

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 |
|---------------------------------|---------------------------------|
| Cara Daniel | Principal |
| Wendy Mola | Assistant Principal |
| Esther Charles | Literacy Coach/MTSS Coordinator |
| Mary Hood | ESE Specialist |
| Pristine Pulle | School Counselor |
| Ashley Asselta | School Counselor |
| Kim Lloyd | ESE Support |
| Dineen Williams | English Department Head |
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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 | | | |
|---|--------------------------------|--------------------------------|--|
| Name of School | Sheridan Technical High School | | |
| Principal's Name | Cara Daniel | | |
| 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) | Cara Daniel & Wendy Mola | Principal/ Assistant Principal | Cara.daniel@browardschools.com Wendolynn.mola@browardschools.com |
| Section 3- Literacy Leadership: Meet regularly to disaggregate | Esther Charles | Literacy Coach | Esther.charles@browardschools.com Wendolynn.mola@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> | <p>Wendy Mola</p> | <p>Assistant Principal</p> | |
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| 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>Esther Charles</p> | <p>Literacy Coach</p> | <p>Esther.charles@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>Esther Charles Cara Daniel</p> | <p>Literacy Coach Principal</p> | <p>Esther.charles@browardschools.com Cara.daniel@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>Esther Charles</p> | <p>Literacy Coach</p> | <p>Esther.charles@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>Marisa Santana</p> | <p>Master Scheduler</p> | <p>Marisa.santana@browardschools.com</p> |
| <p>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)</p> | <p>Esther Charles</p> | <p>Literacy Coach</p> | <p>Esther.charles@browardschools.com</p> |
| <p>Section 5- Standards, Curriculum, Instruction & Intervention: Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with</p> | <p>Esther Charles</p> | <p>Literacy Coach</p> | <p>Esther.charles@browardschools.com</p> |

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| <p>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>Cara Daniel & Wendy Mola</p> | <p>Principal/ Assistant Principal</p> | <p>Cara.daniel@browardschools.com Wendolynn.mola@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> | <p>N/A</p> | <p>N/A</p> |