

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
Lisa Farris	AP over English
Gabriela Prochilo	Reading Coach
Holly VanTassel	ELA Department Head
Jessica Decarlo	ESE Specialist
Jessica McBride	School Psychologist
Amy Richmond	MTSS Coordinator
Jay Milmed	AP over MTSS & ESE

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	Marjory Stoneman Douglas		
Principal's Name	Michelle Kefford		
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)	Lisa Farris	AP over English	
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions	-Gabriela Prochilo -Amy Richmond -Jessica McBride -Jessica Decarlo -Jay Milmed	-Reading Coach -MTSS coordinator	

about how to maximize student growth in reading.		-School psychologist -ESE Specialist -AP over MTSS	
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Sections of the Plan Requirements	Contact Person	Title	E-mail
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.	Gabriela Prochilo	Reading Coach	
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.	Gabriela Prochilo	Reading Coach	
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)	Gabriela Prochilo	Reading Coach	
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).	-Lisa Farris -Gabriela Prochilo	-AP over English -Reading Coach	
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)	-Holly VanTassel -Gabriela Prochilo	- Department Head -Reading Coach	
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.	-Gabriela Prochilo -Lisa Farris	-Reading Coach -AP Principal	
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.	-Holly VanTassel -Gabriela Prochilo	- Department Head -Reading Coach	
Section 8: Family Engagement: Ensure that parents of K-5 students identified with substantial reading deficiencies are provided	n/a		



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

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