

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) School Improvement Plan 2026-2027

School Literacy Leadership Team Contact Information

Part 1 Directions: Section 3 of the K-12 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
Judith E. Pitter	Principal
Dana Rhodes-Hurley	Assistant Principal
Rosalyn Clarke	Literacy Coach
Esther Scott	Reading Interventionist
Maxine Catnott-Williams	Reading Interventionist
Patricia Brown	ESE Specialist
Errollyn Williams	ESE Facilitator
Rafael Harley	Autism Coach

Part 2 Directions: Review the K-12 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 2025-2026 K-12 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan's requirements listed on the chart below.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School	Plantation Elementary		
Principal's Name Judith E. Pitter	Judith E. Pitter		
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)	Judith Pitter Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Principal Literacy coach Assistant Principal Interventionist Interventionist	Judith.Pitter@ Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ All emails ends with @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	Judith Pitter Rosalyn Clarke Dana Hurley Esther Scott	Principal Literacy coach Assistant Principal Interventionist	Judith.Pitter@ Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ All emails ends with @browardschools.com

to maximize student growth in reading.			
Section 3- Literacy Leadership: Ensure Tier 3 interventions are provided by reading-endorsed or certified teachers. Tier 3 interventions will be provided outside of the 90-minute reading block.	Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Literacy coach Assistant Principal Interventionist Interventionist	Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ All emails ends with @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.	Rosalyn Clarke Maxine Catnott-Williams	Literacy coach Interventionist	rosalyn.clarke@ Maxine Catnott-Williams@ browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS: Part 2" guidance with students reading below grade level to identify the reading component to address during Tier 2 or 3 intervention. (Applying SoR at BCPS: Part 2)	Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Literacy coach Assistant Principal Interventionist Interventionist	Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ Maxine Catnott-Williams@ All emails ends with @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).	Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Literacy coach Assistant Principal Interventionist Interventionist	Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ Maxine.Catnott-Williams@ All emails ends with @browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs (Applying SoR at BCPS: Part 3)	Judith Pitter Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Principal Literacy coach Assistant Principal Interventionist Interventionist	Judith.Pitter@ Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ Maxine Catnott-Williams@ All emails ends with @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.	Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Literacy coach Assistant Principal Interventionist Interventionist	Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ Maxine Catnott-Williams@ All emails ends with @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.	Judith Pitter Rosalyn Clarke Dana Hurley Alicia Wright	Principal Literacy coach Assistant Principal PLC Liasion	Judith.Pitter@ Rosalyn.Clarke@ Dana.Rhodes@ Nickesha.Sewell@ All emails ends with @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 .	Rosalyn Clarke Dana Hurley Esther Scott Maxine Catnott-Williams	Literacy coach Assistant Principal Interventionist Interventionist	Rosalyn.Clarke@ Dana.Rhodes@ Esther.Scott@ Maxine Catnott-Williams@ All emails ends with @browardschools.com