

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
Sonja Sherman	Assistant Principal
Barbara Harris	Literacy Coach
Brandon Forbes	English/Reading Department Chair
Valerie Saunders Jean	ESE Specialist
Marcia Notkin	CTACE Department Chair
Caroline Lyew- Kinlocke	Science Department Chair
Margarita Merino	Math Department Chair
Joshua Bush	Performing Arts Department Chair
Nguyen	ESE Department Chair
Adriana Perez	Foreign Language Department Chair
Kaila Gillings	Cambridge Department Chair
Erin Freeman	Social Studies Department Chair
Marcia Neely-Hall	Media Specialist

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 Hallandale High School	Hallandale High School		
Principal's Name Paula Peters	Paula Peters		
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)	Sonja Sherman	Assistant Principal	Sonja.sherman@browardschools.com
	Annette Pinckney	Assistant Principal	Annette.pinckney@browardschools.com
	William Gillespie	Assistant Principal	William.gillespie@browardschools.com
	Lizbeth Torres	Assistant Principal	Lizbeth.torres@browardschools.com
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.	Barbara Harris	Reading Teacher	b.harris@browardschools.com
	Charlotte Jackson	Reading Teacher	charlotte.jackson@browardschools.com
	Nadeen Brown	Reading Teacher	nadeen.brown@browardschools.com
	Lakendra Smith	Reading Teacher	lakendra.smith@browardschools.com
	Jocelyn Gray	Reading Teacher	jocelyn.gray@browardschools.com

Sections of the Plan Requirements	Contact Person	Title	E-mail
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.	Barbara Harris	Literacy Coach/Reading	b.harris@browardschools.com
	Charlotte Jackson	Reading Teacher	charlotte.jackson@browardschools.com
	Nadeen Brown	Reading Teacher	nadeen.brown@browardschools.com

	Lakendra Smith Jocelyn Gray	Reading Teacher Reading Teacher	lakendra.smith@browardschools.com jocelyn.gray@browardschools.com
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.	Barbara Harris	Literacy Coach	b.harris@browardschools.com
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)	Barbara Harris Charlotte Jackson Nadeen Brown Lakendra Smith Jocelyn Gray	Literacy Coach/Reading Reading Teacher Reading Teacher Reading Teacher Reading Teacher	b.harris@browardschools.com charlotte.jackson@browardschools.com Nadeen.brown@browardschools.com lakendra.smith@browardschools.com jocelyn.gray@browardschools.com
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).	Annette Pinckney	Master Scheduler	Annette.pinckney@browardschools.com
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)	Barbara Harris	Literacy Coach	b.harris@browardschools.com
Section 5- Standards, Curriculum, Instruction &	Barbara Harris	Reading Teacher	b.harris@browardschools.com

<p>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>Charlotte Jackson</p> <p>Nadeen Brown</p> <p>Lakendra Smith</p> <p>Jocelyn Gray</p>	<p>Reading Teacher</p> <p>Reading Teacher</p> <p>Reading Teacher</p> <p>Reading Teacher</p>	<p>charlotte.jackson@browardschools.com</p> <p>Nadeen.brown@browardschools.com</p> <p>lakendra.smith@browardschools.com</p> <p>jocelyn.gray@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>Barbara Harris</p> <p>Barbara Harris</p> <p>Lizbeth Torres</p>	<p>Literacy Coach</p> <p>Inservice Facilitator</p> <p>Assistant Principal</p>	<p>b.harris@browardschools.com</p> <p>b.harris@browardschools.com</p> <p>Lizbeth.torres@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>N/A</p>		