



South Broward High School

SCHOOLWIDE LITERACY PLAN

ALEXANDER FRANCOIS, PRINCIPAL

JONELL WILLIAMS, ASSISTANT PRINCIPAL

School-wide objectives:

- Disaggregate, analyze, and use data to make decisions that are in the best interest of student growth and learning
- Use Common Language (CL) when communicating expectations to all students
- Implement purposeful vocabulary instruction to strengthen student comprehension and communication
- Develop and implement a minimum of 1-2 strategies within your content area that will enable students to demonstrate content-based literacy for your class

Reading Baseline Data

- **2025 PM 3 Reading Baseline Data**
 - 9th Grade FAST (2025)
 - 46% of 9th graders demonstrated proficiency.
 - 74% of ELL 9th graders received a level 1
 - 44% of ESE 9th graders received a level 1
 - 10th Grade FAST (2025)
 - 47% of 10th graders demonstrated proficiency.
 - 66% of ELL 10th graders received a level 1
 - 46% of ESE 10th graders received a level 1
- **2025-2026 Retake Baseline**
 - *August 2025*
 - 130 seniors have not met the HS graduation requirement for reading to date.
 - 314 juniors have not met the HS graduation requirement for reading to date.

Teachers will use common language when communicating with students.

- a. Teachers will identify common language used based on their core subject area and the Florida B.E.S.T Standards.
- b. Common language refers to words, phrases, vocabulary, or ideas that students must understand before moving on to core content vocabulary or content language.
- c. A common language will be used within the department, aligned with the B.E.S.T. standards, to help students understand concepts and content and increase rigor.

Evidence: Student assessment results, student work, lesson plans and objectives, formative and summative assessments, teacher-created materials (assignments, assessments, and projects), student writing, student oral presentation skills

Resources/Materials: HMH Read 180 & The Code, Reading Inventory results, Phonics Inventory results, word walls, Ten Steps to Improving College Reading Skills.

Strategies: Whole Group, small group, paired work, and independent work (HMH 9-10 model, stations).

Implement purposeful vocabulary instruction to strengthen comprehension and communication skills:

- a. Teachers will be able to identify the three tiers of vocabulary (Tier 3 Domain subject-specific vocabulary, Tier 2 High Frequency words cross-curricular, Tier 1 words in speech)
- b. Integrate academic vocabulary in speaking and writing.
- c. Instruct students in the use of morphology, context clues, and connotation.
- d. Teachers will utilize vocabulary resources in HMH through PLCs to determine mastery of standards.

Evidence: Student formative/summative assessment results, word walls, graphic organizers

Resources: HMH Read 180 & The Code graphic organizers, Improving College Reading Skills, Improving College Vocabulary Skills, Khan Academy

Strategies: word sorts and categorization, direct instruction, Frayer models, Semantic mapping, Morphemic Analysis, Word Walls, Vocabulary Notebooks

ACTION STEPS

Grade 9 & 10

1. Implementation of The Code and Read 180 instructional vocabulary routine when communicating with students. (encoding, decoding, roots/prefixes, suffixes).
2. Implementation of Reading Strategies and LAFS/B.E.S.T. Standards: Grades 9-10 (Foundational Reading Skills per B.E.S.T.): All 9th and 10th-grade students will be able to apply foundational reading skills (phonological awareness, phonics, encoding, and fluency).
 - a. *Read Lexile-level texts with automaticity, accuracy, and appropriate prosody and expression.*
 - b. *Utilize reading stations in the implementation of HMH Read 180 and System 44 to differentiate instruction with a focus on foundational reading skills.*
 - c. *Instruction on syllables, sounds, word analysis, decoding, encoding, phonics, and fluency in an effort to read grade-level text with automaticity, prosody, and reach the stage of comprehension.*
 - d. *Communicate verbally and through writing.*
3. Teachers will utilize **Ellevation** strategies and **Read180** strategies in their teaching practices to support ELL students.
 - a. Progress monitoring through ACCESS testing in ELL will ensure students are making progress.
4. Teachers will utilize graphic organizers, extended time, preferential seating, and accommodations/modifications as stated in their IEP for ESE.
 - a. Teachers will progress monitor data through PI and RI in Read 180 and System 44.

Grade 11 & 12

1. Reading students will receive blended instruction on the F.A.S.T. standards in preparation for the SAT, ACT, or FSA to meet HS Concordance for graduation.
 - a. *Students will read and analyze extended passages of text at varied levels of text complexity, including fiction and non-fiction. By completing this activity, students will practice analyzing and synthesizing text.*
 - b. *Students will interpret the meaning of graphs, tables, and charts in reading assignments and state assessments.*
 - c. *Use different skill-building strategies in preparation for the SAT, ACT, or FAST test passages (timed drills, BLURB, OPTIC, differences between exams).*
 - d. *Utilize question writing strategies in the classroom.*
 - e. *Standard English conventions-practice identifying errors in essays or text messages.*
 - f. *Understand the difference between opinion, argument, and analysis by working on all three types of writing.*
2. Implementation of vocabulary routines.
 - a. The 12th-grade ELA Retake teacher will incorporate the Perfection Learning vocabulary routine.

Reading Progress Monitoring Data

1. All Reading students will receive an NWEA Maps by HMH by August 2025.
2. All students who score under a 600 Lexile level will take the phonics inventory exam by August.
3. All 9th-and 10th-grade reading students will receive ongoing progress monitoring for Lexile growth through the HMH MAPS system.
4. All 11-12 grade reading students will take the FAST, SAT, ACT, and Common Formative Assessments as scheduled and use the results for remediation.

ACTION STEPS

1. Monitoring will take place through Professional Learning Community (PLC) meetings, utilizing Common Formative Assessments (CFAs), organized by grade-level teams.
2. Mastery of standards will be measured/evidenced, and shared through PM1 and PM2 results, HMH Into Lit unit assessment, and Read 180 workshops.
 - a. Grade-level teams will collaborate to discuss data related to the ELA Literacy Plan.
3. Monitoring will take place for 9th-grade retake students through standardized assessments and teacher-created CFA and/or HMH Into Lit Unit Assessments.