



December 17, 2021

Academics Update

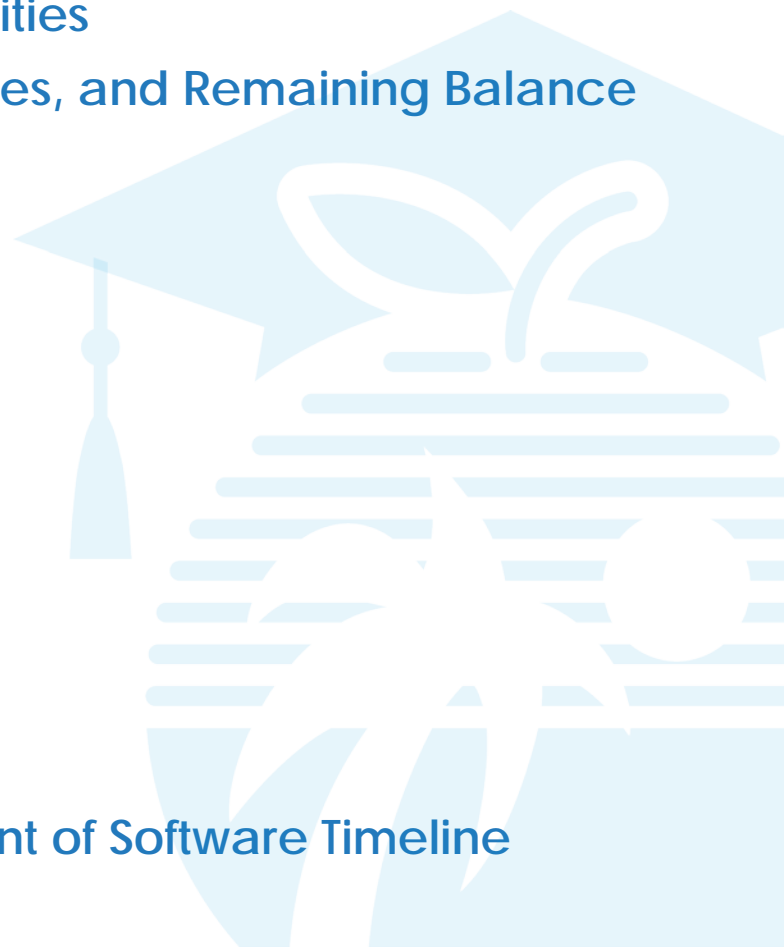
ESSER II Status

Interim Student Outcomes

Learning Acceleration

Agenda

- Elementary and Secondary School Emergency Relief (ESSER II)
 - Overview of Budget and Funding Priorities
 - Review of Encumbered Funds, Expenses, and Remaining Balance
 - Key Measures & Outcomes
- Interim Student Outcomes
 - i-Ready Diagnostic 1 Results
 - Q1 Course Grade Distribution
 - NMAAP Analysis
- Learning Acceleration
 - Collaborative Approach
 - Academic Plan
 - Tutoring and Support Model
 - Evaluation, Selection, and Procurement of Software Timeline



ESSER II STATUS REPORT



Executive Summary

ESSER II Status Report

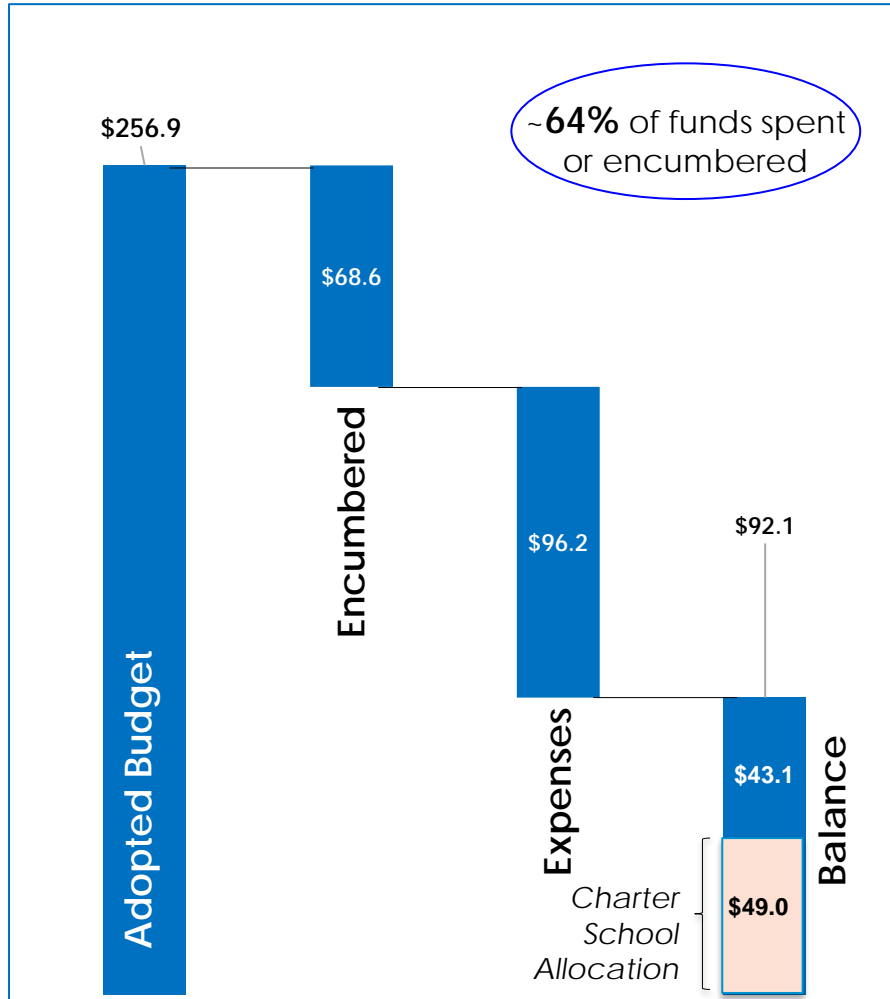
- Approximately 64% of ESSER II funds have been encumbered or spent
- Among 11,536 non-enrolled 'missing' students, 1103 (10%) have been re-engaged
Statuses of an additional 6220 (54%) students have been resolved
- 40,828 Students attended Summer Experience, with almost 40% attending regularly
The Reading Academy pass rate, 9%, was comparable to past years. Secondary students (76%) recovered credits
- 70 to 88% of surveyed groups were 'very satisfied' or 'satisfied' with Summer Experience
- Academic supports: Through positions and supplements, virtually all Academic Support Positions are filled. Ask BRIA has been utilized by ~1800 students, primarily driven by needs for Math assistance
- 563 'mini grants' have been awarded to schools for context-responsive materials and support
- All schools are staffed with 2 healthcare professionals, helping meet the needs of almost 98,000 students with chronic health conditions, as well as demands associated with COVID
- \$3.3m in HVAC projects have been assigned since August



Overview

Usage of ESSER II Funds from August 1 – November 30, 2021

ESSER II Budget Status



Emergency Priorities

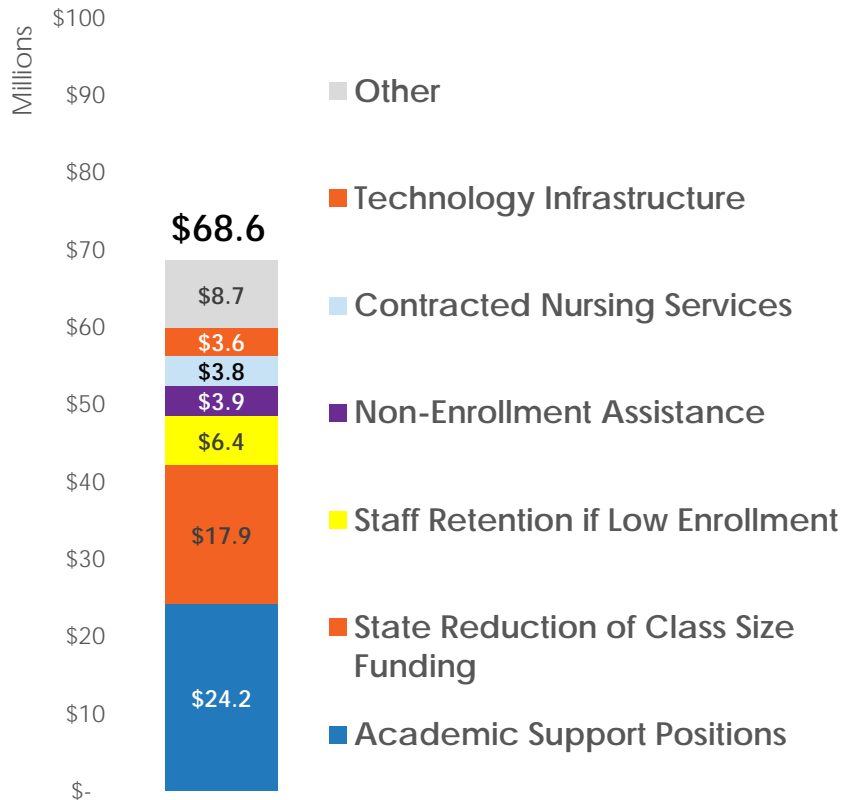
- **Academic Acceleration:**
 - Summer School Experience;
 - Academic Support Positions;
 - Ask BRIA;
 - Financial Allocations to Schools (Mini Grants);
 - Instructional Materials ELA Adoption; and
 - Teacher Incentives
- **Non-Enrollment Assistance**
- **Mental Health Services, SERV Positions and School Climate**
- **Nursing Services**
- **Technology Infrastructure**
- **PPE, HVAC, Custodial Services**
- **Other** (COVID Medical Claims, Charter School Allocations, State Reduction of Class Size Funding, Indirect Costs)



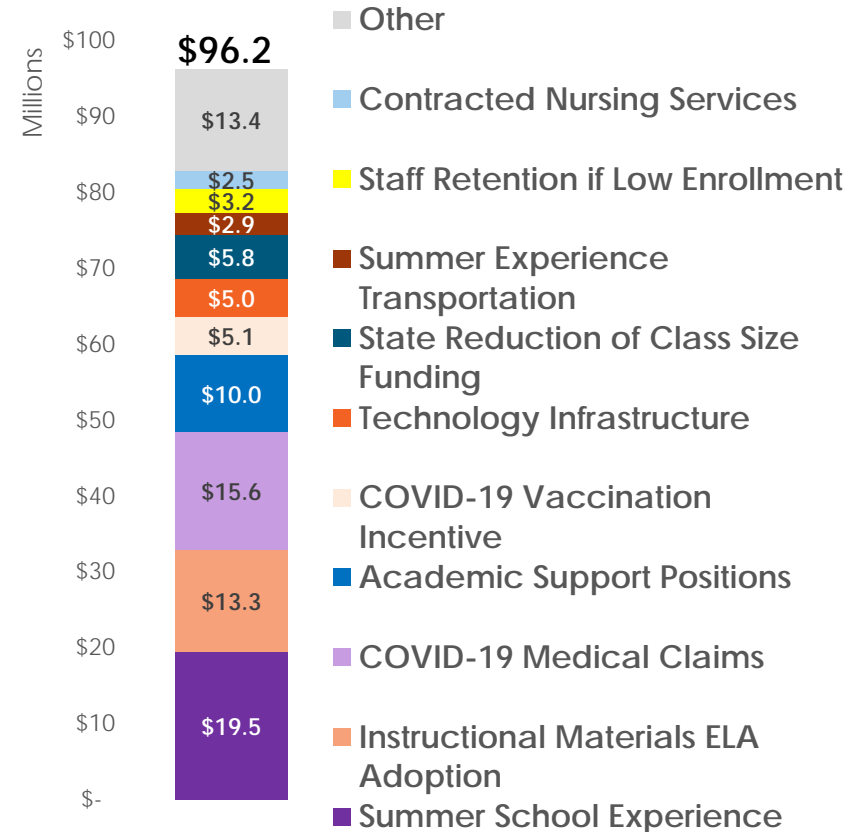
Distribution of Encumbered Funds & Expenses

August 1 - November 30, 2021

Encumbered Funds

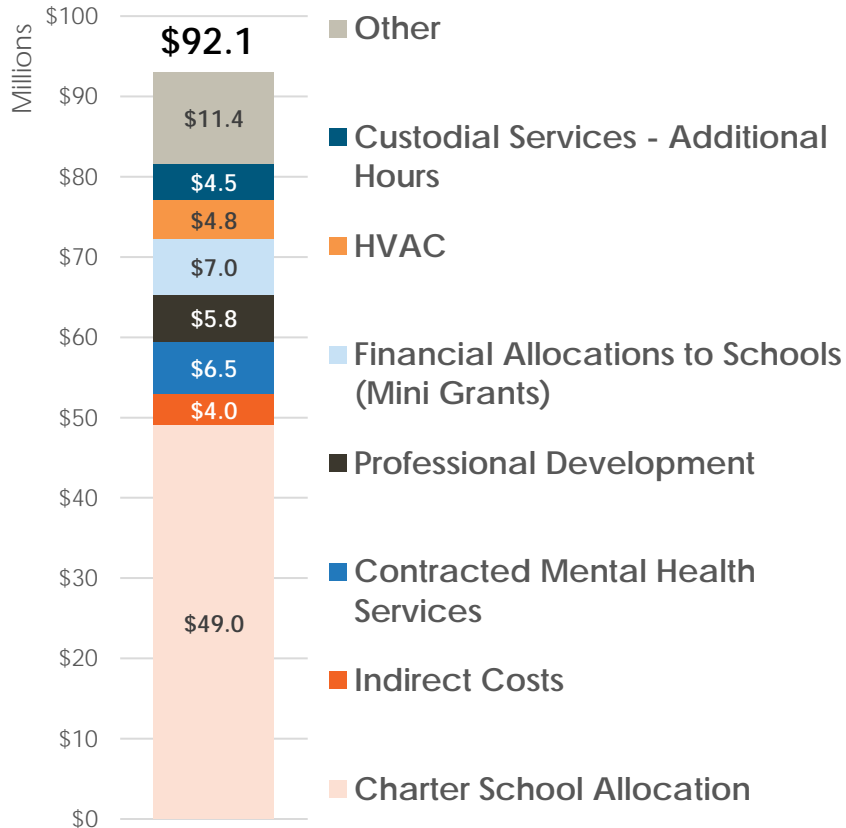


Expenses



Balance: Distribution of Remaining Funds August 1 - November 30, 2021

Balance of Funds Remaining



Budget-to-Expense Timeline Factors

- Supply Constraints (Materials, Labor)
- Hiring Processes
- Board Approval Timelines
- Procurement Timelines
- Invoicing and Payment Timelines
- Contract Negotiations, Terms and Conditions, Legal Review
- Application Processes
- Scheduling, Installation Timelines
- Permitting, Work Order Close Out Processes



Emergency Priorities

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KEY

~~Strikethrough~~ = Cannot be Reported

Highlighted Text = New/Added

Italicized Blue Text = Too Early to Report

Objective	Deliverable(s)	Resources	Measures	Select Outcomes
Increase Instructional Time & Student Engagement	Summer School Experience	<ul style="list-style-type: none"> Sites & Security Instructional Staff Professional Learning (with embedded SEL content) Curriculum & Assessments Student Transportation 	<ul style="list-style-type: none"> # of Sites # of Days x Hours per day Student Participation Teacher Participation Professional Learning Completion¹ 3rd Grade Reading Academy Assessment Results Adaptive Progress Monitoring, Grades 3–5 Mastery Connect Assessments, Secondary Math 	<ul style="list-style-type: none"> Passing Rate (Local Assessments for K–2) Passing Rate – 3rd Grade Reading Academy % level 3 or Above, Adaptive Progress Monitoring Credits Recovered, Half & Full (Secondary) Satisfaction Ratings
Provide More Instructional Attention	Intensive “Just in Time” Supports Over an Extended Period of Time	<ul style="list-style-type: none"> Instructional Staff Professional Learning (with embedded SEL content) Scheduling of Students & Staff 	<ul style="list-style-type: none"> # of additional Instructional Staff Professional Learning Completion¹ # of Students reached Type & frequency of interventions provided iReady Progress Monitoring % of Students making AAP² 	<ul style="list-style-type: none"> <i>Student Growth: % of struggling students who demonstrate a year's growth in a year's time based on 2021 & 2022 FSA results</i> <i>Increased Promotion Rates</i>
	Ask BRIA	<ul style="list-style-type: none"> Instructional Staff 	<ul style="list-style-type: none"> Hours of Tutoring # of Students tutored 	<ul style="list-style-type: none"> Increase in Service Use & Satisfaction
Expand Access to Courses	Remote Instruction	<ul style="list-style-type: none"> Instructional Staff Technology Tools & Infrastructure 	<ul style="list-style-type: none"> <i>Student Participation</i> <i>Site Participation</i> <i>Teacher Participation</i> <i>AP Exam Participation</i> 	<ul style="list-style-type: none"> <i>% AP Exam scores 3 or above</i> <i>Advanced Elective GPAs</i>

¹ Professional Learning completions among Teachers & School Counselors

² Adequate Academic Progress



Emergency Priorities

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Objective	Deliverable(s)	Resources	Measures	Select Outcomes
Grow Supports & Mental Health Capacity	Mental Health Services	<ul style="list-style-type: none"> Contracted Mental Health providers 	<ul style="list-style-type: none"> # of Referrals # of Screenings / Assessments Services delivered: # of Interventions 	<ul style="list-style-type: none"> Shorter Wait Times to access MH Support Improvements in Attendance & Behavior (Strategic Plan Metrics)
Nurture Supportive Environments	Climate Survey, Professional Learning, and Expansion of Choose Peace Stop Violence Initiative	<ul style="list-style-type: none"> Best-in-Class Evidence-Based Survey Platform Cognia Survey Platform Professional Learning Curriculum Collateral 	<ul style="list-style-type: none"> # of Students surveyed % Distribution of Responses (Positive, Neutral, Negative) Professional Learning Completion Behavioral Incidents 	<ul style="list-style-type: none"> Supportive environments as evidenced by Improvements in Responses (pre & post comparison) Reduction in acts against persons
Continue Expanded Nursing Services	2 Nurses per School	<ul style="list-style-type: none"> Contracted Nursing Services 	<ul style="list-style-type: none"> # of Referrals & Screenings Performed # of Students with Chronic Health Conditions 	<ul style="list-style-type: none"> % of Schools with 2 Nurses Early Identification
Upgrade or Replace HVAC Systems	Upgraded or New HVAC Systems	<ul style="list-style-type: none"> Procurement & Installation of New Parts and/or Systems 	<ul style="list-style-type: none"> # of HVAC Work Orders % of HVAC Work Orders Initiated 	<ul style="list-style-type: none"> % of HVAC Work Orders Completed
Provide Context-Responsive Resources	Financial Allocations to Schools (Mini Grants)	<ul style="list-style-type: none"> Determined by Schools via OSPA Central Application Process 	<ul style="list-style-type: none"> # of Applications Received % of Applications Approved/Fulfilled 	<ul style="list-style-type: none"> TBD / Varies



Re-Engagement Campaign to Reach 11,536 “Missing” Students (Data as of October 28, 2021)

Not actively enrolled—and still does not have an acceptable withdrawal code....

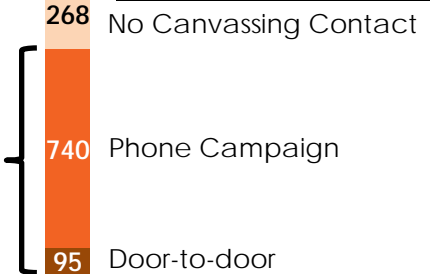
Was missing, but is now actively enrolled in a District school...

1103 FTE Value: \$8.8m

Un-resolved

Re-engaged

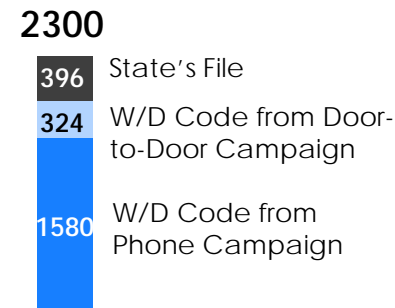
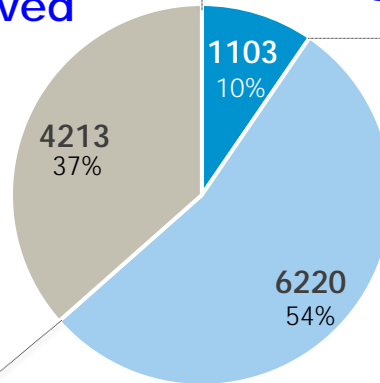
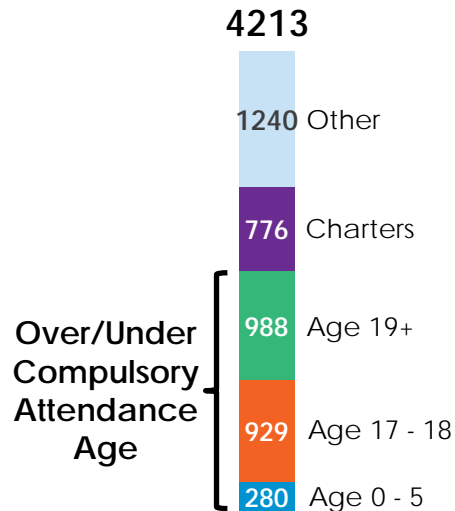
**Contacted via
Canvassing
835**



Resolved...

...in TERMS

...Pending



Was missing, but is now actively enrolled in a Charter or Private school (or moved)...

OR

Was missing, but now has an acceptable withdrawal code...

Resolved



2021 Summer School Experience Key Outcomes

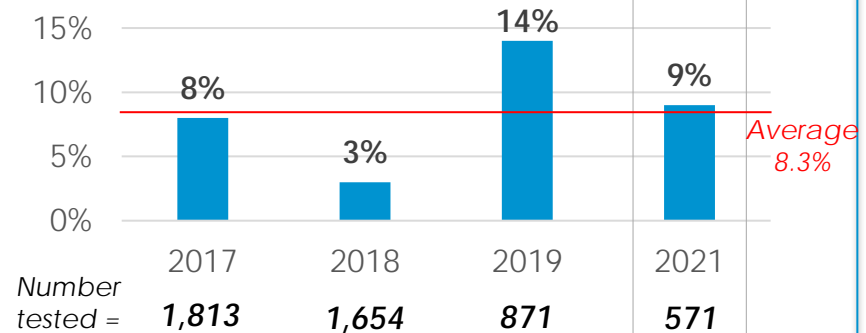
Overview

Number of Sites: **95**
 Student Participation: **40,828**
 Teacher Participation: **2,869**
 Number of Days: **24**
 Hours per Day: **4**
 % of Students with Regular Attendance*: **39.5% K-12 overall**

*Absent 0 - 2 days only

3rd Grade Reading Academy Passing Rates

Based on results on SAT-10, iStation, and/or iReady exams



Secondary Outcomes

Grade

	6 - 8	9 - 12
Number of Students Registered	4,898	5,622
Number of Students Receiving Credits	3,892	4,089
Percent of Students Receiving Credits	79.5%	72.7%
Number of Courses Recovered	7,061	N/A
Number of Half Credits Recovered	131	7,377
Number of Bonus Elective Half Credits Recovered	140	6,599



Summer Experience Survey Highlights

Surveyed Group	Overall % Very Satisfied or Satisfied with Summer Experience	Select Questions	% Responding Strongly Agree or Agree
Elementary 3 – 5 N = 1,587	82%	<i>I learned new things.</i>	83%
		<i>My teachers checked in with me to make sure I understood the material.</i>	85%
		<i>I was excited to go to summer experience each day.</i>	70%
Middle & High N = 1,833	70%	<i>I learned new things.</i>	78%
		<i>I was able to register for the courses I wanted to take.</i>	56%
		<i>The summer experience helped prepare me for next school year.</i>	71%
Family N = 1,270	83%	<i>I would recommend Summer Experience to my friends and family.</i>	80%
Teacher N = 1,064	88%	<i>I was able to manage and deliver the curriculum in the amount of time allotted.</i>	76%
		<i>I had adequate access to the materials I needed.</i>	76%



Academic Support Measures

Academic Support Positions

As of November 2, 2021

Status	Number
Filled	428
Unfilled	23
Total	451
Supplements (Partial FTE)	58

Academic Support Modalities

Elementary:

- Reading intensive: small group functional basic skills
- Small group tutoring and interventions
- One-to-one tutoring, reading and math
- In-classroom instructional support

Secondary:

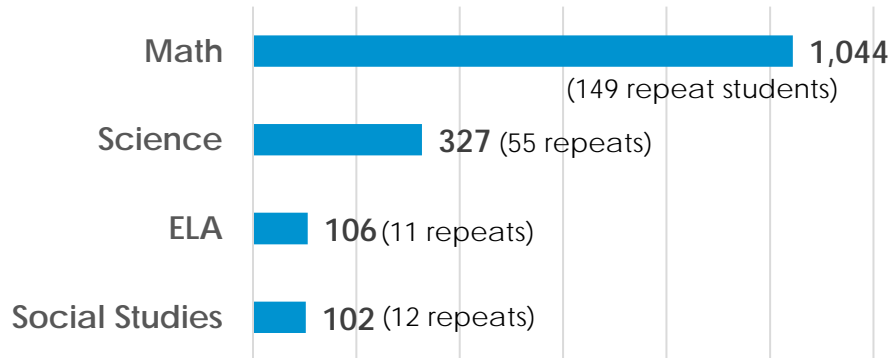
- Academic resource room teacher – tutoring
- Math/ELA support (not assigned students in TERMS)
- Content-specific small group/one-to-one tutoring

Elementary and Secondary–Additional support for ESE

Ask BRIA - Secondary

Number of Visits by Subject (1,579 Total)

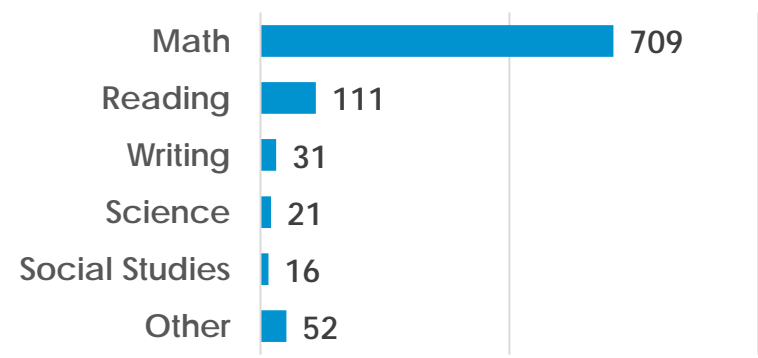
From August 18 - November 12, 2021



Ask BRIA - Elementary

Number of Contacts by Subject (940 Total)

From August 18 - November 22, 2021



Staff Professional Learning & Direct Financial Assistance to Schools

Summer Professional Learning

As of September 30, 2021

Status	Registered	Completers (%)
Summer Experience	3,389	2,677 (79%)
All Other Summer Learning	16,716	11,104 (66%)
Total	20,105	13,781 (69%)

Summer Experience Teacher Survey

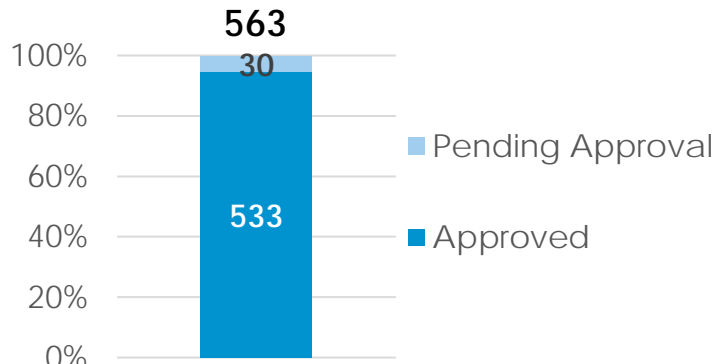
Responses to Questions on Professional Development

Question (n)	% Strongly Agree or Agree
The professional development sessions adequately prepared me to teach. (n=881)	77%
The professional development sessions will have an impact on my teaching in the future. (n=817)	68%

School "Mini Grants"

Number of Applications

(August 18 - December 3, 2021)

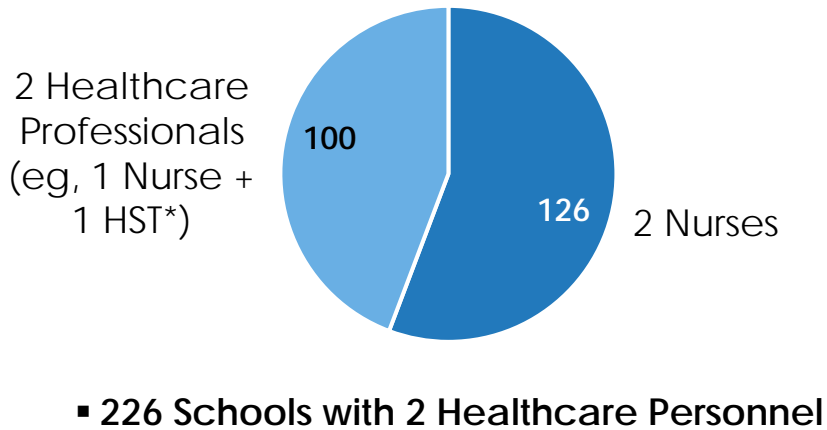


- All schools have at least one approved mini grant (or at least one pending approval)
- Two categories: extended learning opportunities (ELOs) (Before/After School & Weekends) and/or instructional materials
- ELO examples: Elementary Reading/Math before/after school programs; EOC exam review programs; SAT prep courses
- Instructional materials examples: manipulatives at camps; Leveled Literacy Intervention kits, Ready Florida Math/Language Arts (MAFS/LAFS) workbooks



Nursing Services

Nursing Services (as of November 19th, 2021) *Number of Schools with...*



HST = Health Service Technician.

District-wide Overview

(Data from August 18th – December 10th, 2021
unless otherwise noted)

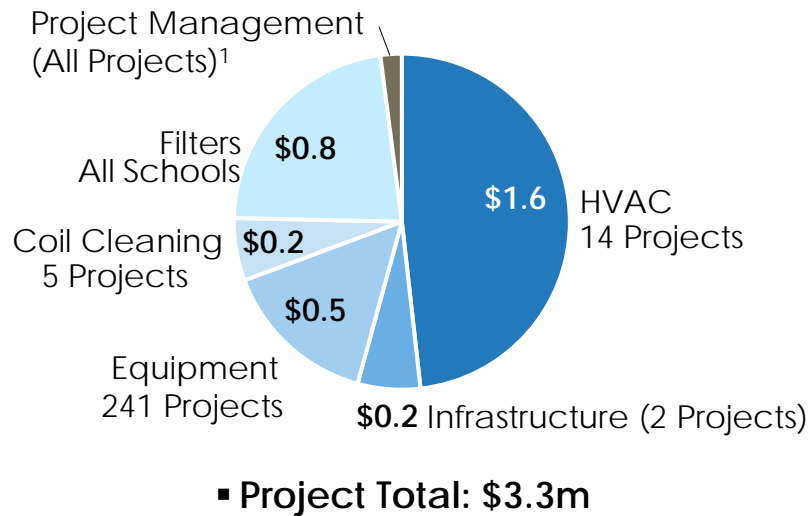
- **97,870** Students with chronic health conditions
- **3,096** Number of students testing positive for COVID-19
- **11,334** Number of symptomatic students screened
- **1,975** Close contacts identified
- **8,086** Tested at school; 89 (1%) testing positive (as of November 25, 2021)



ESSER II-Funded HVAC Overview

ESSER-Funded Assigned Projects

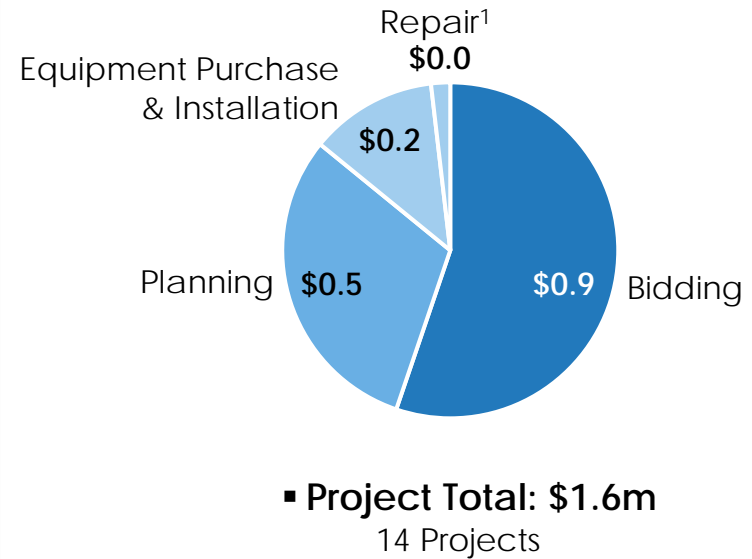
August 1 - November 12, 2021 (in millions)



¹Project Management = \$68,400

Detail on ESSER-Funded HVAC Projects

August 1 - November 12, 2021 (in millions)



¹Repair total = \$32,830

- Spend for services not reflected until invoices are received from the vendor
- HVAC and Infrastructure (Roofing) projects require permits, which increases bidding time



American Rescue Plan Emergency Priorities

- Extension of ESSER II priorities, deliverables, and resources → identified measures and outcomes will continue to be reported (see Appendix)

Emergency Priorities
Page 1 of 2

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Provide More Instructional Attention	Intensive "Just in Time" Supports Over an Extended Period of time	<ul style="list-style-type: none"> Instructional Staff Professional Learning (with embedded SEL content) Scheduling of Student & Staff Ask SEIA Instructional Staff 	<ul style="list-style-type: none"> # of additional Instructional Staff Professional Learning Completion # of Students Reached Type & Frequency of Interventions provided Ready Progress Monitoring % of Students making AYP # of Students Hired 	<ul style="list-style-type: none"> Passing Rate (Social Assessment) 80-90 Passing Rate - 2nd Grade Reading Academy Assessment Results Adaptive Progress Monitoring Grade 3-5 Adaptive Growth Assessments Secondary Acad
Expand Access to Courses	Remote Instruction	<ul style="list-style-type: none"> Instructional Staff Technology Tools & Infrastructure 	<ul style="list-style-type: none"> Student Participation Teacher Participation Advanced Course Advanced Course 	<ul style="list-style-type: none"> Passing Rate (Social Assessment) 80-90 Passing Rate - 2nd Grade Reading Academy Assessment Results Adaptive Progress Monitoring Grade 3-5 Adaptive Growth Assessments Secondary Acad

Professional Learning completion among Teachers & School Counselors Adequate Academic Progress

ACADEMICS UPDATE

Emergency Priorities
Page 2 of 2

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Objective	Deliverable(s)	Resources	Measures	Select Outcomes
Grow Supports & Mental Health Capacity	Mental Health Services	<ul style="list-style-type: none"> Contracted Mental Health providers 	<ul style="list-style-type: none"> # of Referrals # of Screenings Assessments Service delivery: # of interventions 	<ul style="list-style-type: none"> Shorter Wait Times to access MHS Support Improvements in Attendance & Behavior Strategic Plan Metrics
Nurture Supportive Environments	Climo Survey, Professional Learning, and Expansion of Choice Road Stop Violence Initiative (curriculum, PB, cohorts, etc.)	<ul style="list-style-type: none"> Book-in-Class Professional Learning Choice Road Stop Violence Initiative Professional Learning 	<ul style="list-style-type: none"> # of Students Screened % of Schools with 2 Nurses Professional Learning 	<ul style="list-style-type: none"> Adoptive environment to establish a 2nd phase of implementation Response rate & post-response feedback
Continue Expanded Nursing Services	2 Nurses per School	<ul style="list-style-type: none"> Contracted Nursing Services 	<ul style="list-style-type: none"> # of Referrals & Screenings Performed # of Students with Chronic Health Conditions 	<ul style="list-style-type: none"> % of Schools with 2 Nurses Early Identification
Upgrade or Replace HVAC Systems	Upgraded or New HVAC Systems	<ul style="list-style-type: none"> Procurement & Installation of New HVAC Units 	<ul style="list-style-type: none"> # of HVAC Work Orders # of HVAC Work Orders Initiated 	<ul style="list-style-type: none"> # of HVAC Units Completed
Provide Context-Responsive Resources	Financial Allocations to Schools (Mini Grants)	<ul style="list-style-type: none"> Determined by Schools via GPA Central Application Process 	<ul style="list-style-type: none"> # of Applications Received % of Applications Approved/Funded 	<ul style="list-style-type: none"> 100% success

ACADEMICS UPDATE

- Ancillary items:** PPE, sick leave, custodial services → encumbrances and spend will be monitored and reported
- Additional items:**
 - Supplemental Instructional Services (\$30m)
 - Employee Reopening Supplements (\$44m), a bargaining item
 - Family Empowerment Scholarship (\$20m)—the estimated impact to District based on legislation

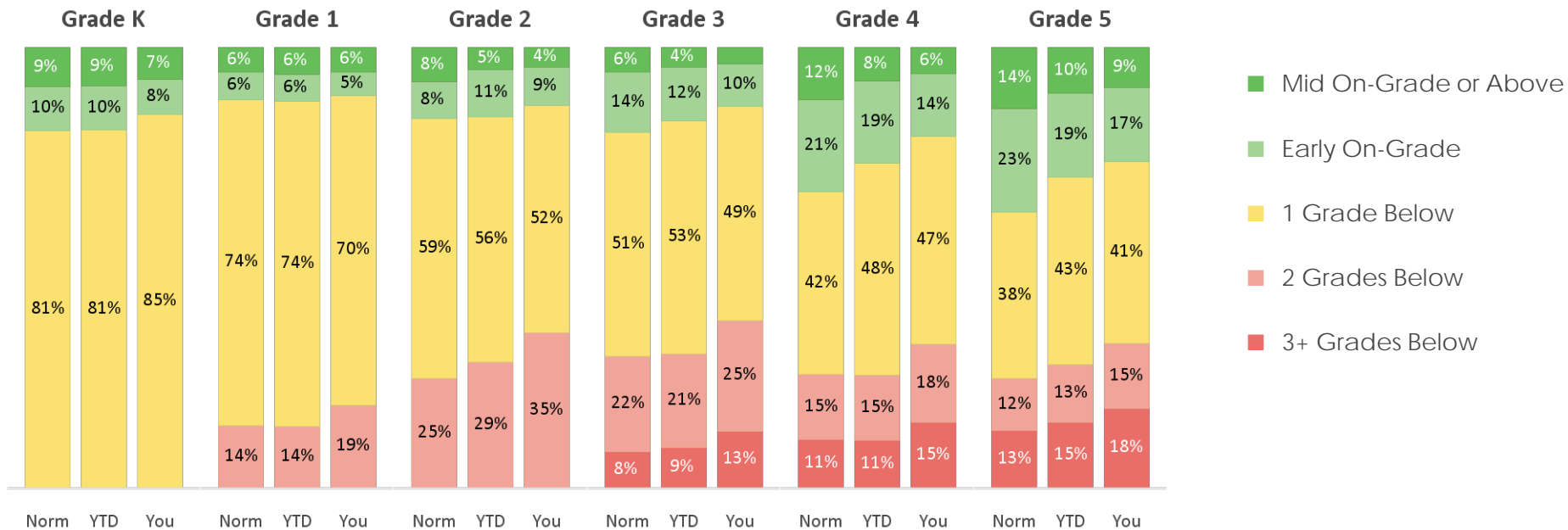


INTERIM STUDENT OUTCOMES



iReady Math K-5: How Do the District's Relative Placements Compare to the Benchmarks?

Fall 2021 Placement Distribution for District and Benchmarks



Norm: Historical National Norms

YTD: Florida Year To Date

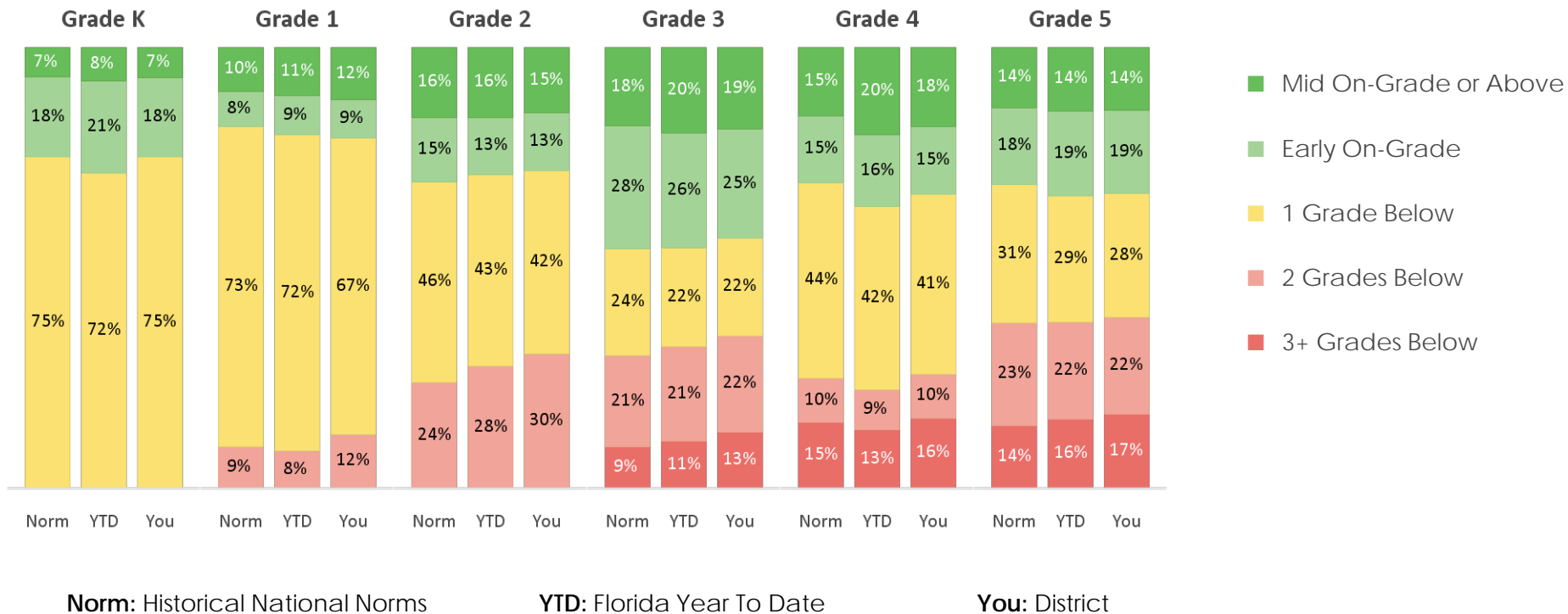
You: District

iReady Diagnostic 1 administered in September prior to instruction



iReady Reading K-5: How Do the District's Relative Placements Compare to the Benchmarks?

Fall 2021 Placement Distribution for District and Benchmarks



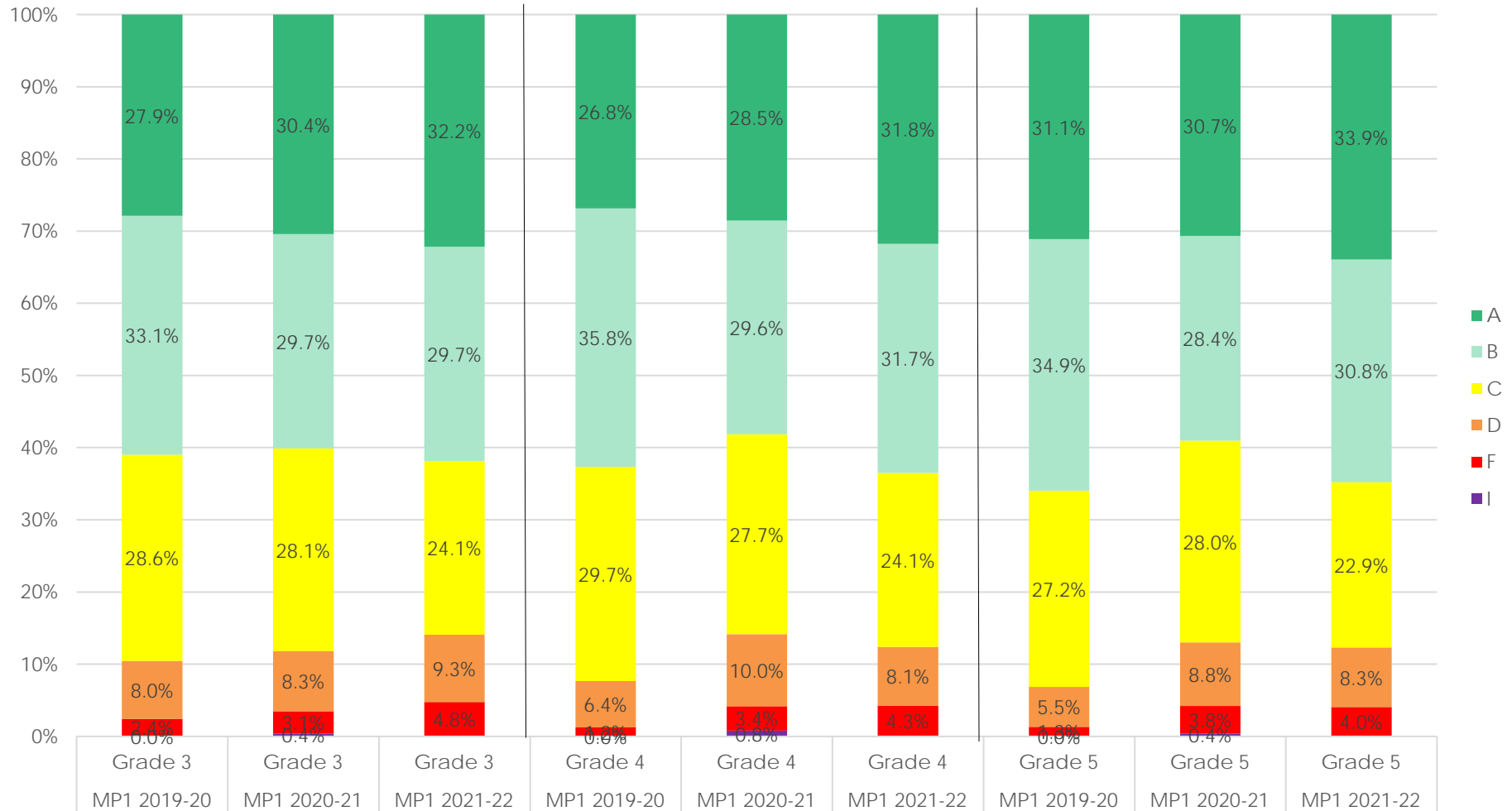
iReady Diagnostic 1 administered in September prior to instruction



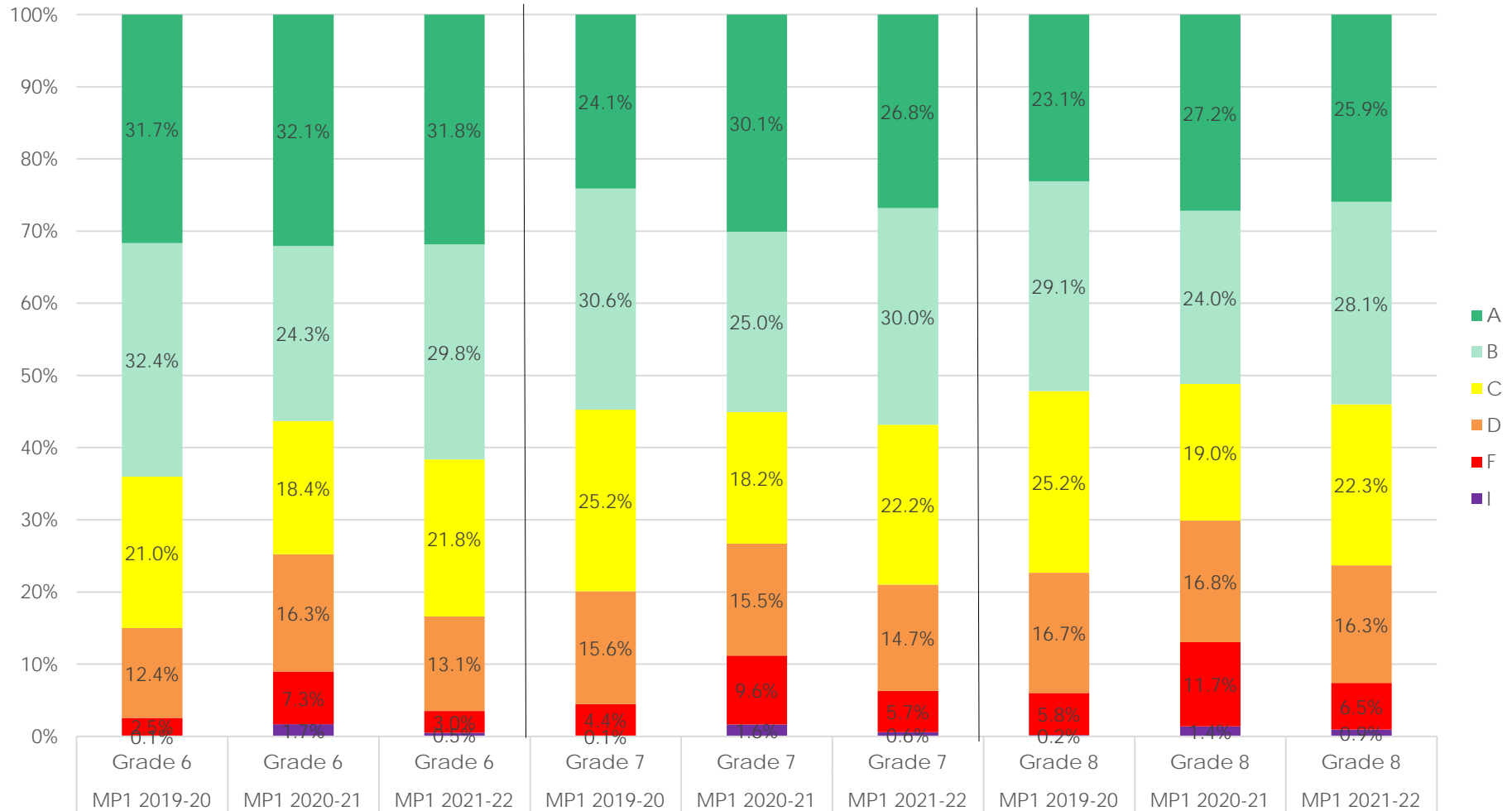
Marking Period 1 Grade Distribution: Math Grades 3-5



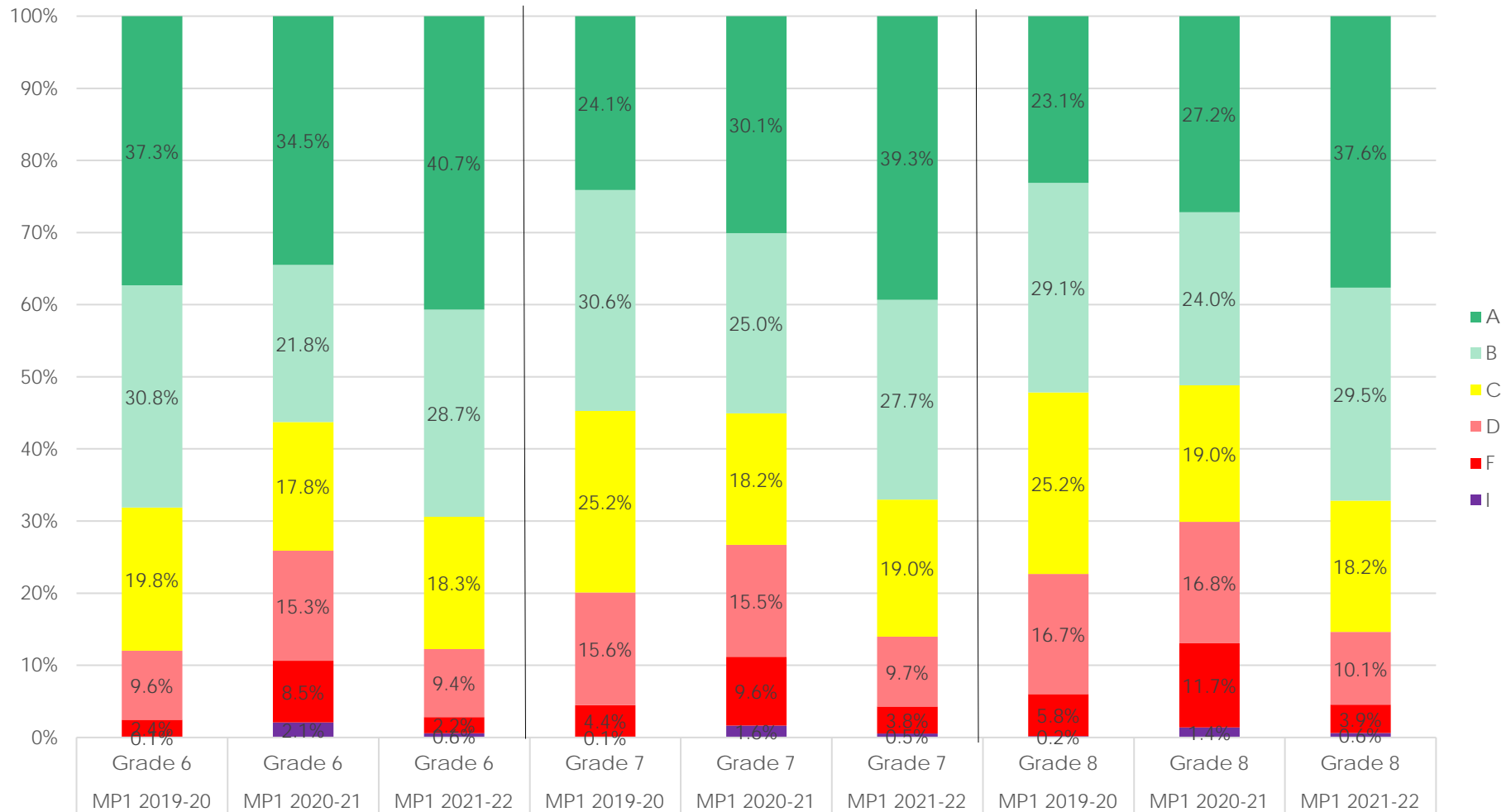
Marking Period 1 Grade Distribution: ELA Grades 3-5



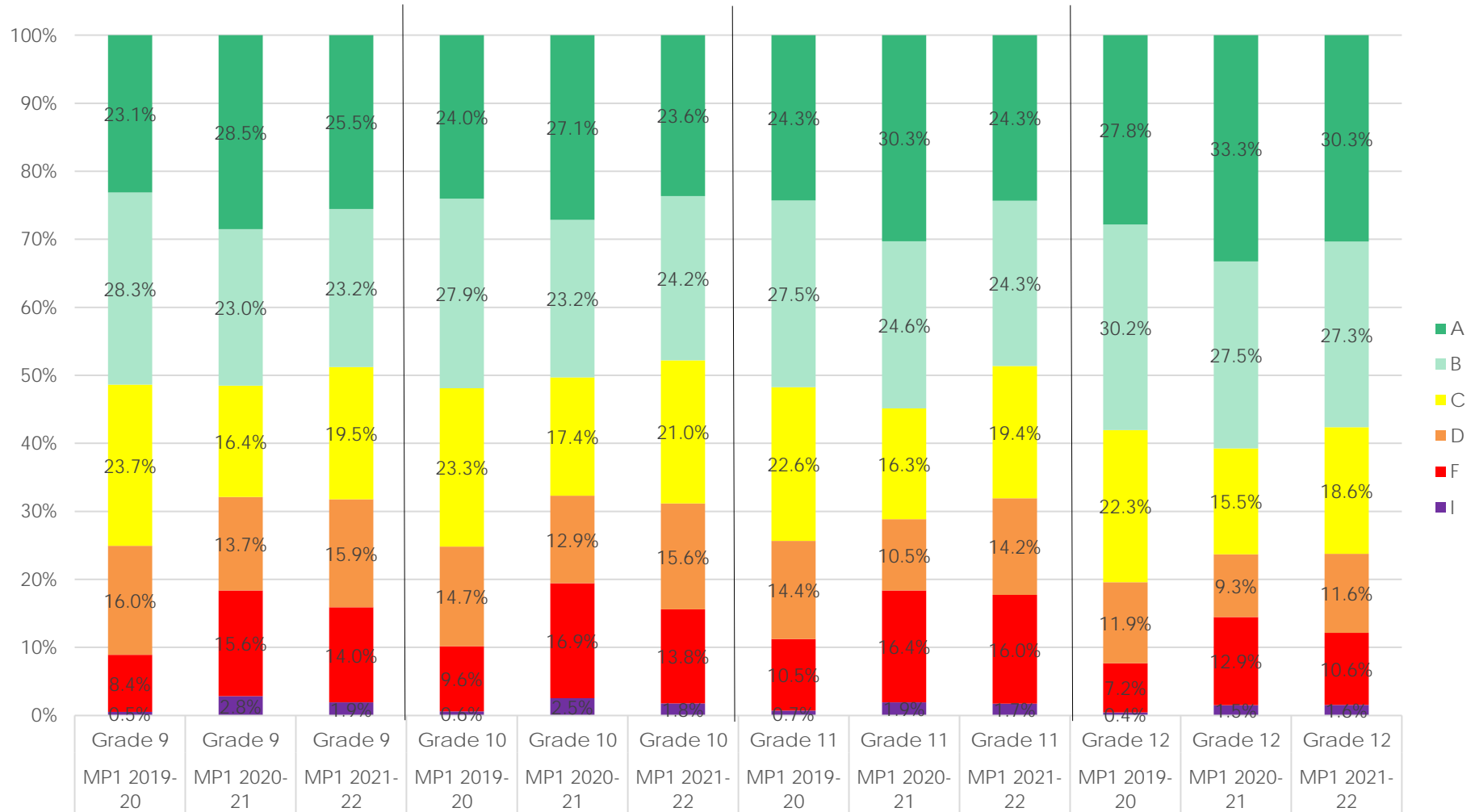
Marking Period 1 Grade Distribution: Math Grades 6-8



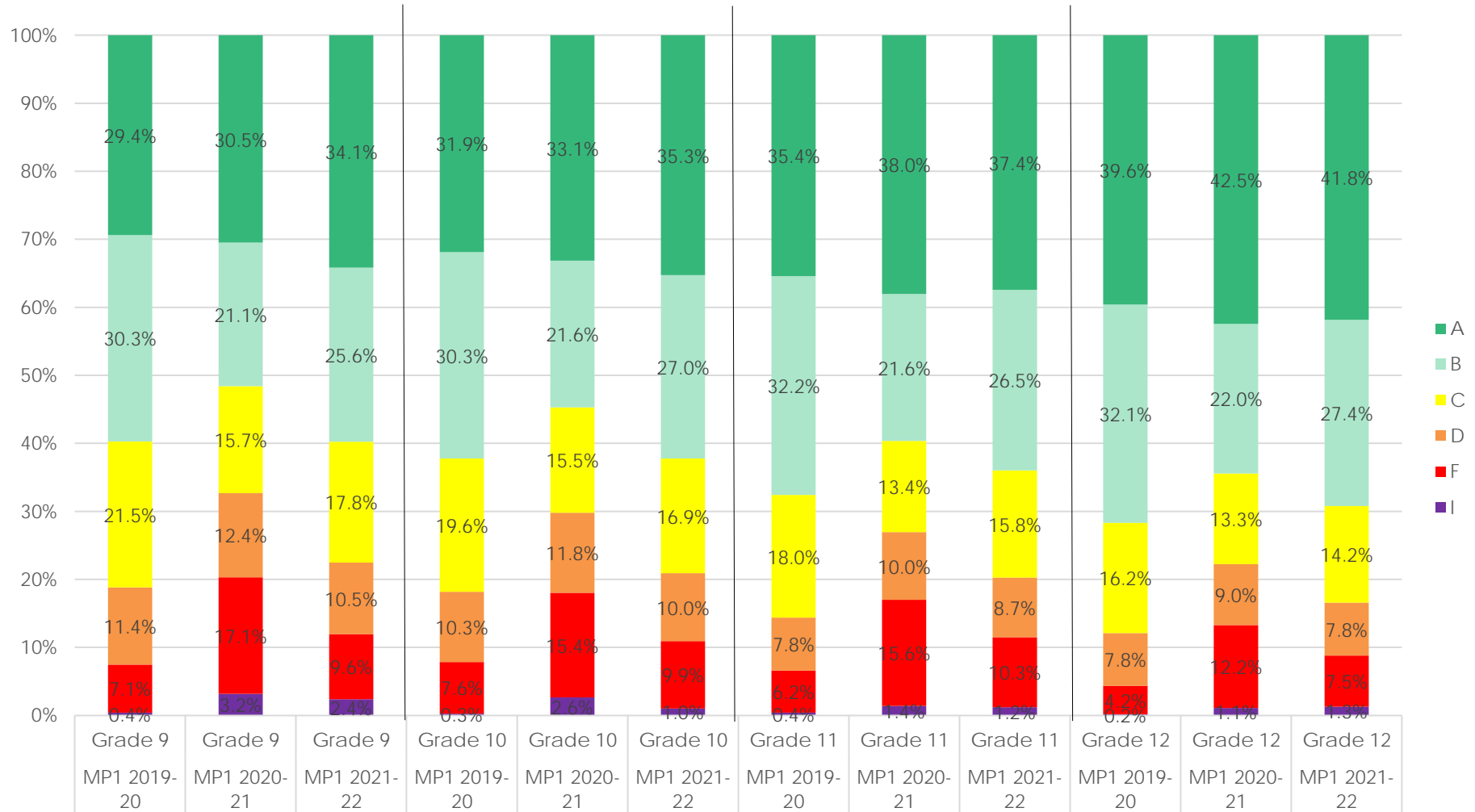
Marking Period 1 Grade Distribution: ELA Grades 6-8



Marking Period 1 Grade Distribution: Math Grades 9-12



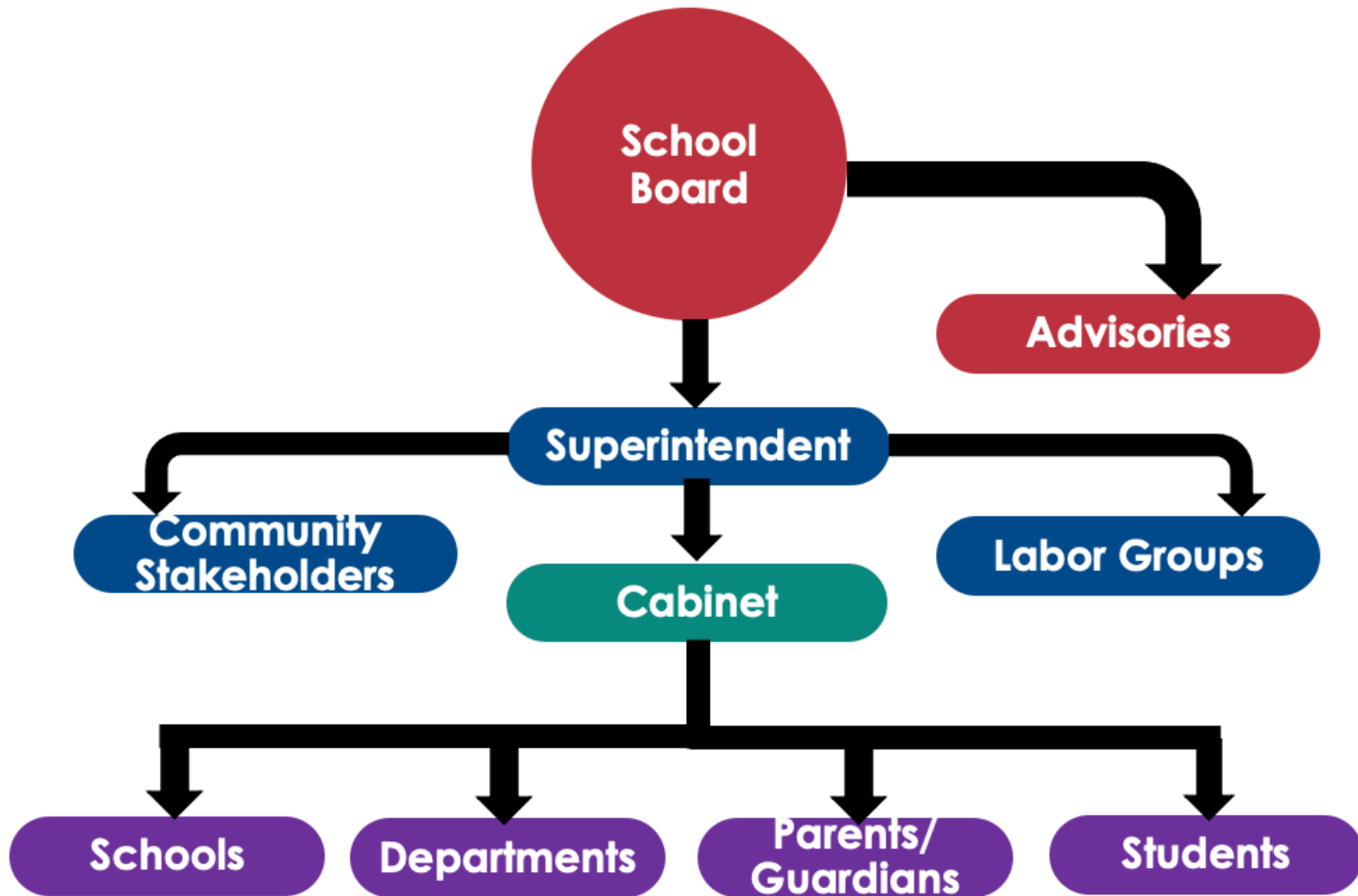
Marking Period 1 Grade Distribution: ELA Grades 9-12



LEARNING ACCELERATION



Student-Focused, Data-Driven Throughout the System



Coordinated Efforts Across the System

Need to ensure formal structures are in place that support cross-functional collaboration and routine communication between departments and stakeholders



Requires coherence across strategic and tactical plans to ensure that schools are not overwhelmed by many disparate projects and initiatives



Learning Acceleration

Goal:

- Create systemic change where an **asset-based approach** leads teaching and learning
- Establish a system to identify **high impact strategies** in order to scale up approaches found to have the greatest impact on students

Connecting unfinished learning into the context of new, grade level learning allows all students to make connections and accelerate



Prioritizing Investments

Core Instruction

- Investments are prioritized for core educational infrastructure, such as district curriculum guidance, instructional materials, assessment, and aligned, coherent professional learning
- All work is aligned to state learning standards that develop essential learning across grade levels, assessments, and district/school curriculum expectations for quality teaching and learning



ESSER Funds Optimization Rubric;
Adapted from ESSER Funds
Optimization Guidance

Student-Centered Focus

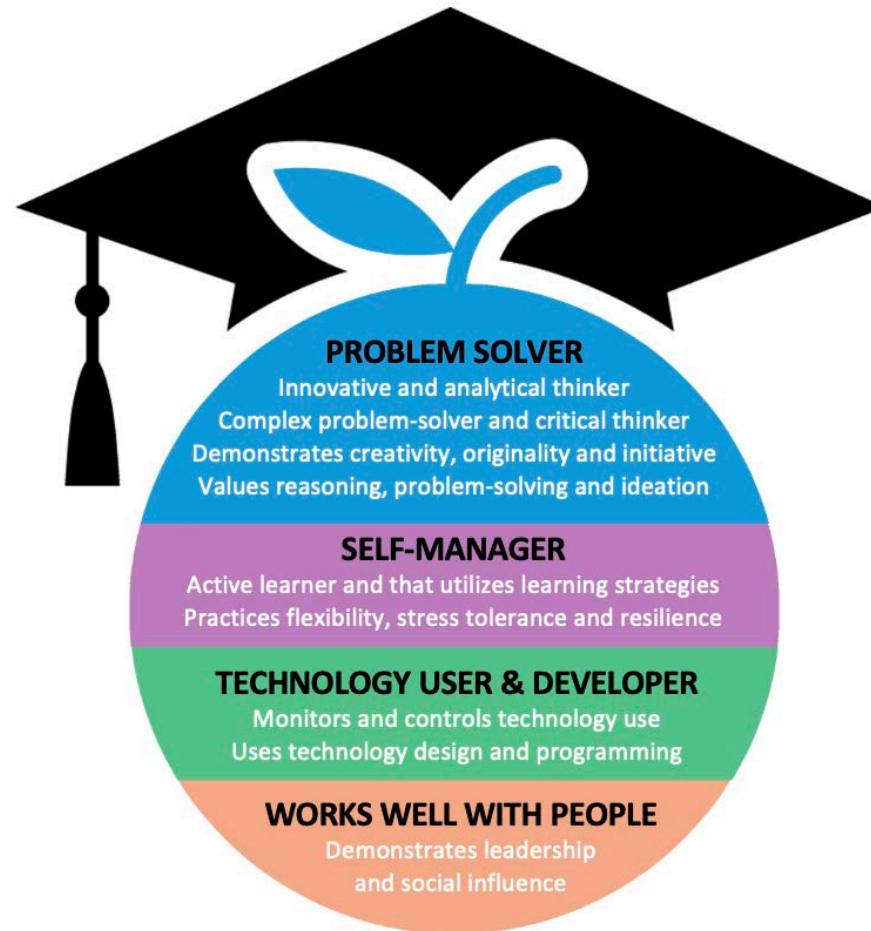
- Asset-based language and approaches that enable students to embrace a growth mindset are consistently used by all district and school staff
- All district and school staff are collectively held responsible for the outcomes of each student, including students most impacted by the pandemic
- A system exists that ensures all students have access to advanced coursework and opportunities to develop their knowledge and skills to participate successfully in advanced courses

High-Leverage, High-Impact Approaches

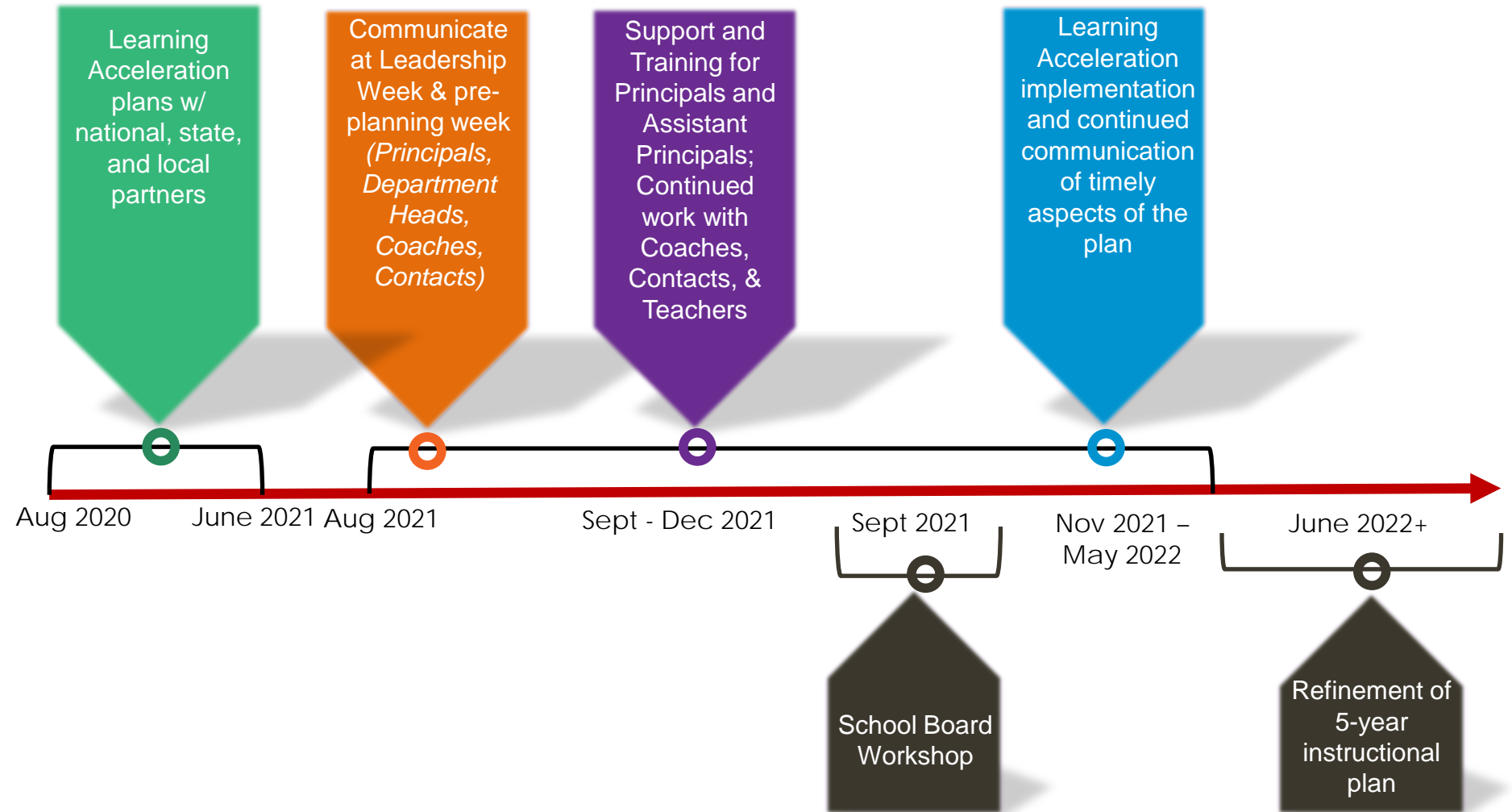
- Instructional investments are anchored in essential learning, keeping kids on grade level while addressing unfinished learning with just-in-time supports
- Staff at all levels of the organization are consistently assessed to maintain a growth mindset in determining the areas in which they need to enhance their knowledge and skills
- Research-based strategies are carefully tailored to the district context without losing fidelity to what works



Beginning with the End in Mind: Success Pathway



Academic Instructional Plan: Restart & Recovery



Addressing Unfinished Learning Through Acceleration

Major Grade Level Standard/Cluster				
Understand	Diagnose	Take Action	Focus Lessons/ Support	Progress Monitor
What are the critical prerequisite knowledge & skills students need to access the grade level content?	What do your students currently know & understand?	What just-in-time instruction will support students in engaging with grade level content?	What grade level tasks will provide opportunities for students to engage with the critical prerequisite knowledge and skills?	How will you assess students' progress towards grade level mastery?



Academic Instructional Plan

Instructional Plan



Student
Achievement

1-year, 3-year, 5-year goals with differentiated instructional strategies & school operation recommendations

Focus on accelerating learning to excel beyond pre-pandemic achievement and continue to use effective instructional and scheduling strategies to close achievement gaps.



Professional
Learning

Focused on adopted Instructional Materials for each content transitioning to pedagogy, Project-Based Learning, & experiential learning



School Support

Administrator, instructional coach, teacher support



Communication

Communicate to all stakeholders

Assessments

Curriculum

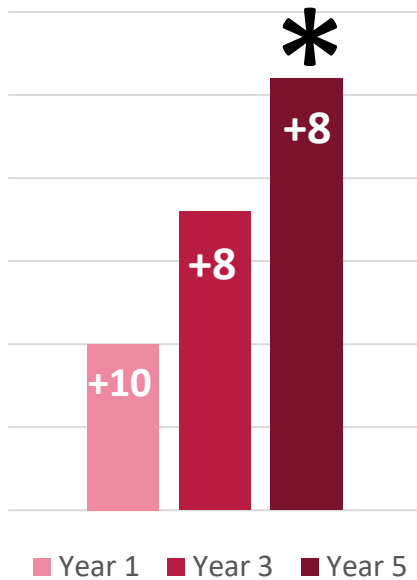
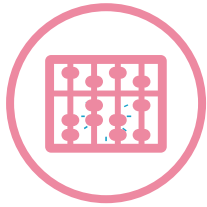
Interventions

Extended Learning Opportunities

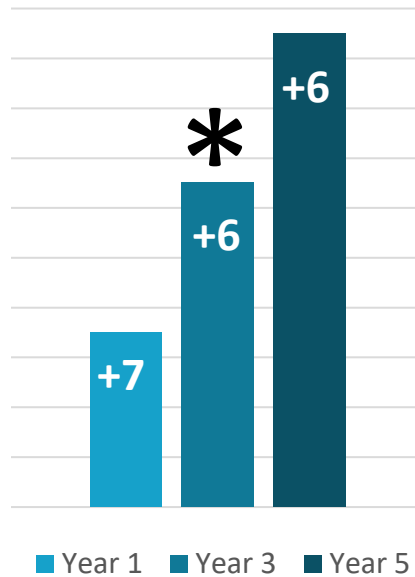
<https://www.browardschools.com/domain/12424>



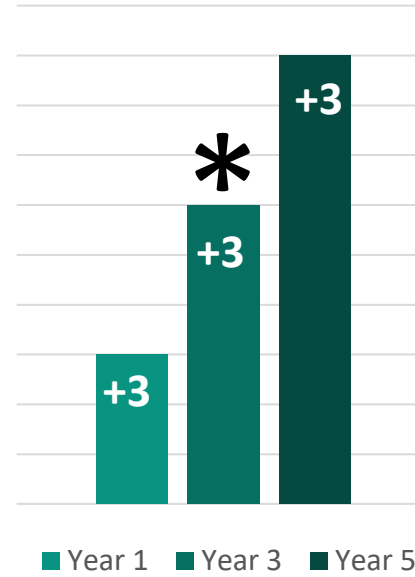
Academic Instructional Plan: Student Achievement Goals



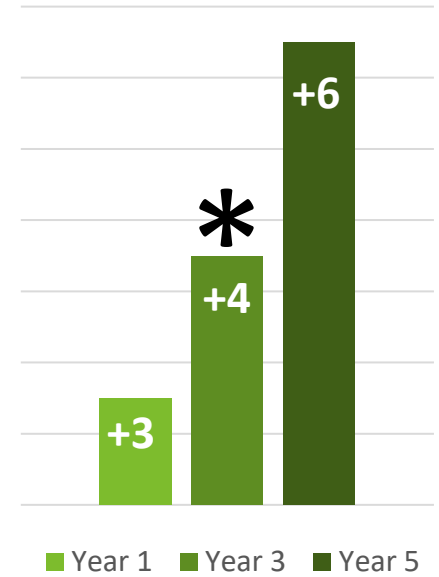
Math



ELA



Science



Social Studies

** Indicates prediction on return to pre-pandemic student achievement*



Instructional Plan Samples

Elementary Science

Fair Game Science Standards

Increased use of formative assessments to be used in non-state assessed grades

Science Super Hero modules created for standards in need

Communicate to Elementary Science Contacts and Principals

K-12 ELA/Reading

New Instructional Materials (IM)

Consistent implementation of new core instructional materials

Focus on proper student placement in core, targeted, and intensive small groups for reading and intensive reading courses

Increased professional learning on pedagogy to implement new IM

Elementary Social Studies

Focus on Social Studies Instruction

100 minutes of Social Studies instruction per week

Increased use of Reading block to infuse Social Studies content

Mini-assessments created for every standard in grades 3 - 5



Instructional Plan Samples

K-12 Mathematics

5th to 6th Grade Transition

Implement vertical planning sessions between elementary and middle teachers to identify connections and gaps for students' transition

Provide opportunities for exposure to 6th grade material at the end of 5th grade

Support systems in place for 6th grade identified math students

Elementary Math

Focus on Math instruction

Extend minimum daily math instructional time from 60 to 75-90 minutes per day

Develop mathematics demonstration classrooms as models of exemplar practices

Implement the Three Act Model to model conceptual thinking in real-world situations



Draft Academic Instructional Plan: Math Student Achievement

Area	Year 1	Year 3	Year 5
Student Achievement (Math)	By June 2022, scores in each grade level will increase by the following: <ul style="list-style-type: none"> Proficiency: 10% over the previous year. Learning Gains: 10% over the previous year. Learning Gains (25%): 6% over the previous year. 	By June 2024, scores in each grade level will increase by the following: <ul style="list-style-type: none"> Proficiency: 8% from June 2022. Learning Gains: 10% from June 2022. Learning Gains (25%): 6% from June 2022. 	By June 2026, scores in each grade level will increase by the following: <ul style="list-style-type: none"> Proficiency: 8% from June 2024. Learning Gains: 10% from June 2024. Learning Gains (25%): 6% from June 2024.
Student Achievement Action Plan	<p>Focus:</p> <ul style="list-style-type: none"> Allocation of additional instructional time by focusing on grade level priority standards, encouraging math every day at the high school level and by increasing math instructional time in grades K-5. Accelerate learning while supporting and providing just in time interventions. <p>Grades K-12</p> <ul style="list-style-type: none"> Provide district-created curriculum maps/instructional focus calendars by course to reflect newly adopted materials. Reduce the number of assessments to increase time spent on instruction. Use formative assessments to identify and address unfinished learning. Provide just in time instruction. Intervene to address significant math skill deficiencies. Enrich, maintain, and extend math proficiency. Implement and reinforce the use 	<p>Focus:</p> <ul style="list-style-type: none"> Continue to focus on priority standards, based on learning progressions across all grade levels. On-going teacher support to ensure effectiveness of newly adopted instructional materials implementation. <p>Grades K-12</p> <ul style="list-style-type: none"> Provide high quality instructional materials for every student through the current adoption process. (August 2023). Continued to provide district-created curriculum maps/instructional focus calendars by course to reflect newly adopted materials. Implement and reinforce the use manipulatives and hands-on activities in mathematics classrooms. Continued implementation of the modified Gradual Release of Responsibility (You Do, We Do, I Do) Instructional Sequence Model. 	<p>Focus:</p> <ul style="list-style-type: none"> On-going teacher support on instructional strategies and pedagogy aimed at the instructional gaps. <p>Grades K-12</p> <ul style="list-style-type: none"> Update district-created curriculum maps/instructional focus calendars by course. Continue to implement and reinforce the use manipulatives and hands-on activities in mathematics classrooms. Implement vertical planning sessions between elementary and middle school teachers to identify connections and gaps for students' transition. <p>Grades K-5</p> <ul style="list-style-type: none"> Develop mathematics demonstration classrooms as models of exemplar practices. <p>Grades 6-12</p> <ul style="list-style-type: none"> Provide updated SE lessons via

Mathematics opportunities outside of the district-based and community

Note discussion-to engage math classrooms in problem-solving skills. Provide scaffolded resources for every English

- Benchmarks
- Action Plan
- Progress Monitoring

Experience to provide students with math deficiencies, additional support and learning opportunities beyond the traditional school year.	collaboration and critical thinking opportunities.
<ul style="list-style-type: none"> Identify transition Focus Groups of 5th and 6th grade teachers to create transition lessons to connect K-5 concepts to 6-8 procedures. Amend current scope and sequence to include transition lessons 5th grade. Lessons will be taught after 	<p>Grades 6-12</p> <ul style="list-style-type: none"> Provide students with self-monitoring and engagement resources aligned to the Mathematical Thinking and Reasoning Standards (MTRs). Enroll Level 1 students in a Foundational Skills Course to

enrichment for on and above grade level students.	Learners.
<ul style="list-style-type: none"> Provide district-created and/or common formative assessments (CFAs) and standards-based formative assessments in Mastery Connect. Offer District-created and/or purchase diagnostics for Algebra 1 	

	<p>and Geometry.</p> <ul style="list-style-type: none">• Scope and Sequence aligned with content-specific resources including lesson tasks, standard-based warm-ups and exit tickets.• Promote discussion-based classroom to engage students in the learning.• Encourage student discourse in math classrooms and the development of problem-solving and reasoning skills.		
<p>Student Achievement Progress Monitoring</p>	<p>Grades K-12</p> <ul style="list-style-type: none">• Progress monitor student achievement via multiple adopted assessment avenues in core Mathematics.• Offer District Common Formative Assessment (CFA) items through Mastery Connect to monitor students' progress toward benchmark proficiency.• Florida Standards Assessment (FSA) administered at the end of each school year as a summative assessment of student progress in Mathematics.• The FSA is scheduled to sunset following the 2021-2022 school year with the state moving to a growth measurement model of assessment with the Florida Assessment of Student Thinking (FAST). Progress monitoring of student achievement will be performed via state growth measurement model of assessment with the Florida Assessment of Student Thinking (FAST).• Revisit progress monitoring of student achievement once the state has made the transition to the new model of assessment.• Monitor previously identified students with significant math skill deficiencies.		
<p>Note: Reporting of State Assessment scores and percentages are subject to change based on the new Florida Assessment of Student Thinking (F.A.S.T.) guidelines.</p>			



Draft Academic Instructional Plans Across Divisions





Civic Engagement

Developing Skills to Make a Difference

Debate K-12

The Broward County Debate Initiative is a partnership between local businesses and public school debate programs within Broward County. With sponsorship options ranging from individual tournament travel to full-year team assistance, your investment will help build résumés, teach valuable life skills, and ultimately change lives. Our Debate Initiative is the largest in the country and provides opportunities for competition locally, at the state and national level.



- Debate K-12
- Global Education
- Mock Trial
- CREST
- Chess

Broward County Public Schools
 Applied Learning Department
 • Susan Cantrick, Director
 • Jaime Akkusu, Supervisor
 Civic Engagement



browardschools.com/Page/60177

CTACE Vision for 2021-2022

- 1) **Increase quality of CTE programming**
 - a) Increase pathway student **CTE concentrators** per FODE guidance
 - b) Increase **Local Industry** participation in CTE pathways
 - c) Increase **school/instructor support** for CTE pathways
 - d) Implementation of multiple **Middle School pathways**
 - e) Reimagining **Alternative Centers** with Career-focused programming (Direct2career)
 - f) Identify and implement District-wide CTE curriculum by program (Cengage, LearnKey, G&W)
 - g) Increase support and funding for **CTSO participation**
- 2) **Increase work-based and post-secondary opportunities for CTE students**
 - a) Increase CTE student internships through **Talent Forge** initiative with multiple Broward Industry, Economic, and Municipal partners (approved by Board 10/12/21)
 - b) Expand CTE specific internship placement in the **SYEP** program through **Career Source Broward**
 - c) Increase **registered PreApprenticeship** participation for CTE students
 - d) Expand **Career Dual Enrollment(CDE)** opportunities with Technical Colleges
 - e) Expand **Workforce Dual Enrollment (WDE)** with Broward College, UF, and Florida Gateway College
 - f) Expand Aerospace **Dual Enrollment (DE)** opportunities with Embry Riddle
- 3) **Increase opportunities for OSY, ADULT, ESE students**
 - a) **Florida Postsecondary Comprehension Transition Programs (USDOE)**: Designed to provide adults with **intellectual disabilities** opportunities to participate in a post-secondary inclusive experience while earning work-ready industry certifications.
 - b) **OUT-OF-SCHOOL YOUTH (CFB)** resources youth to earn **GED**, **readiness** and **obtain employment**
 - c) ITA grant
 - d) Get There
 - e) In-School
 - f) TEACHER
 - g) Adult Gen

High Quality Instruction					
Strategic Plan Initial Sheet					
Grand Total: Incremental Investments in HQR					
Strategic	Alignment	Focus	Lead	Theory of Action/Logic	#
Develop Cambridge readiness/ successful responses and students					1. Increase pass rate of Cambridge items across the district
					2. Increase the percentage of students sitting for Cambridge exams
					3. Increase professional development opportunities for Cambridge Teachers
					4. Increase the percent of teachers trained or Cambridge schools
Develop ESE readiness/ successful responses and students					5. Increase the number of student study sessions
					6. Increase the offering of content specific courses offered as part of the study
					7. Increase the number of Cambridge schools in the district
					Sum of investments
Develop ESE readiness/ successful responses and students					1. Increase pass rate of ESE items across the district
					2. Increase professional development opportunities for ESE teachers
					3. Increase the percent of teachers trained or ESE schools
					4. Increase the number of student study sessions
Develop ESE readiness/ successful responses and students					5. Increase the offering of content specific courses offered as part of the study
					6. Increase the number of ESE schools in the district
					7. Increase the number of ESE schools in the district
					Sum of investments
Develop ESE readiness/ successful responses and students					1. Increase pass rate of ESE items across the district
					2. Increase professional development opportunities for ESE teachers
					3. Increase the percent of teachers trained or ESE schools
					4. Increase the number of student study sessions
Develop ESE readiness/ successful responses and students					5. Increase the offering of content specific courses offered as part of the study
					6. Increase the number of ESE schools in the district
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Develop ESE readiness/ successful responses and students					1. Increase pass rate of ESE items across the district
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					3. Increase the percent of teachers trained or ESE schools
					4. Increase the number of student study sessions
Develop ESE readiness/ successful responses and students					5. Increase the offering of content specific courses offered as part of the study
					6. Increase the number of ESE schools in the district
					7. Increase the number of ESE schools in the district
					Sum of investments

Service Delivery Model – Pre-K

Inputs		Outputs		Outcomes	
Resources	Activities	Participation	Short-Term	Mid-Term	Impact/Long-Term
We will need the following:		Clearly identified groups served	1-2 Year Changes	3-4 Year Changes	Long-Term Changes
<ul style="list-style-type: none"> Identify and/or develop tuition-free program model/funding sources Increase VPK staff calendars to 244/246 days Additional positions to support VPK classes and families <ul style="list-style-type: none"> 2 CLASS reliable Teacher Specialists 1 VPK Specialist (Extended Day) 3 Parent Educators 1-2 Behavior Specialists 1-2 Inclusion Specialists Additional teachers that meet current requirements and new HB 419 requirements 		<ul style="list-style-type: none"> Broward families with children that are age eligible for preschool/VPK 	<ul style="list-style-type: none"> Increase # of VPK/ESE Integrated classes from 4 to 8 Increase # of VPK/Title I classes from 49 to 54 Increase # of HS/VPK Extended Day classes from 3 to 10 Increase # of summer VPK classes from 3 to 6 	<ul style="list-style-type: none"> Increase # of VPK/ESE Integrated classes from 8 to 10 Increase # of VPK/Title I classes from 54 to 60 Increase # of HS/VPK Extended Day classes from 10 to 15 Increase # of summer VPK classes from 3 to 9 	<ul style="list-style-type: none"> Increase # of VPK/ESE Integrated classes from 10 - 20 Increase # of VPK/Title I classes from 60 to 100 Increase # of HS/VPK Extended Day classes from 15 to 25 Increase # of summer VPK classes from 9 to 12
Assumptions <ul style="list-style-type: none"> Parents with preschool age children assume that VPK classes exist at every elementary school Parents have an expectation that summer VPK classes occur throughout the county Schools expect the process for managing & support students with suspected disabilities and/or behavior concerns to be the same for all preschool programs (i.e., Head Start, VPK, Preschool ESE, School-Operated Pre-K, etc.) 		External Factors <ul style="list-style-type: none"> New House/Senate Bill offering universal prekindergarten HB 419 Impact on private preschool providers 			
What do you want to know? <ul style="list-style-type: none"> # of parents needing preschool programming for their child # of preschool classes and seats at each school # of students on Head Start & VPK wait lists Principals wanting additional Preschool classes 		How will you know it? <ul style="list-style-type: none"> Broward Demographics Report & ELC Report BCPS - VPK Parent Portal (Wait List) ChildPlus - Head Start 4-year-old Wait List Principal survey (Microsoft Form) 			



Re-Engagement Monitoring

- 1,481 Re-engaged Students
- FileMaker System to Schools
 - Grades
 - Interventions
 - Discipline
 - Attendance
- Social Worker Supports
- CPST/MTSS

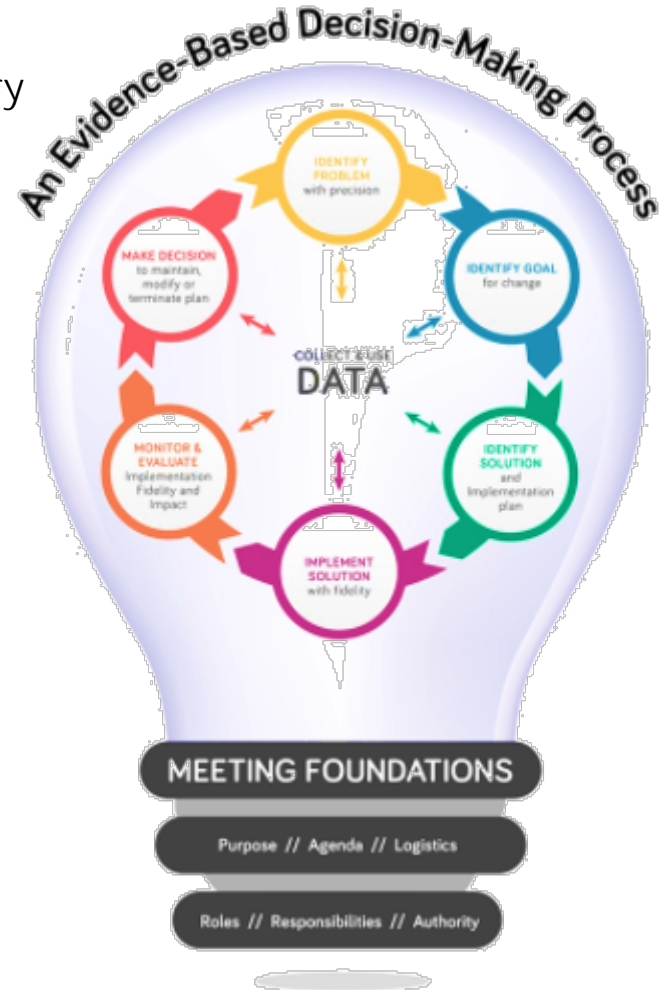
The screenshot displays the FileMaker interface for Re-engagement Monitoring. At the top, it shows 1103 total records. The main form is divided into several sections:

- Student Information:** Includes fields for Current School (LAUDERHILL 6-12), School Nbr (1391), Student Number, Last Name, First Name, BCPS Grade Lvl (06), and Age (12).
- 6-12 Marking Period Grades:** A table with columns: MP, Course, Term, Grade, Exc, Unexc. It lists various courses like MU INTENS READ 1, MU LANG ARTS 1, MU GRADE 6 MATH, MU KEYBOARD 1, MU FITNESS GRADE 6, MU EARTH/SPACE SCI, and MU WORLD HISTORY.
- Interventions:** A table with columns: Date, Code, Description, School, Staff. It lists interventions such as GRI BRIEF IND EFF LING, PARENT IN SCHOOL CONFERENCE, PARENT PHONE CONFERENCE, and GRI CLASSRM CAR GOAL.
- Discipline:** A table with columns: Action, Date, School, Action Name, Days, Most Severe.
- Attendance:** A table with columns: Date, F/U, Reason. It shows an entry for 10/08/21 with F/U 'U'.
- Total Unexcused and Excused Absences:** A summary box showing a total of 1.



Multi-Tiered System of Support (MTSS): Tier 2 & Tier 3

- Principal actively supports and monitors implementation
- District MTSS/RtI Instructional Facilitators assigned to every school
- Identify school-wide, grade level, sub-group and individual students' academic, behavioral and social needs
- Engage in data-based problem-solving across all tiers, content areas and grade levels
- Create intervention plans (Tiers 1, 2, 3)
 - School-wide/sub-group intervention plans
 - Small group intervention plans
 - Individualized intervention plans
- Continuously monitor progress, attendance, behavior course grades, and plans
- Records processes in BASIS and BASIS/RtI
- Engage and inform parent/guardian
- Address MTSS/RtI in School Improvement Plan



Comprehensive Tutoring Model: Value Proposition

Challenge	Approach
<p>BCPS students are capable of achieving, if not excelling, in academics with the appropriate supports.</p> <ul style="list-style-type: none">• Three main indicators for dropping out of school are attendance, behavior, and course performance (or academic achievement). Additional variables include family support, to engagement, to student mobility.• Beginning as early as the primary elementary grades, early warning systems can identify children at risk of dropping out with 75% accuracy.• Students with math and reading skills below grade level are at an increased risk of dropping out later.• Students whose GPAs are at or lower than 1.2 by the spring semester of first grade.• Broward County Public School Students<ul style="list-style-type: none">◦ ~ 60,000 not making adequate academic progress (NMAAP)◦ 35,826 students who have missed 6%-9%◦ 33,063 students have missed 10%-19%◦ 14,876 students have missed 20%+ of school days this year.	<p>Through a concerted approach providing students with social emotional support in conjunction with academic support/tutoring. Students can feel connected to their peers and teachers while improving academic skills and building confidence.</p> <ul style="list-style-type: none">• Provide equitable, student-centered instructional through high intensity tutoring, including SEL and student/family engagement.• Sessions will consist of 30 (Elementary) to 60 (Secondary) minutes per meeting with a minimum of 2 to 3 x meetings per student/week.• Ratio is 1:1 for elementary school students; 1:1-3 for middle and high school students• SEL integration



Comprehensive Tutoring Logic Model

NEEDS	INPUTS	ACTIONS	OUTPUTS	IMPACT
What needs does the program address?	What goes into the program?	What actions does the program take?	What happens as a result of those actions?	What are the benefits of participating in the program?
Beneficiaries: <ul style="list-style-type: none"> K-12 NMAAP students and those with chronic attendance issues. Need: <ul style="list-style-type: none"> Targeted academic support to address unfinished learning Communication with families to mitigate absenteeism 	Financial: <ul style="list-style-type: none"> Funding through grants, ARP ESSER Personnel: <ul style="list-style-type: none"> Tutors Tutor support staff Principals Coaches Classroom Teachers Academics Materials: <ul style="list-style-type: none"> Selected instructional materials 	Supports: <ul style="list-style-type: none"> Pre-service training Ongoing tutor supervision and coaching Direct Services: <ul style="list-style-type: none"> Daily tutoring sessions between students and tutors Goal Setting conversations with students, families and teachers Inter-session review of student data and alignment with teachers Evaluation: <ul style="list-style-type: none"> Regular quarterly impact evaluation 	Supports: <ul style="list-style-type: none"> High-quality training and ongoing coaching Tutor satisfaction with their training and support Average number of coaching sessions with tutors by program staff Direct Services: <ul style="list-style-type: none"> Strong execution of tutoring sessions aligned with curriculum criteria Students master tutoring session content daily Strong tutor-student relationships Regular student attendance at the tutoring sessions Average number of goal-setting conversations with stakeholders Daily, productive communication between tutors and teachers 	Short Term: <ul style="list-style-type: none"> Reduction in student absenteeism. Students have increases in test scores, GPA, and other academic achievement this year Students report positive experiences throughout the program Students gain a sense of self-efficacy Students, families, teachers, and schools are satisfied with the tutoring program Tutors are satisfied with their experience and encourage others to apply to become tutors with the program Intermediate: <ul style="list-style-type: none"> Students enroll in more rigorous coursework the following year Students graduate high school at increased rates Long Term: <ul style="list-style-type: none"> Students matriculate at, succeed in, and graduate from college at increased rates



Tutoring Model Components: Program Focus

	Model Dimensions	Considerations
Target	Needs-Driven: Tutoring is targeted to students who are struggling and performing below particular benchmark thresholds as determined by Not Making Adequate Academic Progress (NMAAP) data from Student Assessment and Research (SAR).	<ul style="list-style-type: none"> • Tutor Type: Teachers • Setting: Before, during or after school to best fit student and site needs • Data Use: Based on NMAAP data as determined by SAR
Areas of Concentration	Content Areas: Tutoring interventions in reading, math and science Grade Levels: K-12	<ul style="list-style-type: none"> • Tutor Type: Selection of tutors determined based on level and course content to be taught, ensuring that the selection takes into consideration existing content knowledge • Time and Frequency: <ul style="list-style-type: none"> ◦ Elementary will have 1 session after school each day for 30 minutes per day ◦ Secondary will have 1 session per week on Saturdays; Virtual sessions will be offered as needed • Research indicates a dosage of 30-60 minutes, 3-5 times a week, has the most impact, but if the target grade level is elementary or below, younger students may benefit from shorter, more frequent sessions (i.e., 20 minutes, 5x/week) • Ratio: <ul style="list-style-type: none"> ◦ Elementary will be 1:1 ◦ Secondary will be between 1:1 and 1:3. • Instruction: Will utilize established best practices and criteria for monitoring and data collection as developed by BCPS



Tutoring Model Components: Instruction

	Model Dimensions	Considerations
Delivery Mode	<p>In-Person: Students will receive tutoring from consistently the same tutor(s) in the same physical location, supporting building trust and reliability.</p> <p>Virtual: Students will receive tutoring virtually consistently by the same tutors. Virtual tutoring has the ability to provide more equitable access given the challenges many of our secondary students face outside of school hours.</p>	<ul style="list-style-type: none"> • Tutor Type: Tutors will be certified teachers and can adjust to the varying modes required • Learning Integration: Student sessions will be based on skills and standards with which students are struggling based on classroom teacher input and assessment data • Setting: School site tutoring sessions will be offered in predetermined locations. Virtual sessions schedules are created at the beginning of the semester and communicated accordingly making changes as needed based on student need • Tutor Support: Tutors will receive training on District safety protocols, instructional materials, technology needs, and other supports as needed. • Student Safety: Will be ensured through prior instructor training on District policies and procedures • Data Collection: Will adhere to the components created by Academics.
Frequency and Length of Sessions	Students will receive tutoring 1 – 5 times a week.	<ul style="list-style-type: none"> • Grade Level and Content Area: The tutoring provided will align with developmental needs, ie. shorter, more frequent sessions for younger students; longer, less frequent sessions
Student – Tutor Ratio	<p>Elementary: 1:1</p> <p>Secondary: 1:1 – 1:3</p>	<ul style="list-style-type: none"> • Cost: Individual and small groups will be more costly; however, the success rate will be higher.
Tutor Consistency	Implementation: Communication, training, etc. will reinforce the data and need for tutor consistency.	<ul style="list-style-type: none"> • Relationship-Building: Utilization of the natural relationships that develop can assist in other areas of student need inclusive of social emotional needs, mentoring, etc.



Tutoring Model Components: Tutors

	Model Dimensions	Considerations
Tutor Specifications	Teachers: Certified classroom teachers provide tutoring. Evidence suggests that teachers are consistently the most effective type of tutor, but also the costliest.	<ul style="list-style-type: none"> • Time and Frequency: In that the tutors are certified teachers and paid accordingly the expectation is that the tutor effort and commitment as well as student achievement will be at the highest level. • Tutor Recruitment & Selection: Will be completed according to Talent Acquisition Instructional established criteria . • Tutor Training: Appropriate training will be provided by the entity providing the tutors adhering to the guidelines established by Academics and OSPA. • Tutor Support: Tutor support will be provided by the entity providing the tutors.



Comprehensive Support Model Process

Communicate essential data to schools



Determine specific student needs



Review tutoring and intervention services available to meet the student needs



Select appropriate supports



Implement tutoring and support services, evaluate student success, and adjust as necessary



Comprehensive Tutoring, Intervention, and Support Plan



ESSER Instructional Staff – **(All 226 schools)**

- Support NMAAP students as well as students at higher achievement levels who showed regression
- Professional Learning
- Progress Monitoring



School Based ELOs & Programs – **(All 226 schools)**

- After-school Math and ELA support
- Saturday SAT/ACT Review days
- Before-school peer-to-peer tutoring



Student Self Selected – **(District wide)**

- Ask BRIA
- AP/IB/AICE Review
- Khan Academy/College Board



External Vendors/Partners

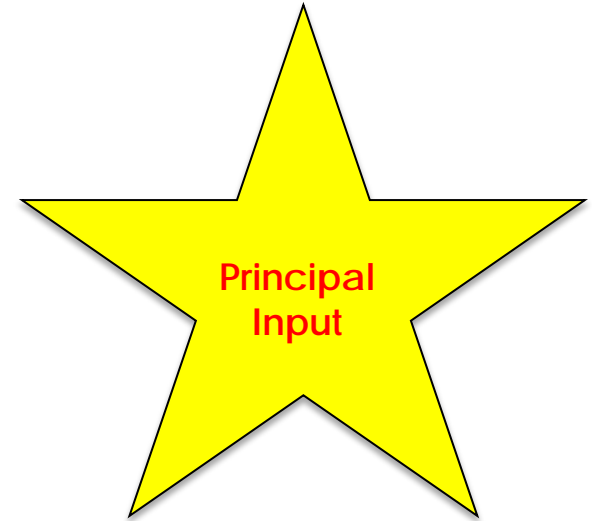
- PCG – identified students for support in Math and/or ELA (12 ES & 2 MS)
- Young People's Project – peer-to-peer tutoring (4 MS & 3 HS)
- Innovations for Learning – All K-1 students (32 ES)



Update on Tutoring and Intervention Programs Database

☆ Initiative Info

School Name	<input type="text"/>	Source Type	SSSI
Title	<input type="text" value="ELO"/>	Principal Name	<input type="text"/>
Objective	<input type="text" value="By June 2021, the number of students in the lowest 30th percentile will increase learnin"/>		
Target Student Group(s)	<input type="text" value="Lowest Quartile in Grades 4-5 and selected students in grade 3."/>	Estimated Number of Students	<input type="text" value="200"/>
Start Date	<input type="text" value="02/07/2022"/>	End Date	<input type="text" value="04/25/2022"/>
Start Time	<input type="text" value="02:00 PM"/>	End Time	<input type="text" value="03:00 PM"/>
Operational Days	<input type="radio"/> Before School <input type="radio"/> During School <input checked="" type="radio"/> After School <input type="radio"/> Saturdays <input type="radio"/> Spring Break <input type="radio"/> Winter Break		
Modality	<input checked="" type="radio"/> In-Person <input type="radio"/> Virtual <input type="radio"/> Blended		



☆ Additional Initiative Info

What type of support is this providing?	<input type="text" value="Tutoring (Extended Learning Opportunity)"/>	How is the Tutoring/Intervention being provided?	<input type="text" value="Tutoring (Extended Learnin..."/>
Frequency of Tutoring/Intervention	<input type="text" value="Bi-Weekly (2 times a week)"/>	Content Area	<input type="text" value="Multiple Content Areas"/>
Who is providing the Tutoring/Intervention?	<input type="text" value="SBBC School Based Teacher"/>	Vendor Name	<input type="text"/> Leave blank if it does not apply
Funding Source	<input type="text" value="Grant Funds"/>	Funding Source Name	<input type="text" value="ESSR"/> Leave blank if it does not apply



Update on Tutoring and Intervention Programs Database

Student Selection Process



Lowest quartile students as measured by the 2021 Florida Standards Assessment (FSA) in ELA and math were selected. Additional students were also selected by their performance on the i-Ready reading and math diagnostic completed in August of 2021.

Students in grades 1 & 2 were identified by below level BAS scores and TIER 2 students.

Students in grades 3-5 were identified by BAS scores, bottom quartile group, and TIER 2 status.

Measurement to determine success

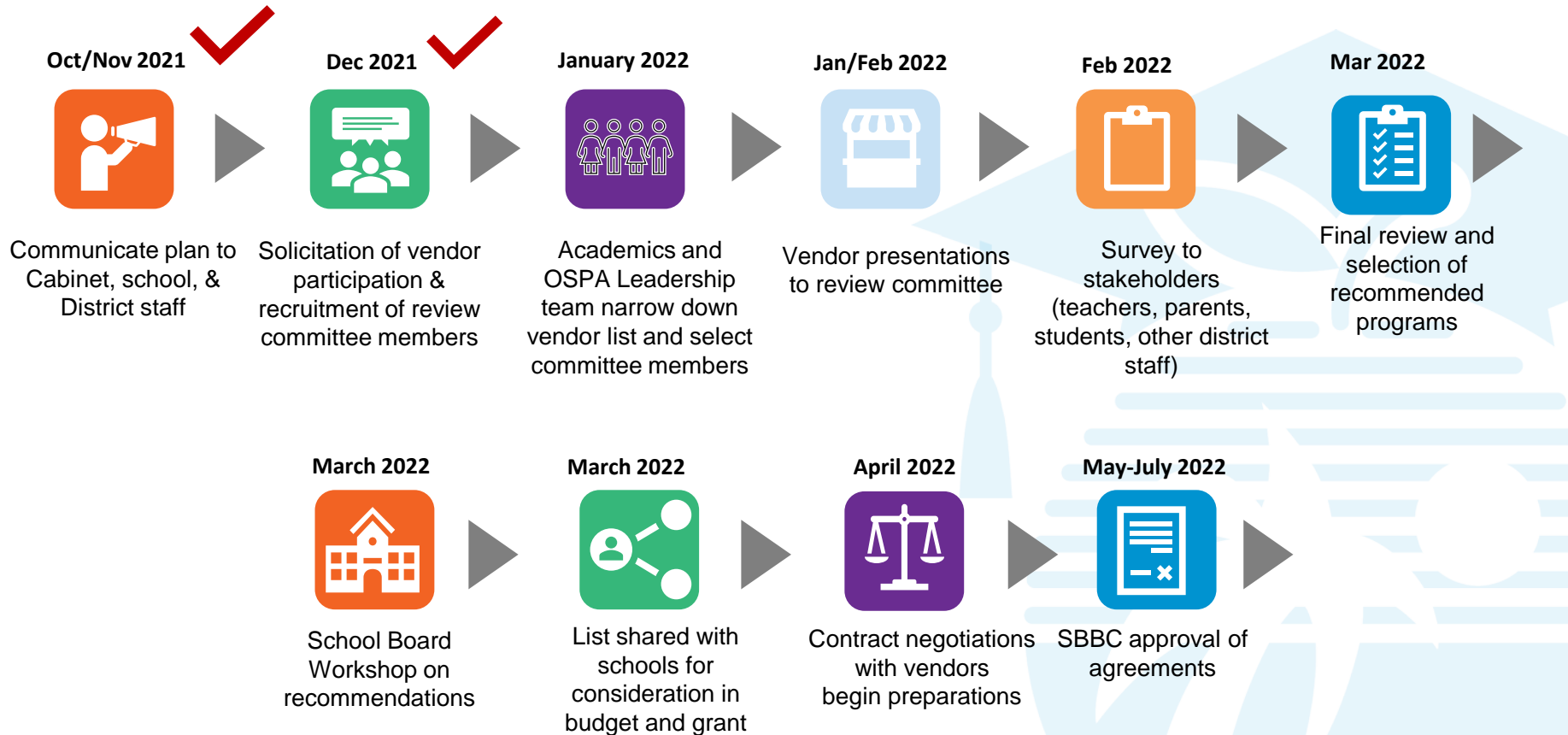
Entered in the form on a SMART GOAL



Student success will be determined in students increasing one or more achievement levels on the Florida Standards Assessment (FSA). The i-Ready fall and spring diagnostic will serve as a pretest and posttest data collection tool in which student FSA performance can be projected and measured.



Streamlining Instructional Software Timeline*



*A waiver process will be in place for schools that can show the need for a purchase not on the approved list. All waivers will have to be approved through the Digital Information Request Form (DIRF) process.



Ongoing Stakeholder Input

Elementary, Middle,
High & Center School
Administrators

School- & District-Based
Employees



Parents/Guardians &
Students



Employee Labor Groups





Board Discussion



APPENDIX



American Rescue Plan Investment Priorities

Priority	FY 2021-22 - FY 2023-24 (in millions)	(%)	Examples
1. Academic & SEL Recovery	\$181.8	31.5%	Additional teachers, Summer School Experience, Employee Reopening Supplements, Mental Health Support, Spring and Winter Intervention Camps
2. Health and Safety Considerations	\$138.6	24.0%	PPE, additional nursing and custodian services, HVAC/Air Quality
3. Technology Infrastructure	\$37.0	6.4%	Educational technology
4. School Support	\$13.0	2.3%	Non-enrollment Assistance Allocation, Summer School Experience Transportation
5. Retain Existing Staff	\$67.4	11.7%	Class Size Reduction, FES Scholarship Expansion
6. Charter Schools	\$115.5	20.0%	
7. Indirect Costs	\$24.2	4.1%	District's approved indirect cost rate to cover administrative costs of conducting grant activities
Total	\$577.5	100%	



Tutoring & Intervention Programs Guidance Document

Tutoring & Intervention Programs GUIDANCE DOCUMENT



WHAT IS ACADEMIC INTERVENTION?

Academic Intervention is a mode, method and/or process utilized to meet the needs of students in identified areas. It is a way to provide an urgent response to close learning gaps and measure student progress using specific programs or steps to remediate skills, most common with reading or math. Intensity and frequency are based on student needs and progress.

WHAT IS TUTORING?

Tutoring is a method of Academic Intervention. It focuses on one-on-one or small group sessions above and beyond Tier 1 classroom instruction. It is designed to reinforce foundational concepts essential to mastery. Tutoring is being provided during the school day, before/after school, Saturdays, Winter Break and/or Spring Break.

**The fields below provide guidance on the data contained in the Tutoring/Intervention Database.

FIELD LABEL	FIELD DESCRIPTION
Type of Initiative	Tutoring/Intervention Programs (TIPs) – A Tutoring/Intervention Program funded by General funds or Grant funds. Examples of TIPs include but is not limited to: Extended Learning Opportunities, Academic Camps, Push-In/Pull-out Groups, Double-Down, ESSER Support, Student Tutoring, Outside Vendor Tutoring, etc. These programs may be funded by General Funds, Title I, Title IIa, Title III, UniSIG, SIG, TSSSA, etc.
Title	Title of Program
Objective	Objective of the program
Target Student Groups	Target Student Groups (Who)
Estimated Number of Students	Estimated Number of Students that can participate in the initiative. (Actual attendance will reflect enrollment)
Operational Days/Times	Before School During School After School Saturdays Spring Break Winter Break
Modality	In-Person Virtual Blended
Type of Support	Tier 2 or Tier 3 Intervention (by Certified Teacher) Extending Learning Opportunity (ELO)
Tutoring/Intervention Method	Push-In Pull – Out Extending Learning Opportunity (ELO)
Frequency	Daily Bi-Weekly Weekly Monthly Weekends
Content Area	One entry for each content area
Tutoring/Intervention Provider	SBBC School Based Teacher SBBC District Based Teacher SBBC Administrator SBBC Student Outside Vendor
Funding Source	General Funds Grant Funds Other (i.e., Children Services Council; Community Foundation of Broward, YMCA, etc.)
Name of Funding Source	Provide the name of the Funding Source (i.e., Title I, Title II, Title III, Children Services Council; Community Foundation of Broward, YMCA etc.)
Student Selection Process	Not Making Adequate Academic Progress (NMAAP) Examples: Reading K - 5: iReady diagnostic, previous FSA scores, previous course grades, other recommendation (s) Math K - 5: iReady diagnostic, previous FSA scores, previous course grades, other recommendation(s) Reading 6 - 12: Newly adopted HMH diagnostics (ELA: Growth Measure Reading: Reading Inventory, Phonics Inventory), previous FSA scores, previous course grades, other recommendation(s) Math 6 - 8: iReady diagnostic, previous FSA/EOC scores, previous course grades, other recommendation(s) Math 9 -12: District created diagnostics and formatives, previous FSA/EOC scores, previous course grades, other recommendation(s)

Measurement to Determine Success	Enter a SMART Goal. This is rooted in data both qualitative and quantitative. Quantitative include course grades, progress monitoring tools, and standardized assessments (FSA, EOC, AP/AICE/IB, Graduation, etc...) Example: By May 2022, student lexile scores will increase by 5% as evident by the Read 180 Progress Monitoring and Growth Measurement Assessment
Implementation Plan	Describe framework or structure
	Proposed Schedule
	Describe/list the instructional materials, resources, and/or curriculum to be used.
	Include data and formative/summative assessments to be administered.
Monitoring Plan Will be reported in February.	How will teacher attendance be monitored?
	How will student attendance be monitored?
	Progress Monitoring Goal for February. This field will be entered by February for a program completed by January, such as a camp, or this would be the first entry for a yearlong program. Example SMART Goal (Elementary): ELA - 75% of students will show a 5% increase on their iReady scale score on AP3 Diagnostic MATH - 75% of students will show a 5% increase on their iReady scale score on AP3 Diagnostic SCIENCE – Students will increase their proficiency score on the end-of-the-year science test by 10% or higher WRITING – Based on the 10-point writing rubric students will increase their score by one point or higher on the end-of-the-year writing prompt
	Progress Monitoring Tool used to determine student outcomes. Examples: ELA & MATH – iReady Diagnostic AP1 & AP3 SCIENCE – Midyear & End of Year District Assessment WRITING – District Prompt Measurement How will fidelity of implementation be reviewed? Drop down menu multi-select: Teacher Attendance Record; Student Attendance Record; Teacher Survey; Student Survey; Other (enter information in text box)
Monitoring Plan Will be reported in May.	Progress Monitoring Goal for May. This field will be entered by May for a program completed by April, such as a camp, or this would be the second entry for a yearlong program. Example SMART Goal (Elementary): ELA - 75% of students will show a 5% increase on their iReady scale score on AP3 Diagnostic MATH - 75% of students will show a 5% increase on their iReady scale score on AP3 Diagnostic SCIENCE – Students will increase their proficiency score on the end-of-the-year science test by 10% or higher WRITING – Based on the 10-point writing rubric students will increase their score by one point or higher on the end-of-the-year writing prompt
	Progress Monitoring Tool used to determine student outcomes. Examples: ELA & MATH – iReady Diagnostic AP1 & AP3 SCIENCE – Midyear & End of Year District Assessment WRITING – District Prompt Measurement How will fidelity of implementation be reviewed? Drop down menu multi-select: Teacher Attendance Record; Student Attendance Record; Teacher Survey; Student Survey; Other (enter information in text box)
	Contact Person Name; Title; Email
	Staff Position/Job responsibilities, # of positions, days, hours per day, rate
Instructional Materials	Instructional materials and supplies needed. Describe how the materials will be integrated to enhance learning.
Estimated Budget Request	Total Budget Request



List of Acronyms

- **AAP:** Adequate Academic Progress
- **AP:** Advanced Placement
- **ACCESS:** Summative English language proficiency test
- **ARP:** American Recovery Plan
- **BAS:** Benchmark Assessment System
- **BCPS:** Broward County Public Schools
- **BSA:** Broward Standards Assessment
- **CASEL:** Collaborative for Academic, Social, & Emotional Learning
- **CCLR:** College Career Life-Readiness
- **CDC:** Centers for Disease Control
- **CGCS:** Council of the Great City Schools
- **CTE:** Career Technical Education
- **DROP:** Deferred Retirement Option Program
- **DWA:** Data Warehouse
- **EC:** Effective Communication
- **ELA:** English Language Arts
- **ELL:** English Language Learner
- **ELO:** Extended Learning Opportunity
- **EOC:** End of Course
- **ES:** Elementary School
- **ESE:** Exceptional Student Education
- **ESLS:** Exceptional Student Learning & Support
- **E/S/M/WBE:** Emerging /Small /Medium/Women Business Enterprise
- **ESSER:** Elementary and Secondary Emergency Relief
- **FRL:** Free or Reduced Lunch
- **FAFSA:** Free Application for Federal Student Aid
- **FERPA:** Family Educational Rights & Privacy Act
- **FSA:** Florida Standards Assessment
- **FSAA:** Florida Standards Alternate Assessment
- **FTE:** Full Time Equivalent
- **FY:** Fiscal Year
- **GFOA:** Government Finance Officers Association
- **HQI:** High Quality Instruction
- **HS:** High School
- **HVAC:** Heating Ventilation Air Conditioning
- **HST:** Health Service Technician
- **ITB:** Invitation to Bid
- **KPIs:** Key Performance Indicators
- **LAB:** Learning Across Broward
- **M&O:** Maintenance & Operations
- **MGT:** Management
- **MS:** Middle School
- **MSD:** Marjory Stoneman Douglas
- **MTSS:** Multi-tiered System of Supports
- **OCM:** Organizational Change Management
- **PL:** Professional Learning
- **PLC:** Professional Learning Community
- **PPE:** Personal Protective Equipment
- **PMP:** Progress Monitoring Plan
- **PRT:** Primary Reading Test
- **PSAT:** Preliminary Scholastic Aptitude Test
- **Q:** Quarter
- **RFP:** Request for Proposal
- **Rtl:** Response to Intervention
- **SAT:** Scholastic Aptitude Test
- **SEL:** Social and Emotional Learning
- **SERV:** School Emergency Response to Violence
- **SIM:** Strategic Initiative Management
- **SIP:** School Improvement Plan
- **SWD:** Students with Disabilities
- **SIS:** Student Information System
- **SMART:** Security, Music, Arts, Renovation, Technology
- **SSE:** Safe & Supportive Environment
- **STEM:** Science Engineering Technology Math
- **SY:** School Year
- **TCO:** Total Cost of Ownership
- **TERMS:** refers to data warehouse
- **TIF:** Teacher Incentive Fund
- **TR:** Technology Refresh
- **W/D:** Withdrawal Code



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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