

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
Ricky Grimaldo	Principal
Kevin A. Peters	Assistant Principal
Nidza Garland Cuesta	Literacy Coach
Lisette Torres	Intervention Coach
Jessica Koppel	Resource Teacher
Resean Cox	Resource Teacher
Erin McDonough	ESE Specialist
Yennifer Perez	ELL Contact

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	Stephen Foster Elementary School		
Principal's Name	Ricky Grimaldo		
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)	Ricky Grimaldo	Principal	rickygrimaldo@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate	Nidza Garland-	Instructional Coaches	Nidza.garland-cuesta@browardschools.com ,

data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Cuesta, Lisette Torres, Jessica Koppel, Resean Cox		Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@browardschools.com
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Sections of the Plan Requirements	Contact Person	Title	E-mail
<u>Section 3- Literacy Leadership:</u> 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.	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@browardschools.com
<u>Section 4: Literacy Coaching:</u> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> 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)	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@browardschools.com
<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).	Cherrie Mendez	IMT	Cherrie.mendez@browardschools.com
<u>Section 5- Standards, Curriculum, Instruction & Intervention:</u> Reference CERP and use adopted evidence-	Nidza Garland-Cuesta, Lisette	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com ,

based instructional, supplemental, and intervention programs, as designed. (Applying SoR at BCPS: Part 3)	Torres, Jessica Koppel, Resean Cox		Jessica.Koppel@browardschools.com , Resean.Cox@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.	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@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.	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@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.	Nidza Garland-Cuesta, Lisette Torres, Jessica Koppel, Resean Cox	Instructional Coaches	Nidza.garland-cuesta@browardschools.com , Lisette.Torres@browardschools.com , Jessica.Koppel@browardschools.com , Resean.Cox@browardschools.com