

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

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
Dorsett McLeod	Principal
Jacquelyn Bray	Assistant Principal
Shanta Appleton	Literacy Coach/MTSS Coordinator
Jennifer Dorfman	ESE Specialist
Lindsey Legagneur	School Counselor
Shanteisha Howell	3rd Grade Teacher/Team Leader
Chantel Neat	Science Coach
Ashlee Lucas	Math Coach
Karmala Jackson	ASD Coach

Part 2 Directions: Review the 25-26 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 2025-2026 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	Colbert Elementary		
Principal's Name	Mr. Dorsett McLeod		
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)	Dorsett McLeod Jacquelyn Bray Shanta Appleton Karmala Jackson	Principal Assistant Principal Literacy Coach ASD Coach	Dorsett.Mcleod@browardschools.com Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.Jackson@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate	Dorsett McLeod	Principal Assistant	Dorsett.Mcleod@browardschools.com Jacquelyn.Bray@browardschools.com

<p>data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p>	<p>Jacquelyn Bray Shanta Appleton Karmala Jackson</p>	<p>Principal Literacy Coach ASD Coach</p>	<p>Shanta.Appleton@browardschools.com Karmala.Jackson@browardschools.com</p>
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Sections of the Plan Requirements	Contact Person	Title	E-mail
<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>Shanta Appleton Shanteisha Howell</p>	<p>Literacy Coach 3rd Grade Teacher</p>	<p>Shanta.Appleton@browardschools.com Shanteisha.Howell@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>Shanta Appleton</p>	<p>Literacy Coach</p>	<p>Shanta.Appleton@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>Jacquelyn Bray Shanta Appleton Karmala Jackson</p>	<p>Principal Assistant Principal Literacy Coach ASD Coach</p>	<p>Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.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>Jacquelyn Bray Shanta Appleton Karmala Jackson Maurisa Phillips</p>	<p>Principal Assistant Principal Literacy Coach ASD Coach IMT</p>	<p>Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.Jackson@browardschools.com Maurisa.Phillips@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)</p>	<p>Jacquelyn Bray Shanta Appleton Karmala Jackson</p>	<p>Principal Assistant Principal Literacy Coach ASD Coach</p>	<p>Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.Jackson@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small</p>	<p>Jacquelyn Bray Shanta Appleton</p>	<p>Principal Assistant Principal</p>	<p>Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.Jackson@browardschools.com</p>

<p>group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.</p>	<p>Karmala Jackson</p>	<p>Literacy Coach ASD Coach</p>	
<p>Section 6- Professional Learning: Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.</p>	<p>Dorsett McLeod Jacquelyn Bray Shanta Appleton Karmala Jackson</p>	<p>Principal Assistant Principal Literacy Coach ASD Coach</p>	<p>Dorsett.Mcleod@browardschools.com Jacquelyn.Bray@browardschools.com Shanta.Appleton@browardschools.com Karmala.Jackson@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>Shanta Appleton</p>	<p>Literacy Coach</p>	<p>Shanta.Appleton@browardschools.com</p>