



Nova High School

Schoolwide Literacy Plan 2026-2027

Olayemi Awofadeju, Principal

Goals:

1. Nova High School will initiate purposeful opportunities for students to read, interact, and respond to grade level text.
2. Nova High School will build independence by increasing student talk, engagement, and ownership of learning.
3. Nova High School will utilize multiple sources of data to inform instruction, differentiation and intervention.

Standards:

ELA. K.12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA. K.12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K.12. C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

ELA.910. V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELA Instruction

Teachers will utilize the curriculum pathways and lesson plans provided by the district to promote targeted individual classroom instruction. Teachers will rely on the gradual release of responsibility models (i.e. "I Do, We Do, You Do") as their mode of instruction.

Core Instructional Resources:

- Into Literature
- Writable

Note: Teachers can and should continue to teach novels as supplements to the core curriculum.

Assessments to be used:

- FAST (state assessment)—state-mandated progress monitoring assessment to be used to track student growth in standards mastery over the course of a school year.
- Selection Tests—these are the CFAs. They follow every text piece in the book and provide data on B.E.S.T. benchmark growth.
- Unit Tests—these follow each unit. They are cold reads, like state assessments, and provide data on B.E.S.T. benchmark mastery.

Reports to be reviewed:

- Assessment Report—houses data from all Into Literature digital assessments and shows item analysis and benchmark proficiency. Great for whole class and individual student data conversations.
- Standards Report—provides a look at benchmark mastery progress at the strand and benchmark levels. Also provides insight into resources to assist with deficiencies.
- Writable Report—provides data on student writing that has been completed within the Writable platform. Allows tracking of progress in the Communication Strand.

Intensive Reading Instruction

All Intensive Reading teachers will analyze assessment data and HMH's Read 180/The Code assessments to align instructional delivery for targeted standards. Additionally, HMH NWEA MAP Growth assessments will be administered three times a year on a digital platform in coordination with the district provided assessment windows.

Data Informed Decisions

Nova High School's FAST PM3 Reading data indicates that approximately **70% of Grade 9 and Grade 10 students demonstrated proficiency in 2025-2026**, with Grade 9 at approximately **72% proficiency** and Grade 10 at approximately **67% proficiency**. While many students are performing at or above grade-level expectations, a significant percentage of students remain in Levels 1 and 2, particularly in Grade 10. Therefore, the 2026-2027 schoolwide literacy focus will emphasize vocabulary, morphology, reading comprehension, and writing across content areas to increase proficiency and close achievement gaps for the lowest 25% of readers, ELL students, SWD students, and retake students.

FAST (Florida Assessment for Student Thinking)

Average Score and Achievement Distribution, by Assessment: NOVA HIGH SCHOOL, 2025-2026

Filtered By **Rosters:** All Rosters | **Test Reasons:** All Test Reasons |

Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Achievement Distribution	Date Last Taken
Grade 10 FAST ELA Reading	FAST PM3	10	PM3 2025-26	643	253	 Percent Count: 10% 23% 24% 24% 19% Count: 68 147 154 157 120	05/20/2026
Grade 9 FAST ELA Reading	FAST PM3	9	PM3 2025-26	647	250	 Percent Count: 7% 21% 28% 27% 17% Count: 47 134 181 173 112	05/20/2026

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SMART Goal:

By May 2027, Nova High School will increase overall Reading FAST PM3 proficiency for Grades 9 and 10 from approximately **70% to 75%**, as measured by the Spring 2027 FAST PM3 ELA Reading assessment. Specifically, Nova High School will reduce the percentage of students scoring in Levels 1 and 2 by moving targeted students into Level 3 or higher through consistent implementation of schoolwide literacy practices, including Word of the Day, morphology instruction, annotation, academic vocabulary development, structured student discourse, and PEEL writing across all content areas.

Supporting Targets

- **Increase Grade 9 proficiency from 72% to 77%** by May 2027.
- **Increase Grade 10 proficiency from 67% to 73%** by May 2027.
- **Reduce Level 1 and Level 2 performance by at least 5 percentage points overall.**
- **Move Level 2 students into Level 3** through targeted intervention, vocabulary instruction, morphology routines, and weekly written responses.
- **Support Level 3 students in moving to Level 4** through higher-order questioning, text-based evidence, and cross-content writing expectations.

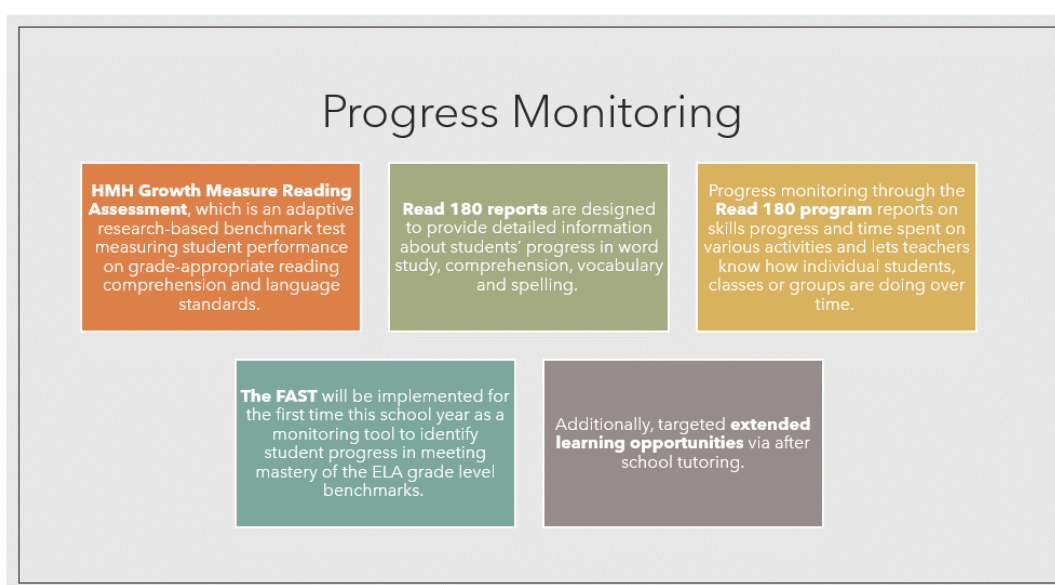
Progress Monitoring

HMH and FAST assessments will be administered three times per year in English and Reading courses. Curriculum, instruction, and assessment data will be compiled and reviewed by the literacy coach. HMH selection tests, used as CFAs, will be administered biweekly and analyzed. Using the District C.A.R.E. Cycle—Curriculum, Assessment, Remediation, and Enrichment—as a guide, the collected data will be used to:

Remediate: Peer tutoring, Remediation, student data chats, reteaching, additional practice, supplementary instruction, push ins/ pull outs.

Enrich: Student-mentor roles, project-based learning, extension activities, instructional technology such as Albert.IO, Common Lit, NewsELA, and CPALMS.

Students are placed in an intervention in accordance with the district's intensive reading decision tree chart and use the adopted curriculum. The core curriculum provides modeled reading and writing, shared reading and writing, guided reading and writing, independent reading, and writing. Into Literature boasts a host of scaffolding and differentiation tools (level up tutorials, text sketch, etc.) Additionally, both in school and after school tutoring and pullouts are seeking to accommodate students in need of additional support.



Students with Disabilities (SWD) and English Language Learners (ELL)

ENGLISH LANGUAGE ARTS						
	2024	2025	2026		2025	2026
Achievement	62%	67% (+5)	70% (+3)	Learning Gains	61%	62% (+1)
9 th Grade	62%	66% (+4)	72% (+6)	9 th Grade	62%	65% (+3)
10 th Grade	63%	68% (+5)	67% (-1)	10 th Grade	60%	59% (-1)
SWD	31%	37% (+6)	45% (+8)	SWD	56%	55% (-1)
ELL	8%	25% (+17)	19% (-6)	ELL	45%	50% (+5)
				Learning Gains Lower 25%	62%	57% (-5)
				9 th Grade	66%	61% (-5)
				10 th Grade	59%	52% (-7)
				SWD	55%	51% (-4)
				ELL	53%	52% (-1)

The 2026 FAST ELA data reflects continued progress toward the school's literacy goals, with overall Achievement increasing to **70%**, a 3-point gain from 2025. Notable growth was seen among **9th-grade students** (+6 points) and **Students with Disabilities (SWD)** (+8 points), while **Learning Gains** increased slightly overall from **61% to 62%**. English Language Learners (ELL) demonstrated improvement in Learning Gains, increasing from **45% to 50%** (+5), although ELL Achievement declined from **25% to 19%**. Areas of concern include decreases in Learning Gains for **10th-grade students**, **SWD**, and the **Lowest 25%**, with the greatest decline occurring among 10th-grade students in the Lowest 25% subgroup (-7 points).

As a result, targeted interventions will focus on students requiring retake support, the Lowest 25%, ELLs, and students not yet proficient through Intensive Reading, small-group instruction, and strategic preparation for the FAST, SAT, ACT, and CLT assessments. The school-wide literacy goal remains to maintain and exceed **70% reading proficiency** while increasing Learning Gains and accelerating achievement among identified subgroups by the Spring 2027 FAST PM3 assessment.

Teaching Strategies

Teachers and literacy coach should utilize common planning time to implement strategies in every classroom, every week:

1. Explicit Vocabulary Instruction

- Teach 3-5 high-utility words.
- Include student-friendly definitions.
- Use visuals and examples/non-examples.
- Require words in speaking and writing.

2. Language Objective + Content Objective

Example:

Content Objective: Explain causes of the Civil War.

Language Objective: Use cause-and-effect vocabulary to write a PEEL paragraph explaining one cause of the Civil War.

This is an ELlevation best practice for integrating language development with content learning.

3. Student Talk Before Writing

Research consistently shows that ELLs need opportunities to process ideas orally before writing.

Routine:

1. Think
2. Pair
3. Discuss using sentence stems
4. Write

4. Multiple Representations

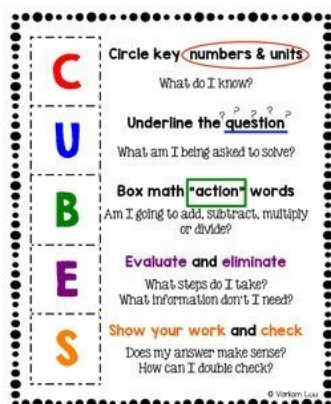
Present information through:

- text
- visuals
- diagrams
- videos
- teacher modeling
- graphic organizers

Interdisciplinary Focus

We will ensure students engage with meaningful text daily through purposeful higher-order thinking strategies and activities.

1. **Math** – Focus on understanding word problems (as it applies to the math curriculum), reasoning, and evaluating the meaning of each word and symbol using C.U.B.E.S strategy. (Double Math Block= work with teachers to build foundations)



2. **Science** – Focus on reading to understand scientific information and how to explain it using various forms of representations (interpret and transform information from diagrams, photos, equations, etc.).
 - Graphic organizers
 - Vocabulary strategies
 - Critical thinking problems (TTT)
3. **Social Studies** – Focus on synthesizing and analyzing multiple perspectives and interpretations of history and historical documents and claims.
 - Graphic organizers
 - Notetaking strategies
 - Analyze perspectives and interpretations

- Analyze arguments and text structures
- 4. Language Arts/Reading** – Focus on learning the language of literacy interpretation, seeing patterns within and across texts and contexts, and helping students improve their overall Reading/English language achievement level.
- 5. ALL Content Areas** – As part of our School-Wide Literacy Plan, all teachers, in all content areas, will implement *Word of the Day*, *Skill of the Month*, and *PEEL Paragraph* as part of their instructional practices.

Word of the Day: SAT vocabulary lists (20–25 terms each), with terms grouped by shared roots, prefixes, or suffixes for better thematic retention and etymological awareness:

Group 1: Etymology Focus- *auto-*, *bio-*, *bene-* and homophones

Group 2: Etymology Focus- *mal-*, *inter-*, *trans-* and homophones

Group 3: Etymology Focus- *-ism*, and *-ous* and homophones

Group 4: Etymology Focus- *ep-/epi-*, *emul-*, *ram-* and tone words

Morphology Instructional Focus: To move Morphology from “On Grade” to a clear strength, teachers will continue building morphology routines across content areas:

- **Weekly morphology mini-lessons:** Focus on high-utility prefixes, suffixes, and roots that appear across disciplines.
- **Cross-content vocabulary connections:** Have teachers explicitly connect word parts to academic vocabulary in ELA, science, social studies, and electives.
- **Word analysis routines:** Use quick routines where students break words into parts, define each part, predict meaning, and verify meaning in context.
- **Morphology-based context clue practice:** Pair morphology with context and connotation, so students learn to use both word parts and surrounding text. Teachers and students will become familiar with IDEAS- inference, definition, example, antonyms, and synonyms.
- **Assessment-aligned review:** Include morphology questions in bell ringers, exit tickets, Canvas quizzes, and FAST-style review activities.
- **Student-friendly word part charts:** Create recurring visuals for common prefixes, roots, and suffixes, such as *auto-*, *bio-*, *bene-*, *mal-*, *inter-*, *trans-*, *-logy*, *-ism*, and *-ous*.

Titan Up Your Literacy!

"Learn It. Say It. Write It. Prove It."

Target Group:

Lowest 25% of Readers, ELLs, SWDs, Retake Students

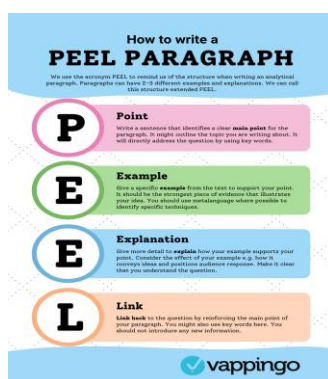
Schoolwide Focus:
Vocabulary + Writing Across Content Areas

Month	Strategy	Slogan	Why It Works for ELLs & Struggling Readers	How Teachers Should Teach It
September	Academic Vocabulary Preview (Frayer + Morphology)	September: Learn It (Vocabulary & Morphology)	Builds background knowledge before students read complex texts.	Introduce 3-5 key words before each lesson. Break apart roots/prefixes/suffixes. Students create Frayer Models and use words in oral discussion and writing.
October	Sentence Frames & Structured Talk	October-November: Say It (Academic Conversations & Annotation)	Gives students the language they need to participate in academic conversations.	Model sentence starters such as "The evidence suggests..." or "I agree because..." Require Think-Pair-Share before whole-group discussion.
November	Annotation with Purpose	October-November: Say It (Academic Conversations & Annotation)	Helps students monitor comprehension and engage actively with text.	Teach color-coded annotation: ? = confusion, ! = important, V = vocabulary, E = evidence. Model using a short text first.
December	Claim-Evidence-Reasoning (CER)	December-February: Write It (CER, Paraphrasing, Summarizing)	Strengthens comprehension and supports writing in every subject.	Use a common schoolwide template. Students answer one content question weekly using CER or PEEL format.
January	Morphology Mondays	December-February: Write It (CER, Paraphrasing, Summarizing)	Morphology is a stated Nova growth area and supports vocabulary acquisition.	Teach one root/prefix/suffix weekly. Students identify examples in science, social studies, math, and electives. Maintain a morphology notebook.
February	RAP Paraphrasing Strategy (Read, Ask, Put in Your)	December-February: Write It (CER, Paraphrasing,	Improves comprehension while reducing copying from texts.	Teacher models paraphrasing one paragraph. Students paraphrase with partners,

	Own Words)	Summarizing)		then independently.
March	Academic Conversations (QSSSA)	March-April: Prove It (Evidence-Based Writing)	Increases language production, a critical need for ELLs.	Question → Signal → Stem → Share → Assess. Require every student to speak before writing.
April	Writing from Sources (PEEL)	March-April: Prove It (Evidence-Based Writing)	Connects reading and writing while building FAST-style skills.	Provide text-based prompts. Students write one paragraph weekly citing evidence using schoolwide PEEL expectations.
May	Vocabulary Retrieval & Review Cycles	May: Apply It (Retrieval & Test Readiness)	Repeated retrieval improves retention and transfer.	Use quick review games, morphology challenges, vocabulary notebooks, and cumulative writing tasks using previously taught words.

Reading & Writing Strategy: *PEEL Paragraph*

Every student will respond to writing prompts in every class using the PEEL format. The PEEL format will be taught in Reading and English/Language Arts Classes. Students will be expected to implement this writing strategy in ***all content areas***.



The Four Parts of PEEL

- **Point:** State your main idea or topic in the very first sentence of the paragraph.
- **Evidence:** Back up your point using facts, statistics, quotes, or examples.
- **Explanation:** Tell the reader why this evidence matters and how it proves your point.
- **Link:** Finish the paragraph by connecting your idea back to your main topic or moving smoothly to the next paragraph.

Literacy Support Team

K-12 Comprehensive Reading Plan – Literacy Leadership Team/CPS Team			
Name of School	Nova High School		
Principal's Name	Olayemi Awofadeju		
Action Steps	Collaborators	Title	Timeline
Teachers will implement consistent Gradual Release Model ("I Do, We Do, & You Do") best practices that target students' needs. Literacy coach will provide professional development that will assist teachers with Gradual Release Model and grouping and center rotations.	AP Literacy Coach Department Chair(s)	AP Literacy Coach Department Chair(s)	August 2026 and ongoing
Teachers will utilize B.E.S.T writing standards and grade level specific rubrics and model the writing process.	Staff	AP Literacy Coach Department Chair(s)	August 2026 and ongoing
Reference K-12 reading plan to use evidence-based instructional and supplemental materials with significant effect on improving student achievement.	ESE Specialist ESOL Coordinator Curriculum Leaders	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026 and ongoing
Ensure that all instruction in foundational reading skills is systematic and explicit, and all reading instruction is evidence-based (I Do, We Do & You Do).	Staff	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026 and ongoing
Progress Monitor for students receiving targeted and supplemental (Tier 2) and intensive reading interventions (Tier 3). (NWEA MAP Growth assessment, FAST PM2)	Intensive reading teachers	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026, December 2026
Engage in data chats using reading assessments listed on plan.	IR teachers	AP Literacy Coach Department Chair(s)	September 2026, and ongoing
Teachers will implement small group instruction that is based on best practices that explicitly targets the Lowest 25% of Readers, ELLs, SWDs, Retake Students (see monthly Titan Up Your Literacy! Newsletter)		AP Literacy Coach Department Chair(s)	August 2026 and ongoing
Ensure literacy instruction is incorporated into content areas to build text discussions to deepen understandings by utilizing the Gradual Release Model and center rotations.	Curriculum Leaders	Principal AP AP AP AP	September 2026 and Ongoing

		Literacy Coach Literacy Department Chairs	
Provide and Monitor Differentiated Professional Development opportunities for teachers including Professional Learning Communities and reading instruction.		PLC Coordinator AP	September 2026 and Ongoing

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