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
Gabriela Prochilo	**Reading Coach**
Holly VanTassel	**English Department Head**
Lisa Farris	**AP over English**
Jessica Decarlo	**ESE Specialist**
Jessica McBride	**School Psychologist**
Melanie Taylor	**MTSS Coordinator**
Jay Milmed	**AP over ESE & MTSS**

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	Marjory Stoneman Douglas High School		
Principal's Name	Michelle Kefford		
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)**	Lisa Farris	AP over English	Lisa.Farris@browardschools.com
Section 3- Literacy Leadership: Meet regularly to	Gabriela Prochilo	Reading Coach	Gabriela.Prochilo@browardschools.com

disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.	Melanie Taylor Jessica McBride Lisa Farris	MTSS Coordinator School Psychologist AP over English	Melanie.Taylor@browardschools.com Jessica.McBride@browardschools.com Lisa.Farris@browardschools.com

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.	(high school this takes place in the 90 minute block, not outside of it) Gabriela Prochilo	 Reading coach	 Gabriela.Prochilo@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.	Gabriela Prochilo	Reading Coach	Gabriela.Prochilo@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)**	Gabriela Prochilo Lisa Farris	Reading Coach AP over English	Gabriela.Prochilo@browardschools.com Lisa.Farris@browardschools.com
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention	Gabriela Prochilo Lisa Farris	Reading Coach AP over English	Gabriela.Prochilo@browardschools.com Lisa.Farris@browardschools.com

course. These students are reported to FDOE through Survey 2 (Oct)and Survey 3 (Feb).			
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)**	Gabriela Prochilo Holly VanTassel	Reading Coach English Department	Gabriela.Prochilo@browardschools.com Holly.VanTassel@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.	Gabriela Prochilo Lisa Farris	Reading Coach AP over English	Gabriela.Prochilo@browardschools.com Lisa.Farris@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.	Gabriela Prochilo Lisa Farris Holly VanTassel	Reading Coach AP over English English Department	Gabriela.Prochilo@browardschools.com Lisa.Farris@browardschools.com Holly.VanTassel@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.	n/a		