

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 |
|---------------------------------|---|
| Cassandra Adderley | Principal |
| Dr. Donald Nicolas | Assistant Principal |
| Fatima Williams | Assistant Principal |
| Eli Atlas | Assistant Principal |
| Delia Borro | Media Specialist |
| Jacquelyn Fernandez | Guidance Director |
| Deveil Hardge | ESE Specialist/ESE Department Chair |
| Kesia Jean | Magnet Coordinator |
| Jasmine Mayers | Literacy Coach/Reading Department Chair |
| Ruthie Sufra | Teacher – ELA Department Chair |

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 | Attucks Middle School | | |
| Principal's Name | Cassandra Adderley | | |
| 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) | Cassandra Adderley | Principal | cassandraadderley@browardschools.com |

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| <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> | Dr. Donald Nicolas | Assistant Principal | Donald.nicolas@browardschools.com |
|--|--------------------|---------------------|-----------------------------------|

| 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> | Cassandra Adderley | Principal | Cassandraadderley@browardschools.com |
| <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> | Jasmine Mayers | Literacy Coach | Jasmine.mayers@browardschools.com |
| <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> | Jasmine Mayers | Literacy Coach | Jasmine.mayers@browardschools.com |
| <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> | Fatima Williams | Assistant Principal | Fatima.Williams@browardschools.com |
| <p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional,</p> | Jasmine Mayers | Literacy Coach | Jasmine.mayers@browardschools.com |

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| supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3) | | | |
| <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. | Jasmine Mayers | Literacy Coach | Jasmine.mayers@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. | Cassandra Adderley | Principal | Cassandraadderley@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. | | | |