park Elementary
 School Literacy Leadership Team Meeting
 September 2, 2026
 2:30 p.m.



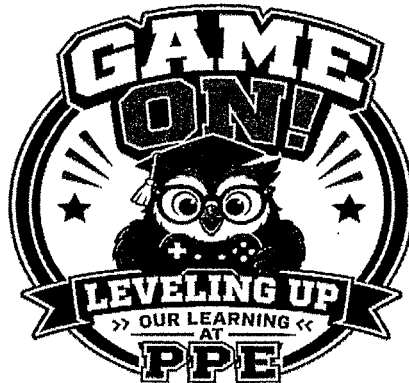
Sign in Sheet

<u>Literacy Leadership Team</u>	<u>School-Based Role</u>	<u>Signature</u>
Georgette Banos	Kindergarten Teacher	<i>Georgette Banos</i>
Dayana Soriano-Rios	1 st Grade Teacher	<i>Dayana Soriano-Rios</i>
Carrie Peterson	2 nd Grade Teacher	<i>Carrie Peterson</i>
Heather McConnell	3 rd Grade Teacher	<i>Heather McConnell</i>
Paulette Rice-Haines	4 th /5 th Grade Teacher	<i>Paulette Rice-Haines</i>
Charyl Leon	5 th Grade Teacher	<i>Charyl Leon</i>
Lisa Widelitz	ESE Specialist	<i>Lisa Widelitz</i>
Michelle Hartman	Literacy Coach	<i>Michelle Hartman</i>
Suzan DeMeo	Assistant Principal	<i>Suzan DeMeo</i>
David Levine	Principal	<i>David Levine</i>

**Plantation Park Elementary
School Literacy Leadership Team Meeting
September 2, 2026
2:30 p.m.**

Agenda

- Call to Order
- Welcome
- Plantation Park Elementary Comprehensive Evidence-Based Reading Plan (CERP)
- Updates/Review/Implementation Discussion (CERP)
Guiding Questions Document (Sections 3, 4, 5, 6, and 8)
Applying Science of Reading (SoR) at BCPS: Parts 1, 2, and 3
- Questions and Answers
- Meeting Adjourned



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.

<u>Literacy Leadership Team Member</u>	<u>Title</u>
Georgette Banos	Teacher (Grade K)
Dayana Soriano-Rios	Teacher (Grade 1)
Carrie Peterson	Teacher (Grade 2)
Heather McConnell	Teacher (Grade 3)
Paulette Rice-Haines	Teacher (Grade 4)
Charyl Leon	Teacher (Grade 5)
Lisa WidELITZ	ESE Specialist
Michelle Hartman	Literacy Coach
Suzan DeMeo	Assistant Principal
David Levine	Principal

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.

<u>Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team</u>			
<u>Name of School</u>	Plantation Park Elementary		
<u>Principal's Name</u>	David Levine		
<u>Sections of the Plan Requirements</u>	<u>Contact Person</u>	<u>Title</u>	<u>E-mail</u>
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)	David Levine	Principal	david.levine@browardschools.com
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.	David Levine	Principal	david.levine@browardschools.com

<u>Sections of the Plan Requirements</u>	<u>Contact Person</u>	<u>Title</u>	<u>E-mail</u>
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.	Suzan DeMeo	Assistant Principal	suzan.demeo@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.	David Levine	Principal	david.levine@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)	Michelle Hartman	Literacy Coach	michelle.hartman@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).	Suzan DeMeo	Assistant Principal	suzan.demeo@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)	Michelle Hartman	Literacy Coach	michelle.hartman@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.	Michelle Hartman	Literacy Coach	michelle.hartman@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.	Suzan DeMeo	Assistant Principal	suzan.demeo@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.	Michelle Hartman	Literacy Coach	michelle.hartman@browardschools.com

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

School-Based Reading Plan	
Name of School	Plantation Park Elementary
Principal's Name	David Levine

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 Core Literacy Instruction (K-5) - Hegerty (K-1)
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	- Magnetic Reading 3-5 - Benchmark Advance Core Literacy (K-5) - Benchmark Advance Reader's Theatre (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>	- Benchmark Advance English Language Development (K-5) - Benchmark Advance Spanish (alphabet, sound, and spelling) (K-5) - Imagine Learning (K-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>	- Benchmark Advance Phonological Awareness (K-1) - Benchmark Advance Phonics and Word Study Interventions (K-5) - Benchmark Advance Fluency Interventions (K-5) - Benchmark Advance Comprehension Interventions (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>	- Imagine Learning Language and Literacy (PreK-5) - Imagine Learning (Teacher Intervention Resources)- (PreK-5) - Read 180

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>	• Benchmark Advance Phonological Awareness (K-1) • SIPPS: Beginning Challenge and Extension (K-3) • Reading Horizons Discovery (K-3) • Reading Horizons (4-5) • SIPPS Plus (4-5) • Wordly Wise 3000 (2-5) • Wilson Foundations (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>	• Imagine Learning Seuss Corner (PreK-2) • Imagine Learning (Teacher Intervention Resources)- (PreK-5)

6/30/2026



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Elementary Learning Department



Applying the Science of Reading in BCPS: Part 1

Comprehensive Evidence-Based Reading Plan (CERP) Overview

Reading instruction should be grounded in evidence-based Science of Reading research. This research, summarized below, emphasizes the importance of developing both word recognition and language comprehension to support reading comprehension. Each component plays an essential role in building skilled readers.

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.

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, discussing, and writing

Vocabulary Knowledge

- academic vocabulary
- morphology
- context clues

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

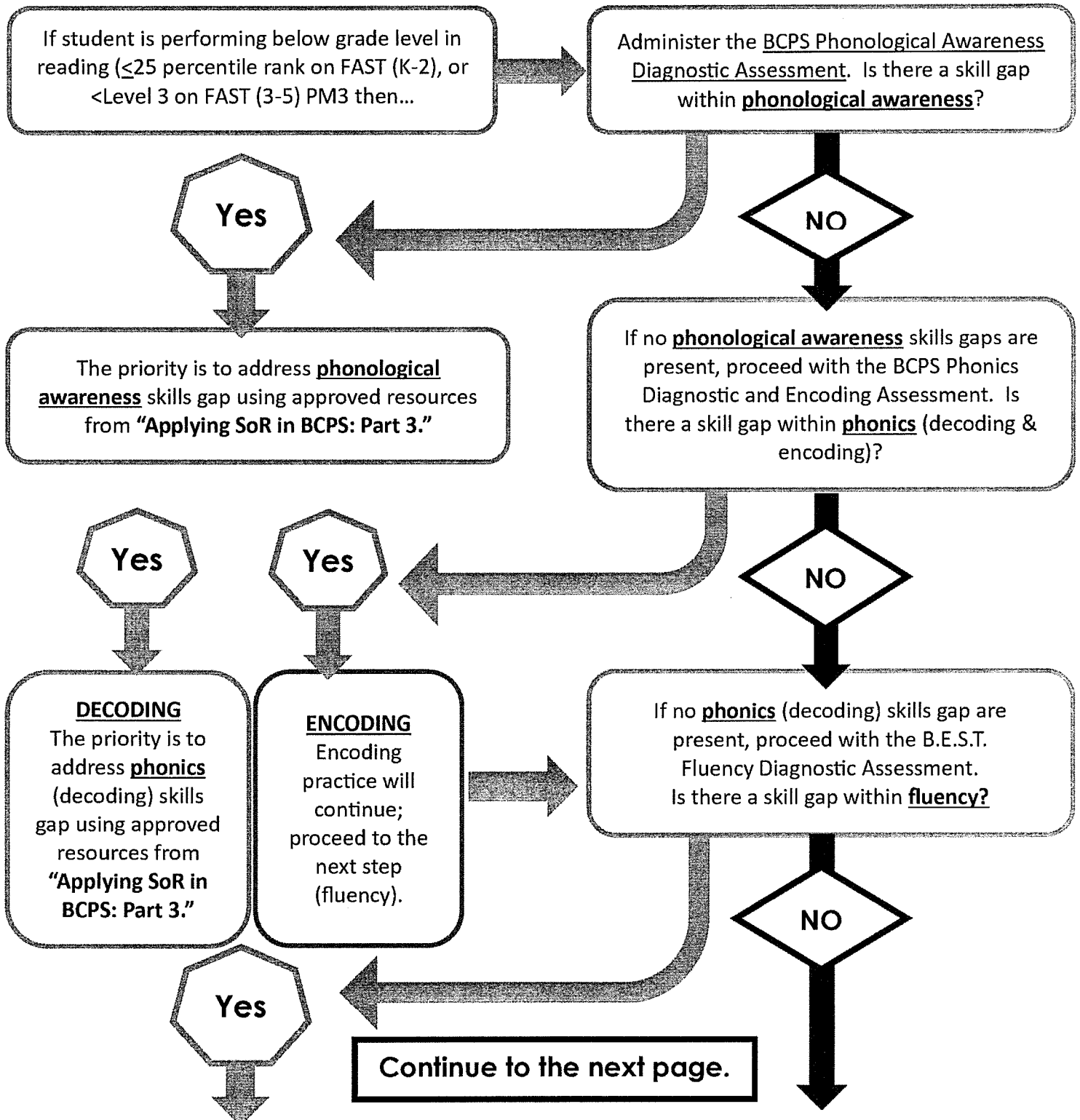
- high-frequency or sight words
- accuracy, automaticity, and appropriate prosody or expression

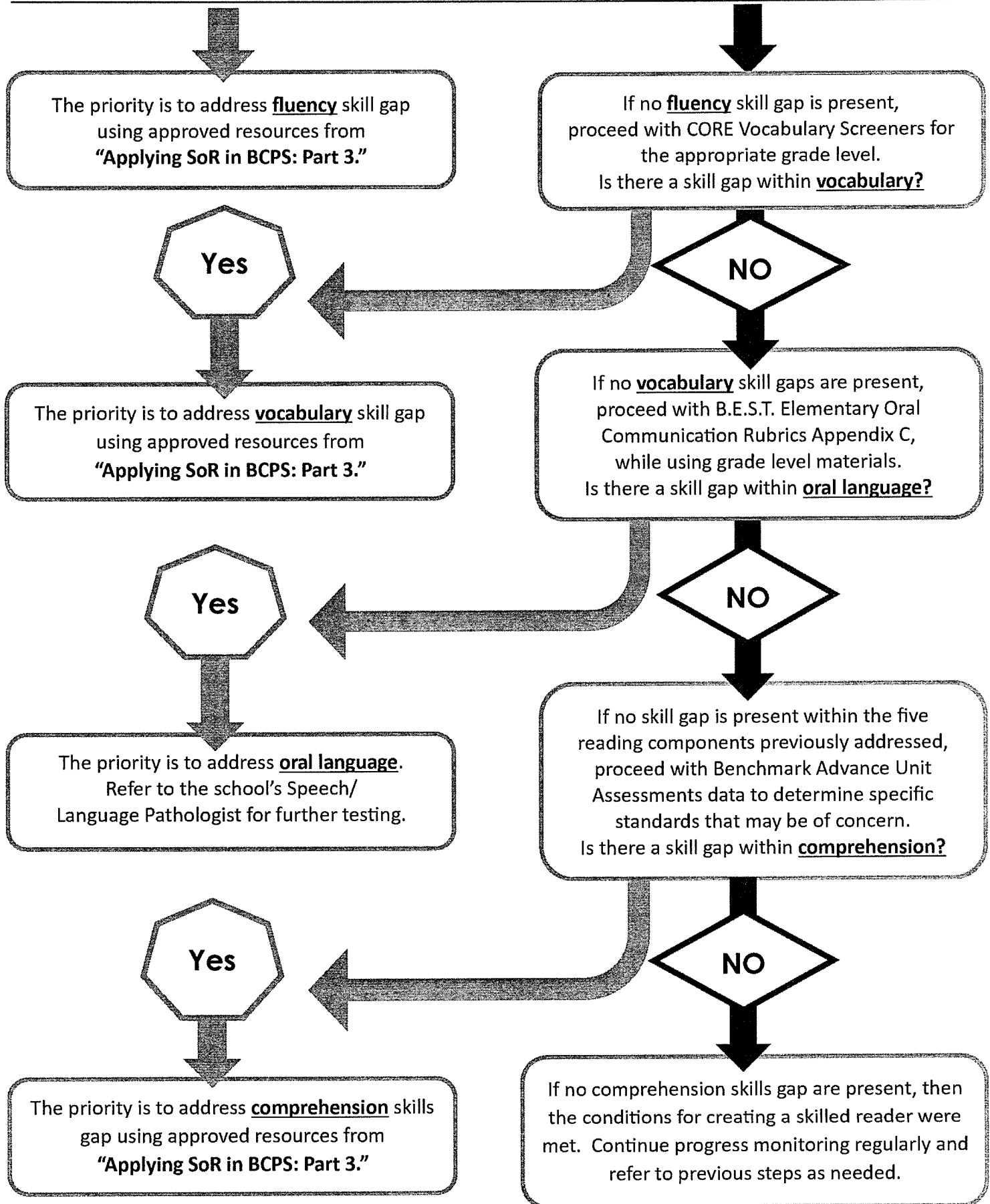


Applying the Science of Reading in BCPS: Part 2

CERP Elementary Decision Tree

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

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. If a student has a foundational skill gap within the Word Recognition strand, there are many evidence-based options available on Broward's K-12 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: Hegerty (K-1) or UFLI (K-2)
or Benchmark Advance (K-5)

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

Phonics

Tier 1 Instruction: Benchmark Advance (K-5)
or UFLI (K-2)

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)

Fluency

Tier 1 Instruction: Benchmark Advance (K-5)

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

Vocabulary/Comprehension

Tier 1 Instruction: Benchmark Advance (K-5)

Tier 2/3 Options: Benchmark Advance
Comprehension
Interventions (K-5) or
Magnetic Reading (3-5) or
Wordly Wise 3000 (2-5) or
Vocabulary Surge (2-5)

Reading Comprehension



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

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. 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

=

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.

Reading Comprehension