

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
Rhonda Parris	Principal
Terri Glasford	Intern Principal
Daisy Quinones	Literacy Coach
Marie Russell	ESE Facilitator
Joyce Ballard	ESE Facilitator
Tamisha Washington	ESE 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	Park Lakes Elementary		
Principal's Name	Rhonda Parris		
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	Rhonda Parris Terri Glasford	Principal & Intern Principal	Rhonda.parris@browardschools.com Terri.glasford@browardschools.com

programs are being implemented with fidelity. (Applying SoR at BCPS: Part 1)			
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.	Rhonda Parris Terri Glasford Daisy Quinones Marie Russell	Principal Intern Principal Literacy Coach ESE Facilitator	Rhonda.parris@browardschools.com Terri.glasford@browardschools.com Daisy.quinones@browardschools.com Marie.russell@browardschools.com

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.	Marie Russell Daisy Quinones Tamisha Washington	ESE Facilitator Literacy Coach ESE Specialist	Marie.russell@browardschools.com Daisy.quinones@browardschools.com Tamisha.washington@browardschools.com
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.	Rhonda Parris Terri Glasford	Principal & Intern Principal	Rhonda.parris@browardschools.com Terri.glasford@browardschools.com
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)	Marie Russell Daisy Quinones Tamisha Washington	ESE Facilitator Literacy Coach ESE Specialist	Marie.russell@browardschools.com Daisy.quinones@browardschools.com Tamisha.washington@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention	Judy Bryant	IMT	Judy.bryant@browardschools.com

<p>course. These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).</p>			
<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>	<p>Marie Russell Daisy Quinones Tamisha Washington</p>	<p>ESE Facilitator Literacy Coach ESE Specialist</p>	<p>Marie.russell@browardschools.com Daisy.quinones@browardschools.com Tamisha.washington@browardschools.com</p>
<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>	<p>Marie Russell Daisy Quinones Tamisha Washington</p>	<p>ESE Facilitator Literacy Coach ESE Specialist</p>	<p>Marie.russell@browardschools.com Daisy.quinones@browardschools.com Tamisha.washington@browardschools.com</p>
<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>	<p>Rhonda Parris Terri Glasford Daisy Quinones Marie Russell</p>	<p>Principal Intern Principal Literacy Coach ESE Facilitator</p>	<p>Rhonda.parris@browardschools.com Terri.glasford@browardschools.com Daisy.quinones@browardschools.com Marie.russell@browardschools.com</p>
<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>	<p>Marie Russell Daisy Quinones</p>	<p>ESE Facilitator Literacy Coach</p>	<p>Daisy.quinones@browardschools.com Marie.russell@browardschools.com</p>