

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
Latohsa Williams	Principal
Alisia Coachman-Williams	Assistant Principal
Alexandra Frias	Literacy Coach
Nikitress Jenkins	ESE Specialist/Literacy Support
Faustina Solano	Guidance Counselor
Tyesha Bradley	ESE Support Facilitator
Tonisha Young	Science
Jonathan Emden	Math 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	Mary M. Bethune Elementary School		
Principal's Name	Latohsa Williams		
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)	Alexandra Frias	Literacy Coach	Alexandra.frias@browardschools.com

<p>Section 3- Literacy Leadership: 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>Nikitress Jenkins</p>	<p>ESE Support/Literacy Support</p>	<p>Nikitress.jenkins@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>Alexandra Frias</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@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>Latosha Williams</p>	<p>Principal</p>	<p>Latosha.williams@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>Alexandra Fras</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as</p>	<p>Alexandra Fras</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@browardschools.com</p>

<p>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>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>Alexandra Frias</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@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>Alexandra Frias</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@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 instruction and interventions.</p>	<p>Nikitress Jenkins</p>	<p>ESE Specialist/ Literacy Support</p>	<p>Nikitress.jenkins@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</p>	<p>Alexandra Frias</p>	<p>Literacy Coach</p>	<p>Alexandra.frias@browardschools.com</p>



for the New World's Reading Initiative.			
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