

## 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   |
|---------------------------------|---|
| <b>Celeste Johnson</b>          | <b>Principal</b>  |
| <b>Darryl Harris</b>            | <b>Assistant Principal</b>  |
| <b>Natalie Guy</b>              | <b>Literacy Coach/In-Service Facilitator/ELA Department Chair</b> |
| <b>David Wood</b>               | <b>Assessment Coordinator</b>                                     |
| <b>Lillie DeCastro</b>          | <b>Magnet Coordinator</b>   |
| <b>Martiza Baez</b>             | <b>Guidance Director</b>  |
| <b>Cynthia Levine</b>           | <b>ESE Specialist</b>   |

**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.

| <b>K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team</b>   |                |  |                                  |
|---|----------------|--|----------------------------------|
| Name of School  |                | McFatter Technical High School and College |                                  |
| Principal's Name  |                | Celeste Johnson                            |                                  |
| Sections of the Plan Requirements   | Contact Person | Title                                      | E-mail                           |
| <b>Section 3- Literacy Leadership:</b><br>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.<br><b>(Applying SoR at BCPS: Part 1)</b> | Darryl Harris  | Assistant Director                         | darryl.harris@browardschools.com |
| <b>Section 3- Literacy Leadership:</b><br>Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make   | Natalie Guy    | Literacy Coach                             | natalie.guy@browardschools.com   |

|   |  |  |  |
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| informed decisions about how to maximize student growth in reading. |  |  |  |
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| Sections of the Plan Requirements  | Contact Person  | Title               | E-mail                             |
|--|-----------------|---------------------|------------------------------------|
| <b>Section 3- Literacy Leadership:</b><br>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>  | Darryl Harris   | Assistant Principal | darryl.harris@browardschools.com   |
| <b>Section 4: Literacy Coaching:</b><br>Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.  | Celeste Johnson | Principal           | celeste.johnson@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> | Natalie Guy     | Literacy Coach      | natalie.guy@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).               | Lillie DeCasto  | Magnet Coordinator  | lillie.decastro@browardschools.com |
| <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>  | Natalie Guy     | Literacy Coach      | natalie.guy@browardschools.com     |
| <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                               | Natalie Guy     | Literacy Coach      | natalie.guy@browardschools.com     |

|  |               |                     |                                  |
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| receive feedback using approved resources.   |               |                     |                                  |
| <b>Section 6- Professional Learning:</b><br>Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.  | Darryl Harris | Assistant Principal | darryl.harris@browardschools.com |
| <b>Section 8: Family Engagement:</b><br>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. | N/A           | N/A                 | N/A                              |