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
Sabine Phillips	**Principal**
LaTia Troutman	**Literacy Coach**
Claudia Boswell	**Dept. Chair**
Brianna Merchant-Kelly	**ESE/504 Specialist**
Stephanie Williams	**Guidance Director**
Richelle Fearon-Shaw	**Assistant Principal**
Guy Trenard	**Assistant Principal**
Kenyetta Harrison	**Magnet Cordinator**

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	Margate Middle School		
Principal's Name	Sabine Phillips		
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)**	Richelle Fearon-Shaw LaTia Troutman Sabine Phillips	Assist. Principal Literacy Coach Principal	Richelle.fearonshaw@browardschools.com Latia.Troutman@browardschools.com Sabine.Phillips@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.	Richelle Fearon-Shaw LaTia Troutman Sabine Phillips	Assist. Principal Literacy Coach Principal	Richelle.fearonshaw@browardschools.com Latia.Troutman@browardschools.com Sabine.Phillips@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.	Richelle Fearon-Shaw LaTia Troutman	Assist. Principal Literacy Coach	Richelle.fearonshaw@browardschools.com Latia.Troutman@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.	Richelle Fearon-Shaw LaTia Troutman Sabine Phillips	Assist. Principal Literacy Coach Principal	Richelle.fearonshaw@browardschools.com Latia.Troutman@browardschools.com Sabine.Phillips@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)**	Richelle Fearon-Shaw LaTia Troutman	Assist. Principal Literacy Coach	Richelle.fearonshaw@browardschools.com Latia.Troutman@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).	Richelle Fearon-Shaw LaTia Troutman Guy Trenard	Assist. Principal Literacy Coach Assist. Principal	Richelle.fearonshaw@browardschools.com Latia.Troutman@browardschools.com Guy.Trenard@browardschools.com

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)**	Richelle Fearon-Shaw LaTia Troutman	Assist. Principal Literacy Coach	Richelle.fearonshaw@browardschools.com Latia.Troutman@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.	Richelle Fearon-Shaw LaTia Troutman Christine Coleman	Assist. Principal Literacy Coach Dept. Chair	Richelle.fearonshaw@browardschools.com Latia.Troutman@browardschools.com Christine.coleman@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.	Richelle Fearon-Shaw LaTia Troutman	Assist. Principal Literacy Coach	Richelle.fearonshaw@browardschools.com Latia.Troutman@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.			Not applicable