

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
Keandra Fulton	Principal
Cathy Rucker Asst. Principal	Asst. Principal
Alicia Holligan	Literacy Coach
Sathasha Gordon	Math Coach
Sandra Alexis	Guidance Counselor
Shannon Berry	ESE Specialist
Tamika Castro-Phang Resource Teacher	Resource Teacher
Chanlinne Acosta	Resource Teacher
Frislene Bazile	School Social Worker

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	Coral Springs Elementary		
Principal's Name	Keandra Fulton		
Sections of the Plan Requirements	Contact Person	Title	E-mail
<u>Section 3- Literacy Leadership:</u> 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)	Keandra Fulton	Principal	Keandra.fullton@browardschools.com
<u>Section 3- Literacy Leadership:</u> Meet regularly to disaggregate	Alicia Holligan	Literacy Coach	Alicia.gaines@browardschools.com



data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.

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>	Alicia Holligan	Literacy Coach	Alicia.gaines@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>	Cathy Rucker	Asst. Principal	Cathy.rucker@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>	Alicia Holligan	Literacy Coach	Alicia.gaines@browardschools.com
<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>	Alicia Holligan	Literacy Coach	Alicia.gaines@browardschools.com
<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>	Tamika Phang	Resource Teacher	Tamika.phang@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>	Chanlinne Acosta	Resource Teacher	Chanlinne.acosta@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>	Keandra Fulton	Principal	Keandra.fulton@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 sign up for the New World's Reading Initiative.</p>	Shannon Berry	ESE Specialist	Shannon.berry@browardschools.com



Sign-In Sheet
Literacy Committee Meeting

September 5, 2025

Committee Member Name	Signature
Shannon Berry	
Tamika Castro-Phang	
Keandra Fulton	
Alicia Holligan	
Sandra Alexis	
Chanlinne Acosta	
Sathasha Gordon	
Cathy Rucker	
Jharri Manning	
Vivienne Kirkland	
Lissette Zelaya	
Viola Omega	



CSE Reading Committee Agenda September 5, 2025



- Review Data Analysis
- School Level Leadership
 - Weekly Walkthroughs
 - Data Chats
 - Reading Leadership Team
 - Monitoring Plan Implementation
- Professional Development
- K-5 Uninterrupted 90-minute Reading Block
- Budget
- ELO Camps
- Reading Allocation Literacy Coaches
- Requirements of Just Read Florida! Coaching Model
- K-12 Comprehensive Reading Plan
- K-5 Benchmark Advance Core Instruction
- (SIPPS/Reading Horizon's)
 - K-5 Assigned to Functional Basic Skills
 - Components of Reading
 - Data
 - Assessment
- Curriculum, Instruction, and Assessment Decision Tree
 - K-5 -If/ then- Tier 1 only
 - Tier 1 Instruction and Tier 2 Interventions
 - Tier 1 Instruction, Tier 2 Interventions
 - Tier 3 Intensive Intervention