

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) School Improvement Plan 2025-2026

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
Claire Sheffield	Administrator
Tiana Poitier	Administrator
Carreon Jackson	Literacy Coach/Reading Dept. Chair
Danielle Glenn-Wright	Mathematics Coach/Inservice Facilitator
Selena Thompson	Language Arts Department Chair
Robin Reid	Mathematics Department Chair
Leroy Baker	Science Department Chair
Shataedra Ferguson	Social Studies Dept. Chair
Idania Morris	ESE Specialists

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	Pompano Beach Middle School		
Principal's Name	Lisa Livingston		
Sections of the Plan Requirements	Contact Person	Title	E-mail
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)	Tiana Poitier	Administrator	tiana.poitier@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress	Carreon Jackson	Literacy Coach	carreon.jackson@browardschools.com

<p>monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p>			
<p>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.</p>	<p>Carreon Jackson</p>	<p>Literacy Coach</p>	<p>carreon.jackson@browardschools.com</p>
<p>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.</p>	<p>Claire Sheffield</p>	<p>Administrator</p>	<p>Claire.sheffield@browardschools.com</p>
<p>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)</p>	<p>Carreon Jackson</p>	<p>Literacy Coach</p>	<p>carreon.jackson@browardschools.com</p>
<p>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).</p>	<p>Claire Sheffield</p>	<p>Administrator</p>	<p>Claire.sheffield@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs (Applying SoR at BCPS: Part 3)</p>	<p>Carreon Jackson</p>	<p>Literacy Coach/ Reading Dept. Chair</p>	<p>Carreon.jackson@browardschools.com</p>
<p>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.</p>	<p>Selena Thompson</p>	<p>Language Arts Dept. Chair</p>	<p>Selena.thompson@browardschools.com</p>

<p>Section 6- Professional Learning: Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening to instruction and interventions.</p>	<p>Danielle Glenn-Wright</p>	<p>Inservice Facilitator</p>	<p>Danielle.glenn@browardschools.com</p>
<p>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.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>