

ORANGE BROOK ELEMENTARY

CERP Literacy Leadership Team Meeting

August 28, 2026

Time: <u>9:00am</u>	Location: <u>0711</u>	Facilitator: <u>Nicole Williams- Roulhac</u>
Meeting Goal: Align our literacy leadership work to the 2026-2027 CERP and identify clear next steps.		

MEETING AGENDA		
Focus	Discussion / Action	Notes
1. Review of K-12 CERP	Overview of district reading guidelines and the Science of Reading (SoR) framework. Connect the team's work to Applying SoR at BCPS Parts 1, 2, and 3.	- Review Applying SoR at BCPS Parts 1, 2 & 3. - Confirm shared understanding of evidence-based reading practices and fidelity expectations. - Keep the 90-minute core reading block protected; Tier 3 occurs outside the core block.
2. Data Dashboard	Review screeners, diagnostic assessments, and progress-monitoring metrics. Identify trends, priority students, and data that will guide instructional decisions.	- Review screener, diagnostic, and progress-monitoring data regularly. - Identify students reading below grade level and the reading component causing difficulty. - Prioritize Level 1 students and use data to determine intervention groups and next instructional steps.
3. School Literacy Team	Confirm Literacy Leadership Team membership, roles, responsibilities, and points of contact. Clarify how the team will support walkthroughs, data analysis, and implementation.	- Confirm team: Jerelle Owens - Principal; Nicole Williams-Roulhac - Literacy Coach; Amy Perez - Autism Coach; Lititia Frazier - Resource Teacher. - Team will support literacy walkthroughs, data disaggregation, implementation fidelity, and schoolwide literacy decisions. - Determine meeting cadence and how action items will be communicated/followed up.
4. Literacy Coaching	Review coaching expectations, monthly coaching meetings, calibration support, classroom walkthroughs, and follow-up structures.	- Literacy coaching will follow the Just Read, FL Literacy Coaching Model requirements. - Establish monthly coaching/calibration meetings and classroom follow-up. - Use walkthrough evidence and student data to identify coaching priorities and needed teacher support.
5. Standards, Curriculum, Instruction & Intervention	Review Tier 2 and Tier 3 small-group intervention expectations, approved resources, and progress tracking for students reading below grade level, with attention to Level 1 students.	- Use Applying SoR at BCPS: Part 2 to identify the reading component to address for students below grade level. - Tier 2/Tier 3: explicit, systematic, teacher-led small groups using approved resources. - Provide ample student practice and immediate feedback. - Track intervention placement and progress; adjust groups/support when data show insufficient growth.
6. Professional Learning	Identify district-offered professional learning opportunities and determine how staff will receive implementation support, follow-up, and calibration.	- Identify district PD connected to standards-aligned reading, writing, speaking/listening, and intervention. - Determine which staff need training first. - Plan follow-up through PLCs, coaching, modeling, walkthrough feedback, and implementation checks.
7. Family Engagement	Plan how reading strategies and resources will be connected back to families, including support for families of students with substantial reading deficiencies.	- Ensure families of K-5 students with substantial reading deficiencies receive a Read-at-Home Plan. - Encourage eligible families to participate in the New Worlds Reading Initiative. - Share practical reading strategies/resources families can use at home and connect them to students' identified needs.

NEXT STEPS

Action / Decision	Owner	Due Date
Finalize Tier 2/3 intervention groups and schedules using current screener/diagnostic data; confirm the targeted reading component and progress-monitoring plan for each group.	Nicole Williams-Roulhac & Lititia Frazier	October 1, 2026
Establish a monthly Literacy Leadership Team data-review/walkthrough cycle to review student growth, intervention fidelity, and instructional trends.	Jerelle Owens & Nicole Williams-Roulhac	Begin September 2026
Identify students with substantial reading deficiencies and ensure families receive the required Read-at-Home resources and literacy support information.	Nicole Williams-Roulhac & Literacy Team	September 2026