

## 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
Teanka Pinder	Principal
Lee Kornhauser	Assistant Principal
Kaisha Davis	Literacy Coach
Karen Hausfeld	Reading Interventionist
Beatrice Dworkwitz	ESE Specialist
Tricia Gaynor	ASD Coach
Kadia Joseph	ESOL Contact
Hazel Liman-ay	Kindergarten Team Leader
Brook Heise	1 <sup>st</sup> Grade Team Leader
Elizabeth C. Prospere	2 <sup>nd</sup> Grade Team Leader
Cody Turman	3 <sup>rd</sup> Grade Team Leader
Bernard Golden	4 <sup>th</sup> Grade Team Leader
Patricia Satine	5 <sup>th</sup> Grade ELA Teacher

**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	Oakridge Elementary		
Principal's Name	Teanka Pinder		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being	Teanka Pinder	Principal	Teanka.pinder@browardschools.com

provided to all students and evidence-based practices and programs are being implemented with fidelity. <b>(Applying SoR at BCPS: Part 1)</b>	Lee Kornhauser	Assistant Principal	Lee.h.kornhauser@browardschools.com
<b>Section 3- Literacy Leadership:</b> 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.	Lee Kornhauser	Assistant Principal	Lee.h.kornhauser@browardschools.com
	Kaisha Davis	Literacy Coach	Kaisha.davis@browardschools.com

Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, <b>outside of the 90-minute reading block.</b>	Lee Kornhauser	Assistant Principal	Lee.h.kornhauser@browardschools.com
	Kaisha Davis	Literacy Coach	Kaisha.davis@browardschools.com
<b>Section 4: Literacy Coaching:</b> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Teanka Pinder	Principal	Teanka.pinder@browardschools.com
	Lee Kornhauser	Assistant Principal	Lee.h.kornhauser@browardschools.com
	Kaisha Davis	Literacy Coach	Kaisha.davis@browardschools.com
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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. <b>(Applying SoR at BCPS: Part 2)</b>	Lee Kornhauser	Literacy Coach	Lee.h.kornhauser@browardschools.com
	Kaisha Davis		Kaisha.davis@browardschools.com
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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).	Lee Kornhauser	Assistant Principal	Lee.h.kornhauser@browardschools.com
	Kaisha Davis	Literacy Coach	Kaisha.davis@browardschools.com

<p><b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b>          Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. <b>(Applying SoR at BCPS: Part 3)</b></p>	<p>Kaisha Davis</p>	<p>Literacy Coach</p>	<p>Kaisha.davis@browardschools.com</p>
<p><b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> 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>Lee Kornhauser  Kaisha Davis</p>	<p>Assistant Principal  Literacy Coach</p>	<p>Lee.h.kornhauser@browardschools.com  Kaisha.davis@browardschools.com</p>
<p><b>Section 6- Professional Learning:</b>          Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.</p>	<p>Lee Kornhauser  Kaisha Davis</p>	<p>Assistant Principal  Literacy Coach</p>	<p>Lee.h.kornhauser@browardschools.com  Kaisha.davis@browardschools.com</p>
<p><b>Section 8: Family Engagement:</b>          Ensure that parents of <b>K-5 students</b> 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>Kaisha Davis</p>	<p>Literacy Coach</p>	<p>Kaisha.davis@browardschools.com</p>