

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 |
|---------------------------------|-----------------------------------|
| Kimberly Coombs Literacy Coach | Literacy Coach |
| Charlene Ambroise | Assistant Principal |
| Michelle Kramer | English Language Department Chair |
| Miroslava Rodriguez | ESOL Contact |
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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 | | | |
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| Name of School | New River Middle | | |
| Principal's Name | Lezondra Harris | | |
| 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) | Charlene Ambroise | Assistant Principal | Charlene.ambroise@browardschools.com |
| Section 3- Literacy Leadership: Meet regularly to disaggregate | Charlene Ambroise | Assistant Principal | Charlene.ambroise@browardschools.com |

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| <p>data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p> | | | |
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| Sections of the Plan Requirements | Contact Person | Title | E-mail |
|---|-----------------------|---------------------|-------------------------------------|
| <p><u>Section 3- Literacy Leadership:</u> 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> | Kimberly Coombs | Literacy Coach | Kimberly.coombs@browardschools.com |
| <p><u>Section 4: Literacy Coaching:</u> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.</p> | Kimberly Coombs | Literacy Coach | Kimberly.coombs@browardschools.com |
| <p><u>Section 5- Standards, 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> | Kimberly Coombs | Literacy Coach | Kimberly.coombs@browardschools.com |
| <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> | Kimberly Coombs | Literacy Coach | Kimberly.coombs@browardschools.com |
| <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> | Kimberly Coombs | Literacy Coach | Kimberly.coombs@browardschools.com |
| <p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small</p> | Charlene Ambrose | Assistant Principal | Charlene.ambrose@browardschools.com |

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| <p>group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.</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>Charlene Ambroise</p> | <p>Assistant Principal</p> | <p>Charlene.ambroise@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>Charlene Ambroise</p> | <p>Assistant Principal</p> | <p>Charlene.ambroise@browardschools.com</p> |