

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
Parinaz Bristol	Principal
Dionne Sterling	Assistant Principal
Chelsea Smith	Literacy Coach
Gabriel Vazquez	ELA Department Head
Frank Jones	Assistant Principal
Sarah Zorn	Science Department Head
Elieen Torraca	World Language Department Head
Amy Nesmith	Fine Arts Department Head
Gina Cunicelli-Carlton	Social Studies
Norma Tchir	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	West Broward High School		
Principal's Name	Parinaz Bristol		
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 programs are being implemented with fidelity.	Parinaz Bristol	Principal	parinaz.bristol@browardschools.com
	Diana Hurtado	Assistant Principals	dianalynn.hurtado@browardschools.com
	Frank Jones		frank.jones@browardschools.com
	David Piroozshad		dave.piroozshad@browardschools.com
	Dionne Sterling		Dionne.sterling@browardschools.com

(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.	Parinaz Bristol	Principal	parinaz.bristol@browardschools.com
	Frank Jones	Assistant Principals	frank.jones@browardschools.com
	Dionne Sterling		Dionne.sterling@browardschools.com

Sections of the Plan Requirements			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.	Chelsea Smith	Literacy Coach	Chelsea.smith@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.	Chelsea Smith	Literacy Coach	chelsea.smith@browardschools.com
	Dionne Sterling	Assistant Principal	Dionne.sterling@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)	Chelsea Smith	Literacy Coach	chelsea.smith@browardschools.com
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	Dionne Sterling	Assistant Principal	Dionne.sterling@browardschools.com
	Chelsea Smith	Literacy Coach	chelsea.smith@browardschools.com

Survey 2 (Oct) and Survey 3 (Feb).			
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)	Dionne Sterling Chelsea Smith	Assistant Principal Literacy Coach	Dionne.sterling@browardschools.com chelsea.smith@browardschools.com
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.	Dionne Sterling Chelsea Smith	Assistant Principal Literacy Coach	Dionne.sterling@browardschools.com chelsea.smith@browardschools.com
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.	Dionne Sterling Chelsea Smith Donna Yard	Assistant Principal Literacy Coach PLC Coordinator	Dionne.sterling@browardschools.com chelsea.smith@browardschools.com donna.yard@browardschools.com
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.	N/A	N/A	N/A