

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
Marlen Veliz	Principal
Hend Hafez	Assistant Principal
Kiara Johnson	Literacy Coach
Sherry-Ann Wilson	ESE Specialist
Joanne Etienne	School Counselor
Priscilla Maxwell	ESE Support Facilitator
Julie Walenciak	ESE Support Facilitator
Jessica Stanley	ESE Support Facilitator
Melissa Smiley	Autism Coach

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 Mirror Lake Elementary			
Principal's Name Marlen Veliz			
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)	Marlen Veliz Hend Hafez	Principal Assistant Principal	marlen.veliz@browardschools.com hend.hafez@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate	Marlen Veliz	Principal Assistant Principal	marlen.veliz@browardschools.com hend.hafez@browardschools.com kiara.johnson@browardschools.com sherry.wilson@browardschools.com

<p>data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p>	<p>Hend Hafez Kiara Johnson Sherry-Ann Wilson J. Walenciak P. Maxwell J. Stanley</p>	<p>Literacy Coach ESE Specialist ESE Support Facilitators</p>	<p>Julie.walenciak@browardschools.com prysilla.maxwell@browardschools.com Jessica.stanley@browardschools.com</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>Marlen Veliz Hend Hafez</p>	<p>Principal Assistant Principal</p>	<p>marlen.veliz@browardschools.com hend.hafez@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>Kiara Johnson</p>	<p>Literacy Coach</p>	<p>Kiara.johnson@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>Kiara Johnson</p>	<p>Literacy Coach</p>	<p>Kiara.johnson@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>Chanda Johnson</p>	<p>IMT</p>	<p>Chanda.johnson@browardschools.com</p>
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as</p>	<p>Kiara Johnson</p>	<p>Literacy Coach</p>	<p>Kiara.johnson@browardschools.com</p>

designed. (Applying SoR at BCPS: Part 3)			
Section 5- Standards, Curriculum, Instruction & Intervention: 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.	Marlen Veliz Hend Hafez	Principal Assistant Principal	marlen.veliz@browardschools.com hend.hafez@browardschools.com
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.	Kiara Johnson	Literacy Coach	Kiara.johnson@browardschools.com
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.	Kiara Johnson	Literacy Coach	Kiara.johnson@browardschools.com