

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) School Improvement Plan 2024-2025

School Literacy Leadership Team Contact Information

Part 1 Directions: Section 3 of the K-12 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 |
|---------------------------------|-------------------------------|
| Denise Hanson | Principal |
| Rocio Morrell | Assistant Principal |
| Donna Scott | Literacy Coach |
| Marcela Rasa | Guidance/RTI-MTSS Coordinator |
| Nicole Tufo | Guidance Counselor |
| Zoe Treyger | School Psychologist |
| Talia Jackson | ASD Coach |
| Debbie Trejo | ESE Specialist |
| Satasha Gordon | 5 th Grade Teacher |
| Amy Schuhmann | 4 th Grade Teacher |
| Jaime Lane | 3 rd Grade Teacher |
| Beverly Doherty | 1 st Grade Teacher |
| Patricia Freschetti | Kindergarten Teacher |
| Irisnelda Arias | Pre-K Teacher/SLP |
| Lisa Glanzmann | ASD Teacher |

Part 2 Directions: Review the K-12 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 2024-2025 K-12 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan's requirements listed on the chart below.

| K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team | | | |
|--|-------------------------|-------|--------|
| Name of School | Park Springs Elementary | | |
| Principal's Name | Denise Hanson | | |
| Sections of the Plan Requirements | Contact Person | Title | E-mail |

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| <p><u>Section 3- Literacy Leadership:</u> 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)</p> | <p>Donna Scott</p> <p>Marcela Rasa</p> <p>Denise Hanson</p> <p>Rocio Morell</p> | <p>Literacy Coach</p> <p>RTI/MTSS Coordinator</p> <p>Principal</p> <p>Assistant Principal</p> | <p>Donna.t.scott@browardschools.com</p> <p>Marcella.rasa@browardschools.com</p> <p>Denise.hanson@browardschools.com</p> <p>Rocio.Morell@browardschools.com</p> |
| <p><u>Section 3- Literacy Leadership:</u> 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.</p> | <p>Donna Scott</p> | <p>Literacy Coach</p> | <p>Donna.t.scott@browardschools.com</p> |
| <p><u>Section 3- Literacy Leadership:</u> 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.</p> | <p>Donna Scott</p> | <p>Literacy Coach</p> | <p>Donna.t.scott@browardschools.com</p> |
| <p><u>Section 4: Literacy 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.</p> | <p>Donna Scott</p> | <p>Literacy Coach</p> | <p>Donna.t.scott@browardschools.com</p> |
| <p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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)</p> | <p>Donna Scott</p> | <p>Literacy Coach</p> | <p>Donna.t.scott@browardschools.com</p> |
| <p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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).</p> | <p>Donna Scott</p> | <p>Literacy Coach</p> | <p>Donna.t.scott@browardschools.com</p> |

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| <u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs (Applying SoR at BCPS: Part 3) | Donna Scott | Literacy Coach | Donna.t.scott@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. | Donna Scott | Literacy Coach | Donna.t.scott@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 instruction and interventions. | Donna Scott | Literacy Coach | Donna.t.scott@browardschools.com |
| <u>Section 8: Family Engagement:</u> 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 . | Donna Scott | Literacy Coach | Donna.t.scott@browardschools.com |