

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

knowledge.

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

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	Address all learning	Use the state curriculum	Does not design	
design emphasizes reading	modalities in instruction	standards to define what	instruction with	
text(s) closely, examining	(oral interpretations,	students should know and	best in class	
textual evidence, and	written analysis, group	be able to do. Design	teaching/learning	
discerning deep meaning.	discussions, and visual	curriculum using back	strategies and	
Facilitate rich and rigorous	prompts). Focus on	mapping strategies to	include	
evidence-based discussions	challenging sections of	develop sustained student	purposeful	
and writing about common	text(s) and engages	understanding. Determine	learning	
texts through a sequence of	students in a productive	learning goals, assessment,	activities.	
specific, thought-provoking,	struggle through discussion	evaluation strategies content		
and text-dependent questions	questions and other	and pedagogy required to		
(including, when applicable,	supports that build toward	build student skill.		
questions about illustrations,	independence. Use specific	Incorporate essential		
charts, diagrams, audio/video,	learning strategies to help	questions, learning goals		
and media). Create	students learn how to learn.	and academic vocabulary.		
expectations that students will	Improve the progress	Embeds assessments that		
draw evidence from texts to	towards mastery by	define and measure		
produce clear and coherent	establishing clear and	evidence of learning.		
writing that informs, explains,	explicit expectations.	Scaffolds instruction to		
or makes an argument in	Monitor student progress	create a strong foundation		
various written forms (e.g.,	through various forms of	for performance success.		
notes, summaries, short	assessment to determine	Provide opportunity for		
responses, or formal essays).	mastery. Adjust or modify	student reflection. Use		
Focus students on reading a	instruction based on	technology and media to		
progression of complex texts	assessment results. Include	deepen learning and draw		
drawn from the grade-level	a progression of learning	attention to evidence and		
band. Provide text-centered	where concepts and skills	texts as appropriate. Focus		
learning that is sequenced,	advance and deepen over	on building students'		
scaffolded, and supported to	time.	academic vocabulary in		
advance students toward		context throughout		
independent reading of		instruction.		
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 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			
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engagement in reading, writing and speaking about			
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 Use multiple and varied Provide learning Does not meet			
instructional strategies and instructional strategies to instructional materials that the diverse			
pedagogy for differentiating meet students' diverse engage students at many learning style			
instruction. Facilitate learning styles. Extend different levels to meet needs of			
collaboration on best practices   diverse learning   students' diverse learning   students.			
for differentiating instruction. opportunities and provide styles. Use instructional			
Integrate appropriate supports   diverse supplemental   strategies that are tailored to			
in reading, writing, listening instruction as needed. Use meet students' diverse			
and speaking for students who resource tools to learning styles. Incorporate			
are ELL, have disabilities, or differentiate instruction a variety of learning			
read well below the grade with strategies that support materials such as text, film,			
level text band. Provide the growth and oral presentations into			
extensions and/or more development of all student learning activities.			
advanced text for students students. Facilitate an Monitor and adjust			
who read well above the grade instructional loop of instruction adding more or			
level text band. Create model   continuous improvement   less scaffolding for			
lessons that allow for that includes planning, differentiation as needed.			
flexibility while ensuring step-by-step instruction			
purposeful teaching. Adapt assessment, and reflective			
lessons for the needs of practices.			
specific student populations			
while achieving the same			
standards.			
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

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.

to others.

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

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

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

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	Use research-based	Present rigorous	Does not provide
attainable for all students	strategies and coaching to	instruction in reading,	rigorous instruction.
through vertically	design effective vertically	writing speaking,	
aligned, carefully	aligned curriculum which	listening, language, and	
scaffolded, strategy-based	is scaffolded instruction.	media literacy standards	
instruction & coaching.	Embed research-based	that equip students with	
Use explicit teaching &	assessments that are	21st century skills for	
coaching strategies to	vertically aligned and	college and career	
empower students with	demonstrate student	readiness. Expose	
the skills to know when,	learning of diverse texts	students to higher-order	
why, and how to use	of increasingly	thinking skills and	
them independently.	complexity. Develop	behaviors that reflect	
Challenge students with	writing activities which	college level work.	
increasingly rigorous	are vertically aligned and	Provide opportunities for	
print materials both	allow students exposure	students to practice close	
traditional and	to and mastery of	analysis of texts with a	

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

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Performance	Indicators

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

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

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

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.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Improve students'	Emphasize interactive	Provide instruction that	Fail to develop students'
confidence in their own	reading skills for close	focuses on vocabulary	communication skills.
abilities and to	reading of text such as	development and	
communicate effectively	annotation, marking the	strategies to enhance	
in real – world	test, guided reading, and	academic reading.	
applications. Develop	vocabulary study in	Provide students with	
students' ability to think	context Direct writing	opportunities to	
inferentially, to analyze	instruction in specific	experience reading for a	
critically, and to apply	writing genres Create	purpose. Develop writing	
appropriate strategies to	purposeful pathways of	skills from basic sentence	
enhance and extend	growth for students to	construction to writing	
comprehension.	develop personal	essays and creative	
Incorporate writing	interactive and	pieces. Provide students	
practice for all domains	presentation skills	with multiple	
in argumentation, literacy	Promote critical analysis	opportunities to practice	
analysis,	and evaluation of the	and master all aspects of	
creative/reflective writing	effect and influence of	the writing process. Offer	
and research. Develop	media.	opportunities for students	
students' ability to		develop speaking and	
manipulate media as		listen skills through oral	
skilled viewers and		presentations, group	
producers of media in		discussions and paired	
order to compete in		activities to learn how to	
modern society.		work collaboratively, and	

	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

help them to work towards mastery				
Performance Indicators				
Level 4	Level 3	Level 2	Level 1	
Level 4  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 informs instruction, re-teaching and differentiation.			Level 1 Fail to effectively utilize formative and/or summative assessments to facilitate student learning.	
	responding to areas where students are not yet meeting the state-adopted			
	standards.			

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>	Mid-Year Evaluation	End-of-Year Evaluation		
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 Learni	ng		
<u>Audience</u>	Mid-Year Evaluation	End-of-Year Evaluation		
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>	Mid-Year Evaluation	End-of-Year Evaluation		
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy Coaches	District records of District support provided to teachers	Language Arts Teacher Needs Assessment Survey		
Lev	Level 4. Participants' Use of New Knowledge and Skills			
<u>Audience</u>	Mid-Year Evaluation	End-of-Year Evaluation		
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				
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation		
Secondary Language Arts & Reading Teachers, Administrators Secondary Literacy	FAST PM1-2 Growth Measure PM1-2 Reading and Phonics Inventories PM 1-2	FAST ELA 2020		
Coaches	1-2			