

SEMINOLE MIDDLE SCHOOL



Literacy Leadership Team Agenda

Comprehensive Evidence-Based Reading Plan (CERP) • 2026–2027

Date:	08/31/2026	Time:	7:30 a.m.
Location:	Media Center	Facilitator:	Sharon L. Walker, Literacy Coach

MEETING PURPOSE

Review and monitor implementation of Seminole Middle School's 2026–2027 CERP School-Based Reading Plan, analyze literacy data, verify fidelity of Tier 1/Tier 2/Tier 3 instruction and intervention, and coordinate leadership actions that support student growth in reading.

LITERACY LEADERSHIP TEAM

Team Member	Role
Emily A. Gonzalez	Principal
Althea Gibbons	Assistant Principal (ELA/Reading) / Master Scheduler
Sharon L. Walker	Literacy Coach / DLA Teacher
Timothy McLymont	ELA Department Head
Tiffany Stewart	Media Specialist
Lashawn WE	ESE Specialist

AGENDA

Agenda Item	Discussion / CERP Alignment	Lead
1. Welcome, Call to Order & CERP Focus	Review meeting purpose, CERP priorities, and literacy leadership responsibilities.	Gonzalez / Gibbons
2. CERP Implementation Review	Confirm schoolwide implementation expectations for the 2026–2027 reading plan and identify immediate action items.	Walker / Gibbons
3. Tier 1 Core Literacy Instruction	Review HMH Into Literature 6–8 implementation; monitor Science of Reading alignment, B.E.S.T. standards, and fidelity of core literacy instruction.	McLymont / Walker
4. Supplemental & ELL Literacy Supports	Review iLit/ELL 6–8 and supplemental supports for English Language Learners; discuss student access, implementation, and instructional needs.	Walker
5. Tier 2 Targeted Intervention	Review identification using multiple data points, including students below the 25th percentile on FAST Reading PM1/PM2; monitor HMH Read 180 6–8 and Imagine Learning.	Walker / Gibbons
6. Tier 3 Intensive Intervention	Verify appropriate placement, very small-group instruction, qualified reading-endorsed/certified teachers, and implementation of HMH The Code and approved supplemental resources.	Walker / Gibbons
7. Student Data Review & Progress Monitoring	Disaggregate screener, diagnostic, progress-monitoring, classroom, and intervention data; identify students requiring instructional adjustments or movement within tiers.	Walker
8. Instructional Walkthroughs & Fidelity	Review walkthrough evidence for effective literacy instruction, evidence-based practices, program fidelity, explicit/systematic small-group instruction, student practice, and feedback.	Gibbons
9. Intervention Scheduling & Compliance	Confirm Tier 2/Tier 3 students are scheduled in appropriate intervention courses and review Survey 2/Survey 3 reporting responsibilities.	Gibbons / Walker

10. Literacy Coaching, PLCs & Professional Learning	Plan coaching cycles, PLC/data-chat priorities, standards-aligned professional learning, intervention support, and follow-up monitoring.	Walker / Gibbons
11. ESE / ELL / Media & Department Collaboration	Identify supports, resources, accommodations, enrichment opportunities, and cross-department literacy actions.	Leadership Team
12. Celebrations, Concerns & Next Steps	Recognize literacy successes, identify barriers, assign action steps, establish deadlines, and confirm the next Literacy Leadership Team meeting.	Leadership Team

NOTES / DECISIONS

Next Literacy Leadership Team Meeting: 09/17/2026