

**Comprehensive Evidence-Based Reading Plan (CERP)
School Improvement Plan 2025-2026**

School Literacy Leadership Team Contact Information

Literacy Leadership Team Member	Title
Patricia Begley	Math Department Chair
Kristen Collins	English Department Chair
Pamela Butler	PE Department Chair
Lori Fuller	Career Technology Department Chair
Shelley Hawkins	Reading Department Chair
Darrell Haynes	Fine Arts Department Chair
Rhona Hunter	Reading Department Chair
Fakiha Mohammed	Science Department Chair
James Cecil	Principal

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School Monarch High School			
Principal's Name James Cecil			
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)	Julia Jackson	Assistant Principal	Julia.Jackson@browardschools.com
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.	Kay Lang	Assistant Principal	Kay.Lang@Browardschools.com

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<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>	Shelley Hawkins	Literacy Coach	Shelley.Hawkins@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>	Shelley Hawkins	Literacy Coach	Shelley.Hawkins@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>	Shelley Hakens	Literacy Coach	Shelley.Hawkins@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>	Stacey Weaver	AP Scheduling	Stacey.Weaver@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>	Shelley Hawkins	Literacy Coach	Shelley.Hawkins@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>	Shelley Hawkins	Literacy Coach	Shelley.Hawkins@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>	Kay Lang	AP Professional Development	Kay.lang@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>			