

MIRAMAR HIGH SCHOOL

2026-2027 COMPREHENSIVE EVIDENCE-BASED READING PLAN LITERACY LEADERSHIP TEAM REVIEW MEETING

CERP Implementation Review x Literacy Priorities x Data-Informed Next Steps

School	Miramar High School	School Year	2026-2027
Meeting Date	9/3/2026	Time	2:00 pm
			Location: <u>Miramar Center</u>

LITERACY LEADERSHIP TEAM

- Shenee Rowe - Principal
- Shanett Dean - Assistant Principal, Literacy/ELA
- Jamila Ingram - Reading Coach
- Dana Hightower - Literacy/ELA Department Head
- Additional Members: _____

MEETING PURPOSE

Review and evaluate Miramar High School's implementation of the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP), identify literacy priorities and student needs, and establish instructional, intervention, coaching, professional learning, and family-engagement next steps.

MATERIALS REVIEWED

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| ☐ 2026-2027 CERP / Applying the Science of Reading at BCPS | ☐ Miramar High School School-Based Reading Plan | ☐ Literacy Leadership Team Guiding Questions |
| ☐ FAST / district assessment data | ☐ Student achievement and Lowest Quartile data | ☐ Intervention / progress-monitoring and walkthrough/coaching evidence |

AGENDA

Agenda Item	Guiding Questions / Evidence
1. Welcome + Purpose of the CERP Review	• Review purpose and expectations of the School Literacy Leadership Team • Confirm alignment to school improvement priorities
2. Vision, Alignment + Literacy Priorities	• What are Miramar's most important literacy priorities? • Alignment to district goals and B.E.S.T. ELA Standards • Student groups requiring greatest attention • Greatest opportunity for improvement
3. Assessment + Data Analysis	• Review FAST and available district assessment results • Identify grade-level and student-group trends • Identify Lowest Quartile and intervention needs • Translate data into instructional action
4. Tier 1 Instruction + Differentiation	• Standards-aligned core instruction and pacing • Instructional fidelity, rigor, and student cognitive engagement • Differentiation, small-group instruction, and student engagement
5. Tier 2 / Tier 3 Intervention + Progress Monitoring	• Student identification and skill-specific intervention • Progress-monitoring expectations and flexible grouping • Coordination between intervention and core instruction
6. Literacy Coaching + Professional Learning	• Teacher support needs and coaching priorities • Walkthrough trends and connection to achievement data • Opportunities for teacher leadership
7. Family Engagement	• How families will receive literacy information and resources • Strengthen family understanding of student reading progress and available supports
8. Decisions + Next Steps	• Priority action, person responsible, timeline, and evidence/follow-up

MIRAMAR HIGH SCHOOL | EXCELLENCE IS THE STANDARD | A PREMIER PATRIOT EXPERIENCE

Documentation prepared as evidence of the School Literacy Leadership Team's annual review and evaluation of the 2026-2027 Comprehensive Evidence-Based Reading Plan.