

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
Michelle-Anne Allison	Principal
Christine Monroe	Assistant Principal
Sarah Harriott	Literacy Coach
Florangel Licea Medina	Classroom Teacher
Leticia Vasconcelos	Classroom Teacher
Amy Traiger	Classroom Teacher
Tricia Gordon	Classroom Teacher
Charmaine Arnibal	Classroom Teacher
Cathryn A. Olson-Flynn	ESE Support Facilitator

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	Croissant Park Elementary School		
Principal's Name	Michelle-Anne Allison		
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)	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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)	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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 Survey 2 (Oct) and Survey 3 (Feb).	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com

	Sarah Harriott	Literacy Coach	sarah.harriott@browardschools.com
<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)	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@browardschools.com
<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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@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.	Michelle-Anne Allison	Principal	michelle-ann.allison@browardschools.com
	Christina Monroe	Assistant Principal	christina.monroe@browardschools.com
	Sarah Harriott	Literacy Coach	sarah.harriott@browardschools.com

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

School-Based Reading Plan

Name of School	Croissant Park Elementary
Principal's Name	Michelle-Anne Allison

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>	- Benchmark Advance - Magnetics Reading
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	- Heggerty (K-1) - UFLI (K-2)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	- Heggerty (K-1) - UFLI (K-2) - SIPPS (K-5) - Reading Horizons (K-5)

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>	- SIPPS (K-5) - Reading Horizons (K-5) - Benchmark Advance (K-5)
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	- SIPPS (K-5) - Reading Horizons (K-5) - Benchmark Advance (K-5)

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>	- SIPPS: Beginning, Challenge, & Extension (K-3) - SIPPS Plus (4-5) - Reading Horizons Elevate (4-5) - Benchmark Advance Intervention Resources (K-5) - Wordly Wise (2-5)



Established 1915

BROWARD
County Public Schools

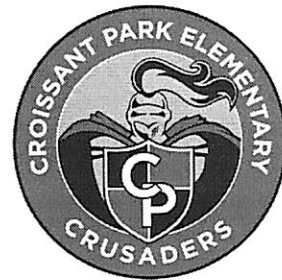
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): *(List all resources intended to use and for what grade levels)*

- SIPPS: Beginning, Challenge, & Extension (K-3)
- SIPPS Plus (4-5)
- Reading Horizons Elevate (4-5)
- Benchmark Advance Intervention Resources (K-5)
- Wordly Wise (2-5)

6/30/2026

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Friday, September 4, 2026

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