

## K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) School Improvement Plan 2024-2025

### School Literacy Leadership Team Contact Information

**Part 1 Directions:** Section 3 of the K-12 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
Kamara Sanon	Assistant Principal
Alin Andre	Assistant Principal
Sylvia Rios	Assistant Principal
Andre Shannon	Assistant Principal
Brittney Drane	Resource Teacher
Myesha Rodgers	ELA- Department Chair
Richard Miller	ESE Teacher
Laura Lopez	ESE Specialist
Rohan Thompson	ESOL DLA Teacher

**Part 2 Directions:** Review the K-12 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 2024-2025 K-12 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan's requirements listed on the chart below.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Plantation High School		
Principal's Name	Casandra D. Robinson		
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>	Kamara Sanon	Assistant Principal	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@browardschools.com</a>
<b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate data from	Kamara Sanon	Assistant Principal	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@browardschools.com</a>

screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Brittney Drane	Resource Teacher	<a href="mailto:Brittney.Drane@browardschools.com">Brittney.Drane@browardschools.com</a>
<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>	Kamara Sanon	Assistant Principal	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@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.	Kamara Sanon	Assistant Principal	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@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>	Brittney Drane	Resource Teacher	<a href="mailto:Brittney.Drane@browardschools.com">Brittney.Drane@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).	Kamara Sanon	Assistant Principal	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@browardschools.com</a>
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs <b>(Applying SoR at BCPS: Part 3)</b>	Brittney Drane	Resource Teacher	<a href="mailto:Brittney.Drane@browardschools.com">Brittney.Drane@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 ample opportunities for students to practice skills and receive feedback using approved resources.	Kamara Sanon  Brittney Drane	Assistant Principal  Resource Teacher	<a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@browardschools.com</a>  <a href="mailto:Brittney.Drane@browardschools.com">Brittney.Drane@browardschools.com</a>

<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>Kamara Sanon</p>	<p>Assistant Principal</p>	<p><a href="mailto:Kamara.Sanon@browardschools.com">Kamara.Sanon@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 <a href="#">New World's Reading Initiative</a>.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p></p>	<p>Brittney Drane</p>	<p>Resource Teacher</p>	<p><a href="mailto:Brittney.Drane@browardschools.com">Brittney.Drane@browardschools.com</a></p>