

## 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
Kenneth Rolle/John Hudson	Assistant Principal
Leslie Bazin	Literacy Coach
Antonio Wright	ESE Specialist
Dr. Afrah Hamin	Behavior Specialist
Ruche Ermat	Behavior Specialist
Shayla McCloud	Guidance Director
Sandra Byrd	Guidance Director
Stacy Brown	IMS
Juliette Henry Kersaint	ESOL Coordinator

**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	Dave Thomas Education Center		
Principal's Name	Synithia Crawford		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> 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. <b>(Applying SoR at BCPS: Part 1)</b>	Kenneth Rolle	Assistant Principal	<a href="mailto:Kenneth.Rolle@browardschools.com">Kenneth.Rolle@browardschools.com</a>
	John Hudson	Assistant Principal	<a href="mailto:John.Hudson@browardschools.com">John.Hudson@browardschools.com</a>
<b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate data from	Leslie Bazin	Literacy Coach	<a href="mailto:Leslie.Bazin@browardschools.com">Leslie.Bazin@browardschools.com</a>

screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.			
<b>Section 3- Literacy Leadership:</b> Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, <b>outside of the 90-minute reading block.</b>	Kenneth Rolle  John Hudson	Assistant Principal  Assistant Principal	<a href="mailto:Kenneth.Rolle@browardschools.com">Kenneth.Rolle@browardschools.com</a>  <a href="mailto:John.Hudson@browardschools.com">John.Hudson@browardschools.com</a>
<b>Section 4: Literacy Coaching:</b> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Leslie Bazin	Literacy Coach	<a href="mailto:Leslie.Bazin@browardschools.com">Leslie.Bazin@browardschools.com</a>
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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. <b>(Applying SoR at BCPS: Part 2)</b>	Leslie Bazin	Literacy Coach	<a href="mailto:Leslie.Bazin@browardschools.com">Leslie.Bazin@browardschools.com</a>
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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).	Stacy Brown	IMS	<a href="mailto:Stacy.Brown@browardschools.com">Stacy.Brown@browardschools.com</a>
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs <b>(Applying SoR at BCPS: Part 3)</b>	Leslie Bazin	Literacy Coach	<a href="mailto:Leslie.Bazin@browardschools.com">Leslie.Bazin@browardschools.com</a>
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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.	Kenneth Rolle  John Hudson	Assistant Principal  Assistant Principal	<a href="mailto:Kenneth.Rolle@browardschools.com">Kenneth.Rolle@browardschools.com</a>  <a href="mailto:John.Hudson@browardschools.com">John.Hudson@browardschools.com</a>

<b>Section 6- Professional Learning:</b> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.	Leslie Bazin	Literacy Coach	<a href="mailto:Leslie.Bazin@browardschools.com">Leslie.Bazin@browardschools.com</a>
<b>Section 8: Family Engagement:</b> Ensure that parents of <b>K-5 students</b> identified with substantial reading deficiencies are provided a read-at-home plan and encouraged to sign up for the <a href="#">New World's Reading Initiative</a> .	Not Applicable to School Site		