MASTER PLAN

Secondary Language Arts and Literacy

2023

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Course Group Number: 10454602

Purpose

Secondary Language Arts and Literacy is a division of the Secondary Learning Department. This department serves to provide resources, professional learning, and support to all Broward County middle and high schools, as well as educational centers and K-8/6-12 schools. The goal of the Secondary Language Arts Department is to ensure that the Benchmarks for Excellent Student Thinking (B.E.S.T.) are taught with fidelity and that the reading, communication, and vocabulary strands are interwoven throughout daily instruction. The purpose of the Secondary Language Arts professional learning plan is to improve instructional practices and student achievement by helping administrators, literacy coaches and teachers understand and incorporate research-based instruction aligned to the B.E.S.T.

Needs Assessment

Professional development centers on improving Tier 1 instruction in Language Arts, English and reading classes and will aim at improving teacher efficacy and bolstering student achievement so that there is an increase in percentages in both grade level spans. The impact on student learning for the 2018-19 Florida Assessment of Student Thinking (FAST) was used to determine where professional development was specifically needed for the 2019-20 school year. The middle schools showed no change from the previous year in ELA achievement, a drop of one point in overall learning gains, and a drop of three points in learning gains for the lowest 25th percentile of students. In high schools, the data showed no change in ELA achievement from the previous year, a drop of one point in overall learning gains, and a drop of one point in learning gains for the lowest 25th percentile. This data, coupled with observational data, determines the foundational needs for the type of professional development to be facilitated. In alignment with the District's Strategic Plan, the 2023 desired target is three points higher for grades 6 – 8 in achievement, learning gains, and learning gains in lowest 25th percentile, and three points higher for grades 9 – 10 in each of those respective categories as well.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 Secondary Language Arts & Reading Teachers and Administrators

1.1 Desired Outcome: Integrate research findings on best practices to help students learn by determining what students must know and scaffolding instruction.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrate hands-on expertise of what works in the classroom based on research-based best practices for instructing Secondary Language Arts & Reading. Incorporate both research from experts in the field and practical experience into lesson development. Synthesize skills and knowledge learned from the study of researched-based strategies to provide a broader look at students' abilities on performance-based work.	Use research-based strategies to design effective Language Arts & Reading instruction that is student – centered, includes relevant activities to engage students. Embed research-based assessments that are reflective of skills to be learned and provide evidence of learning. Develop research-based activities that address different learning modalities and are purposeful in the development of skills and knowledge.	Explain the role research-based instructional practices plays in creating effective Language Arts & Reading instruction. Define what students should know and be able to do based on research-based best practices for Secondary Language Arts & Reading. Scaffold research-based instruction to create a strong foundation that leads to performance success. Use essential questions to promote sustained student understanding.	Lacks the ability to integrate research findings to help students learn.

1.2 Desired Outcome: Use vertically articulated curriculum, purposefully scaffolded instruction, a recursive instructional design to build mastery, and successful achievement of complex skills that meet and/or exceed State-adopted Standards.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Ensure rigorous standards attainable for all students through vertically aligned, carefully scaffolded, strategy-based instruction. Build students' capacity to write effectively with complex writing tasks in persuasion, argumentation, literacy analysis, and synthesis. Expose students to higher-order thinking skills and behaviors that reflect college level work.	Challenge students with increasingly rigorous print materials, traditional and contemporary, fictional and informational. Provide opportunities for students to practice close analysis of texts with a variety of reading strategies. Present rigorous instruction in reading, writing speaking, listening, language, and media literacy standards that equip students with 21st century skills for college and career readiness.	Use explicit teaching strategies to empower students with the skills to know when, why, and how to use them independently. Use an instructional plan that enables students to access, practice and master the skills represented in the standards.	Does not provide rigorous instruction.

1.3 Desired Outcome: Use vertically articulated curriculum, purposefully scaffolded instruction, a recursive instructional design to build mastery, and successful achievement of complex skills that meet and/or exceed State-adopted Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Ensure that instructional design emphasizes reading text(s) closely, examining textual evidence, and discerning deep meaning. Facilitate rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Create expectations that students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Ensure that within a collection of grade-level units a balance of informational and literary	Address all learning modalities in instruction (oral interpretations, written analysis, group discussions, and visual prompts). Focus on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Use specific learning strategies to help students learn how to learn. Improve the progress towards mastery by establishing clear and explicit expectations. Monitor student progress through various forms of assessment to determine mastery. Adjust or modify instruction based on assessment results. Include a progression of learning where concepts and skills advance and deepen over time.	Use the state curriculum standards to define what students should know and be able to do. Design curriculum using back mapping strategies to develop sustained student understanding. Determine learning goals, assessment, evaluation strategies content and pedagogy required to build student skill. Incorporate essential questions, learning goals and academic vocabulary. Embeds assessments that define and measure evidence of learning. Scaffolds instruction to create a strong foundation for performance success. Provide opportunity for student reflection. Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. Focus on building students' academic vocabulary in context throughout instruction.	Does not design instruction with best in class teaching/learning strategies and include purposeful learning activities.

texts is included according to state standards. Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. Cultivates student interest and engagement in reading, writing and speaking about texts.			

1.4 Desired Outcome: Provide classroom instruction that meets students' broad spectrum of skills, knowledge, experiences and interests.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Mentor peers in the use of instructional strategies and pedagogy for differentiating instruction. Facilitate collaboration on best practices for differentiating instruction. Integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provide extensions and/or more advanced text for students who read well above the grade level text band. Create model lessons that allow for flexibility while ensuring purposeful teaching. Adapt lessons for the needs of specific student populations while achieving the same standards.	Use multiple and varied instructional strategies to meet students' diverse learning styles. Extend diverse learning opportunities and provide diverse supplemental instruction as needed. Use resource tools to differentiate instruction with strategies that support the growth and development of all students. Facilitate an instructional loop of continuous improvement that includes planning, step-by-step instruction assessment, and reflective practices.	Provide learning instructional materials that engage students at many different levels to meet students' diverse learning styles. Use instructional strategies that are tailored to meet students' diverse learning styles. Incorporate a variety of learning materials such as text, film, oral presentations into student learning activities. Monitor and adjust instruction adding more or less scaffolding for differentiation as needed.	Does not meet the diverse learning style needs of students.

1.5 Desired Outcome: Support students to develop communication skills that expand their academic capacity through systematic skill development in the four main domains of English Language Arts instruction -Reading, Writing, Speaking/Listening and Media Literacy.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1

Improve students' confidence in their own abilities and to communicate effectively in real – world applications. Develop students' ability to think inferentially, to analyze critically, and to apply appropriate strategies to enhance and extend comprehension. Incorporate writing practice for all domains in argumentation, literacy analysis, creative/reflective writing and research. Develop students' ability to manipulate media as skilled viewers and producers of media in order to compete in modern society.	Emphasize interactive reading skills for close reading of text such as annotation, marking the test, guided reading, and vocabulary study in context. Direct writing instruction in specific writing genres. Create purposeful pathways of growth for students to develop personal interactive and presentation skills. Promote critical analysis and evaluation of the effect and influence of media.	Provide instruction that focuses on vocabulary development and strategies to enhance academic reading. Provide students with opportunities to experience reading for a purpose. Develop writing skills from basic sentence construction to writing essays and creative pieces. Provide students with multiple opportunities to practice and master all aspects of the writing process. Offer opportunities for students develop speaking and listen skills through oral presentations, group discussions and paired activities to learn how to work collaboratively, and present themselves and their work to others.	Fail to develop students' communication skills.

1.6 Desired Outcome: Use formative and summative assessments to reflect on student learning and help them to work towards mastery.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Elicit direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level proficiency. Uses varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. Collaborate with peers on the effective use of assessment as a fundamental element in the instructional loop of planning, instruction, assessment, and reflection that guides and	Create rubric/score cards for student assessments that are modeled upon writing rubrics used in District, State and national testing and are consistent across grade levels Provide multiple opportunities for formative 'snapshots' of student progress towards attaining the learning goals. Support the integration of skills as part of the assessment process. Guide students to collect and monitor their own growth in skill and knowledge to develop	Assess student proficiency using methods that are unbiased and accessible to all students. Assess and evaluate focusing deliberately on key skills and knowledge. Provide authentic opportunities for students to demonstrate knowledge and skills through performance. Construct and scaffold student activities purposefully to ensure students have the skills and knowledge to be successfully assessed Use rubrics/score cards that	Fail to effectively utilize formative and/or summative assessments to facilitate student learning.

informs instruction, re-teaching and differentiation.	independent learning, self-assessment, self-managed improvement, and ultimately ownership of their learning Include aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting the state-adopted standards.	articulate the performance expectation for which students will be held accountable Inform students about their individual progress as a method for monitoring proficiency and developing the self-learner.	

Data Collection Plan: Secondary Language Arts & Reading Teachers and Administrators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from PD Management System	1x/workshop	Curriculum Supervisors, Language Arts
2. Participants' Learning	Lesson plans that address varied students' needs, reflect standards alignment, scaffolding, student engagement and performance	1x/workshop	Secondary Learning Instructional Support ELA Specialists
3. Organizational Supports	District records of support provided to teachers and schools	2x/year	Curriculum Supervisors, Language Arts
4. Participants' Practice	Students' Performance Task Samples	1x/workshop	Curriculum Supervisors, Language Arts
5. Student Outcomes	FAST ELA 2023 Growth Measure (school optional)	3x/year 3x/year	Student Assessment and Research

2.0 Secondary Literacy Coaches			
2.1 Desired Outcome: Integrate research findings on best practices to help students learn by determining what students must know and scaffolding instruction.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Demonstrate hands-on expertise of what works in the classroom based on research-based best practices for instructing & coaching Secondary Language Arts & Reading. Incorporate both research from experts in the field and practical experience into coaching & lesson development. Synthesize skills and knowledge learned from the study of researched-based strategies to provide a broader look at students' abilities on performance-based work.	Use research-based strategies to design effective Language Arts & Reading instruction that is student –centered, includes relevant activities to engage students. Embed research-based assessments that are reflective of skills to be learned and provide evidence of learning. Develop research-based activities that address different learning modalities and are purposeful in the development of skills and knowledge.	Explain the role research-based instructional practices plays in creating effective Language Arts & Reading instruction. Define what students should know and be able to do based on research-based best practices for Secondary Language Arts & Reading. Scaffold research-based instruction to create a strong foundation that leads to performance success. Use essential questions to promote sustained student understanding.	Lacks the ability to integrate research findings to help students learn.
2.2 Desired Outcome: Use vertically articulated curriculum, purposefully scaffolded instruction, a recursive instructional design to build mastery, and successful achievement of complex skills that meet and/or exceed State-adopted Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Ensure rigorous standards attainable for all students through vertically aligned, carefully scaffolded, strategy-based instruction & coaching. Use explicit teaching & coaching strategies to empower students with the skills to know when, why, and how to use them independently. Challenge students with increasingly rigorous print materials both traditional and	Use research-based strategies and coaching to design effective vertically aligned curriculum which is scaffolded instruction. Embed research-based assessments that are vertically aligned and demonstrate student learning of diverse texts of increasingly complexity. Develop writing activities which are vertically aligned and allow students exposure to and mastery of	Present rigorous instruction in reading, writing speaking, listening, language, and media literacy standards that equip students with 21st century skills for college and career readiness. Expose students to higher-order thinking skills and behaviors that reflect college level work. Provide opportunities for students to practice close analysis of texts with a	Does not provide rigorous instruction.

contemporary, fictional and informational. Build students' capacity to write effectively with complex writing tasks in persuasion, argumentation, literacy analysis, and synthesis.	different writing modalities in response to varied texts.	variety of reading strategies. Use an instructional plan that enables students to access, practice and master the skills represented in the standards.	

2.3 Desired Outcome: Secondary Literacy Coaches will use vertically articulated curriculum, purposefully scaffolded instruction, a recursive instructional design to build mastery, and successful achievement of complex skills that meet and/or exceed State-adopted Standards.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Ensure that instructional design emphasizes reading text(s) closely, examining textual evidence, and discerning deep meaning... Facilitate rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Create expectations that students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is	Address all learning modalities in instruction (oral interpretations, written analysis, group discussions, and visual prompts). Focus on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Use specific learning strategies to help students learn how to learn. Improve the progress towards mastery by establishing clear and explicit expectations. Monitor student progress through various forms of assessment to determine mastery. Adjust or modify instruction based on assessment results. Include a progression of learning where concepts and skills advance and deepen over time.	Use the curriculum state standards (LAFS) to define what students should know and be able to do. Design curriculum using back mapping strategies to develop sustained student understanding. Determine learning goals, assessment, evaluation strategies content and pedagogy required to build student skill. Incorporate essential questions, learning goals and academic vocabulary. Embeds assessments that define and measure evidence of learning. Scaffolds instruction to create a strong foundation for performance success. Provide opportunity for student reflection. Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. Focus on building students' academic vocabulary in context throughout instruction.	Does not design instruction with best in class teaching/learning strategies and include purposeful learning activities.

sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Ensure that within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS. Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. Cultivates student interest and engagement in reading, writing and speaking about texts.			

2.4 Desired Outcome: Provide classroom instruction that meets students' broad spectrum of skills, knowledge, experiences and interests.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Mentor peers in the use of instructional strategies and pedagogy for differentiating instruction. Facilitate collaboration on best practices for differentiating instruction. Integrate appropriate supports in reading, writing, listening	Use multiple and varied instructional strategies to meet students' diverse learning styles. Extend diverse learning opportunities and provide diverse supplemental instruction as needed. Use resource tools to differentiate instruction with strategies that	Provide learning instructional materials that engage students at many different levels to meet students' diverse learning styles. Use instructional strategies that are tailored to meet students' diverse learning styles. Incorporate a variety of learning	Does not meet the diverse learning style needs of students.

and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provide extensions and/or more advanced text for students who read well above the grade level text band. Create model lessons that allow for flexibility while ensuring purposeful teaching. Adapt lessons for the needs of specific student populations while achieving the same standards.	support the growth and development of all students. Facilitate an instructional loop of continuous improvement that includes planning, step-by-step instruction assessment, and reflective practices.	materials such as text, film, oral presentations into student learning activities. Monitor and adjust instruction adding more or less scaffolding for differentiation as needed.	

2.5 Desired Outcome: Support students to develop communication skills that expand their academic capacity through systematic skill development in the four main domains of English Language Arts instruction -Reading, Writing, Speaking/Listening and Media Literacy.

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| | | present themselves and their work to others. | |

2.6 Desired Outcome: Use formative and summative assessments to reflect on student learning and help them to work towards mastery

Performance Indicators

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Data Collection Plan: Secondary Literacy Coaches

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback from PD Management System	1x/workshop	Curriculum Supervisors, Language Arts
2. Participants' Learning	Lesson plans that address varied students' needs, reflect standards alignment, scaffolding, student engagement and performance	1x/workshop	Secondary Learning Instructional Support ELA Specialists
3. Organizational Supports	District records of support provided to teachers and schools	2x/year	Curriculum Supervisors, Language Arts
4. Participants' Practice	Students' Performance Task Samples	1x/workshop	Curriculum Supervisors, Language Arts
5. Student Outcomes	FAST ELA 2023 Reading and Phonics Inventories	1x/year 3x/year	Student Assessment and Research

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy Coaches	Attendance Records and Professional Learning Feedback Forms from PDMS	Summary of Attendance and Feedback in PDMS

Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy Coaches	Lesson plans that address varied students' needs, reflect standards alignment, scaffolding, student engagement and performance	Identify needs based on analysis of submitted Lesson Plans

Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy Coaches	District records of District support provided to teachers	Language Arts Teacher Needs Assessment Survey

Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Secondary Language Arts & Reading Teachers, Administrators	Students' Performance Task Samples	Implementation Checklist
Secondary Literacy Coaches	Coaching Logs	Summary of Coaching Logs

Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy Coaches	FAST PM1-2 Growth Measure PM1-2 Reading and Phonics Inventories PM 1-2	FAST ELA 2020