

Quiet Waters Elementary

2026-2027

School Literacy Leadership Meeting Agenda

September 8, 2026

- Welcome
- 2026-2027 K-12 Reading Plan
 - Section 3: School Literacy Leadership Teams
 - Section 4: Literacy Coaching
 - Section 5: Standards, Curriculum, Instruction & Intervention
 - Section 6: Professional Learning
 - Section 8: Family Engagement
- Reviewed Literacy Leadership Team's Guiding Questions
- Questions

SEPTEMBER 8, 2026

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

School-Based Reading Plan

Name of School	Quiet Waters Elementary
Principal's Name	Luke Balchaitis

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: (List core resource intended to use)	K-5: Benchmark Advance
Evidence-Based Supplemental to Core Literacy Resources: (List all resources intended to use and for what grade levels)	K-1: Benchmark Advance Supplemental Resources 2: I-Ready 3-5: I-Ready Magnetic Teacher Toolbox
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	K-5: ELlevation

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: (List all resources intended to use and for what grade levels)	K-5: Benchmark Advance Intervention k-2: UFlI, Heggerty, Reading Horizons
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	K-5: Benchmark Advance Express

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: (List all resources intended to use and for what grade levels)	K-5: Benchmark Advance Intervention k-2: UFlI, Heggerty, Reading Horizons
Evidence-Based Supplemental Literacy Resources for	K-5: Benchmark Advance Express



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English Language Learners (ELLs): (List all resources intended to use and for what grade levels)	
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6/30/2026

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan 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
Luke Balchaitis	Principal
Michele Matias	Assistant Principal
Monica Stokes	Assistant Principal
Nina Cohen	Literacy Coach
Ashle Capron	Literacy Coach
Kristen Blankenship	RTI Coordinator
Rebekah Laurent	Pre-K Team Leader
Lyane Armstrong	Kindergarten Team Leader
Nydia Chin	First Grade Team Leader
Lynn Powell	Second Grade Team Leader
Jennifer Rizzo	Third Grade Team Leader
Roberta Fasano	Fourth Grade Team Leader
Michelle Moran	Fifth Grade Team Leader
Michele Dowling	ESE Specialist
Stephanie Gasher	Specials Team Leader
Marisol Homidas	ELL Coordinator

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.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Quiet Waters Elementary School		
Principal's Name	Luke Balchaitis		
Sections of the Plan Requirements	Contact Person	Title	E-mail



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Section 3- Literacy <u>Leadership</u> : Conduct regularly <u>scheduled instructional walkthroughs</u> to ensure that effective instruction is being provided to all students and <u>evidence-based practices and programs</u> are being implemented with fidelity. (Applying SoR at BCPS: Part 1)	Luke Balchaitis, Michele Matias, Monica Stokes	Principal; Assistant Principal; Principal; Assistant Principal	Luke.Balchaitis@browardschools.com Michele.Matias@browardschools.com Monica.stokes@browardschools.com
Section 3- Literacy <u>Leadership</u> : Meet regularly to <u>disaggregate data from screeners, progress monitoring, and diagnostic reading assessments</u> to make informed decisions about how to maximize student growth in reading.	Luke Balchaitis, Michele Matias; Monica Stokes; Nina Cohen; Ashle Capron; Kristen Blankenship	Principal; Assistant Principal; Principal; Assistant Principal; Literacy Coach; Literacy Coach; Rtl Coordinator	Luke.Balchaitis@browardschools.com Michele.Matias@browardschools.com Monica.stokes@browardschools.com Nina.cohen@browardschools.com Ashle.Capron@browardschools.com Kristen.blankenship@browardschools.com

Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy <u>Leadership</u> : Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, <u>outside of the 90-minute reading block</u> .	Luke Balchaitis, Michele Matias; Monica Stokes; Nina Cohen; Ashle Capron; Kristen Blankenship	Principal; Assistant Principal; Principal; Assistant Principal; Literacy Coach; Literacy Coach; Rtl Coordinator	Luke.Balchaitis@browardschools.com Michele.Matias@browardschools.com Monica.stokes@browardschools.com Nina.cohen@browardschools.com Ashle.Capron@browardschools.com Kristen.blankenship@browardschools.com
Section 4: Literacy <u>Coaching</u> : Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Luke Balchaitis; Nina Cohen; Ashle Capron	Principal; Literacy Coach; Literacy Coach	Luke.Balchaitis@browardschools.com Nina.cohen@browardschools.com Ashle.capron@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS:	Nina Cohen; Kristen Blankenship;	Literacy Coach; Rtl Coordinator;	Nina.cohen@browardschools.com Kristen.blankenship@browardschools.com Ashle.capron@browardschools.com



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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)	Ashle Capron	Literacy Coach	
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Ensure students identified as Tier 2 or Tier 3 are <u>scheduled into the appropriate intervention course</u> . These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).	Nina Cohen; Kristen Blankenship; Ashle Capron	Literacy Coach; RtI Coordinator; Literacy Coach	Nina.cohen@browardschools.com Kristen.blankenship@browardschools.com Ashle.capron@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Nina Cohen; Kristen Blankenship; Ashle Capron	Literacy Coach; RtI Coordinator; Literacy Coach	Nina.cohen@browardschools.com Kristen.blankenship@browardschools.com Ashle.capron@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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.	Luke Balchaitis, Michele Matias; Monica Stokes; Nina Cohen; Ashle Capron; Kristen Blankenship	Principal; Assistant Principal; Assistant Principal; Principal; Literacy Coach; Literacy Coach; RtI Coordinator	Luke.Balchaitis@browardschools.com Michele.Matias@browardschools.com Monica.stokes@browardschools.com Nina.cohen@browardschools.com Ashle.Capron@browardschools.com Kristen.blankenship@browardschools.com
<u>Section 6- Professional Learning:</u> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening	Luke Balchaitis, Michele Matias; Monica Stokes; Nina Cohen; Ashle Capron;	Principal; Assistant Principal; Assistant Principal; Principal; Literacy Coach; Literacy Coach;	Luke.Balchaitis@browardschools.com Michele.Matias@browardschools.com Monica.stokes@browardschools.com Nina.cohen@browardschools.com Ashle.Capron@browardschools.com Kristen.blankenship@browardschools.com

instruction and interventions.	Kristen Blankenship	RtI Coordinator	
<u>Section 8: Family Engagement:</u> Ensure that parents of K-5 students identified with substantial reading deficiencies are provided with a <u>Read-at-Home Plan</u> and encouraged to sign up for the New World's Reading Initiative.	Luke Balchaitis; Nina Cohen; Ashle Capron	Principal; Literacy Coach; Literacy Coach	Luke.Balchaitis@browardschools.com Nina.cohen@browardschools.com Ashle.capron@browardschools.com