

## 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               |
|---------------------------------|---------------------|
| Michele Laudanno                | Literacy Coach      |
| Griselda Camino                 | School Psychologist |
| Kimberly Greer                  | Assistant Principal |
| Mayte Lopez                     | Assistant Principal |
| Christine deZayas               | Principal           |
| Brenda Samaniego                | ESOL Coordinator    |
| Sheri Neita                     | Media Specialist    |
| Jessica Santiago                | ESE Facilitator     |
| Corinna Morales                 | ESE Facilitator     |

**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   | Eagle Point Elementary |           |  |
| Principal's Name   | Christine deZayas      |           |  |
| 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> | Mayte Lopez            | A.P.      | <a href="mailto:Mayte.lopez@bs.com">Mayte.lopez@bs.com</a> |
|  | Kimberly Greer         | A.P.      | Kimberly.Greer@bs.com                                      |
| <b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate data from screeners, progress monitoring, and  | Christine deZayas      | Principal | Christine.dezayas@bs.com                                   |

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| diagnostic reading assessments to make 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>  | Christine deZayas   | Principal                     | Christine.dezayas@bs.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.  | Michele Laudanno  | Coach                         | Michele.Laudanno@bs.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>           | Michele Laudanno<br><br>Kimberly Greer                    | Coach<br><br>A.P.             | <a href="mailto:Michele.laudanno@bs.com">Michele.laudanno@bs.com</a><br><br>Kimberly.Greer@bs.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).                            | Joanna Garcia   | IMT                           | Joanna.garcia@bs.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>  | Michele Laudanno  | Coach                         | Michele.Laudanno@bs.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. | Michele Laudanno<br><br>Kimberly Greer<br><br>Mayte Lopez | Coach<br><br>A.P.<br><br>A.P. | <a href="mailto:Michele.Laudanno@bs.com">Michele.Laudanno@bs.com</a><br><br><a href="mailto:Kimberly.Greer@bs.com">Kimberly.Greer@bs.com</a><br><br>Mayte.Lopez@bs.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.  | Christine deZayas   | Principal                     | Christine.dezayas@bs.com   |

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|--|------------------|-------|-------------------------|
| <p><b>Section 8: Family Engagement:</b> Ensure that parents of <b>K-5 students</b> 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> | Michele Laudanno | Coach | Michele.Laudanno@bs.com |
|--|------------------|-------|-------------------------|