

## 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                     |
|---------------------------------|---------------------------|
| Damela Cedelias                 | Literacy Coach            |
| Malkia Panthier                 | Literacy Department Chair |
| Dwight Francis                  | Guidance Director         |
| Patrick Kothe                   | Assistant Principal       |
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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   | Piper High School |                     |                                  |
| Principal's Name   | Marie Hautigan    |                     |                                  |
| 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.<br><b>(Applying SoR at BCPS: Part 1)</b> | Patrick Kothe     | Assistant Principal | patrick.kothe@browardschools.com |
| <b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make   | Patrick Kothe     | Assistant Principal | patrick.kothe@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> 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>  | Patrick Kothe   | Assistant Principal | patrick.kothe@browardschools.com   |
| <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.  | Patrick Kothe   | Assistant Principal | patrick.kothe@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.<br><b>(Applying SoR at BCPS: Part 2)</b>           | Damela Cedelias | Literacy Coach      | Damela.cedelias@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).                            | Dwight Francis  | Guidance Director   | dwight.francis@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.<br><b>(Applying SoR at BCPS: Part 3)</b>  | Damela Cedelias | Literacy Coach      | Damela.cedelias@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 receive feedback using approved resources. | Damela Cedelias | Literacy Coach      | Damela.cedelias@browardschools.com |
| <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.  | Patrick Kothe   | Assistant Principal | patrick.kothe@browardschools.com   |
| <b>Section 8: Family Engagement:</b> Ensure that parents of <b>K-5 students</b> identified with substantial reading deficiencies are  | N/A             | N/A                 | N/A                                |



provided a Read-at-Home Plan and encouraged to sign up for the New World's Reading Initiative.

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