

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
Jondria Thompson	ELA/Reading/PD Administrator
Katrina Roman	ELL Assistant Principal/Master Scheduler
Shadrack Henry	ESE Administrator
Anthony Smith	Math Administrator
Tameka Williams	Literacy Coach/MTSS Coordinator
Melanie Demar	ELA/Reading Department Chairperson
Dominique Huckabee	Media Specialist

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	Everglades High School		
Principal's Name	Marie Duperval		
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	Jondria Thompson	ELA Administrator	jondria.thompson@browardschools.com
	Katarina Roman	ELL Administrator/Master Scheduler	katarina.roman@browardschools.com
	Shadrack Henry	ESE Administrator	shadrack.henry@browardschools.com

<p>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>	<p>Anthony Smith Tameka Williams Melanie Demar</p>	<p>Math Administrator Literacy Coach ELA Department Chairperson</p>	<p>anthony.smith@browardschools.com tameka.williams@browardschools.com melanie.demar@browardschools.com</p>
<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>	<p>Jondria Thompson Katarina Roman Tameka Williams Dominique Huckabee</p>	<p>ELA Administrator ELL Administrator Literacy Coach Media Specialist</p>	<p>jondria.thompson@browardschools.com katarina.roman@browardschools.com tameka.williams@browardschools.com dominique.huckabee@browardschools.com</p>

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>	<p>Jondria Thompson Katarina Roman Tameka Williams Dominique Huckabee</p>	<p>ELA Administrator ELL Administrator Literacy Coach Media Specialist</p>	<p>jondria.thompson@browardschools.com katarina.roman@browardschools.com tameka.williams@browardschools.com dominique.huckabee@browardschools.com</p>

<p>Section 4: <u>Literacy Coaching:</u> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.</p>	<p>Jondria Thompson</p> <p>Tameka Williams</p>	<p>ELA Administrator</p> <p>Literacy Coach</p>	<p>jondria.thompson@browardschools.com</p> <p>tameka.williams@browardschools.com</p>
<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>	<p>Tameka Williams</p> <p>Jondria Thompson</p>	<p>Literacy Coach</p> <p>ELA Administrator</p>	<p>tameka.williams@browardschools.com</p> <p>jondria.thompson@browardschools.com</p>
<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</p>	<p>Katarina Roman</p>	<p>Literacy Coach</p>	<p>katarina.roman@browardschools.com</p>

(Oct)and Survey 3 (Feb).			
<p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)</p>	<p>Jondria Thompson</p> <p>Tameka Williams</p>	<p>ELA Administrator</p> <p>Literacy Coach</p>	<p>jondria.thompson@browardschools.com</p> <p>tameka.williams@browardschools.com</p>
<p><u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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>			
<p><u>Section 6- Professional Learning:</u> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading,</p>	<p>Jondria Thompson</p>	<p>PD Administrator</p>	<p>jondria.thompson@browardschools.com</p>

<p>writing, speaking, and listening instruction and interventions.</p>			
<p><u>Section 8: Family Engagement:</u> 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>			