

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
Tariq D. Qaiyim	Principal
Masharie Powell	Assistant Principal
Ambar Fernandez	Assistant Principal
Ruchelle Lane	Literacy Coach
Nakia Samuels	Language Arts Teacher/Language Arts Department Chair
Aaronette A. Gresham	Reading Teacher/Reading Department Chair
Stacy D. Dalberiste	Ese 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	Plantation Middle School		
Principal's Name	Tariq D. Quayim		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<u>Section 3- Literacy Leadership:</u> Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being	Ambar Fernandez	AP	Ambar.Fernandez@browardschools.com
	Ruchelle Lane	Literacy Coach	Ruchelle.Lane@browardschools.com
	Masharie Powell	Assistant Principal	Masharie.Powell@browardschools.com
	Tariq D. Qaiyim	Principal	Tariq.qaiyim@browardschools.com

implemented with fidelity. (Applying SoR at BCPS: Part 1)			
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.	Ambar Fernandez	AP	Ambar.Fernandez@browardschools.com
	Ruchelle Lane	Literacy Coach	Ruchelle.Lane@browardschools.com
	Aaronette Gresham	Reading Teacher/Reading Department Chair	Aaronette.Gresham@browardschools.com
	Tariq D. Qaiyim	Principal	Tariq.qaiyim@browardschools.com
	Masharie Powell	Assistant Principal	Masharie.Powell@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.	Ambar Fernandez	AP	Ambar.Fernandez@browardschools.com
	Ruchelle Lane	Literacy Coach	Ruchelle.Lane@browardschools.com
	Tariq D. Qaiyim	Principal	Tariq.qaiyim@browardschools.com
	Masharie Powell	Assistant Principal	Masharie.Powell@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.	Tariq D. Qaiyim	Principal	Tariq.qaiyim@browardschools.com
	Masharie Powell	Assistant Principal	Masharie.Powell@browardschools.com
	Ambar Fernandez	Assistant Principal	Ambar.Fernandez@browardschools.com
Section 5- Standards.	Ambar Fernandez	Assistant Principal	Ambar.Fernandez@browardschools.com

<p><u>Curriculum, Instruction & Intervention:</u> 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>Stacey Dalberiste Ruchelle Lane Aaronette Gresham</p>	<p>ESE Specialist Literacy Coach Reading Teacher/Reading Department Chair</p>	<p>Stacy.Dalberiste@browardschools.com Ruchelle.Lane@browardschools.com Aaronette.Gresham@browardschools.com</p>
<p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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>Ambar Fernandez Stacey Dalberiste Ruchelle Lane Aaronette Gresham Tariq D. Qaiyim Masharie Powell</p>	<p>Assistant Principal ESE Specialist Literacy Coach Reading Teacher/Reading Department Chair Principal Assistant Principal</p>	<p>Ambar.Fernandez@browardschools.com Stacy.Dalberiste@browardschools.com Ruchelle.Lane@browardschools.com Aaronette.Gresham@browardschools.com Tariq.qaiyim@browardschools.com Masharie.Powell@browardschools.com</p>
<p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)</p>	<p>Ambar Fernandez Ruchelle Lane Masharie Powell Tariq D. Qaiyim</p>	<p>Assistant Principal Literacy Coach Assistant Principal Principal</p>	<p>Ambar.Fernandez@browardschools.com Ruchelle.Lane@browardschools.com Masharie.Powell@browardschools.com Tariq.qaiyim@browardschools.com</p>
<p><u>Section 5- Standards,</u></p>	<p>Ambar Fernandez</p>	<p>Assistant Principal</p>	<p>Ambar.Fernandez@browardschools.com</p>

<p><u>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.</p>	<p>Ruchelle Lane</p> <p>Masharie Powell</p> <p>Tariq D. Qaiyim</p> <p>Stacey Dalberiste</p>	<p>Literacy Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>ESE Specialist</p>	<p>Ruchelle.Lane@browardschools.com</p> <p>Masharie.Powell@browardschools.com</p> <p>Tariq.qaiyim@browardschools.com</p> <p>Stacy.Dalberiste@browardschools.com</p>
<p><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.</p>	<p>Ambar Fernandez</p> <p>Ruchelle Lane</p> <p>Masharie Powell</p> <p>Tariq D. Qaiyim</p> <p>Stacey Dalberiste</p> <p>Aaronette Gresham</p> <p>Nakia Samuels</p>	<p>Assistant Principal</p> <p>Literacy Coach</p> <p>Assistant Principal</p> <p>Principal</p> <p>ESE Specialist</p> <p>Reading Teacher/Reading Department Chair</p> <p>Language Arts Teacher/Language Arts Department Chair</p>	<p>Ambar.Fernandez@browardschools.com</p> <p>Ruchelle.Lane@browardschools.com</p> <p>Masharie.Powell@browardschools.com</p> <p>Tariq.qaiyim@browardschools.com</p> <p>Stacy.Dalberiste@browardschools.com</p> <p>Aaronette.Gresham@browardschools.com</p> <p>Nakia.Samuels@browardschools.com</p>
<p><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</p>	<p>Ambar Fernandez</p> <p>Ruchelle Lane</p> <p>Aaronette Gresham</p> <p>Nakia Samuels</p>	<p>Assistant Principal</p> <p>Literacy Coach</p> <p>Reading Teacher/Reading Department Chair</p>	<p>Ambar.Fernandez@browardschools.com</p> <p>Ruchelle.Lane@browardschools.com</p> <p>Aaronette.Gresham@browardschools.com</p>



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