



LITERACY LEADERSHIP TEAM (LLT)

Annual CERP Review Meeting

Comprehensive Evidence-Based Reading Plan | 2026-2027

Date: September 3, 2026

Time: 9:00am

Location: Principals Office

Facilitator: Alicia Holligan

MEETING PURPOSE Review and evaluate school-level implementation of the district-approved CERP, identify evidence of current practice, and establish clear next steps for continued implementation.

Meeting Outcomes

- Develop a shared understanding of the selected CERP sections and the LLT's responsibilities.
- Identify current strengths, implementation gaps, and evidence connected to each section.
- Agree on priority next steps, responsible persons, and follow-up monitoring.

Literacy Leadership Team Members

LLT Member	Title
Keandra Fulton	Principal
Cathy Rucker	Assistant Principal
Alicia Holligan	Literacy Coach
Sathasha Blair	Math Coach
Sandra Apollon	Guidance Counselor
Shannon Demonio	ESE Specialist
Tamika Castro-Phang	Resource Teacher
Chanlinne Acosta	Resource Teacher
Frislene Bazile	School Social Worker

Agenda

Time	Agenda Item	Focus
5 min	Welcome, Introductions & Purpose	Confirm meeting outcomes, norms, and materials.
5 min	CERP Overview	Frame the annual review and connection to the School-Based Reading Plan.



CORAL SPRINGS ELEMENTARY

Literacy Leadership Team | CERP Annual Review

Time	Agenda Item	Focus
10 min	Section 3: School Literacy Leadership Teams	Review LLT membership, shared vision, goals, data review, monitoring, and communication.
10 min	Section 4: Literacy Coaching	Review the coaching model, coaching priorities, cycles, documentation, and support for implementation.
15 min	Section 5: Standards, Curriculum, Instruction & Intervention	Examine alignment to B.E.S.T. ELA Standards, Tier 1 instruction, assessment, differentiation, and Tier 2 and Tier 3 supports.
10 min	Section 6: Professional Learning	Identify professional learning needs, delivery methods, follow-up support, and evidence of classroom transfer.
10 min	Section 8: Family Engagement	Review how families receive literacy information, resources, and meaningful opportunities to support reading.
10 min	Action Planning & Closing	Record priorities, owners, evidence to collect, monitoring dates, and final questions.



ANNUAL CERP REVIEW

LLT Guiding Questions & Action Notes

Use the prompts below to focus discussion and document decisions.

Section 3: School Literacy Leadership Teams

- Who is represented on our LLT, and whose perspective may still be needed?
- What is our shared literacy vision, and how is it communicated across the school?
- Which student, classroom, and implementation data will the LLT review, and how often?
- How will the LLT monitor progress and communicate decisions and support needs?

Section 4: Literacy Coaching

- How are coaching priorities connected to student data, teacher needs, and school literacy goals?
- How will coaching cycles, modeling, observation, feedback, and planning support curriculum implementation?
- What evidence will show the reach and impact of coaching support?
- What structures protect time for the coach to focus on instructional improvement?

Section 5: Standards, Curriculum, Instruction & Intervention

- How do we ensure Tier 1 literacy instruction is aligned to B.E.S.T. ELA Standards and implemented with fidelity?
- What evidence shows that assessment results are used to adjust whole-group and small-group instruction?
- How are students matched to Tier 2 and Tier 3 interventions based on identified skill needs?
- How will we monitor progress, intervention fidelity, and equitable access for all learners?

Section 6: Professional Learning

- What professional learning needs are most urgent based on student and implementation data?
- How will professional learning include modeling, practice, feedback, and follow-up support?
- How will we determine whether learning is transferring into classroom instruction?
- Which staff members need differentiated or additional support?

Section 8: Family Engagement

- How are families informed about grade-level literacy expectations and student progress?
- What practical resources and strategies are provided for families to support reading at home?
- How are we gathering family input and reducing barriers to participation?
- How will we know whether family engagement efforts are reaching and supporting families?



CORAL SPRINGS ELEMENTARY

Literacy Leadership Team | CERP Annual Review

Action Notes

Priority Action / Evidence Needed

Person(s) Responsible

Target Date

Follow-Up / Status

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
Keandra Fulton	Principal
Cathy Rucker	Asst. Principal
Alicia Holligan	Literacy Coach
Sathasha Blair	Math Coach
Sandra Apollon	Guidance Counselor
Shannon Demonica	ESE Specialist
Tamika Castro-Phang	Resource Teacher
Chanlinne Acosta	Resource Teacher
Frislene Bazile	School Social Worker

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	Coral Springs Elementary		
Principal's Name	Keandra Fulton		
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)	Keandra Fulton	Principal	Keandra.fulton@browardschools.com
Section 3- Literacy Leadership: Meet regularly to disaggregate	Alicia Holligan	Literacy Coach	Alicia.gaines@browardschools.com

data from screeners, progress monitoring, and diagnostic reading assessments to make 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.	Alicia Holligan	Literacy Coach	Alicia.gaines@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.	Cathy Rucker	Asst. Principal	Cathy.rucker@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)	Alicia Holligan	Literacy Coach	Alicia.gaines@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).	Alicia Holligan	Literacy Coach	Alicia.gaines@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)	Tamika Phang	Resource Teacher	Tamika.phang@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.	Chanlinne Acosta	Resource Teacher	Chanlinne.acosta@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.	Keandra Fulton	Principal	Keandra.fulton@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.	Shannon Demonio	ESE Specialist	Shannon.demonio@browardschools.com



LLT GUIDING QUESTIONS

STAR PM3 Reading Data Responses

Primary Grades Focus | 2026-2027

Purpose. Use these responses to guide the Literacy Leadership Team's discussion of primary-grade reading achievement and schoolwide literacy priorities.

DATA NOTE The attached retention workbook includes complete Kindergarten STAR Literacy PM3 results, a combined STAR Reading PM3 list, and separate Level 1 retention-review sheets for Grades 1 and 2. Conclusions below distinguish documented findings from recommended LLT actions.

Vision and Alignment

What are the most important literacy priorities identified in our school's reading plan?

Coral Springs Elementary's priority is to increase reading achievement in the primary grades by strengthening foundational reading instruction, early identification, and timely intervention. The PM3 workbook shows students across K-2 at a range of performance levels, including students in urgent intervention, intervention, on-watch, and Level 1 categories. The LLT should use these results to prioritize prevention of persistent reading gaps before Grade 3.

How do these priorities align with district goals and the B.E.S.T. ELA Standards?

The school's focus supports standards-aligned reading development and the CERP emphasis on evidence-based core instruction, assessment, intervention, professional learning, and family engagement. The LLT should connect primary-grade instructional decisions to explicit foundational skills and grade-level literacy expectations.

Which student groups require our greatest attention this year?

The greatest attention should go to students identified below benchmark or at Level 1, students already receiving Tier 2 or Tier 3 support, and students whose ESE, ESOL, attendance, or prior-retention information indicates a need for coordinated support.

What evidence demonstrates that our current literacy practices are meeting student needs?

Kindergarten PM3 results include many students categorized At/Above Benchmark. The workbook also shows students in Grades 1 and 2 reaching Levels 3, 4, and 5. These outcomes provide evidence that current instruction is supporting a portion of students successfully, while the below-benchmark population shows that implementation must continue to be differentiated.

Where do we see the greatest opportunity for improvement?

The strongest opportunity is to reduce the number of students ending Grades 1 and 2 at Level 1 and to respond earlier when Kindergarten students fall into urgent intervention, intervention, or on-watch categories.



Science of Reading Implementation

How consistently are Science of Reading practices visible across all K-5 classrooms?

The STAR workbook measures student outcomes but does not document classroom implementation. Consistency should therefore be verified through LLT walkthroughs, lesson-plan reviews, coaching records, and student work.

How are teachers providing explicit and systematic instruction?

Recommended LLT look-fors include explicit modeling, a planned instructional sequence, cumulative review, guided practice, corrective feedback, and frequent checks for understanding across phonological awareness, phonics, fluency, vocabulary, and comprehension.

How do we ensure instruction is responsive to student data rather than solely following pacing?

Use STAR, FAST, i-Ready, classroom assessment, and progress-monitoring results to regroup students, adjust instructional intensity, reteach unfinished learning, and select the reading component that matches the documented skill need.

What instructional practices should be strengthened schoolwide?

Recommended priorities include:

- Explicit phonemic-awareness and phonics instruction in the primary grades
- Daily decoding and connected-text practice
- Fluency practice with feedback
- Intentional vocabulary and oral-language development
- Data-driven small-group instruction and intervention

How are students receiving opportunities to apply literacy skills in authentic reading and writing tasks?

The LLT should monitor whether students regularly apply foundational skills while reading connected text and respond to reading through discussion and writing.

Core Reading Instruction (Tier 1)

What evidence indicates Tier 1 instruction is effective for most students?

Kindergarten includes many At/Above Benchmark PM3 results, and the combined K-2 STAR Reading sheet contains students at Levels 3-5. However, the presence of substantial Level 1 populations means Tier 1 effectiveness should be reviewed by grade, classroom, and student group rather than assumed schoolwide.

Are instructional materials being implemented with fidelity?

The workbook does not measure fidelity. The LLT should verify fidelity through walkthroughs, planning documents, pacing evidence, coaching cycles, and student tasks.

How are teachers differentiating within Tier 1 instruction?

Teachers should use benchmark and diagnostic data to provide flexible small groups, targeted practice, scaffolds, corrective feedback, and additional opportunities to respond while maintaining access to grade-level instruction.



How are teachers using student engagement strategies during literacy blocks?

The LLT should look for frequent student responses, partner discussion, oral rehearsal, active decoding, text-based questions, and writing connected to reading.

What classroom practices should be highlighted as exemplars?

Highlight classrooms that demonstrate explicit foundational skills instruction, smooth movement between whole-group and targeted small-group instruction, purposeful use of data, and visible student application of skills.

Assessment and Data Analysis

How are FAST and district assessment results informing instructional decisions?

The workbook brings together STAR, FAST, i-Ready, report-card, intervention, ESE, ESOL, attendance, and retention-review information. These sources should be triangulated to identify needs, determine intervention intensity, monitor progress, and evaluate promotion or retention criteria when applicable.

Which grade levels are demonstrating the strongest growth? Why?

The attached workbook provides PM3 outcomes but does not include a complete PM1-to-PM3 growth summary for every K-2 student. Therefore, it supports an end-of-year performance comparison but not a defensible grade-level growth ranking. Kindergarten shows many At/Above Benchmark outcomes, while Grades 1 and 2 include students across Levels 1-5.

Which grade levels require additional support?

Grades 1 and 2 require focused support because the workbook includes separate Level 1 retention-review rosters for both grades. Kindergarten also requires targeted support for students in urgent intervention, intervention, and on-watch categories.

What trends are evident across grades?

The documented trend is wide variability in primary-grade reading performance. Kindergarten ranges from urgent intervention to At/Above Benchmark, and Grades 1 and 2 range from Level 1 through Level 5. This supports differentiated core instruction and a strong multi-tiered support system.

Which foundational skill deficits are most common?

STAR scale scores and benchmark levels identify risk but do not specify the exact reading component causing difficulty. Diagnostic measures are needed to determine whether the primary need is phonological awareness, phonics and decoding, fluency, vocabulary, oral language, or comprehension.

How frequently are teachers reviewing student data?

Recommended schedule: grade-level teams review common and progress-monitoring data regularly, after each major assessment window, and more frequently for students receiving intensive interventions.

How do we ensure data discussions lead to instructional action?

Every data meeting should end with a documented skill target, instructional response, student grouping, intervention resource, responsible staff member, progress-monitoring measure, and review date.



Interventions

How are students identified for intervention?

Use multiple measures, including STAR or FAST performance, diagnostic results, i-Ready information, classroom performance, progress monitoring, and intervention history. The workbook demonstrates that these sources were considered during retention reviews.

Are interventions aligned to specific student skill deficits?

STAR benchmark levels alone are not sufficient to establish the exact deficit. Diagnostic data should identify the priority reading component before an intervention is selected.

How do we know interventions are working?

Interventions are working when progress-monitoring data show an adequate rate of improvement and the student increasingly meets grade-level expectations. The LLT should compare growth against the intervention goal and change intensity when progress is insufficient.

What progress-monitoring data are being reviewed regularly?

Recommended sources include STAR or FAST progress monitoring, curriculum-based measures, diagnostic skill checks, classroom assessments, intervention program data, and student work.

Are intervention groups flexible and adjusted based on student growth?

Groups should be regrouped when progress monitoring shows mastery, a changed skill need, or an insufficient response to the current intervention.

How are Tier 2 and Tier 3 supports coordinated with core instruction?

Intervention should supplement, not replace, grade-level Tier 1 instruction. Classroom teachers, interventionists, support staff, and the literacy coach should coordinate the skill focus, language, routines, and progress monitoring.

What barriers exist to effective intervention implementation?

The workbook specifically documents attendance concerns for some students. Additional barriers for LLT review may include scheduling, staff capacity, inconsistent intervention dosage, and insufficient diagnostic precision. These additional items are recommendations for discussion, not findings measured by the workbook.

Professional Learning and Coaching

What literacy professional learning has had the greatest impact on instruction?

The PM3 workbook does not identify or evaluate specific professional learning activities. The LLT should compare professional learning records, walkthrough trends, coaching evidence, and student outcomes before identifying the highest-impact learning.

What additional support do teachers need?

Recommended support areas include Science of Reading implementation, diagnostic data analysis, explicit foundational skills instruction, flexible small groups, intervention matching, and progress monitoring.



What trends emerge from classroom walkthroughs and coaching cycles?

Walkthrough and coaching-cycle evidence was not included in the STAR workbook. The LLT should bring these records to the review and compare the instructional trends with K-2 outcomes.

How are coaching conversations connected to student achievement data?

Coaching conversations should begin with a clearly identified student need, connect that need to an instructional practice, and end with a measurable student-response indicator for follow-up.

Which instructional practices should be coaching priorities?

Recommended priorities are:

- Explicit foundational skills instruction
- Data-driven small-group planning
- Diagnostic interpretation and intervention matching
- Intervention fidelity and progress monitoring
- Vocabulary, oral language, fluency, and comprehension routines

How can teacher leaders help build literacy capacity across the school?

Teacher leaders can model lessons, facilitate collaborative planning and data discussions, share student work, support peer observation, and help grade-level teams monitor agreed-upon literacy practices.

Recommended LLT Closing Statement

"After reviewing our PM3 data, the Literacy Leadership Team recognizes that our greatest opportunity for growth is strengthening reading achievement across the primary grades. Kindergarten results include many students at or above benchmark, while Grades 1 and 2 continue to include students requiring intensive support. Our next steps are to strengthen explicit foundational skills instruction, use diagnostic data to match interventions to student needs, monitor progress consistently, and ensure students receive timely support before reading gaps become more difficult to close."

Immediate Action Steps

1. Establish a K-2 data-review cycle that documents skill needs, groups, instructional responses, and review dates.
2. Use diagnostic assessments to identify the reading component underlying each below-benchmark score.
3. Prioritize coaching cycles in primary classrooms around explicit foundational skills and small-group instruction.
4. Monitor intervention dosage, attendance, fidelity, and student response.
5. Provide families with understandable progress information and specific at-home reading strategies.

Source used: CSE 25-26 Retention Meetings.xlsx, including the KG STAR Literacy PM3, STAR Reading PM3, and primary-grade retention-review sheets. Internal school-use document.



CORAL SPRINGS ELEMENTARY

Literacy Leadership Team | CERP Annual Review

LITERACY LEADERSHIP TEAM (LLT)

CERP Review Sign-In Sheet

Comprehensive Evidence-Based Reading Plan | 2026-2027

School: Coral Springs Elementary

Date: September 3, 2026

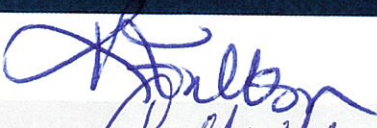
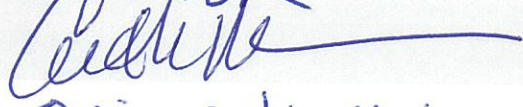
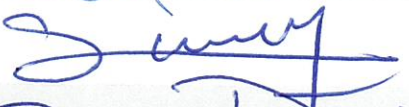
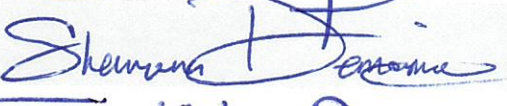
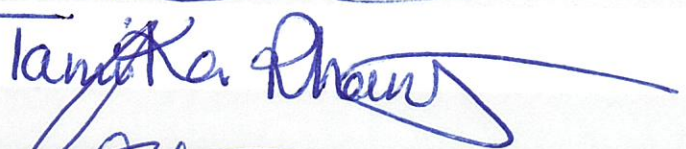
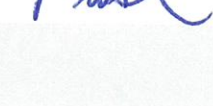
Meeting Location: Principals Office

Time: 9:00 am

Facilitator: Alicia Holligan

Meeting Format: In Person / Virtual

Meeting Purpose: Annual review and evaluation of the school's implementation of the Comprehensive Evidence-Based Reading Plan, including Sections 3, 4, 5, 6, and 8.

#	Printed Name	Role / Grade / Department	Signature	Email or Employee ID (optional)
1	Keandra Fulton	Principal		
2	Cathy Rucker	Assistant Principal		
3	Alicia Holligan	Literacy Coach		
4	Sathasha Blair	Math Coach		
5	Sandra Apollon	Guidance Counselor		
6	Shannon Demonio	ESE Specialist		
7	Tamika Castro-Phang	Resource Teacher		
8	Chanlinne Acosta	Resource Teacher		
9	Frislene Bazile	School Social Worker		
10				