

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
Sabine Phillips	Principal
Richelle Fearon-Shaw	Assistant Principal (over the ELA Department)
Krystal Coke	Assistant Principal (over the Master Schedule)
LaTia Troutman	Literacy Coach
Claudia Boswell	ELA Department Chair
Christine Coleman	Reading Department Chair
Brianna Merchant-Kelly	ESE/504 Specialist
Cherelle Rahming	School Counselor/ESOL Contact Person
Kenyetta Harrison	Science Department Chair/ESE Support

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	Margate STEM Magnet Middle School		
Principal's Name	Sabine Phillips		
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)	LaTia Troutman	Literacy Coach	latia.troutman@browardschools.com
	Richelle Fearon-Shaw	Assistant Principal ELA Department	Richelle.fearonshaw@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and	LaTia Troutman	Literacy Coach	latia.troutman@browardschools.com

<p>diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p>	<p>Claudia Boswell</p>	<p>ELA Department Chair</p>	<p>claudia.boswell@browardschools.com</p>
---	------------------------	-----------------------------	---

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>LaTia Troutman</p> <p>Richelle Fearon-Shaw</p>	<p>Literacy Coach</p> <p>Assistant Principal ELA Department</p>	<p>latia.troutman@browardschools.com</p> <p>claudia.boswell@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>Sabine Phillips</p> <p>Richelle Fearon-Shaw</p>	<p>Principal</p> <p>Assistant Principal</p>	<p>sabine.phillips@browardschools.com</p> <p>Richelle.fearonshaw@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>LaTia Troutman</p> <p>Richelle Fearon-Shaw</p> <p>Brianna Merchant-Kelly</p>	<p>Literacy Coach</p> <p>Assistant Principal ELA Department</p> <p>ESE/504 Specialist</p>	<p>latia.troutman@browardschools.com</p> <p>Richelle.fearonshaw@browardschools.com</p> <p>brianna.merchant@browardschools.com</p>
<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>	<p>LaTia Troutman</p> <p>Krystal Coke</p> <p>Stephanie Williams</p>	<p>Literacy Coach</p> <p>Assistant Principal</p> <p>Guidance Counselor</p>	<p>latia.troutman@browardschools.com</p> <p>krystal.coke@browardschools.com</p> <p>Stephanie.williams@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional,</p>	<p>LaTia Troutman</p>	<p>Literacy Coach</p>	<p>latia.troutman@browardschools.com</p>

<p>supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)</p>	<p>Richelle Fearon-Shaw</p>	<p>ELA Department Chair</p>	<p>Richelle.fearonshaw@browardschools.com</p>
<p><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.</p>	<p>LaTia Troutman</p>	<p>Literacy Coach</p>	<p>latia.troutman@browardschools.com</p> <p>Richelle.fearonshaw@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>LaTia Troutman</p>	<p>Literacy Coach</p>	<p>latia.troutman@browardschools.com</p> <p>Richelle.fearonshaw@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 World's Reading Initiative.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>