

C.E.R.P. Meeting Agenda

September 2, 2026

- What does C.E.R.P. stand for?
 - Comprehensive Evidence Based Reading Plan
- What is C.E.R.P.?
 - Annually, each school district is required to submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) approved by the district school board. CERP requirements are described in [Rule 6A-6.053, F.A.C.](#) The District K-12 Comprehensive Evidence-Based Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C.
- Where can resources/expectations be located?
 - Elementary Learning Canvas Course
 - Go to your grade level
 - Click on “English Language Arts”
 - Click on “Applying the Science of Reading in Broward County Public Schools”
 - [SOR BCPS Part 1](#): It is an Overview of the science of reading research. It shows how the Simple View of Reading and Scarborough's Rope will be applied during the reading block.
 - Decoding (word recognition) times Language Comprehension equals Reading Comprehension
 - Decoding: Phonological awareness, decoding, encoding, sight recognition
 - Language Comprehension: Background knowledge, vocabulary knowledge, literacy knowledge, language structures, verbal reasoning
 - Reading Comprehension: As students become increasingly automatic and strategic, the condition for comprehension to occur is created.
 - [SOR Part 2](#) shows how educators will use data and diagnostic assessments to inform data driven decisions to guide instruction.
 - Decision Tree Flow Chart
 - Skilled readers have mastered 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 to determine an area for focused reading instruction.

- [SOR Part 3](#) shows K-12 Comprehensive Evidence-based Reading Plan (CERP) Resources for 2026-2027
 - 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 it is listed in black, everyone has access to that resource. If it is in color, that is a resource that may need to be purchased or found at the school level.
 - The instruction can be a supplement to Tier 1 during small groups, or as intervention for Tier 2 and/or Tier 3.
 - If a student has a foundational skill gap within the Word Recognition or Language Comprehension component, there are many evidence-based options available on Broward's K-12 CERP (Comprehensive Evidence-Based Reading Plan).
 - Reminder, the Science of Reading 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.
- Who is on the Literacy Leadership Team?
 - Principal: Jo-Anne Seltzer, Assistant Principals: Chris Duhart & Yahira Tamayo, Literacy Coach: Kathleen Judd, MTSS Coordinator: Michelle Civettini, Media Specialist: Tania Garza, ESE Specialist: Jennifer Brodsky; School Counselors: Romey Jawahir & Marcela Rasa, School Psychologist: Yvi Marques

People present: Jo-Anne Seltzer, Chris Duhart, Yahira Tamayo, Kathleen Judd, Michelle Civettini, Tania Garza, Jennifer Brodsky, Romey Jawahir, Marcela Rasa & Yvi Marques

Vision and Alignment

- 1. What are the most important literacy priorities identified in our school's reading plan?**

Our primary priorities are to increase learning gains in Grades 4–5, accelerate growth for students in the lowest quartiles, and close achievement gaps. We will accomplish this through evidence-based Science of Reading practices, intentional use of data, and targeted Tier 2 and Tier 3 interventions based on identified skill deficiencies.

2. How do these priorities align with district goals and the B.E.S.T. ELA Standards?

These priorities align with district goals by focusing on student achievement, learning gains, and closing gaps. Instruction aligned to the B.E.S.T. ELA Standards emphasizes explicit, systematic, evidence-based literacy instruction while using student data to provide targeted support and accelerate progress.

3. Which student groups require our greatest attention this year?

Our greatest attention should be given to students performing in the lowest quartiles, particularly in Grades 4–5, as well as students demonstrating significant skill gaps through diagnostic screeners. These students need timely, targeted Tier 2 and Tier 3 intervention to accelerate learning.

4. What evidence demonstrates that our current literacy practices are meeting student needs?

Evidence includes diagnostic screener data, progress-monitoring data, classroom performance, and student learning gains. When students receive explicit, evidence-based instruction and targeted intervention based on their identified deficiencies, we see increased skill development and progress toward grade-level expectations.

5. Where do we see the greatest opportunity for improvement?

Our greatest opportunity is to accelerate learning for Grades 4–5 and increase learning gains among students in the lowest quartiles. We can strengthen this work by using diagnostic data more intentionally to identify specific deficiencies, matching students with appropriate Tier 2 and Tier 3 interventions and consistently monitoring and adjusting instruction based on student response.