

CRESTHAVEN ELEMENTARY SCHOOL

Literacy Leadership Team (LLT)

2026-2027 CERP & School-Based Reading Plan Review

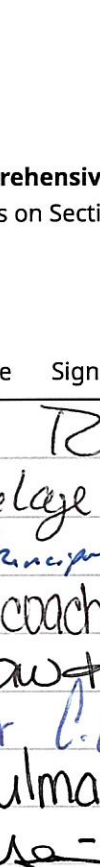
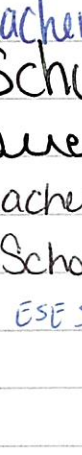
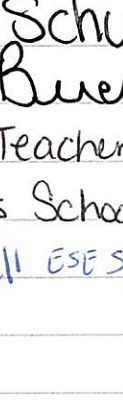
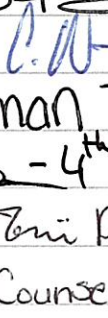
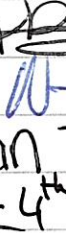
Cresthaven Koalas — Watch Me Grow!

Date: 9/5/20
Time: 2:00pm
Location: Rm 129
Facilitator: de Lage

Meeting Purpose

Review and evaluate the implementation of the **2026-2027 Comprehensive Evidence-Based Reading Plan (CERP)** and **Cresthaven School-Based Reading Plan**, with a focus on Sections 3, 4, 5, 6, and 8.

Attendance

#	Printed Name	Position / Role	Signature
1	Roxanne M Reid	AP	
2	Katheryne deLage	Reading Coach	
3	Donald E. Lee	Principal	
4	J. J. Figure	science coach	Tamekka Figures
5	Kathena Bradshaw		
6	Carlisa Ward	Teacher	
7	Jacqueline Schulman	Teacher	
8	Lavinia Buena	4 th L Buena	
9	Torii Podolsky	Teacher	Torii Podolsky
10	Luann Flores	School Counselor	Luann Flores
11	Natasha Campbell	ESE specialist	Natasha Campbell
12			
13			
14			

#	Printed Name	Position / Role	Signature
15			

Documents Reviewed

- ☐ 2026–2027 CERP / *Applying SoR at BCPS: Parts 1, 2, & 3*
- ☐ Cresthaven School-Based Reading Plan
- ☐ Literacy Leadership Team Guiding Questions

CERP Sections Reviewed:

- ☐ Section 3 — School Literacy Leadership Teams
- ☐ Section 4 — Literacy Coaching
- ☐ Section 5 — Standards, Curriculum, Instruction & Intervention
- ☐ Section 6 — Professional Learning
- ☐ Section 8 — Family Engagement

Principal/Designee Signature: _____

Date: _____

Cresthaven Elementary School

Literacy Leadership Team Meeting

2026–2027 CERP & School-Based Reading Plan Review

Cresthaven Koalas — Watch Me Grow!

Date: 9/5/26
Time: 2:00 p.m.
Location: Rm 129

Facilitator: School Principal

Participants: School Literacy Leadership Team (LLT)

Meeting Purpose

To review and evaluate Cresthaven Elementary School's implementation of the **2026–2027 Comprehensive Evidence-Based Reading Plan (CERP)** and **School-Based Reading Plan** and ensure that school literacy practices, instructional supports, and professional learning are aligned with district and state expectations.

Agenda

1. Welcome & Purpose of the Literacy Leadership Team Meeting

- Welcome and introductions
- Review the purpose and responsibilities of the School Literacy Leadership Team
- Establish the purpose of today's CERP implementation review

2. Review of Required Documents

The Literacy Leadership Team will review and reference the following documents throughout the meeting:

- 2026–2027 CERP / *Applying SoR at BCPS: Parts 1, 2, & 3*
- Cresthaven School-Based Reading Plan
- Literacy Leadership Team Guiding Questions

3. CERP Implementation Review & Discussion

Section 3 — School Literacy Leadership Team

- Review the composition and responsibilities of the LLT
- Discuss how the team will support, monitor, and evaluate schoolwide literacy implementation
- Review the LLT meeting structure and ongoing data-review process

Section 4 — Literacy Coaching

- Review the role of literacy coaching in supporting teachers and student achievement

7. Closing

- Final questions and reflections
- Confirm next Literacy Leadership Team meeting/follow-up
- Complete meeting sign-in sheet

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

School-Based Reading Plan

Name of School	Cresthaven Elementary
Principal's Name	Donald Lee

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>	Tier 1 curriculum using Benchmark Advance K-5, iReady, UFLI K-2, Heggerty K-2
Evidence-Based Supplemental to Core Literacy Resources: <i>(List all resources intended to use and for what grade levels)</i>	UFLI 3-5 iReady Scaffold Lessons 2-5 Magnetic Reading 3-5 Quick Reads 2-5 Vocabulary Surge 2-5 iReady Pathways 2-5
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs): <i>(List all resources intended to use and for what grade levels)</i>	Imagine Language & Literacy (2-5), Benchmark Advance Multilingual Learner Supports (K-5), Structured Academic Conversations and Sentence Frames (K-5), Oral Language Development Groups (K-5), Small-Group Reading Comprehension Instruction using Benchmark Advance (K-5), and iReady Teacher-Assigned Reading Lessons (K-5) and direct instruction from teacher.

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>	Benchmark Advance Interventions K-5, iReady teacher-directed instruction targeted groups K-5, BA Reading Horizon and elevate, Magnetic Reading, UFLI, Heggerty, Vocabulary Surge, Quick Reads Gr 2-5, Bridge the Gap 2-5/ Heggerty K-2, UFLI K- 5, Reading Horizons Discovery K-3, Reading Horizons Elevate 4-5, Phonics for Reading, Reading Mastery Grade: K-5

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

Imagine Language & Literacy 2-5, iReady teacher-directed instruction targeted groups

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>	Benchmark Advance Interventions K-5, iReady teacher-directed instruction targeted groups K-5, BA Reading Horizon and elevate, Magnetic Reading, UFLI, Heggerty, Vocabulary Surge, Quick Reads Gr 2-5, Bridge the Gap 2-5/ Heggerty K-2, UFLI K- 5, Reading Horizons Discovery K-3, Reading Horizons Elevate 4-5, Phonics for Reading, Reading Mastery Grade: 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>	Imagine Language & Literacy K-5, iReady teacher-directed instruction targeted groups

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
Donald Lee	Principal
Roxanne Reid	Assistant Principal
Katheryne de Lage	Reading Coach
Natasha Watkins	ESE Specialist/MTSS
Luann Colon Flores	Guidance Counselor/ESOL Contact
Tamekka Figures	Math/Science Coach
Margareta Lavinia Bucsa	4 th Grade Team Leader
Carlisa Ward	3 rd Grade Team Leader

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	Cresthaven Elementary #0901		
Principal's Name	Donald Lee		
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)	Donald Lee	Principal	Donald.Lee@Browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make	Katheryne de Lage	Reading Coach	Katheryne.delage@browardschools.com

informed decisions about how to maximize student growth in reading.

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.	Donald Lee	Principal	Donald.Lee@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.	Donald Lee	Principal	Donald.Lee@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)	Katheryne de Lage	Reading Coach	Katheryne.delage@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).	Katheryne de Lage	Reading Coach	Katheryne.delage@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)	Katheryne de Lage	Reading Coach	Katheryne.delage@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.	Katheryne de Lage	Reading Coach	Katheryne.delage@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.	Katheryne de Lage	Reading Coach	Katheryne.delage@browardschools.com
Section 8: Family Engagement: Ensure that parents of K-5 students identified with	Katheryne de Lage	Reading Coach	Katheryne.delage@browardschools.com

substantial reading deficiencies are provided a Read-at-Home Plan and encouraged to sign up for the New World's Reading Initiative.

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