

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
Alexandra Ries	Principal
Sparkle Brunache	Intern Principal
Stephanie Williams	Literacy Coach
Ryan Manuell	ESE Coordinator
Alexandra Yoncon	ESOL Coordinator
Matthew Zealy	Magnet Coordinator
Ingrid Hillestad	Cambridge Coordinator
Carolyn Johnson	MTSS Coordinator
Robin Case	Media Specialist
Madeline Colon	Head of CTE
Dustin Major	Head of Math
Dr. Marsha Samuels	Head of Science
Tara Kingcade	Head of PE/ROTC
Micah Mintz	Head of Social Studies
Christopher Santanelli	Head of Fine Arts & World Languages

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	South Plantation High School
Principal's Name	Alexandra Ries

Sections of the Plan Requirements	Contact Person	Title	E-mail
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<p>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)</p>	Sparkle Brunache	Intern Principal	Sparkle.veasybrunache@browardschools.com
<p>Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.</p>	Stephanie Williams	Literacy Coach	Stephanie.williams@browardschools.com
<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>	Sparkle Brunache	Intern Principal	Sparkle.veasybrunache@browardschools.com
<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>	Stephanie Williams	Literacy Coach	Stephanie.williams@browardschools.com
<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>	Stephanie Williams	Literacy Coach	Stephanie.williams@browardschools.com
<p>Section 5- Standards, Curriculum, Instruction &</p>	Sparkle Brunache	Intern Principal	Sparkle.veasybrunache@browardschools.com

<p>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>			
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Sections of the Plan Requirements	Contact Person	Title	E-mail
<p>Section 5- Standards, Curriculum, Instruction & Intervention: Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)</p>	Stephanie Williams	Literacy Coach	Stephanie.williams@browardschools.com
<p>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.</p>	Sparkle Brunache	Intern Principal	Sparkle.veasybrunache@browardschools.com
<p>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.</p>	Sparkle Brunache	Intern Principal	Sparkle.veasybrunache@browardschools.com
<p>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</p>	N/A	N/A	N/A



sign up for the New World's Reading Initiative.			
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