

## 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
Jacqueline Carro	Principal
Matthew Halse	Assistant Principal
Crina Browne	Literacy Coach
Tracy Nix	ELA Interventionist
Jessica Campos	Grade Chair
Lindsey Rafi	Grade Chair
Melissa Adler	ESE Support
Jordyn Maginnis	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	Sheridan Park Elementary		
Principal's Name	Jacqueline Carro		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> 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. <b>(Applying SoR at BCPS: Part 1)</b>	Jacqueline Carro	Principal	<a href="mailto:jacqueline.carro@browardschools.com">jacqueline.carro@browardschools.com</a>
	Matthew Halse	Assistant Principal	<a href="mailto:matthew.halse@browardschools.com">matthew.halse@browardschools.com</a>
<b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate	Jacqueline Carro	Principal	<a href="mailto:jacqueline.carro@browardschools.com">jacqueline.carro@browardschools.com</a>

data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Matthew Halse	Assistant Principal	<a href="mailto:matthew.halse@browardschools.com">matthew.halse@browardschools.com</a>
	Crina Browne	Literacy Coach	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>

Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> 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>	Crina Browne	Literacy Coach	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>
<b>Section 4: Literacy Coaching:</b> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Jacqueline Carro  Crina Browne	Principal  Literacy Coach	<a href="mailto:jacqueline.carro@browardschools.com">jacqueline.carro@browardschools.com</a>  <a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>
<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>	Crina Browne  Tracy Nix	Literacy Coach  ELA Interventionist	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>  <a href="mailto:tracy.bullardnix@browardschools.com">tracy.bullardnix@browardschools.com</a>
<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).	Crina Browne	Literacy Coach	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>
<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>	Crina Browne  Tracy Nix	Literacy Coach  ELA Interventionist	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>  <a href="mailto:tracy.bullardnix@browardschools.com">tracy.bullardnix@browardschools.com</a>
<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	Crina Browne  Tracy Nix	Literacy Coach  ELA Interventionist	<a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a>  <a href="mailto:tracy.bullardnix@browardschools.com">tracy.bullardnix@browardschools.com</a>

<p>ample opportunities for students to practice skills and receive feedback using approved resources.</p>			
<p><b>Section 6- Professional Learning:</b>          Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.</p>	<p>Crina Browne</p>	<p>Literacy Coach</p>	<p><a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a></p>
<p><b>Section 8: Family Engagement:</b>          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.</p>	<p>Crina Browne</p>	<p>Literacy Coach</p>	<p><a href="mailto:crinab.browne@browardschools.com">crinab.browne@browardschools.com</a></p>