

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan CERP Review 2026-2027

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
Jonell Williams	Asst. Principal
Stacy Haywood- Marquez	Literacy Coach
Latasha Clarke- Marcelin	Teacher/ Dept Head (ELA)
Monica Ridlehoover	Media Specialist
Aldene Williams	Teacher
Ashley Roache	Teacher
Deborah Bell	Teacher
Hazel Toribio	DLA Teacher
Olga Anicet	ESE Specialist

Part 2 Directions: Review the 26-27 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 2026-2027 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.

Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	South Broward High School		
Principal's Name	Alexander Francois		
Sections of the Plan Requirements	Contact Person	Title	E-mail
Section 3- Literacy Leadership: Conduct regularly scheduled instructional walkthroug	Alexander Francois Kaila Bergeron Therese Hollis	Administrators	Alexander.Francois@browardschools.com Kaila.bergeron@browardschools.com Therese.hollis@browardschools.com Jonell.williams@browardschools.com Timothy.winburn@browardschools.com

hs 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)	Jonell Williams Timothy Winburn		
<u>Section 3- Literacy Leadership:</u> 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.	Stacy Haywood d-Marquez Latasha Clarke-Marcelin Ashley Roache Aldene Williams Deborah Bell Hazel Toribio	Literacy Coach Teacher/ Dept Head (ELA) Reading Teachers	Stacy.haywood@browardschools.com latasha.clarke-marcelin@browardschools.com ashley.roache@browardschools.com Aldene.williams@browardschools.com Deborah.bell@browardschools.com

Sections of the Plan Requirements	Contact Person	Title	E-mail
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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.	Stacy Haywood Jonell Williams	Literacy Coach Asst. Principal	Stacy.haywood@browardschools.com Jonell.williams@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.	Stacy Haywood	Literacy Coach	Stacy.haywood@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS: Part	Stacy Haywood	Literacy Coach	Stacy.haywood@browardschools.com

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)			
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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).	Timothy Winburn Jonell Williams Stacy Haywood K. Cirone M. Chesney B. Hernandez- Berkowitz V. Montes O. Anicet	Administrators Literacy Coach Guidance Counselors ESE Coordinator	Timothy.winburn@browardschools.com Jonell.williams@browardschools.com Stacey.haywood@browardschools.com Karen.Cirone@browardschools.com megan.chesney@browardschools.com berta.hernandez-berkowitz@browardschools.com veronica.monteschilds@browardschools.com olga.franklinruss@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction &</u>	Stacy Haywood	Literacy Coach Teacher/ Department	Stacy.haywood@browardschools.com Latasha.Clarke@browardschools.com

<u>Intervention:</u> Reference CERP and use adopted evidence-based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Latasha Clarke-Marcelin	nt Head (ELA)	
<u>Section 5-Standards, Curriculum, Instruction & Intervention</u> <u>n:</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.	Stacy Haywood Latasha Clarke-Marcelin	Literacy Coach Teacher/Department Head (ELA)	Stacy.haywood@browardschools.com Latasha.Clarke@browardschools.com

<u>Section 6-Professional Learning:</u> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.	Stacy Haywood Latasha Clarke-Marcelin	Literacy Coach Teacher/Department Head (ELA)	Stacy.haywood@browardschools.com Latasha.Clarke@browardschools.com
<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.	N/A	N/A	N/A

Comprehensive Evidence-Based Reading Plan (CERP) School Improvement Plan 2026-2027

School-Based Reading Plan

Name of School	South Broward High School
Principal's Name	Alexander Francois

Tier 1 Instruction (Core Curriculum):

Mandate: ALL students receive Tier 1 instruction during the uninterrupted 90-minute reading block. Instruction must be Science of Reading (SoR) aligned to the B.E.S.T. standards and include Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work.

Curriculum for Tier 1 Core Literacy Instruction	Resource & Grade Level
Evidence-Based Comprehensive Core Program for ELA/Reading: <i>(List core resource intended to use)</i>	Houghton Mifflin Harcourt (HMH) 9-12 TH
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	HMH Into Literature differentiated resources (9 th -12 th)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Researched backed toolkits, reading comprehension platforms, Vocabulary Enrichment

Tier 2 Targeted Instructions & Interventions:

Early Warning Sign: Primary early warning indicator rule: Students performing below the 25th percentile on FAST Reading PM1 or PM2.

****Tier 2 reading students are clearly defined using multiple data points—not just one score.**

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program: <i>(List all resources intended to use and for what grade levels)</i>	Read 180 (9 TH -12 TH)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Read 180, ILIT/ELL grades 9-12, Imagine Learning grades 9-12

Tier 3 Intensive Instructions & Interventions:

Critical Criteria: Grades K-2: Primary Early Warning Indicator rule: Students performing below the 10th percentile on FAST Reading (PM1 or PM2).

Grades 3-5: Primary Early Warning Indicator rule: Students performing below 20th percentile or at a Level 1 on FAST Reading (PM3 or current data).

****Tier 3 reading students are clearly defined using multiple data points—not just one score.**

Reading Interventions	Resource & Grade Level
Evidence-Based Comprehensive Intervention Program: <i>(List all resources intended to use and for what grade levels)</i>	The Code (9 th and 10 th)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	The Code, ILIT/ELL grades 9-12, Imagine Learning grades 9-12

