

*Helping all students reach
their highest potential.*



K-12

Academic Instructional Plan

Years 1-5



2021 - 2026

English Language Arts

Elementary English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

Core instructional materials are one of the most important resources educators use in the classroom to enhance student learning. It is crucial they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level—and are high-quality to ensure meaningful instructional support. The comprehensive core curriculum Broward Schools uses requires that students gain knowledge and skills systematically through reading, writing, speaking, listening, and thinking. Our core curriculum aligns with the established body of research on the Science of Reading and integrates high-impact teaching and learning practices throughout. The adopted instructional materials are part of the District's Elementary Curriculum.

Middle and High School English Language Arts courses engage students in meaningful reading, writing, speaking, and listening experiences that encourage critical thinking skills. Our curriculum equips children with the skills they need to succeed in middle school and beyond. In English Language Arts, this means a balancing of informational and literary text, a transferring of knowledge among the disciplines, a focus on text-dependent questioning and answers, a building of complexity in the texts that are read, writing from sources, and focusing on academic vocabulary to ensure students are college and career ready.

English Language Arts (ELA)

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Student Achievement (Grades 3-10)	<ul style="list-style-type: none"> <u>Proficiency</u>: By June 2022, scores in each grade level will return to pre-pandemic levels or higher. <u>Learning Gains</u>: By June of 2022, learning gains will return to pre-pandemic levels or higher. <u>Learning Gains (25%)</u>: By June 2022, learning gains among the lowest quartile will return to pre-pandemic levels or higher. 	<ul style="list-style-type: none"> <u>Proficiency</u>: By June 2024, scores in each grade level will increase by 6% over the previous year. <u>Learning Gains</u>: By June of 2024, learning gains will increase by 6% over the previous year. <u>Learning Gains (25%)</u>: By June 2024, learning gains among the lowest quartile will increase by 6% over the previous year. 	<ul style="list-style-type: none"> <u>Proficiency</u>: By June 2026, scores in each grade level will increase by 6% over the previous year. <u>Learning Gains</u>: By June of 2026, learning gains will increase by 6% over the previous year. <u>Learning Gains (25%)</u>: By June 2026, learning gains among the lowest quartile will increase by 6% over the previous year.

<p>Student Achievement Action Plan</p>	<p>Focus: Implementing Core ELA Instructional Materials and Practices</p> <ul style="list-style-type: none"> • Orient teachers, coaches, and school leaders on the framework and components of the newly adopted core curriculum (see attached chart for breakdown of resources). • Assist classroom teachers and system leaders to effectively plan for and implement all components of the newly adopted core curriculum as designed and with fidelity. • Support schools to incorporate the use of intentionally grouped sets of texts (text sets) and media resources focused on a specific topic or theme designed to help all learners build background knowledge and vocabulary through a volume of reading on science, social studies, and other high-interest topics. A 50/50 balance will be supported at the elementary levels, and a heavy focus on literary genres will be supported at the secondary levels. • Support elementary teachers on how to leverage time within the ELA instructional blocks (90, 120, 150 minutes) to make connections across content areas using the newly adopted instructional materials, while providing explicit, systematic, sequential, and multisensory instruction that is differentiated to meet the needs of students. • Support teachers with the integration of phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary; and text comprehension strategies into an explicit, systematic, sequential, and multisensory approach 	<p>Focus: Strengthening Core Instruction</p> <ul style="list-style-type: none"> • Strengthen Tier 1 instruction by focusing on pedagogical practices that align to the science of reading research as it relates to foundational skills instruction and language comprehension that leads to knowledge building. • Support teachers’ pedagogy in the paradigm shift of “strategy-based instruction” to a more knowledge centered approach through building background knowledge and vocabulary. • At the elementary level, teach Reading Foundations in a coherent order, beginning with missing skills if needed, and ensure students receive explicit, systematic, multisensory foundational reading skills instruction daily. • Ensure teachers focus on Phonological and Phonemic Awareness in K-1, with an increased emphasis in phonics mid-year Kindergarten through Grade 3. Emphasize fluency in grades 2 through 5. • Ensure that instructional design emphasizes reading texts closely, examining textual evidence, and discerning deep meaning. Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts. • At the elementary and secondary levels, provide targeted reading 	<p>Focus: Accelerating Students’ Learning</p> <ul style="list-style-type: none"> • Provide meaningful opportunities for students to demonstrate their knowledge through inquiry-based research that requires critical thinking, collaboration, and effective oral and written communication. • Provide opportunities for students to focus on and practice with topics texts that build knowledge and employ text dependent questions designed to engage students deeply with the text build understanding. • Support teachers in the facilitation of in-depth discussions about the text(s), scaffold student learning, address any unfinished learning needs as they arise. • Build students capacity to consolidate and evaluate what they have read to clearly express their understanding orally and writing. • Build students’ capacity to write effectively with complex writing tasks in narrative, informative, and opinion formats. Create expectations that students will draw evidence from texts and elaborate on ideas to produce clear and coherent writing that in various written forms (e.g., notes, summaries, short responses, or formal essays). Include a balance of process writing (e.g., multiple drafts and revisions over time) and source writing to demonstrate understanding of a text. • Ensure inclusion of each and every learner by making grade level content accessible through different ways of approaching content.
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	<p>to reading instruction (see Professional Learning).</p> <ul style="list-style-type: none"> • Use assessment data to make instructional decisions targeting the differentiated needs of students. • Identify (if not included as part of the new FDOE PreK-8 progress monitoring assessment to begin administration in early Fall 2022) and administer a universal screening assessment measure to all students to establish their risk for reading difficulty. • For students who exhibit developmental reading deficiencies (e.g., characteristics of dyslexia), ensure teachers immediately begin targeting their differentiated needs through explicit, systematic, sequential, and multisensory Tier 1 supplemental and Tier 2 and 3 intervention instruction. • Support secondary teachers on leveraging time with a 50- or 90-minute class period to ensure coverage of benchmarks and differentiated instruction. • Assist classroom teachers with integrating research-based best practices to help students learn by determining what students must know and scaffolding instruction (see Professional Learning). • Facilitate rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions. 	<p>instruction for students in need of Tier 2 reading interventions in the components of literacy based on the science of reading, removing the supports and interventions as students gain proficiency and independence.</p> <ul style="list-style-type: none"> • At the elementary and secondary levels, provide intensive reading instruction for students in need of Tier 3 reading interventions in the components of literacy based on the science of reading, removing the supports and interventions as students gain proficiency and independence. 	<ul style="list-style-type: none"> ○ Use of multiple modes of communication (speaking, listening, reading, writing) and multiple representations (pictures, diagrams, tables, graphs, visual displays). ○ Allowing students to make connections within and between concepts and facilitate the transfer of learning. ○ Provide students with different ways to engage in process learning by working with a peer or in small groups, conducting interviews, critiquing the reasoning of others. ○ Allow for student choice on how to demonstrate knowledge by making presentations, sharing written explanations, making a visual collage to help reduce barriers to showing what students know and can do. <ul style="list-style-type: none"> • Expose secondary students to higher order thinking skills and behaviors that reflect college level work. • Support the paradigm shift of “Teach, then test” to ensure that benchmark skills are taught prior to assessing students. This shift places the importance of instruction above the need for assessment and focuses more specifically on growth in student achievement.
<p><u>Elementary Learning:</u></p>			

**Student Achievement
Progress Monitoring**

- Guide teachers and school leaders on how to identify and address gaps in learning through strong, attentive instruction with embedded formative assessments, thus enabling teachers to respond to students’ needs in real-time, and to not solely rely on diagnostic, computer adaptive, and standardized testing. These strategies include but are not limited to:
 - Providing strategic scaffolded support, or corrective feedback to help students overcome uncertainties within the context of a grade-level lesson.
 - Shortening texts so it is more manageable for students who are having difficulty handling grade level materials.
 - Providing preview/review opportunities to practice and front load strategically selected vocabulary.
 - Planning for explicit instruction designed to teach crucial skills needed for students to access grade level texts.
 - Reframing a question or providing linguistic frames to support students in expressing their responses.
 - Teaching students to identify signal words that convey a passage of time, or sequence.
 - Leveraging graphic organizers to keep track of information within a text.
 - Using rereading, summarizing, or stop and jot strategies to support students having difficulty making inferences or connections about the text as they are reading.
 - Guide schools to make smart assessment decisions to get the most out of assessment data, and maximize time spent on teaching and learning.
 - Use new instructional materials screeners and assessments to guide the next steps of instruction.
 - For students who have been identified as needing additional support, provide Tier 2 targeted and Tier 3 intensive intervention instruction, beyond the Tier 1 core instruction.
 - The school-based Collaborative Problem-Solving Team (CPST) frequently reviews student progress monitoring data. When progress-monitoring data demonstrate a student is not responding to interventions then further evaluation will be warranted. For students identified as reading below grade level and demonstrating reading difficulties, there may be a need to administer additional screening measures (if not included as part of the new FDOE PreK-8 progress monitoring assessment to begin administration in early Fall 2022) to identify characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills.
 - For students who have been identified with a specific learning disability (e.g., dyslexia), provide more direct explicit, systematic, sequential, and multisensory instruction.
 - Ensure schools use standards-aligned grade level materials to ensure that tiered instruction is related to and supports the general classroom instruction resulting in greater student outcomes.
- Secondary Learning:**
- Student achievement will be progress monitored via multiple assessment avenues in core ELA and Intensive Reading classrooms (*see Assessment Chart for detailed descriptions*).
 - Core ELA: Growth Measure Assessment administered 2-3 times per year to measure student progress in reading comprehension and language (standards-based). Additionally, formative assessments (Text Piece Selection and Unit Assessments) monitor specific benchmark progress through the course of each school year.
 - Intensive Reading: Phonics and Reading Inventories administered 3 times per year to measure specific elements of literacy development and to determine students who are eligible to graduate out of reading and students who are in need of additional support.
 - Reporting Systems: multiple reporting systems in the Ed and SAM platforms are utilized to assist teachers with the ongoing monitoring of student achievement across the full spectrum of ELA benchmarks and literacy skills.

	Florida Standards Assessment (FSA) administered at the end of each school year as a summative assessment of student progress in ELA. 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 revisited once the state has made the transition to the new model of assessment.
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Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Professional Learning	PD in Year 1 will focus on the implementation of the new curriculum, standards, and assessments.	By Year 3, PD will focus on instructional strategies and pedagogy aimed at the instructional gaps revealed by the data and continue the Year 1 PD focus for new teachers.	By year 5, PD will be differentiated by ongoing progress monitoring and focus group data. Year 3 and Year 1 PD opportunities will continue for new teachers.
Professional Learning Action Plan	<ul style="list-style-type: none"> The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans will be updated to reflect the goals listed above. PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. Data from FSA, student progress monitoring data, Focus Group data, and data from school visits will be used to identify PD topics of need. PD opportunities will be sequenced into Playlists that are differentiated based on teacher learning needs. Support teachers in building their pedagogy around the integration of phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary; and text comprehension strategies into an explicit, systematic, sequential, and multisensory approach to reading instruction. The focus of monthly Elementary Literacy Coach Forums will be on all components of the newly adopted district materials for ELA. 	<ul style="list-style-type: none"> The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans will be updated to reflect the goals listed above. PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. Data from FSA, student progress monitoring data, Focus Group data, and data from school visits will be used to identify PD topics of need. PD opportunities will be sequenced into Playlists that are differentiated based on teacher learning needs. Develop brand new professional learning focused on the pedagogical shifts for effective small group instruction in reading for primary and intermediate grade bands. 	<ul style="list-style-type: none"> The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans will be updated to reflect the goals listed above. PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. Data from FSA, student progress monitoring data, Focus Group data, and data from school visits will be used to identify PD topics of need. PD opportunities will be sequenced into Playlists that are differentiated based on teacher learning needs.

	<ul style="list-style-type: none"> • Develop a partnership with the State Regional Literacy Directors (SRLD) to collaborate on various professional Learning in focused on the new Florida BEST Standards (Elementary). • Develop a partnership with University of Florida Literacy Institute (UFLI) and the Children’s Literacy Initiative (CLI) to support teachers and school leaders on the research and pedagogical practices aligned to the Science of Reading. • Launch and provide professional Learning to teachers, coaches, and school administrators on the Benchmark Advance digital Oral Reading Record assessment to pilot schools. • Develop virtual and self-paced professional learning courses designed to orient participants to the framework and components of the newly adopted core reading curriculum (Benchmark Advance). • Develop a series of grade banded critical content courses on each strand of the reading rope designed to build teachers’ knowledge and shift classroom practices to the Science of Reading. (Elementary). • Develop professional learning aligned to the writing rope to support effective, standards aligned, and developmentally appropriate teaching practices in process writing for narrative, opinion, and informational genres. 		
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Professional Learning Progress Monitoring	<ul style="list-style-type: none"> • Ongoing monitoring of Professional Learning Feedback in LAB. • Focus Group data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans are assessed using the process detailed by PDSS twice per year. 	<ul style="list-style-type: none"> • Ongoing monitoring of Professional Learning Feedback in LAB. • Focus Group data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans are assessed using the process detailed by PDSS twice per year. 	<ul style="list-style-type: none"> • Ongoing monitoring of Professional Learning Feedback in LAB. • Focus Group data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • The Elementary Learning (English Language Arts) and Secondary Learning (English Language Arts) Master Plans are assessed using the process detailed by PDSS twice per year.
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Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
School Support	<p><u>Elementary Learning:</u></p> <ul style="list-style-type: none"> • Elementary schools receive varying levels of support, as determined by student data and teacher professional learning needs. • School support requests are submitted via a Forms Survey, accessible through a dedicated Elementary Learning Support Request Link. • Once a request for support is made, a curriculum supervisor from the Elementary Learning Department, contacts the stakeholder requesting the support to develop a plan of action. <p><u>Secondary Learning:</u></p> <ul style="list-style-type: none"> • Middle and high schools receive varying levels of support determined by prior year FSA Assessment scores. Schools are categorized into four different levels: Priority, Focus, Support, and Consulting. Support and Consulting schools receive support on an as-needed/requested basis. Priority and Focus schools have an assigned Instructional Specialist who assists the school in building a support plan and provides weekly communication and support. The goal of Secondary Learning is to assist schools in graduating from Priority and Focus levels to Support and Consulting levels. • Individual ELA/Reading departments, classroom teachers, Literacy Coaches, and school administration receive requested support via the Secondary Learning Bookings link. Support services through this portal include Middle/High School Reading Consultations, Middle/High School ELA Consultations, Teacher One-On-One Support, Department Support, Coaching Support. 		
School Support Action Plan	<p><u>Elementary Learning:</u></p> <ul style="list-style-type: none"> • Based on the school’s individualized Action Plan, support is provided either virtually through Teams or in-person at the school site and is scheduled during staff planning times before, during, or after school; during the school day; or during after-school hours, based on school choice. • Individualized Support Plans include the following: Members participating in plan development, rationale for support, review of pertinent school data (assessment and observational), audience receiving support, description of support, and format of support (PL, Training, Support). <p><u>Secondary Learning:</u></p>		

	<ul style="list-style-type: none"> • Middle and high schools categorized as Priority or Focus schools collaborate with Secondary Learning to develop individualized support plans for the specific needs of the school. Every school has a different support plan. <ul style="list-style-type: none"> ○ Individual School Support Plans contain the following: Review of pertinent school data with a breakdown into FSA Clusters and writing rubrics, observational data from learning walks, action steps, measures of success, needed resources, and a timeline. ○ Individual school support plans may also incorporate school-based professional Learning sessions, support for PLCs, collaborative walk-through visits, and coaching assistance.
School Support Progress Monitoring	<ul style="list-style-type: none"> • Monitoring of school support for ELA/Reading is multi-faceted and ever-evolving. The main forms of monitoring include: <ul style="list-style-type: none"> ○ Support documentation in OSPA Central database ○ School site visits by Elementary or Secondary Learning ○ Collaborative visits with OSPA Cadre Directors ○ Assessment and curriculum monitoring via platform reporting systems (Ed and SAM)

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Communication	Communication in Year 1 will focus on the elements of the plan being delivered coherently across departments and establishing two-way communication channels between the schools and district departments.	Communication in Year 3 will focus on the elements of the plan being coherently delivered to the parents and the community and strengthen the communication channels established in Year 1.	Communication in Year 5 will focus on building sustainable partnerships with the community for mutually reinforcing outcomes and strengthen the communication channels established in Year 1 and 3.
Communication Action Plan	<p>Communication regarding curriculum, assessment/data, professional Learning, and support from Elementary and Secondary Learning is represented via a wide variety of forms and methods. Below is a listing of communication tools and avenues designed to ensure that all schools, teachers, and administrators receive information in a clear, concise, and timely manner:</p> <ul style="list-style-type: none"> • Elementary and Secondary updates at level Principal and Assistant Principal Meetings • Elementary and Secondary Curriculum Council Meetings • Department Meetings • Elementary and Secondary Literacy Coach Forums • Elementary and Secondary ELA SharePoint sites • Cross-Department Collaborations • Teacher Focus Groups • Yammer • Parent University • Advisory Groups • Elementary Charter School OneDrive <p>Additionally, Elementary and Secondary Learning will:</p> <ul style="list-style-type: none"> • Develop and sustain Community Partnerships. • Partner with the Office of Communications to design effective external communication strategies. 		

Communication Progress Monitoring	<ul style="list-style-type: none"> • Data generated from Focus Groups will be used to monitor the two-way communication between the district and schools. • Agendas from the meetings listed above and feedback forms where applicable. • Collect artifacts from community partnerships.
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Elementary ELA District-Wide Assessments

[PENDING]

Secondary ELA District-Wide Assessments

The following chart is a compilation of the district-required diagnostic assessments for middle and high school ELA and Reading courses.

Assessment	Audience	Purpose	Administration Windows
<p style="text-align: center;">Phonics Inventory (PI)</p> <p>The PI distinguishes between students needing Tier 2 and Tier 3 intervention.</p>	<p>AP 1: All Intensive Reading students to screen for phonics gaps. Once students achieve “advancing decoder”, they no longer have to take the PI.</p> <p>AP 2-3: Intensive Reading students who are pre-decoders, beginning decoders, and developing decoders.</p>	<p>The Phonics Inventory is a computer-based test of letter recognition, word reading efficiency, and phonological decoding. PI measures the accuracy and fluency with which students identify individual letters and words and decode nonsense words.</p>	<p>AP1: Aug. 30 - Sept. 17, 2021 (required)</p>
<p style="text-align: center;">Reading Inventory (RI)</p> <p>The RI distinguishes between students who need a Tier 2 reading intervention and those who do not need reading. Students who achieve at or above grade level “graduate” from Tier 2.</p>	<p>All Intensive Reading Students</p>	<p>The Reading Inventory is a classroom-based reading test. The Reading Inventory is designed to evaluate students’ reading abilities, monitor student reading progress, set goals for reading growth, and match students to books at appropriate reading levels. The Reading Inventory generates a Lexile score each time it is completed.</p>	<p>AP2: Jan. 3- January 21, 2022 (required)</p> <p>AP3: April 19 – April 29, 2022 (required)</p>
<p style="text-align: center;">Growth Measure</p> <p>This is a Tier 1 assessment.</p>	<p>All students in regular, advanced, or honors ELA/English classes. Not administered to students in Advanced Placement Lit/Lang, or the pre-AP classes associated with them. Not administered to students in AICE, Cambridge, or the pre-classes associated with them. Not administered in IB classes or the pre- IB classes associated with them.</p>	<p>An adaptive assessment administered two to three times a year for understanding student Lexile level, reading proficiency, and language skills. The assessment produces a class-level and student-level growth report, which shows a scale score, performance level, change from previous assessment, grade level equivalency, student growth index, and Lexile interval.</p>	<p>Window 1: Aug. 18—Sept. 10, 2021 (required)</p> <p>Window 2: Dec. 6—Dec. 17, 2021 (required)</p> <p>Window 3: Mar. 2—Apr. 1, 2022 (optional administration and is to be used at the school’s discretion)</p>

A Note on iReady Diagnostic: iReady diagnostic assessment has been replaced in middle school with the Growth Measure Assessment. iReady diagnostic assessment will no longer be used in BCPS Middle Schools.

A Note on FAIR: The FAIR has been replaced in high school with the Growth Measure Assessment. FAIR will no longer be administered in BCPS High Schools.

Elementary ELA District-Wide Curriculum

[PENDING]

Secondary ELA District-Wide Curriculum

Tier and Course	Tier Definition	Core Instructional Materials	Alternative/Supplemental Materials
Tier 3: Intensive Reading	<ul style="list-style-type: none"> • Must be taught by a reading endorsed or certified teacher • Intensive literacy instruction based on need in phonological awareness, phonics, and fluency • Benchmarks and texts at the instructional level of the student and scaffold toward grade level • Progress monitor the components of reading via RI, PI, and in-program assessments • BEST Secondary Foundations roll out 2021-22, full standards roll out 2022-23 	HMH System 44	<p style="text-align: center;">Based on Student Need (schools may request materials)</p> <ul style="list-style-type: none"> • Beginning Decoders: Wilson Reading • Developing Decoders: Just Words <p>Note: The Wilson Language Training Company categorizes Just Words as Tier 2. However, the BCPS K-12 Reading Plan defines it as Tier 3 as it addresses decoding at the phoneme level.</p>
Tier 2: Intensive Reading	<ul style="list-style-type: none"> • Must be taught by a reading endorsed or certified teacher • Targeted literacy instruction based on need in comprehension, vocabulary, fluency, and morphology • Benchmarks and texts at the instructional level of students and scaffold toward grade level • Progress monitor the components of reading via RI, PI, and in program assessments • BEST Secondary Foundations roll out 2021-22, full standards roll out 2022-23 	HMH Read 180	<p style="text-align: center;">Based on Student Need (schools may request materials)</p> <ul style="list-style-type: none"> • Rewards • Vocabulary Through Morphemes

<p>Tier 1: English Language Arts</p>	<ul style="list-style-type: none"> • Universal literacy instruction for all students • Grade level standards • Scaffolding toward grade level proficiency • Progress monitor development of the standards and growth via Growth Measure, formative assessments, and other program assessments • Full roll out of BEST 2022-23 	<p>HMH Into Literature</p>	<p>Free for All Schools</p> <ul style="list-style-type: none"> • Newsela • CommonLit • Vocabulary.com • iReady: Teacher assigned lessons may still be used to support the Into Literature curriculum if needed. Students who are not in Intensive Reading can use the diagnostic and pathway curriculum in an ELO situation.
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Elementary Professional Learning Opportunities

[PENDING]

Secondary Professional Learning Opportunities

	Intensive Reading	English Language Arts
Professional Learning: Assessment	<ul style="list-style-type: none"> • Analyzing Data • Measuring Growth 	<ul style="list-style-type: none"> • Growth Measure Data • ELA Data Reports
Professional Learning: Curriculum	<ul style="list-style-type: none"> • Getting Started with Intensive Reading • Monitoring Instruction • Differentiating Instruction 	<ul style="list-style-type: none"> • Getting Started with Into Literature • Notice and Note • Writable
Professional Learning: Standards	<ul style="list-style-type: none"> • Phonological Awareness • Fluency • Word Study • ELA Expectations • Reading Strand • Communication for Intensive Reading 	<ul style="list-style-type: none"> • BEST for ELA • BEST Literary Periods • Stacking Benchmarks

Extended Instruction and Learning Opportunities

Activity	Description	Resources
<p style="text-align: center;">Personalized Tutoring Sessions</p>	<p>One-on-one student tutoring in reading and writing provided by qualified instructors both during the school day and after school hours. Focus will be on specific areas of weakness to help remediate and then accelerate student learning.</p>	<ul style="list-style-type: none"> • Custom-built resources based on the individual needs of each student. • Core ELA and Intensive Reading instructional materials to ensure that assistance remains aligned to classroom curriculum (System44, Read180, and Into Literature). • Benchmark Advance Instructional Materials
<p style="text-align: center;">School-based Extended Learning Opportunities</p>	<p>School-based ELO can occur in multiple facets including, but not limited to: Saturday Camps, Personalized Study Hall, After-School Camps. Specific strategies and skill remediation can be addressed in an individual environment.</p>	<ul style="list-style-type: none"> • Extended Learning Opportunity Toolkit • iReady (middle grades only) • Khan Academy (for assistance toward concordance on PSAT/SAT) • Writable • CommonLit • Benchmark Advance Instructional Materials
<p style="text-align: center;">Third Grade Summer Reading Academy</p>	<p>Third Grade Summer Reading Academy is reserved for any eligible third grade student identified by the district. This 4-6 week summer program is designed to remediate students identified as having a substantial reading deficiency. During this time, students receive intensive reading instruction with a certified elementary teacher in reading and writing.</p>	<ul style="list-style-type: none"> • Scholastic • iReady • District developed curriculum • Newsela • Storyline Online • Benchmark Advance Instructional Materials

Mathematics

Mathematics curriculum is developed by the Office of Academics to ensure rigorous mathematics instruction for all students. It focuses on problem-solving, communication, and critical thinking to provide a foundation where every student reaches their potential to become a globally competitive, mathematically literate citizen. The Elementary and Secondary Learning Departments Math Teams provide continuous and meaningful professional learning opportunities and school support for mathematics teachers to build school instructional capacity and supports teachers as they teach for deep conceptual understanding, procedural skill and fluency, and application of mathematics content.

District-wide proficiency (achievement level 3 and above) percentages on the 2021 Florida Standards Assessment (FSA) in Mathematics declined in grades 3 through 10 from 2019. Prior to this 2021 decline, Broward County proficiency scores steadily increased over the last five years and were consistently above the state average.

In order to increase student achievement, the focus of instruction in all grade levels should be on identifying and addressing unfinished learning, building conceptual understanding, developing students' procedural fluency, and promoting higher-level thinking skills through meaningful problem-solving investigations.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Student Achievement (Math)	<p>By June 2022, scores in each grade level will increase by the following:</p> <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. 	<p>By June 2024, scores in each grade level will increase by the following:</p> <ul style="list-style-type: none"> • Proficiency: 8% from June 2022. • Learning Gains: 10% from June 2022. • Learning Gains (25%): 6% from June 2022. 	<p>By June 2026, scores in each grade level will increase by the following:</p> <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. 	<p>Focus:</p> <ul style="list-style-type: none"> • Continue to focus on FDOE's identified areas of emphasis, based on learning progressions across all grade levels (K-12). 	<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"> • 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 of manipulatives and hands-on activities. • Introduce and model the implementation of the modified Gradual Release of Responsibility (You Do, We Do, I Do). • Limit whole group instruction to 15-30 minutes per day and increase independent and collaborative practice. • Implement daily small group reteach and remediation groups. • Create additional engaging instructional activities that connect past learning to present learning. • Identify students with significant math skill deficiencies and develop a plan for intervention and/or remediation. • Provide additional intensive intervention instruction that does not interfere with core math instruction. 	<ul style="list-style-type: none"> • 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 of 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. Extend the use of the model beyond whole group instruction to all aspects of mathematics instruction. • By year 3, support high quality instructional materials for every student through the current adoption process. • Continue to provide additional engaging instructional activities that connect past learning to present learning addressing unfinished learning. • Implement the Three Act Model to model conceptual thinking in real-world situations. • Integrate 5th to 6th transition lessons in 6th grade scope and sequence. 	<ul style="list-style-type: none"> • Update district-created curriculum maps/instructional focus calendars by course. • Continue to implement and reinforce the use of 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"> • Continued to offer opportunities to continue learning outside of the classroom via district-based tutoring programs and community partnerships. • Continued to promote discussion-based classroom to engage students in the learning. • Continued to encourage student discourse in the math classrooms and the development of problem-solving and reasoning skills. • Continued to provide scaffolded strategies and resources for every lesson to support English Language Learners.
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	<ul style="list-style-type: none"> • Identify and spiral instruction for priority standards based on learning progressions. • Identify and monitor on or above grade level students. Provide rigorous problem-solving activities adjusting instruction based on student strengths. • Facilitate Summer Learning Experience to provide students with math deficiencies, additional support and learning opportunities beyond the traditional school year. • 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 FSA assessments are administered. <p>Grades K-5</p> <ul style="list-style-type: none"> • Extend minimum daily math instructional time to 75 to 90-minutes. <p>Grades 6-12</p> <ul style="list-style-type: none"> • Implement targeted Algebra interventions such as: <ul style="list-style-type: none"> ○ Near-peer mentoring at select school sites. ○ Provide daily mathematics instruction for priority mathematics students on a A/B block schedule. ○ Adjust the district’s instructional focus calendar to emphasize priority standards and provide resources to effectively engage students in the learning process. 	<p>Grades K-5</p> <ul style="list-style-type: none"> • Provide additional instructional strategy activities and mini assessments for priority standards. • Create differentiated collaborative activities with scaffolds and enrichment at all grade levels for each B.E.S.T. Benchmark. • Continue to provide enrichment for on and above grade level students through the incorporation of performance tasks and project-based learning while increasing collaboration and critical thinking opportunities. <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 provide additional learning support beyond the core math class. • Provide differentiated collaborative activities with scaffolds and enrichment at all grade levels for each B.E.S.T. Benchmarks for mathematics. • Provide opportunities for students to continue learning outside of the classroom via district-based tutoring programs and community partnerships. • Provide district created B.E.S.T. Benchmarks common formative assessments (CFAs) to be used as checkpoints throughout the year. 	
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	<ul style="list-style-type: none"> ○ Provide 5E interactive, inquiry-based lessons via district-developed Mathematics Canvas courses. ● Continue to integrate project-based and experiential learning within the mathematics curriculum to provide enrichment for on and above grade level students. ● Provide district- created and/or common formative assessments (CFAs) and standards-based formative assessments in Mastery Connect. ● Use district created diagnostics as baseline for progress-monitoring in Algebra 1 and Geometry. ● Provide content-specific resources including lesson tasks, standard-based warm-ups and exit tickets within the district’s scope and sequence. ● 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. 	<ul style="list-style-type: none"> ● Continue to provide enrichment for on and above grade level students through the incorporation of performance tasks, project-based learning and experiential learning while increasing collaboration and critical thinking. ● Provide a comprehensive RtI/MTSS plan to support the collaborative problem-solving process. ● Provide scaffolded strategies and resources for every lesson to support English Language Learners. 	
<p>Student Achievement Progress Monitoring</p>	<p><u>Grades K-12</u></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. 		

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.

Foundational Math Goal	Elementary and Secondary Learning Departments: Mathematics, with the help of Teacher Leader Cadres, will create Foundational Skills Courses for grades one through Geometry using B.E.S.T. (Benchmarks for Excellent Student Thinking) benchmarks.		
Foundational Math Rationale	<p>Foundational Mathematics Skills Course Creation: Students' low achievement in mathematics continues to be a matter of national concern. Over the past two years, student achievement has worsened after schools faced instructional interruptions due to the COVID-19 pandemic. Our goal is to create comprehensive Foundational Mathematics Skills Courses for first grade through Geometry. The Foundational Mathematics Skills course is an elective mathematics course provided to students as a supplemental course to enhance the student's knowledge of prerequisite skills and academic language that is required to successfully access the standards-based curriculum at each grade level. These courses will serve not only as intervention, but also as support for students having trouble in mastering grade level benchmarks.</p> <p>Through the creation of Foundational Mathematics Skills Courses, teachers will have access to course materials with embedded resources to aid with early detection, prevention, and support system that identifies struggling students and aids them before they fall behind.</p>		
Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Foundational Math Skills Course Creation	<ul style="list-style-type: none"> • Create Foundational Skills Mathematics Course (Feb 2022-May 2022). • Provide PD to teachers, support staff and administration on new Foundational Skills Course (Summer 2022). • Support teachers with course implementation. 	<ul style="list-style-type: none"> • Revise courses based on feedback from teachers, students, and administration. 	<ul style="list-style-type: none"> • Continue course revisions based on feedback from teachers, students, and administration.
Foundational Math Skills Course Action Plan	<p>Grades K-12</p> <ul style="list-style-type: none"> • K-12 math team determines the criteria for enrolling students in Foundational Skills Course (Dec 2021). • Survey math teachers to determine what resources they believe are essential for a foundational skills course (Jan 2022). 	<ul style="list-style-type: none"> • Provide PL to teachers, support staff and administration on new Foundational Skills Course (Summer SOLs). • Support teachers with course implementation. 	<ul style="list-style-type: none"> • Continue to provide PL to teachers, support staff and administration on new Foundational Skills Course (Summer SOLs). • Offer continued support to teachers surrounding course implementation.

	<ul style="list-style-type: none"> • K-12 math team collaborates with Teacher Leader Cadres to develop course and summer training content for (Summer 2022 PL). • Teacher leaders facilitate district-wide PLCs to support the implementation of foundational skills courses (SY22-23). 		
Foundational Math Skills Course Progress Monitoring	<ul style="list-style-type: none"> • Determine effectiveness of year 1 via Professional learning survey results and attendance. • Use data to determine courses. 		

Courses will be created using the recommendations from What Works Clearinghouse ([Link to full document](#)) and adopted instructional materials.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Professional Learning (Math)	<ul style="list-style-type: none"> • Provide a variety of synchronous and asynchronous professional Learning opportunities with flexible scheduling available to meet the needs of all teachers. 	<ul style="list-style-type: none"> • Provide PL opportunities designed to improve teacher pedagogy. • Provide on-going teacher support to ensure implementation of knowledge and skills gained during professional learning opportunities. 	<ul style="list-style-type: none"> • By year 5, PD will be differentiated by ongoing progress monitoring and focus group data. Year 3 and Year 1 PD opportunities will continue for new teachers.
Professional Learning Action Plan	<p>Focus: Implementation of the newly instructional materials, B.E.S.T Benchmarks, and new assessments.</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Update Department Master Plans to reflect current goals. • Develop high-quality PL focusing on the new curriculum to ensure effective implementation of the new B.E.S.T. Benchmarks for mathematics. • Ensure all teachers have been introduced to new B.E.S.T. Benchmarks for mathematics. 	<p>Focus: Improvement of teacher pedagogy</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Continue to update Department Master Plans to reflect current goals. • Develop high-quality PL focusing on the new adopted curriculum to ensure effective implementation of the new B.E.S.T. Benchmarks for mathematics. • Continue to offer high-quality PL focusing on the new BEST standards of Mathematics to ensure teachers have a clear and deeper content knowledge of the new B.E.S.T. Benchmarks for mathematics. 	<p>Focus: Increase district capacity by developing teacher leader/mentors.</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Develop teachers as mentors in order to support peers at their grade level based on PL they have taken. • Provide PL that encompasses increased teacher understanding of mathematics learning trajectories that connect prior knowledge to big ideas and math domains that develop over time and increase student’s complex thinking.

	<ul style="list-style-type: none"> • Design PD that reflects the topics of need and offer flexible schedule to allow for greater access to teachers. • Use a variety of data including data from FSA, student progress monitoring data, Focus Group data, and data from school visits to identify PD topics of need. • Develop and provide PD Sessions to school-based admin and teachers to increase awareness of new BEST standards of mathematics. <p>Grades K-5</p> <ul style="list-style-type: none"> • Design high-quality PL to ensure effective implementation of newly adopted instructional materials. <ul style="list-style-type: none"> ○ Part 1, teachers attend the introductory asynchronous PL exploring new instructional materials. ○ Part 2, teachers attend synchronous, hands-on planning for the implementation of the new instructional materials. • Facilitate professional learning opportunities that include the use of manipulatives to develop mathematics conceptual understanding, differentiated resources for small group targeted instruction, and models of how to intervene to accelerate growth in math. • Provide planning documents and resources to support understanding of the rigor and specificity of the new standards. 	<p>Grades K-5</p> <ul style="list-style-type: none"> • By the end of year 3, teachers have completed self-paced critical content courses and adapted mathematical instruction based on conceptual progressions learned. • Extend critical content understanding by providing in-person hands-on learning activities that support the implementation of the B.E.S.T. benchmarks. • Provide additional PL opportunities to include grounding metaphors that allow students to project everyday experiences into abstract math concepts. • Newly hired teachers attend PL on how to access and implement district adopted instructional materials. • Provide quarterly on-going Professional learning opportunities that address the specific needs of new teachers and those teaching out of field. <p>Grades 6-12</p> <ul style="list-style-type: none"> • Facilitate annual professional learning opportunities to new teachers that focus on implementing core instructional materials with fidelity. • Facilitate professional learning opportunities that emphasize conceptual understanding and its connection to procedural fluency. • Develop a system of professional learning communities for vertical and 	<ul style="list-style-type: none"> • Provide ongoing PL opportunities that support the district's Scope and Sequence. • Engage teachers in-depth exploration of key concepts prior to the start of each critical area.
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	<ul style="list-style-type: none"> Develop Critical Content courses that teachers need to provide high quality math instruction aligned to the new B.E.S.T. benchmarks <p>Grades 6-12</p> <ul style="list-style-type: none"> Organize and sequence PD opportunities into Playlists that are differentiated based on teacher learning needs. Implement the PD to Practice model thereby allowing teachers to practice skills and knowledge addressed during the learning opportunity. Expand the Cadre of PD Providers to provide more on-demand PD opportunities. Provide targeted professional learning opportunities focused on engaging students. 	<p>horizontal alignment within Innovation Zones.</p> <ul style="list-style-type: none"> Continue to implement the PD to Practice model. 	
<p>Professional Learning Progress Monitoring</p>	<p>Grades K-12</p> <ul style="list-style-type: none"> Ongoing monitoring of Professional Learning Feedback in LAB. Analysis of interim and end of year data through the process detailed by PDSS and adjust course offerings as determined by data results as part of an on-going process. <p>Grades K-5</p> <ul style="list-style-type: none"> Classroom visits to support the implementation of content learned during PL and applied in classroom instruction. <p>Grades 6-12</p> <ul style="list-style-type: none"> Analyze focus group data for extent to which the PD offerings are meeting the needs of teachers. Monitor participants' reactions via feedback survey and attendance. Monitor impact on student learning outcomes via results of state standardized assessments. 		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
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<p>School Support (Math)</p>	<p>Provide school support based on school’s individual needs, assessment data, and requests.</p>	<ul style="list-style-type: none"> • School support will be provided based on a tiered system with schools identified as Priority, Focus, and Consulting based on state assessment data. 	<ul style="list-style-type: none"> • Continued support for schools identified as priority, focus, and consulting.
<p>School Support Action Plan</p>	<p>Focus: Support tailored based on school’s individual needs and request.</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Collaborate with school leadership teams to develop action plans geared toward improving teachers’ instructional practices that may include modeling lessons, lesson planning, resource development, PL, PLCs, teacher mentoring, data chats, and resource access. • Provide school-based professional learning opportunities based on school need and school data. • Assign Instructional Specialists (IS) to schools/teachers to support mathematics standards-based planning and lesson implementation. • Assess areas of need based on academic performance. <p>Grades K-5</p> <ul style="list-style-type: none"> • Request school support through the Elementary Learning Support request link. <p>Grades 6-12</p> <ul style="list-style-type: none"> • Assign Instructional Specialist (IS) to Innovation Zones thereby allowing for vertical and horizontal alignment of practices, resources, and support. 	<p>Focus: School support based on a tiered system (Priority, Focus, and Consulting)</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Continue to collaborate with school leadership teams to monitor existing plans or develop new action plans geared toward improving teachers’ instructional practice. • Develop and provide school-based professional learning based on individual school need. • Instructional specialists continue support at assigned to schools based on academic performance, assess areas of need. <p>Grades K-5</p> <ul style="list-style-type: none"> • Teachers receive timely individual support through Teams to address instructional materials questions via a dedicated request link. • A B.E.S.T. liaison will be assigned to each school to make quarterly contact that supports the implementation of B.E.S.T. <p>Grades 6-12</p> <ul style="list-style-type: none"> • Teachers receive timely individual support through Teams to address instructional materials questions via Bookings. 	<p>Focus: Continue school support based on a tiered system (Priority, Focus, and Consulting)</p> <p>Grades K-12</p> <ul style="list-style-type: none"> • Collaborate with school leadership teams to develop Action Plans geared toward improving teachers’ instructional practice which may include modeling lessons, lesson planning, resource development, PD, PLC, Teacher Mentoring, Data Chats, and resource access. • School-based professional learning. • Instructional specialists assigned to schools/teachers as requested by school principals to support mathematics standards-based planning and lesson implementation • Based on academic performance, assess areas of need. • Previously assigned B.E.S.T. liaison will continue to support the implementation of B.E.S.T.

	<ul style="list-style-type: none"> • Offer One-on-One support upon request via the Secondary Bookings App. • Provide school-based support with District-created assessments via Mastery Connect. • Identify Zone PLC leads to serve as B.E.S.T. liaisons. 	<ul style="list-style-type: none"> • Provide ongoing support to teachers implementing new curricular materials. • Conduct quarterly progress checks to evaluate the effectiveness of the support. 	
School Support Progress Monitoring	<ul style="list-style-type: none"> • Monitor school support via documentation in OSPA Central database • Monitor school support via quarterly progress meetings with school-based leadership, collaborative walks, and meetings with instructional specialists assigned to each school. 		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Communication (Math)	<ul style="list-style-type: none"> • Communication in Year 1 focuses on the elements of the plan being delivered coherently across departments and establishing two-way communication channels between the schools and district departments. 	<ul style="list-style-type: none"> • Communication in Year 3 focuses on the elements of the plan being coherently delivered to the parents and the community and strengthen the communication channels established in Year 1. 	<ul style="list-style-type: none"> • Communication in Year 5 focuses on building sustainable partnerships with the community for mutually reinforcing outcomes and strengthen the communication channels established in Year 1 and 3.
Communication Action Plan	<p>Communication regarding curriculum, assessment/data, professional Learning, and support from Elementary and Secondary Learning is represented via a wide variety of forms and methods. Below is a listing of communication tools and avenues designed to ensure that all schools, teachers, and administrators receive information in a clear, concise, and timely manner:</p> <p><u>Grades K-12:</u></p> <ul style="list-style-type: none"> • Principal and Assistant Principal Meetings • Curriculum Council Meetings • Mathematics Department Chair Meetings • Mathematics Coaches and Contact Meetings • Mathematics SharePoint and Mathematics Canvas HUB • BCPS Mathematics Twitter Account • Grade Level Yammer Groups • Parent University • Support school-based Math and Parent nights with a focus on fluency • BCPS Elementary and Secondary Learning Website • Teacher Leader Facilitator Academy 		

	<p>Grades 6-12:</p> <ul style="list-style-type: none"> • Mathematics Task Forces • Secondary Master Scheduling Team Meetings <p>Additionally, Elementary and Secondary Learning will:</p> <ul style="list-style-type: none"> • Develop and sustain Community Partnerships. • Partner with the Office of Communications to design effective external communication strategies.
Communication Progress Monitoring	<ul style="list-style-type: none"> • Data generated from Task Forces, Department Chairs, and Coaches will be used to monitor the two-way communication between the district and schools. • Agendas from the meetings listed above and feedback forms where applicable.

Math District-Wide Assessments K-12

“Student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for implementing appropriate strategies to support student learning” (Learning Forward, 2012). Ongoing assessment is integral to curriculum and instruction. The objective is to help children achieve college and career readiness. Assessment information helps monitor progress — both for individual students and for the school and the district. Assessment information needs to be valid, reliable, and useful so the results can inform curriculum and instruction. Systematic, ongoing assessment provides valuable information on students' learning and helps inform curriculum planning and high-quality tier one instruction across all content areas.

Summative Assessments should be chosen strategically based on the District’s Scope and Sequence so that not more than 5% of instructional time is spent on assessing students per Schoolboard policy 6000.1, while formative assessments (e.g., exit tickets) can be used to monitor student understanding of daily math instruction.

Assessment	Audience	Purpose	Administration Windows
Standards-aligned “Beginning of the Year”, “Middle of the Year”, and “End of the Year” assessments	Students in Grades K-8	2020-21 Go Math! BOY, MOY and EOY assessments are administered 1x each. The purpose of these assessments is to monitor student progress throughout the school year. The assessment consists of a compilation of all standards to be mastered throughout the school year.	<p><u>Current Year 2021-22</u> Beginning of the Year: September Middle of the Year: January – February End of the Year: May – June</p> <p><u>2022-23 and beyond</u> TBD</p>

<p>Mathematics Diagnostic</p>	<p>All students in regular, advanced, or honors Math classes for students in Grades K-8. Not administered to students in Advanced Placement Calculus and Statistics, or the pre-AP classes associated with them. Not administered to students in AICE, Cambridge, or the pre- classes associated with them. Not administered in IB classes or the pre- IB classes associated with them.</p>	<p>An adaptive assessment is administered two to three times a year for understanding student math proficiency. The assessment produces a class-level and student-level growth report, which shows a scale score, performance level, change from previous assessment, grade level equivalency, and student growth index.</p>	<p><u>Current Year 2021-22</u> Period 1: August 23- September 17 Period 2: December 6-January 14 Period 3: March 29-April 29 <u>2022-23 and beyond</u> TBD</p>
<p>District-created standards-aligned micro-assessments</p>	<p>All students in Grades K-Geometry</p>	<p>District micro-assessments are delivered after each math standard is taught. The purpose is to determine mastery of the standard and to plan for responsive instruction.</p>	<p>Ongoing, assess accordingly with district Scope and Sequence.</p>
<p>Statewide Mathematics Assessment</p>	<p>All students in grades 3- Geometry</p>	<p>The Statewide Math Assessment is administered 1x per year to students in grades 3-Geometry. The purpose is to measure math proficiency.</p>	<p><u>Current Year 2021-22</u> Grades 3-6: May 2-13 Grades 7-8: May 2-27 <u>2022-23 and beyond</u> TBD</p>
<p>District-developed Common Formative Assessment Item Banks</p>	<p>All students in grades 6 - Geometry</p>	<p>The district-developed common formative assessment items have been created and added to Mastery Connect. School teams have the ability to create Common Assessments using these items.</p>	<p><u>Current Year 2021-22</u> Designed to given at the end of each unit/module</p>
	<p>All students in Algebra 1 and Geometry</p>	<p>The district-developed science diagnostic exams are intended to be administered via the Mastery Connect master tracker as a determinant of student prior knowledge and skill level.</p>	<p><u>August 30 – September 17, 2021</u></p>
<p>Note: iReady diagnostic assessment will be replaced in all schools following information from the state regarding the new assessment as well as the adoption of new instructional materials.</p>			

K-12 Mathematics District-Wide Curriculum

The following table outlines the district-wide curriculum that supports Tier 1, Tier 2, and Tier 3 instruction for Elementary and Secondary mathematics courses. The purpose of the instructional program is to provide appropriate instruction and additional supports, if necessary, to enable students to perform academically at their grade level or higher.

As we transition to a new instructional material adoption process, it is our goal to adopt high-quality instructional materials that carefully aligned to the new B.E.S.T. Mathematics Standards, while providing teachers with a more compiled, standards-based, and rigorous curriculum design that will support the needs of all students. As part of the mathematics action plan and support system, the curriculum provided will help students prepare for college and career, and by developing algebra topics early, improve students’ skills before continuing to study, thereby ensuring post-secondary success. The mathematics curriculum will develop useful skills through realistic applications that can be seen in the world around, emphasizing a problem-solving approach, reinforcing problem-solving methods, and how to apply them throughout the text while building students’ conceptual understanding, procedural skill and fluency, communication, and critical thinking skills.

Tier and Course	Tier Definition	Core Instructional Materials	Alternative/ Supplemental Materials
Tier 1:	<ul style="list-style-type: none"> • Universal mathematics instruction for all students • Grade level standards • Scaffolding toward grade level proficiency • Progress monitoring of learning through multiple formative assessments and adopted progress monitoring tool. • Application of data-driven, differentiated instruction, flexible grouping, and research-based instructional strategies • Full B.E.S.T. standards roll out 2022-23 	<p><u>Current Year 2021-22</u></p> <p>K-8</p> <ul style="list-style-type: none"> • HMH Go Math • District Created Canvas Courses <p>Algebra 1</p> <ul style="list-style-type: none"> • HMH Florida Algebra 1 with Exploration in Core Math • District Created Canvas Course <p>Geometry</p> <ul style="list-style-type: none"> • Holt McDougal Geometry • District Created Canvas Course <p><u>2022-23 and beyond</u></p> <p>Adopted Instructional Materials Implementation of the B.E.S.T. Mathematics Standards through a standards-based classroom structure, differentiation of</p>	<p>Free for All Schools</p> <p><u>Current Year 2021-22</u></p> <ul style="list-style-type: none"> • iReady Diagnostic, iReady lessons and iReady Standard Mastery <p><u>Current Year 2021-22 and beyond</u></p> <ul style="list-style-type: none"> • District created Instructional Focus Calendar (IFC) and Scope and Sequence with resources for teachers • District created Canvas courses with curricular resources for teachers • Adopted Progress monitoring and assessment tool

		instruction including flexible grouping, multiple means of learning, and demonstration of learning.	
Tier 2:	<ul style="list-style-type: none"> • Must be taught by a mathematics endorsed or certified teacher. • Instruction will provide increased intensity beyond Tier 1 by classroom teachers to identified students, specifically in those areas that pose a barrier for proficiency. • Targeted mathematics instruction based areas of need such as in vocabulary, fluency, and basic skills • Standards at the instructional level of students and scaffold toward grade level. • Progress monitoring of learning through multiple formative assessments and adopted progress monitoring tool. • B.E.S.T. Mathematics standards integration roll out 2021-22, full standards roll out 2022-23. 	<p><u>Current Year 2021-22</u> GoMath Interventions (with progress monitoring)</p> <ul style="list-style-type: none"> • Strategic Intervention • Intensive Intervention • Other interventions as recommended on the Multi-Tiered System of Support (MTSS) K-12 Mathematics Chart <p><u>2022-23 and beyond</u></p> <ul style="list-style-type: none"> • Adopted intervention program and resources to support Tier 2 instruction. • Other interventions as recommended on the Multi-Tiered System of Support (MTSS) K-12 Mathematics Chart. 	<p>Based on Student Need (schools may request materials)</p> <p>Instruction will be supplemented with Tier 2 strategies that include small group instruction, one on one instruction, differentiation based on their individual needs, extra support with non-mastery of specific standards and skills, and the use of supplemental materials.</p>
Tier 3:	<ul style="list-style-type: none"> • Must be taught by a mathematics endorsed or certified teacher outside of the core instructional block. • Instruction will provide intensive support to students not meeting grade level standards even after they have received Tier 1 and Tier 2 instruction. • Students not meeting grade level expectations on the state assessments will be identified and targeted for Tier 3 instruction as well as students who are identified for Tier 2 instruction and demonstrate they are at risk of not meeting grade level expectations. 	<p><u>Current Year 2021-22</u> GoMath Interventions (with progress monitoring)</p> <ul style="list-style-type: none"> • Strategic Intervention • Intensive Intervention • Other interventions as recommended on the Multi-Tiered System of Support (MTSS) K-12 Mathematics Chart <p><u>2022-23 and beyond</u></p> <ul style="list-style-type: none"> • Adopted intervention program and resources to support Tier 3 instruction • Other interventions as recommended on the Multi-Tiered System of Support (MTSS) K-12 Mathematics Chart 	<p>Based on Student Need (schools may request materials)</p> <p>Instruction will be provided by certified teachers who push-in to the classroom during core instructional time to provide seamless support, or during intervention time (special area time) outside of the core subject class times. It will include one on one, individualized instruction as well as small group.</p>

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| | <ul style="list-style-type: none"> • Progress monitoring of learning through multiple formative assessments and adopted progress monitoring tool. • Standards at the instructional level of the student and scaffold toward grade level. | |
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Note: iReady diagnostic assessment, iReady lessons and iReady Standards Mastery will be replaced in all schools following information from the state regarding the new assessment as well as the adoption of new instructional materials.

Professional Learning Opportunities - Mathematics

Mathematics professional Learning is designed to develop, improve, and enhance participants’ mathematical content and pedagogical knowledge, as well as increase effectiveness in teaching mathematics to students in grades K-12. Professional development provides exposure to instructional strategies and materials that balance conceptual understanding, procedural fluency, and application of mathematics content in conjunction with the Mathematics Florida Standards (MAFS) and Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.). Standards for Mathematics. Professional learning (PL) opportunities provide teachers with strategies to incorporate the Mathematical Practice Standards and the Mathematical Thinking and Reasoning Standards (MTR’s) into instruction and interventions. Dyscalculia is addressed within these contexts. Professional learning builds teacher effectiveness by providing strategies to improve standards-based planning, standards-based instruction, and optimal conditions for learning.

Virtual mathematics PL barriers encountered include teachers not having enough time to complete implementation activities in addition to their regular workload.

Solutions for barriers:

- Instructional specialists provided regular course progress updates making participants aware of any missing assignments and offering to meet with them to help them complete the assignments.
- Participants are given extended time past the initial due dates for course work to allow flexibility for our participants.

In person mathematics PL barriers encountered include the inability of teachers to procure substitutes in order to attend. In addition, teachers are reluctant to attend PL after hours for a stipend even when funding is available.

Solution for barriers:

- Use Title IIA funding to pay teachers and facilitators their hourly rates to attend Professional Learning after hours. Funding would include the cost of custodial assistance at various PL sites.

Professional Learning: Assessment	<p>Grades K-12</p> <ul style="list-style-type: none"> • Learning Across Broward (LAB) course surveys • eLearning Assessments • Analysis of iReady Data Reports <p>Grades K-5</p> <ul style="list-style-type: none"> • Pre and post learning surveys
Professional Learning: Curriculum	<p>Grades K-12</p> <ul style="list-style-type: none"> • B.E.S.T. Planning for Teaching and Learning w/ B.E.S.T. Instructional Guides for Mathematics (BIG-M) • Discourse in Mathematics Classrooms • Getting Started with New Instructional Materials (Summer 2022) <p>Grades K-5</p> <ul style="list-style-type: none"> • Concrete, Representation, and Abstract (C-R-A) Instructional Sequence Model • Conceptual Understanding through concrete manipulatives <p>Grades 6-12</p> <ul style="list-style-type: none"> • Connecting Concepts to Procedures • Math Stations • Modeling Algebra Tiles • Eliciting Evidence of Student Thinking • Project Based Learning in Mathematics (PBL) • Experiential Learning in Mathematics
Professional Learning: Standards	<p>Grades K-12</p> <ul style="list-style-type: none"> • Getting to Know the Benchmark for Excellent Student Thinking (B.E.S.T) • B.E.S.T. Mathematical Thinking and Reasoning Standards • B.E.S.T. Vertical and Horizontal Alignment

Extended Instruction and Learning Opportunities

Activity	Description	Resources
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<p>Personalized Tutoring Sessions</p>	<p>Remediate and accelerate mathematics learning through one-to-one student tutoring by qualified instructors both during the school day and after school hours that focuses on specific areas of weakness. Scheduling of tutoring services is a school-based decision unless the school is part of PCG High Intensity Tutoring, SAGA tutoring, or ASK Bria after school program and Ask Bria Piper Zone.</p>	<ul style="list-style-type: none"> • Custom-built resources based on the individual needs of each student. • Core mathematics instructional materials to ensure that assistance remains aligned to classroom curriculum.
<p>School-based Extended Learning Opportunities</p>	<p>School-based ELO can occur in multiple facets including, but not limited to: Saturday Camps, Personalized Study Hall, and/or After-School Camps. Specific strategies and skill remediation can be addressed in an individual or small group environment.</p>	<ul style="list-style-type: none"> • Extended Learning Opportunity Toolkit • iReady (middle grades only) • Khan Academy (for assistance toward concordance on PSAT/SAT)

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Science

Science is everywhere and understanding how it plays a role in our daily lives gives students a great foundation for any career they choose. Students are engaged in active learning by making real-world connections of scientific topics that are interconnected and multifaceted. Students are given the opportunity to expand their skills in scientific explanations, methods, and critical thinking by practicing with laboratory investigations. Students are provided exposure to a variety of hands-on science inquiry and methodology in building conceptual understanding of science content in conjunction with state standards. Science curriculum incorporates instruction in the Florida Standards in Mathematics and English Language Arts/Literacy or Florida’s Benchmarks in Excellent Student Thinking Standards (B.E.S.T.) while teaching the Next Generation Sunshine State Standards (NGSSS) in science. Each grade level has its own standards from each science domain that build upon the learning progression.

The purpose of this instructional plan is to define our strategy to improve student achievement in science over the next 5 years. Our intent is to focus on enhancing instructional practices of science teachers, increasing knowledge of the content for elementary teachers, increasing the instructional leadership skill sets of science administrators, ensuring the alignment of curricular resources, and providing additional experiential and extended learning opportunities to students in grades k-12. This plan specifically details how a dive into our data demonstrates trends and patterns that will be used to determine student, teacher, and administrative needs, and to guide our research for resources and strategies to address those needs.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Student Achievement	<ul style="list-style-type: none"> • Grade 5: By June 2022, proficiency in each grade level will increase to 43% • Grade 8: By June 2022, proficiency in grade 8 will increase to 41% • Biology: By June 2022, proficiency in Biology will increase to 61% 	<ul style="list-style-type: none"> • Grade 5: By June 2024, proficiency in each grade level will to 49% • Grade 8: By June 2024, proficiency in grade 8 will increase to 47% • Biology: By June 2024, proficiency in Biology will increase to 67% 	<ul style="list-style-type: none"> • Grade 5: By June 2026, proficiency in each grade level will increase to 55% • Grade 8: By June 2026, proficiency in grade 8 will increase to 53% • Biology: By June 2026, proficiency in Biology will increase to 73%
	<p>Elementary:</p> <ul style="list-style-type: none"> • Provide District-created scope and sequences by grade level. • Provide District-created 5E science lesson plans. • Provide District-created read-aloud lesson plans. • Provide District-created micro-assessments for grades 3-5. • Provide District-created, student focused “fair game” standards review videos and activities for 5th grade students. 	<p>Elementary:</p> <ul style="list-style-type: none"> • Provide District-created scope and sequences by grade level. • Provide updated District-created 5E science lesson plans. • Provide updated District-created read-aloud lesson plans. • Provide District-created micro-assessments for grades 3-5. • Provide District-created, student focused “fair game” standards review videos and activities for 5th grade students. 	<p>Elementary:</p> <ul style="list-style-type: none"> • Provide District-created scope and sequences by grade level. • Provide updated District-created 5E science lesson plans. • Provide updated District-created read-aloud lesson plans. • Provide District-created micro-assessments for grades 3-5. • Provide District-created, student focused “fair game” standards review videos and activities for 5th grade students.

	<ul style="list-style-type: none"> • Ensure thirty minutes of science is included in every K-5 classroom schedule. • Leverage ELA to support Science through connections made in Benchmark Advance. • Ensure hands-on instruction is occurring in every K-5 classroom 1x per week. • Ensure educators have access to necessary science materials. • Ensure 5E instructional method is being incorporated into all professional learning opportunities. • Guide teachers in identifying gaps in science learning and identify how/where to spiral instruction to remedy. 	<ul style="list-style-type: none"> • Ensure thirty minutes of science is included in every K-5 classroom schedule. • Leverage ELA to support Science through connections made in Benchmark Advance. • Ensure hands-on instruction is occurring in every K-5 classroom 1x per week. • Ensure educators have access to necessary science materials. • Guide teachers in identifying gaps in science learning and identify how/where to spiral instruction to remedy. • Developing the practice and science content knowledge of school-based science coaches . • Elementary instructional specialists and science supervisor will plan, create and deliver end-of-year science lessons for 5th grade students based on 6th grade science standards. • Teachers use 5E instructional method with fidelity to teach and assess science. 	<ul style="list-style-type: none"> • Ensure thirty minutes of science is included in every K-5 classroom schedule. • Leverage ELA to support Science through connections made in Benchmark Advance. • Ensure hands-on instruction is occurring in every K-5 classroom 1x per week. • Ensure educators have access to necessary science materials. • Developing the practice and science content knowledge of school-based science coaches. • Continue planning, creating and delivering end-of-year science lessons for 5th grade students based on 6th grade science standards. • Teachers use 5E instructional method with fidelity to teach, assess, and also plan for responsive instruction.
	<p>Secondary:</p> <ul style="list-style-type: none"> • Provide district-created curriculum maps/instructional focus calendars by course. • Provide 5E lessons via district-developed Science Canvas courses. • Provide district-created/curated diagnostic exams, common formative assessments (CFAs), summative assessments, and question-bank items. • Provide opportunities to continue learning outside of the classroom via district-based tutoring programs and community partnerships. 	<p>Secondary:</p> <ul style="list-style-type: none"> • Provide updated district-created curriculum maps/instructional focus calendars by course to reflect newly adopted materials. • Provide updated 5E lessons via district-developed Science Canvas courses. • Provide district-created/curated/procured diagnostic exams, common formative assessments (CFAs), summative assessments, and question-bank items. • Provide opportunities to continue learning outside of the classroom via 	<p>Secondary:</p> <ul style="list-style-type: none"> • Provide district-created curriculum maps/instructional focus calendar. • Provide updated 5E lessons via district-developed Science Canvas courses. • Provide district-created/curated/procured diagnostic exams, common formative assessments (CFAs), summative assessments, and question-bank items. • Provide opportunities to continue learning outside of the classroom via district-based tutoring programs and community partnerships.

		district-based tutoring programs and community partnerships.	
Student Achievement Progress Monitoring	<p>Elementary:</p> <ul style="list-style-type: none"> • Percent proficiency will be measured by the Statewide Science Assessment (SSA). • District-developed Broward Standard Assessment (BSA) will be administered 1x per year as an indicator of student performance for Grade 5. • District-developed Beginning of the Year, Middle of the Year, and End of the Year Assessments for grade K-5 will be administered to track progress throughout school year. • District-Developed standards-based micro-assessments for grades 3-5 will be administered at the conclusion of each science standard taught. <p>Secondary:</p> <ul style="list-style-type: none"> • District-created diagnostic assessments will be provided and administered via Mastery Connect to determine students' prior knowledge in science. • District Common Formative Assessment (CFA) items will be available through Mastery Connect to monitor students' progress toward benchmark proficiency. • District-developed Broward Standard Assessment (BSA) will be administered 1x per year as an indicator of student performance for Grade 8 SSA and Biology End-Of-Course (EOC) Exams. • Percent proficiency will be measured by the Statewide Science Assessment (SSA) and the Biology EOC Assessment. 		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Professional Learning	Elementary: PD in Year 1 will focus on teachers learning elementary science content knowledge.	Elementary: PD in Years 3 & 4 will focus on the implementation of the new curriculum and assessments as well as instructional strategies and pedagogy aimed at improving the instructional delivery practices of science teachers to increase student engagement in the content.	Elementary: PD in Year 5 will focus on instructional strategies and pedagogy aimed at improving the instructional delivery practices of science teachers.
	Secondary: PD in Year 1 will focus on instructional strategies and pedagogy aimed at improving the instructional delivery practices of science teachers to increase student engagement in the content.	Secondary: PD in year 3 will focus on the implementation of new curricular resources, assessments, and research-based instructional strategies.	Secondary: PD in Year 5 will focus on instructional strategies and pedagogy aimed at improving the instructional delivery practices of science teachers.

Professional Learning Action Plan	<p>Elementary:</p> <ul style="list-style-type: none"> The Elementary Learning Department (Science) will/has created a series of six professional learning opportunities for teachers to learn actual science content. These are self-paced courses within Canvas. Courses are being rolled out throughout the 21-22 school year. 	<p>Elementary:</p> <ul style="list-style-type: none"> The Elementary Learning Department (Science) will develop and provide continuous offerings of professional learning on how to effectively use newly adopted curricular materials with fidelity. The Elementary Learning Department (Science) will develop and provide professional Learning offerings that will develop, improve, and/or enhance the instructional practices of teachers, coaches, and administrators to effectively deliver science instruction to students in grades K-5. Include differentiated methods recognizing the unique abilities and needs of each student within each professional learning. 	<p>Elementary:</p> <ul style="list-style-type: none"> The Elementary Learning Department (Science) will develop and provide professional Learning that will offer an exposure to a variety of hands-on science inquiry and methodologies in building conceptual understanding of science content in conjunction with state standards.
	<p>Secondary:</p> <ul style="list-style-type: none"> Provide PD Focused on four evidence based instructional delivery practices for ALL science teachers: <ul style="list-style-type: none"> Alignment to State Standards Inquiry Investigations Student Voice and Choice Technology Integration Provide course-specific PD modeling evidenced-based instructional strategies: Claims, Evidence, Reasoning (CER) and Predict, Observe, Explain (POE) to cover course-specific standard content based on district-provided scope and sequence. Provide PD focused on strategies for collecting and analyzing data to drive science instruction. 	<p>Secondary:</p> <ul style="list-style-type: none"> Develop and provide PD sessions focused on how to effectively use newly adopted curricular materials with fidelity for teachers. Develop and provide PD Sessions to school-based admin to increase awareness of newly adopted science curricular materials and resources. Provide PD Focused on four evidence-based instructional delivery practices for ALL science teachers: <ul style="list-style-type: none"> Alignment to State Standards Inquiry Investigations Student Voice and Choice Technology Integration Provide PD focused on strategies for collecting and analyzing data to drive science instruction. 	<p>Secondary:</p> <ul style="list-style-type: none"> Provide PD Focused on four evidence-based instructional delivery practices for ALL science teachers <ul style="list-style-type: none"> Alignment to State Standards Inquiry Investigations Student Voice and Choice Technology Integration Provide PD focused on strategies for collecting and analyzing data to drive science instruction. Provide PD to support reading in the content area focused on active reading strategies. Provide ‘Look-for’ PD to school-based admin to improve evaluation of observable elements of effective instructional delivery practices.

	<ul style="list-style-type: none"> • Provide PD to support reading in the content area focused on active reading strategies. • Provide ‘Look-for’ PD to school-based admin to improve evaluation of observable elements of effective instructional delivery practices. 	<ul style="list-style-type: none"> • Provide PD to support reading in the content area focused on active reading strategies. • Provide ‘Look-for’ PD to school-based admin to improve evaluation of observable elements of effective instructional delivery practices. 	
Professional Learning Progress Monitoring	<p>Elementary:</p> <ul style="list-style-type: none"> • Professional feedback surveys • Instructional specialists follow-up meetings with professional learning participants • Instructional specialists provide participants with feedback on implementation activities • Professional learning implementation rates • Pre/Post learning surveys <p>Secondary:</p> <ul style="list-style-type: none"> • Utilize Guskey’s 5 Levels of PD Evaluation <ul style="list-style-type: none"> ○ Monitor participant’s reactions via feedback survey and attendance ○ Monitor participant’s learning via pre/post tests and facilitator observation of learning implementation ○ Monitor organizational level support via self-reporting of participants and department communication ○ Monitor participant’s use of new knowledge via evaluation of student work samples containing teacher feedback ○ Monitor impact on student learning outcomes via results of state standardized assessment results 		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
School Support	<p>Elementary:</p> <ul style="list-style-type: none"> • Schools use district support request link to request support with science instruction. • School needs are determined during a collaborative meeting between the principal and science supervisor. • Support plan is created and shared with assigned instructional specialist to implement. • Instructional specialist implements the support plan making modifications as necessary. <p>Secondary:</p> <ul style="list-style-type: none"> • Tier Schools as Priority, Focus, Support or Consulting based on student performance on state standardized exam scores. • Create an action plan for support with district curriculum supervisor, district ISs, and school-based leadership team. • Implement plan at school site with quarterly progress check meetings scheduled with school-based leadership. • Document all support actions in OSPA Central, evaluate for effectiveness, and modify if necessary. 		
School Support Action Plan	<p>Elementary:</p> <ul style="list-style-type: none"> • Instructional specialists assigned to schools/teachers as requested by school principals to support with science 	<p>Elementary:</p> <ul style="list-style-type: none"> • Instructional specialists assigned to schools/teachers as requested by school principals to support with science 	<p>Elementary:</p> <ul style="list-style-type: none"> • Instructional specialists assigned to schools/teachers as requested by school principals to support with

	<p>standards-based planning and lesson implementation.</p> <ul style="list-style-type: none"> • School-based professional learning • Continue supporting teachers in 5E instructional model. • Science lesson modeling by instructional specialists. • School-based support with District-created assessments via MasteryConnect. • School-based support for responsive instruction. • Support schools in selecting appropriate supplementary science informational texts to leverage science during ELA instruction. • Encourage requests for school-based science support at elementary principal meetings and science coaches/contacts meetings. 	<p>standards-based planning and lesson implementation.</p> <ul style="list-style-type: none"> • School-based professional learning • Continue supporting teachers in 5E instructional model. • Science lesson modeling by instructional specialists. • School-based support with District-created assessments via MasteryConnect. • School-based support for responsive instruction. • Support schools in selecting appropriate supplementary science informational texts to leverage science during ELA instruction. • Encourage requests for school-based science support at elementary principal meetings and science coaches/contacts meetings. • Support teachers and administrators knowledge of new curricular materials. • Specific science support group for new teachers. 	<p>science standards-based planning and lesson implementation.</p> <ul style="list-style-type: none"> • School-based professional learning. • Continue supporting teachers in 5E instructional model. • Science lesson modeling by instructional specialists. • School-based support with District-created assessments via MasteryConnect. • School-based support for responsive instruction. • Support schools in selecting appropriate supplementary science informational texts to leverage science during ELA instruction. • Encourage requests for school-based science support at elementary principal meetings and science coaches/contacts meetings. • Support teachers and administrators knowledge of new curricular materials. • Specific science support group for new teachers. • Support teachers content knowledge and pedagogy.
	<p>Secondary:</p> <ul style="list-style-type: none"> • Determine the current academic performance via data dives with cadre directors, curriculum supervisors, school-based leadership, instructional specialists, and coaches. • Based on academic performance, assess areas of need. • Create an action plan of services to address the schools/teachers needs which may include modeling lessons, lesson planning, resource development, PD, PLC, Teacher 	<p>Secondary:</p> <ul style="list-style-type: none"> • Determine the current academic performance via data dives with cadre directors, curriculum supervisors, school-based leadership, instructional specialists, and coaches. • Based on academic performance, assess areas of need. • Create an action plan of services to address the schools/teachers needs which may include modeling lessons, lesson planning, resource development, 	<p>Secondary:</p> <ul style="list-style-type: none"> • Determine the current academic performance via data dives with cadre directors, curriculum supervisors, school-based leadership, instructional specialists, and coaches. • Based on academic performance, assess areas of need. • Create an action plan of services to address the schools/teachers needs which may include modeling

	<p>Mentoring, Data Chats, and resource access and management.</p> <ul style="list-style-type: none"> Conduct quarterly progress checks to evaluate the effectiveness of the support. 	<p>PD, PLC, Teacher Mentoring, Data Chats, and resource access and management.</p> <ul style="list-style-type: none"> Conduct quarterly progress checks to evaluate the effectiveness of the support. 	<p>lessons, lesson planning, resource development, PD, PLC, Teacher Mentoring, Data Chats, and resource access and management.</p> <ul style="list-style-type: none"> Conduct quarterly progress checks to evaluate the effectiveness of the support.
School Support Progress Monitoring	<p>Elementary:</p> <ul style="list-style-type: none"> School support will be documented via anecdotal notes in AirTable School support will be documented through reminder emails to principals and other identified involved individuals School support will be documented through follow-up emails to the school principal and other identified involved individuals after school visits to summarize activities that took place during the support visit 		
	<p>Secondary:</p> <ul style="list-style-type: none"> School support will be monitored via documentation in OSPA Central School support will be monitored via quarterly progress meetings with school-based leadership 		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Communication	<ul style="list-style-type: none"> Focus for communication will include all school-based personnel. 	<ul style="list-style-type: none"> Focus of communication will include all school-based personnel as well as parents. 	<ul style="list-style-type: none"> Focus of communication will include all school-based personnel, parents and community stakeholders.
Communication Action Plan	<ul style="list-style-type: none"> Elementary and Secondary updates at level principal meetings Department meetings Coach Forums Elementary and Secondary Science SharePoint sites Elementary and Secondary Canvas courses Yammer announcements Quarterly flyers advertising professional learning opportunities Department newsletters District Email Alerts Twitter, Facebook, and LinkedIn 	<ul style="list-style-type: none"> Elementary and Secondary updates at level principal meetings Department meetings Coach Forums Elementary and Secondary Science SharePoint sites Elementary and Secondary Canvas courses Yammer announcements Quarterly flyers advertising professional learning opportunities Department newsletters District Email Alerts Twitter, Facebook, and LinkedIn Parent updates on Broward Schools website 	<ul style="list-style-type: none"> Elementary and Secondary updates at level principal meetings Department meetings Coach Forums Elementary and Secondary Science SharePoint sites Elementary and Secondary Canvas courses Yammer announcements Quarterly flyers advertising professional learning opportunities Department newsletters District Email Alerts Twitter, Facebook, and LinkedIn Parent updates on Broward Schools website Pertinent updates shared for all community stakeholders shared on Broward Schools website

Communication Progress Monitoring	<ul style="list-style-type: none"> Internal Customer Service Survey of Communication 	<ul style="list-style-type: none"> Internal Customer Service Survey of Communication Focus Group Survey of Communication 	<ul style="list-style-type: none"> Internal Customer Service Survey of Communication Focus Group Survey of Communication
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Elementary Science District-Wide Assessments

The following chart is a compilation of district-provided formative and summative assessments for elementary science.

Assessment	Audience	Purpose	Administration Windows
District-created standards-aligned “Beginning of the Year”, “Middle of the Year”, and “End of the Year” assessments	All students in grades K-5	District-created BOY, MOY and EOY assessments are administered 1x each. The purpose of these assessments is to monitor student progress throughout the school year. The assessment consists of a compilation of all standards to be mastered throughout the school year.	<p>Beginning of the Year: September</p> <p>Middle of the Year: January – February</p> <p>End of the Year: May - June</p>
District-created standards-aligned micro-assessments	All students in grades 3-5	District-created micro-assessments are administered after each science standard taught. The purpose is to determine mastery of the standard and to plan for responsive instruction.	Ongoing, assess accordingly with district Scope and Sequence

<p>District-created Broward Science Assessment (BSA)</p>	<p>All students in grade 5</p>	<p>The Broward Science Assessment (BSA) is given 1x per year. The purpose of this assessment is to provide data to schools and teachers in regards to standards that have been mastered by students versus those that have not been mastered, as well as provide a school proficiency prediction and individual student proficiency prediction for the SSA.</p>	<p>January 31 – February 11, 2022</p>
<p>Statewide Science Assessment</p>	<p>All students in grade 5</p>	<p>The Statewide Science Assessment is administered 1x per year to fifth grade students. Purpose is to measure science proficiency at the elementary level.</p>	<p>May 17 & 18, 2022</p>

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Elementary Science District-Wide Curriculum

Tier and Course	Tier Definition	Core Instructional Materials	Alternative/Supplemental Materials
Tier 1	Taught by K-5 general classroom teacher	STEMscopes	Science A-Z

Elementary Science Professional Learning Opportunities

Professional Learning: Assessment	<ul style="list-style-type: none"> • How Do You Know They Got It? Assessing Elementary Science
Professional Learning: Curriculum	<ul style="list-style-type: none"> • Science Centers Made Simple • Teaching Science to Support Literacy K-5
Professional Learning: Standards	<ul style="list-style-type: none"> • Deep Dive into the Next Generation Sunshine State Standards for Science K-5 • Standards-Based Elementary Science • Understanding Elementary Science – Animal and Human Life • Understanding Elementary Science – Force and Motion • Understanding Elementary Science – Plant Life • Understanding Elementary Science – Earth, Sun and Space • Understanding Elementary Science – Heat, Light and Electrical Energy • Understanding Elementary Science – Weather and Climate

Secondary Science District-Wide Assessments

The following chart is a compilation of the district-provided diagnostic, common formative, summatives, and benchmark assessments for middle and high school Science courses.

Assessment	Audience	Purpose	Administration Windows
District-developed Diagnostic Assessments (TIER 1 Assessment)	Designed for use with students of all ability levels	These district-developed science diagnostic exams are intended to be administered via the Mastery Connect master tracker as a determinant of student prior knowledge and skill level.	Aug. 30 - Sept. 17, 2021 (recommended)

District-developed Common Formative Assessment Item Banks (TIER 1, 2, and 3)	Designed for use with students of all ability levels	These district-developed common formative assessment items have been created and added to Mastery Connect and Canvas Quizzes Teachers can create CFAs using these items.	Designed to be given at the end of each unit/module (recommended)
Grade 6 & Grade 7 Science Summative Assessments	Designed as end-of-year exams for students in Grade 6 Regular/Advanced, GEARS6 and Grade 7 Regular/Advanced	These district-developed science summative assessments are intended to be administered at the end of 6 th and 7 th grade as a determinant of what students have learned during the academic year.	April – May 2022 (recommended)
Broward Standards Assessment (BSA) Grade 8 & Biology	Designed as a mid-year evaluation of students enrolled in GEARS7, Grade 8 Science, and biology.	These district-developed science standards assessments are intended to be administered near the end of 2 nd quarter beginning of 3 rd quarter to determine what students know and are able to do.	Jan. – Feb. 2022 (highly recommended)
Statewide Assessments: Statewide Science Assessment & Biology End-of-Course Exam.	Designed as an end-of-year summative exam for students enrolled in Biology, GEARS7, and Grade 8 Science.	These state-developed assessments are intended to be administered at the end of the academic year to determine the level of proficiency for students taking science in grade 8, finishing MS content via GEARS7, and biology.	May 2022 (required)

Secondary Science District-Wide Curriculum

Tier and Course	Tier Definition	Core Instructional Materials	Alternative/Supplemental Materials
Tier 3: Science Intervention	<ul style="list-style-type: none"> • Must be taught by a science certified teacher • Intensive science instruction aligned to NGSSS benchmark outcomes and Science Practices • Benchmarks and texts integrated at the reading instructional level of the student and scaffolded toward grade level with a focus on understanding science content • Progress monitor student learning via performance assessments and Mastery Connect CFAs. 		Based on Student Need (schools may need to purchase materials)

Tier 2: Science Intervention	<ul style="list-style-type: none"> • Must be taught by a science certified teacher • Targeted science instruction based on need in science process skills, science practices, and understanding of science content • Benchmarks and texts integrated at the instructional level of students and scaffolded toward grade level with a focus on applying science content. • Progress monitor student learning via performance assessments and Mastery Connect CFAs. • BEST Secondary Standards for Science integration roll out Summer 2022. 	<p>OpenSciEd, Generation Genius</p> <p>STEMSims</p>	<p>Based on Student Need (schools may need to purchase materials)</p>
Tier 1: Science Instruction	<ul style="list-style-type: none"> • Universal science instruction for all students • Course level standards • Scaffolding toward grade level proficiency • Progress monitor development of the standards and growth via formative assessments, and the BSA • BEST Secondary Standards for Science integration roll out Summer 2022. 	<p>STEMScopes HMH FL Biology Canvas Courses</p>	<p>Free for All Schools</p> <ul style="list-style-type: none"> • Newsela • Phet • Vocabulary.com

Professional Learning Opportunities

	Secondary Science
Professional Learning: Assessment	<ul style="list-style-type: none"> • Science Resources on MasteryConnect • Disaggregating Data for Driving Instruction in Science
Professional Learning: Curriculum	<ul style="list-style-type: none"> • Earth/Space Science Quarter 1-4 • Life Science Quarters 1-4 • Physical Science Quarters 1-4 • Biology Modeling in the Content Quarters 1-4
Professional Learning: Pedagogy	<ul style="list-style-type: none"> • Active Reading Strategies in Science • Implementing Claims-Evidence-Reasoning • Implementing Predict-Observe-Explain • 5E Lesson Model Part 1 • 5E Lesson Model Part 2

Extended Instruction and Learning Opportunities

Activity	Description	Resources
Competitions		
School-based Extended Learning Opportunities		

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Social Studies

Broward County Public Schools utilizes instructional materials that are aligned to the Next Generation Sunshine State Standards for Social Studies. The Elementary Social Studies curriculum incorporates the required state statutes that focus on knowledge of the Declaration of Independence, the Constitution and Bill of Rights along with Florida’s Constitution, our country’s early history, Patriotism and Flag Education, the History of Florida, and age-appropriate lessons on the history of the Holocaust.

Students in Secondary Social Studies courses have the opportunity to engage in learning high level content and skills as required by the State of Florida Next Generation Sunshine State Standards for Social Studies integrated with the new ELA and Mathematics B.E.S.T. standards. Students learn concepts and content in the areas of American History, World History, Geography, Economics, Financial Literacy, Civics and Government through a variety of required and elective courses.

It is our goal that through Social Studies instruction students are provided with the knowledge, skills, strategies, and experiences to become active citizens in local, state, national, and global society.

Timeline of Important Changes to Social Studies

Year	Task/Mandate
2021-2022	High School Civic Literacy Exam
2022-2023	Implement B.E.S.T. for Math (MTR) and ELA (EE) embedded in Social Studies courses (Benchmarks for Excellent Student Thinking)
2023-2024	<ul style="list-style-type: none"> • Implement new Civics/Government Standards, Holocaust Standards & Character Education Standards • Implement new Instructional Materials for Social Studies • Possible change in Middle School Civics End-of-Course Exam

Based on middle and high school Civics and American History data remaining stagnant, a greater effort is being made to ensure Social Studies concepts and topics are being addressed early in the elementary grades. Civics has also been added to Grades K-5 in the new Florida BEST (Benchmarks for Excellent Student Thinking) Standards for English Language Arts creating a need to ensure all students in the early grades have a solid foundational understanding going into middle school.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Student Achievement	<ul style="list-style-type: none"> • MS Civics: 61% • HS U.S. History 60%: 	<ul style="list-style-type: none"> • MS Civics: 65% • HS U.S. History: 64%: 	<ul style="list-style-type: none"> • MS Civics: 71% • HS U.S. History: 69%:

Student Achievement Action Plan

Elementary
 Increase background content knowledge during the ELA block using texts from Benchmark Advance.

One hundred minutes per week teaching social studies standards driven by explicit instruction utilizing:

- Adopted HMH (Houghton Mifflin Harcourt) Readers K-5 and Document-based Questioning resources 3-5
- Elementary Canvas course lessons and civic themed project-based activities for required instruction and essential topics
- Social Studies Modules available in Commons.
- iCivics website to engage students in meaningful learning.
- Increase social studies and civics background during the ELA (English Language Arts) block using Benchmark resources.
- Elevate Civics Literacy using CARES K-12 Civics Literacy books and created lesson plans.

Secondary

- Tools provided for teachers for Core Required courses:
 - Pacing Guides
 - Course Description
 - Year Long and/or Semester Canvas course of model lessons.
 - Formative EoCA style questions for MS Civics and HS US History
 - Custom scaffolded lessons for MS Civics and HS US History
 - Adopted Instructional Materials for all Core required courses.

Elementary
 Maximize the social studies instructional time to include project-based learning.

One hundred minutes per week resulting in two 20-minute days of instruction and one 60-minute day of instruction teaching social studies standards driven by explicit instruction utilizing:

- Newly Adopted Resources as the vehicle to teach standards
- Document-based Questioning resources K-5
- Elementary Learning Canvas Social Studies Course lessons and civics-themed project-based activities for required instruction and essential topics
- Social Studies Modules with updated lessons and iCivics
- Benchmark resources to increase background knowledge of social studies content including civics during the ELA block
- Embedded progress monitoring performance assessments including Mastery Connect
- Civics Literacy books and lessons to increase civic knowledge

Students will increase their ability to use proper terminology while articulating and practicing having real-world conversations about social studies topics.

Educators effectively incorporate technology into social studies classrooms by expanding available content and improving students' technical skills.

Elementary
 Optimize student opportunities to actively engage in and apply their learned knowledge of social studies to the world around them.

One hundred twenty minutes per week resulting in two 30-minute days of instruction and one 60-minute day of instruction teaching social studies standards driven by explicit instruction utilizing:

- Adopted Resources with fidelity
- Document-based Questioning resources K-5
- Embedded progress monitoring performance assessments including Mastery Connect
- Civics Literacy books and lessons to increase civic knowledge
- Project-based activities to teach and monitor standards
- Elementary Learning Canvas Social Studies Course lessons and civics-themed project-based activities for required instruction and essential topics
- Benchmark resources to increase background knowledge of social studies content including civics during the ELA block

Educators effectively incorporate technology into social studies classrooms by expanding available content and improving students' technical skills.

Teachers will use progress monitoring data to create pathways for students to meet their needs utilizing resources on ELD Canvas Course, Social Studies.

	<ul style="list-style-type: none"> ○ Approved resources located on the Secondary Social Studies SharePoint Site. ○ EOCA Review Materials for Civics and HS U.S. History ● Resources and information on Core Required Social Studies courses for parents located on the District website. ● It is our goal that through Social Studies instruction students are provided with the knowledge, skills, strategies, and experiences to become active citizens in local, state, national and global society. Support for specific schools –create a custom action plan for the school year that includes adjustment in pacing, professional Learning) ● Assist classroom teachers with implementation of scaffolded instruction (alternative, scaffolded strategies found within the lessons). ● Provide teachers with Content Area Reading Strategies ● Provide teachers with researched- based Sourcing, Contextualization and Corroboration Strategies. ● Provide teachers with support on how to integrate Florida’s ELA and Math B.E.S.T. standards into Content areas as per Social Studies Course Descriptions. ● Interactive PowerPoints focused on benchmarks, content focus, and achievement level descriptors for middle school civics ● Skills based diagnostic in Middle School World History and Middle School Civics ● Professional Learning for teachers (See PD section) 	<p>Secondary</p> <ul style="list-style-type: none"> ● Tools provided for teachers for Core Required courses: <ul style="list-style-type: none"> ○ Pacing Guides ○ Course Description ○ Year Long and/or Semester Canvas course of model lessons ○ Formative EoCA style questions for MS Civics and HS US History ○ Custom scaffolded lessons for MS Civics and HS US History ○ Adopted Instructional Materials for all Core required courses. ○ Approved resources located on the Secondary Social Studies SharePoint Site. ○ EOCA Review Materials for MS Civics and HS U.S. History ● Resources and information on Core Required Social Studies courses for parents located on the District website. ● Support for specific schools –create a custom action plan for the school year that includes adjustment in pacing, professional Learning) ● Assist classroom teachers with implementation of scaffolded instruction (alternative, scaffolded strategies found within the lessons). ● Provide teachers with Content Area Reading Strategies ● Provide teachers with researched- based Sourcing, Contextualization and Corroboration Strategies. ● Provide teachers with support on how to integrate Florida’s ELA and Math B.E.S.T. standards into Content areas as per Social Studies Course Descriptions. ● Update Interactive PowerPoints focused on benchmarks, content focus, and 	<p>Secondary</p> <ul style="list-style-type: none"> ● Tools provided for teachers for Core Required courses: <ul style="list-style-type: none"> ○ Pacing Guides ○ Course Description ○ Updated and modified year long and/or Semester Canvas course of model lessons (based on 2023-2024 implementation of new Instructional Materials) ○ Formative EoCA style questions for MS Civics and HS US History ○ Custom scaffolded lessons for MS Civics and HS US History ○ Adopted Instructional Materials for all Core required courses. ○ Approved resources located on the Secondary Social Studies SharePoint Site. ○ EOCA Review Materials for MS Civics and HS U.S. History ● Resources and information on Core Required Social Studies courses for parents located on the District website. ● Support for specific schools –create a custom action plan for the school year that includes adjustment in pacing, professional Learning) ● Assist classroom teachers with implementation of scaffolded instruction (alternative, scaffolded strategies found within the lessons). ● Provide teachers with Content Area Reading Strategies ● Provide teachers with researched- based Sourcing, Contextualization and Corroboration Strategies. ● Provide teachers with support on how to integrate Florida’s ELA and Math
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		<p>achievement level descriptors for middle school civics based on new Civics/Government Standards.</p> <ul style="list-style-type: none"> • Skills based diagnostic in Middle School World History, updated Civics (based on new standards) and new diagnostic in middle school US History. • Diagnostic in High School World History. • Professional Learning for teachers (See PD section) 	<p>B.E.S.T. standards into Content areas as per Social Studies Course Descriptions.</p> <ul style="list-style-type: none"> • Updated Interactive PowerPoints focused on benchmarks, content focus, and achievement level descriptors for Middle School Civics based on new Civics/Government Standards. • Professional development for teachers (See PD section) • Semester exams for select content areas.
<p>Student Achievement Progress Monitoring</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Utilize Mastery Connect assessments grades 3-5. • Begin to examine the correlation between teacher/student Document-based Questioning portal usage and professional Learning (including support for the process), with ELA test scores. <p>Secondary</p> <ul style="list-style-type: none"> • Diagnostics for Grade 6 Social Studies. • Skill based diagnostics for Grade 7 Civics Social Studies. • Schools utilize Mastery Connect and Canvas for EoCA style Middle School Civics and High School U.S. History Formative Assessments. • Schools administer Benchmark Standards Assessment for Middle School Civics or High School U.S. History. • District will assist schools with their Middle School Civics or High School U.S. History annual implementation plan if adjustments need to be made based on results of the Formatives or BSAs. 	<p>Elementary</p> <ul style="list-style-type: none"> • Schools will utilize the newly adopted resources to monitor progress throughout the year using performance assessments. • Examine Document-based Questioning online portal usage and identify trends related to teacher PD participation and test scores in ELA. • Analyze data from the assessments to identify learning gaps of content and look for trends both vertically and across grade level. • Continue to use Mastery Connect micro assessments to monitor specific standards proficiency for grades 3-5. • Implement performance task progress monitoring for grades K-2. <p>Secondary</p> <ul style="list-style-type: none"> • Diagnostics for Grade 6 Social Studies. • Skill based diagnostics for Grade 7 Civics Social Studies. • Schools utilize Mastery Connect and Canvas for EoCA style Middle School Civics and High School U.S. History Formative Assessments. 	<p>Elementary</p> <ul style="list-style-type: none"> • Schools will implement the newly adopted resources to monitor progress throughout the year using performance assessments. • Continue to examine Document-based Questioning online portal usage and identify trends related to teacher PD participation and test scores in ELA. • Study data from the assessments to identify learning gaps of content and look for trends both vertically and across grade level. • Continue to utilize Mastery Connect assessments and performance tasks to monitor specific standards proficiency. • Use trend data from previous years to determine next steps to accelerate proficiency. <p>Secondary</p> <ul style="list-style-type: none"> • Diagnostics for Grade 6 Social Studies. • Schools utilize Mastery Connect and Canvas for EoCA style Middle School Civics and High School U.S. History Formative Assessments. • Schools administer Benchmark Standards Assessment for Middle

	<ul style="list-style-type: none"> • Schools utilize Mastery Connect and Canvas for EoCA style Middle School Civics and High School U.S. History Formative Assessments. • Schools administer Benchmark Standards Assessment for Middle School Civics or High School U.S. History. • District will assist schools with their Middle School Civics or High School U.S. History annual implementation plan if adjustments need to be made based on results of the Formatives or BSAs. • EoCA Review Questions on Canvas for Civics and U.S. History/Review Systems/Differentiation 	<ul style="list-style-type: none"> • Schools administer Benchmark Standards Assessment for Middle School Civics or High School U.S. History. • District will assist schools with their Middle School Civics or High School U.S. History annual implementation plan if adjustments need to be made based on results of the Formatives or BSAs. • Schools utilize Mastery Connect and Canvas for EoCA style Middle School Civics and High School U.S. History Formative Assessments. • Schools administer Benchmark Standards Assessment for Middle School Civics or High School U.S. History. • District will assist schools with their Middle School Civics or High School U.S. History annual implementation plan if adjustments need to be made based on results of the Formatives or BSAs. • EoCA Review Questions on Canvas for Civics and U.S. History/Review Systems/Differentiation 	<p>School Civics or High School U.S. History.</p> <ul style="list-style-type: none"> • District will assist schools with their Middle School Civics or High School U.S. History annual implementation plan if adjustments need to be made based on results of the Formatives or BSAs. • Updated EoCA Review Questions on Canvas for Civics and U.S. History/Review Systems/Differentiation
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Upcoming changes

Year	Task/Mandate
2021-2022	High School Civic Literacy Exam
2022-2023	Implement B.E.S.T. for Math and ELA embedded in Social Studies courses (Benchmarks for Excellent Student Thinking)
2023-2024	<ul style="list-style-type: none"> • Implement new Civics/Government Standards, Holocaust Standards & Character Education Standards • Implement new Instructional Materials for Social Studies • Possible change in Middle School Civics End-of-Course Exam

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Professional Learning	Elementary Developing teachers' repertoire of social studies teaching strategies.	Elementary Implementation of the newly adopted instructional materials, curriculum, and new assessments.	Elementary Instructional strategies and pedagogy aimed at improving the instructional delivery practices of social studies teachers.

	<ul style="list-style-type: none"> • Social Studies professional Learning creates, improves, and enhances participants' effectiveness in teaching social studies standards and essential topics (required instruction) to students in grades K - 5. <p>Secondary</p> <ul style="list-style-type: none"> • Introduce integration of B.E.S.T. ELA and Math standards in the Secondary Social Studies Content courses. • PD offered on Saturdays, after school, on Employee Planning Days, and in the Summer. • PD focused on Academic Recovery. • Recorded Webinars on Content Specific Topics available for Middle School World History, Civics, Middle School US History, High School U.S. History, High School Government and High School Economics & Personal Financial Literacy Teachers. • Asynchronous Professional Learning courses for Middle School Civics and High School U.S. History. • Civics benchmark-based videos that deconstruct the standards/ benchmarks, detail the achievement level descriptors, and provide resources. • Building capacity through New Teacher Academy and Teacher Leader Facilitator Academy 	<ul style="list-style-type: none"> • PD in Years 3 & 4 will focus on the implementation of the new curriculum and assessments as well as instructional strategies and pedagogy aimed at improving the instructional delivery practices of social studies teachers to increase student and teacher engagement in the content. • Continue building capacity through New Teacher Academy and Teacher Leader Facilitator Academy. • Project Based Learning PD provided and supported by ELD Staff Developers. • Professional Learning will reflect the needs of teachers, including flexible schedules to allow for attendance. <p>Secondary</p> <ul style="list-style-type: none"> • By Year 2, PD will focus on the integration of B.E.S.T. ELA and Math standards in the Secondary Social Studies Content courses. • By Year 3, PD will focus on newly adopted Instructional Materials, new Canvas courses, new Civics/Government Standards, and new Holocaust Standards. • Continued PD on Personal Financial Literacy for Personal Fin Lit Teachers. • Updated civics benchmark-based videos that deconstruct the standards/benchmarks, detail the achievement level descriptors, and provide resources. • PD for teachers on Data Analysis • Continue building capacity through New Teacher Academy and Teacher Leader Facilitator Academy 	<ul style="list-style-type: none"> • Facilitate learning community cohorts to create best practices using the newly adopted resources to accelerate student achievement. • Support the application of Document-based Questioning process to effectively engage students through debates, critical thinking, interpretation, and analysis of sources beyond the textbook, stimulating class discussion and dialogue, personalizing the material, and conveying excitement about the content. <p>Secondary</p> <ul style="list-style-type: none"> • Year 4 and 5 PD will focus on specific content aligned to Next Generation Sunshine State Standards integrated with B.E.S.T. • Continued PD on Personal Financial Literacy for Personal Fin Lit Teachers. • PD for teachers on Data Analysis • Building capacity through New Teacher Academy and Teacher Leader Facilitator Academy. • Project Based Learning PD provided by, supported by, and monitored by district staff. • Experiential Learning PD provided by, supported by, and monitored by district staff.
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		<ul style="list-style-type: none"> • Project Based Learning PD provided by and supported by district staff • Experiential Learning PD provided by and supported by district staff 	
<p>Professional Learning Action Plan</p>	<p>Elementary/Secondary Professional Learning offered on Saturdays, after school, on Employee Planning Days, and in the Summer.</p> <p>Elementary</p> <ul style="list-style-type: none"> • Provide Social Studies Standards Integration K-5 learning to develop teachers' understanding and application of building content knowledge during the ELA bloc. • Created Teaching Civics to Young Learners K-2 and Teaching Civics grades 3-5. • Apply Document-based Questioning process to effectively engage students through debates, critical thinking, interpretation, and analysis of sources beyond the textbook, stimulating class discussion and dialogue, personalizing the material, and conveying excitement about the content. <p>Secondary</p> <ul style="list-style-type: none"> • Introduce integration of B.E.S.T. ELA and Math standards in the Secondary Social Studies Content courses. • PD offered on Saturdays, after school, on Employee Planning Days, and in the Summer. • PD focused on Academic Recovery. 	<p>Elementary</p> <ul style="list-style-type: none"> • Identify and communicate new vision, focus, objectives, and resources embedded in newly adopted materials. • Create and offer ongoing content-focused Professional Learning that will assist teachers to integrate explicit social studies lessons into their instructional day. • Develop and offer self-paced Canvas courses to build teacher knowledge on social studies and civics topics. • Anchor Professional Learning with active learning methods to engage students by facilitating interaction among students, teachers, and the material. Include differentiated methods recognizing the unique abilities and needs of each student. • Design Professional Learning that will reflect the topics of need and offer flexible schedules to allow for greater access to teachers. • Apply Document-based Questioning process PD to effectively engage students through debates, critical thinking, interpretation, and analysis of sources beyond the textbook, stimulating class discussion and dialogue, personalizing the material, and conveying excitement about the content. <p>Secondary</p> <ul style="list-style-type: none"> • Professional Learning implemented throughout the school year (during the school day, after school, employee planning days and in the summer). PD is 	<p>Elementary</p> <ul style="list-style-type: none"> • Create a learning community cohort of teachers to establish and share the best practices to improve the instructional delivery of social studies teachers. • Anchor Professional Learning with active learning methods to engage students by facilitating interaction among students, teachers, and the material itself. Include differentiated methods recognizing the unique abilities and needs of each student. • Apply Document-based Questioning process PD to effectively engage students through debates, critical thinking, interpretation, and analysis of sources beyond the textbook, stimulating class discussion and dialogue, personalizing the material, and conveying excitement about the content. <p>Secondary</p> <ul style="list-style-type: none"> • Professional Learning implemented throughout the school year (during the school day, after school, employee planning days and In the summer). PD is aligned to standards and includes research based best practices and strategies. Posttests, Follow-up activities, surveys and EoCA scores inform as the evaluation of the PD. Adjustments to PD are made based on evaluation. • District wide PLC for Middle School Civics and High School U.S. History.

		aligned to standards and includes research based best practices and strategies. Posttests, Follow-up activities, surveys and EoCA scores inform as the evaluation of the PD. Adjustments to PD are made based on evaluation.	
Professional Learning Progress Monitoring	<ul style="list-style-type: none"> • Evaluation of Follow-Up Assignments. • Pre and Post Tests • Professional Feedback Surveys • Formative & Summative Assessments (Civics and U.S. History EoCAs) 	<ul style="list-style-type: none"> • Evaluation of Follow-Up Assignments. • Pre and Post Tests • Professional Feedback Surveys • Formative & Summative Assessments (Civics and U.S. History EoCAs) 	<ul style="list-style-type: none"> • Evaluation of Follow-Up Assignments. • Pre and Post Tests • Professional Feedback Surveys • Formative & Summative Assessments (Civics and U.S. History EoCAs)

	Elementary Social Studies	Secondary Social Studies
Professional Learning: Assessment		<ul style="list-style-type: none"> • Analyzing Middle School Civics Data • Analyzing High School U.S. History Data
Professional Learning: Curriculum	<ul style="list-style-type: none"> • Document-based Questioning • Document-based Writing • Document-based Questioning Holocaust 4-5 	<ul style="list-style-type: none"> • Middle School Civics • Middle School U. S. History • High School U.S. History • High School Financial Literacy • World History Topics • Content Area Reading and Writing Strategies • Strategies (DBQ (Document Based Question), Rhetoric, Historical Thinking • History Day • Junior Achievement Finance Park • Project-based Learning • High School Experiential Learning • State Mandates integrated into Course Content and/or aligned to NGSSS Standards
Professional Learning: Standards	<ul style="list-style-type: none"> • Social Studies Standards Integration • Social Studies Essential Topics • Teaching Civics 	<ul style="list-style-type: none"> • Next Generation Sunshine State Standards • B.E.S.T blended with NGSSS (New Generation Sunshine State Standards) • State Mandates integrated into Course Content and/or aligned to NGSSS Standards

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
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<p style="text-align: center;">School Support</p>	<p>Elementary Focus: Provide school support based on individual school needs, initiatives, and requests.</p> <ul style="list-style-type: none"> • Offer Professional learning courses in LAB (Learn Across Broward) • Schools utilize the request link provided via email signatures to request specific individualized support to meet the need of their instructional staff. <p>Secondary</p> <ul style="list-style-type: none"> • Support is provided to middle schools and high school teachers based on need. • Social Studies Instructional Specialists (ISs) work one-on-one with teachers, provide small group PD for teachers, Department PD or PLCs Support, or model lessons. * • Social Studies Instructional Specialists create annual Social Studies Implementation plans with select schools. • Instructional Specialists provide support for new Social Studies Teachers. * • Instructional Specialists provide support on Project-based Learning and Experiential Learning. * • Instructional Specialists meet with school-based administrators to provide support, create school support plans and monitor implementation of plans. • Social Studies ISs collaborate with the ESOL, ESE, Applied Learning and Equity and Diversity Departments to provide support to schools. * • Support to schools on implementation of History Day Competition • Support to schools on implementation of Democracy in Action. 	<p>Elementary Focus: Provide school support based on individual school needs, initiatives, and requests.</p> <ul style="list-style-type: none"> • Support the school designee to build capacity at schools • Offer Professional learning courses in LAB (Learn Across Broward) • Schools utilize the request link provided via email signatures to request specific individualized support to meet the need of their instructional staff. • Survey schools to determine their desired support specific to their teachers and students. <p>Secondary</p> <ul style="list-style-type: none"> • Support is provided to middle schools and high school teachers based on need. • Social Studies Instructional Specialists (ISs) work one-on-one with teachers, provide small group PD for teachers, Department PD or PLCs Support, or model lessons. • Social Studies Instructional Specialists create annual Social Studies Implementation plans with select schools. • Instructional Specialists provide support for new Social Studies Teachers. • Instructional Specialists provide support on Project-based Learning and Experiential Learning. • Instructional Specialists meet with school-based administrators to provide support, create school support plans and monitor implementation of plans. • ISs will provide support on newly adopted Instructional Materials and 	<p>Elementary Focus: Provide school support based on individual school needs, initiatives, and requests.</p> <ul style="list-style-type: none"> • Support the school designee to build capacity at schools • Offer Professional learning courses in LAB (Learn Across Broward) • Schools utilize the request link provided via email signatures to request specific individualized support to meet the need of their instructional staff. • Survey schools to determine their desired support specific to their new teachers. <p>Secondary</p> <ul style="list-style-type: none"> • Support is provided to middle schools and high school teachers based on need. • Social Studies Instructional Specialists (ISs) work one-on-one with teachers, provide small group PD for teachers, Department PD or PLCs Support, or model lessons. • Social Studies Instructional Specialists create annual Social Studies Implementation plans with select schools. • Instructional Specialists provide support for new Social Studies Teachers. • Instructional Specialists provide support on Project-based Learning and Experiential Learning. • Instructional Specialists meet with school-based administrators to provide support, create school support plans and monitor implementation of plans. • ISs will provide support on newly adopted Instructional Materials and
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	<ul style="list-style-type: none"> • Support Social Studies Advanced Placement Teachers 	<p>newly adopted Civics/Government Standards.</p> <ul style="list-style-type: none"> • Social Studies ISs collaborate with the ESOL, ESE, Applied Learning and Equity and Diversity Departments to provide support to schools. • Support to schools on implementation of History Day Competition • Support to schools on implementation of Democracy in Action. • Support Social Studies Advanced Placement Teachers 	<p>newly adopted Civics/Government Standards.</p> <ul style="list-style-type: none"> • Social Studies ISs collaborate with the ESOL, ESE, Applied Learning and Equity and Diversity Departments to provide support to schools. • Support to schools on implementation of History Day Competition • Support to schools on implementation of Democracy in Action. • Support Social Studies Advanced Placement Teachers
<p>School Support Action Plan</p>	<p>Elementary Social studies instructional specialists communicate with the school to establish a needs assessment and provide various opportunities to meet the needs.</p> <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists are assigned to specific schools to provide support such as: one-on-one support, professional Learning, classroom modeling, PLC support, curriculum support, professional Learning for administrators. <p>Supervisor provides support to administrators and teachers.</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Survey school designee to determine support for themselves, teachers, and/or school. • Using survey data, establish a needs assessment and provide various opportunities to meet the school needs. • Create Professional Learning opportunities tailored to schools' individual needs based on survey data. • Support teachers with newly adopted instructional materials and developing schedules that allow for explicit social studies instruction. • Provide support to schools who are initiating the Civics Ambassador Program. <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists are assigned to specific schools to provide support such as: one-on-one support, professional Learning, classroom modeling, PLC support, curriculum support, professional Learning for administrators. Supervisor provides support to administrators and teachers. 	<p>Elementary</p> <ul style="list-style-type: none"> • Support teachers and school designee in content and pedagogy. • Support the learning community cohort of teachers as they establish and share the best practices to improve the instructional delivery of social studies teachers. • Using survey data, group schools according to their teachers' needs to accelerate teacher effectiveness with tailored professional learning • Support new teachers with the adopted instruction materials • Provide extra support to schools with the Civics Ambassador Program. <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists are assigned to specific schools to provide support such as: one-on-one support, professional Learning, classroom modeling, PLC support, curriculum support, professional Learning for administrators. Supervisor provides support to administrators and teachers.

<p>School Support Progress Monitoring</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Instructional specialists follow up with the administrator of the school to gather the impact of the support and create the next steps. • Document support in AirTable <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists and the Supervisor create customized plans with school-based Social Studies Departments and their administrator to ensure all teachers have the tools and knowledge to effectively instruct students. • Continuous follow-up is provided as well as evaluation surveys. • Cadre Director Meetings with Schools to discuss school academic implementation plan. • Evaluate BSA Scores. 	<p>Elementary</p> <ul style="list-style-type: none"> • Review survey data to determine the schools’ needs for social studies support. • Analyze schools’ professional learning enrollment and Instructional Specialists support with the success of the implementation of the newly adopted materials. • Instructional Specialists follow up with the administrator of the school to gather the impact of the support and create next steps • Document support in AirTable <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists and the Supervisor create customized plans with school-based Social Studies Departments and their administrator to ensure all teachers have the tools and knowledge to effectively instruct students. Continuous follow-up is provided as well as evaluation surveys. • Follow-up survey on implementation of newly adopted B.E.S.T. standards, new NGSSS for Civics and Government and newly adopted Instructional materials. • Follow-up survey on implementation of new Personal Financial Literacy Graduation Requirement. • Cadre Director Meetings with Schools to discuss school academic implementation plan. • Classroom Walkthroughs conducted upon request by the Cadre Director and/or Principal. • Evaluate BSA Scores. 	<p>Elementary</p> <ul style="list-style-type: none"> • Determine the effectiveness of the teacher/school support using various data collection tools including surveys. • Instructional specialists follow up with the administrator of the school to gather the impact of the support and create next steps. • Document support in AirTable <p>Secondary</p> <ul style="list-style-type: none"> • Social Studies Instructional Specialists and the Supervisor create customized plans with school-based Social Studies Departments and their administrator to ensure all teachers have the tools and knowledge to effectively instruct students. Continuous follow-up is provided as well as evaluation surveys. • Year 5 follow-up survey on implementation of Personal Financial Literacy Graduation Requirement. • Cadre Director Meetings with Schools to discuss school academic implementation plan. • Classroom Walkthroughs conducted upon request by the Cadre Director and/or Principal. • Evaluate BSA Scores.
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Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
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<p>Communication</p>	<p>Elementary and Secondary Increase communication with all stakeholders.</p> <ul style="list-style-type: none"> • Updates at level principal meetings • Department meetings • Elementary ELA and Secondary Social Studies SharePoint sites • Communicate via Yammer various opportunities available to support required instruction • Convey information with Elementary Social Studies school contacts via monthly correspondence • Elementary and Secondary Focus Group meetings • Direct Emails to teachers • Teams Meetings • Twitter • Assistant Principal Meetings • Guest PLC Speakers • Text Messaging • Phone • History Day Website (updated annually, secondary) • African and African American History Network 	<p>Elementary and Secondary Increase communication with all stakeholders with regards to newly adopted curriculum and resources.</p> <ul style="list-style-type: none"> • Updates at level principal meetings • Department meetings • Elementary ELA and Secondary Social Studies SharePoint sites • Communicate via Yammer various opportunities available to support required instruction • Convey information with Elementary Social Studies school contacts via monthly correspondence • Elementary and Secondary Focus Group meetings. • Direct Emails to teachers. • Twitter • Assistant Principal Meetings • Guest PLC Speakers • Text Messaging • Phone • History Day Website (updated annually, secondary) • African and African American History Network 	<p>Elementary and Secondary Increase communication with all stakeholders with regards to the fidelity of instruction with adopted materials.</p> <ul style="list-style-type: none"> • Updates at level principal meetings • Department meetings • Elementary ELA and Secondary Social Studies SharePoint sites • Communicate via Yammer various opportunities available to support required instruction • Convey information with Elementary Social Studies school contacts via monthly correspondence • Elementary and Secondary Focus Group meetings. • Direct Emails to teachers. • Teams Meetings • Twitter • Assistant Principal Meetings • Vertical Grade Level Alignment-Social Studies • Guest PLC Speakers • Text Messaging • Phone • History Day Website (updated annually, secondary) • African and African American History Network
<p>Communication Action Plan</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Utilize monthly elementary school correspondence to communicate professional learning opportunities, integration of social studies into the school day, Required Instruction and Essential Topics lessons <p>Secondary</p>	<p>Elementary</p> <ul style="list-style-type: none"> • Continue to communicate monthly updates with school Social Studies Contacts. • Establish School Civics Ambassador program at volunteering schools in conjunction with the Civics in Literature Initiative. 	<p>Elementary</p> <ul style="list-style-type: none"> • Continue to communicate monthly updates with school Social Studies Contacts • Share best social studies practice in Elementary Learning Sway • Communicate to Cadre Directors the various social studies support available to schools

	<ul style="list-style-type: none"> • Schedule of Secondary Social Studies Department Chair Meetings throughout the school year • Published schedule of Professional development • Weekly update of Social Studies SharePoint 	<ul style="list-style-type: none"> • Communicate to Cadre Directors the various social studies support available to schools. • Increase communication to parents with links to activities highlighting the monthly Florida Essential Topics via teachers. <p>Secondary</p> <ul style="list-style-type: none"> • Schedule of Secondary Social Studies Department Chair Meetings throughout the school year • Published schedule of Professional development • Publish modes of communication to teachers and administrators • Weekly update of Social Studies SharePoint 	<ul style="list-style-type: none"> • Increase communication to parents with links to activities highlighting the monthly Florida Essential Topics via teachers • Expand participation of the School Civics Ambassador program to include more schools. • Share the Learning Community Cohort's best practices. • Initiate community service opportunities to increase civic awareness. <p>Secondary</p> <ul style="list-style-type: none"> • Schedule of Secondary Social Studies Department Chair Meetings throughout the school year • Published schedule of Professional development • Weekly update of Social Studies SharePoint • Publish modes of communication to teachers and administrators
Communication Progress Monitoring	<ul style="list-style-type: none"> • Internal Customer Service Survey of Communication 	<ul style="list-style-type: none"> • Focus Group Survey of Communication • Internal Customer Service Survey of Communication 	<ul style="list-style-type: none"> • Track participation of activities • Focus Group Survey of Communication • Internal Customer Service Survey of Communication

Secondary Social Studies District-Wide Assessments

Assessment	Audience	Purpose	Administration Window
Middle School Civics Benchmark Standards Assessment	Middle School Civics	The Middle School Civics Benchmark Standards Assessment is a comprehensive test that evaluates students Civics knowledge. Student scores should be used to provide remediation and support.	March 7-April 1
High School U.S. History Benchmark Standards Assessment	High School U.S. History	The High School U.S. History Benchmark Standards Assessment is a comprehensive test that evaluates students U.S. History knowledge. Student scores should be used to provide remediation and support.	March 7-April 1

A “Practice Test” to is available in the High School Civic Literacy Canvas course and is available and open to all teachers to download throughout the year.

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K-12 Social Studies District-Wide Tiered Curriculum Support

The following table outlines the district-wide curriculum that supports Tier 1, Tier 2, and Tier 3 instruction for Elementary and Secondary Social Studies courses. The purpose of the instructional program is to provide appropriate instruction and support, if necessary, to enable students to perform academically at their grade level or higher. The State of Florida does not address Tiered Instruction for K-12 Social Studies, however, BCPS (Broward County Public Schools) addresses tiered instruction in Social Studies.

In 2022-2023 Social Studies will transition to the District instructional material adoption process. It is the goal of the district that high-quality instructional materials carefully aligned to the new NGSSS for Civics and Government and B.E.S.T. Mathematics (MTR) and ELA (EE) Standards, be adopted. The curriculum will continue to provide strategies and recommended resources to support struggling learners.

Tier and Course	Tier Definition	Core Instructional Materials	Alternative/ Supplemental Materials
Tier 1:	<ul style="list-style-type: none"> • Universal social studies instruction for all students • Grade level standards • Scaffolding toward grade level proficiency • Progress monitoring of learning through formative assessments. • Application of data-driven, differentiated instruction, flexible grouping, and research-based instructional strategies • Full NGSSS for Civics and Government and ELA and Math B.E.S.T. standards roll full implementation 2023-2024 • Middle and High School PBL (Project Based Learning) and Experiential Learning 	<p style="text-align: center;"><u>Current Year 2021-22</u> K-12</p> <ul style="list-style-type: none"> • See list below • District Created Canvas Courses <p style="text-align: center;"><u>2023-24 and beyond</u></p> <ul style="list-style-type: none"> • New adopted Instructional Materials • Implementation of the NGSSS for Civics and Government and ELA and Math B.E.S.T. standards roll full implementation 2023-2024. 	<p style="text-align: center;">Free for All Schools</p> <p style="text-align: center;"><u>Current Year 2021-22 and beyond</u></p> <ul style="list-style-type: none"> • District created Pacing Guides and Instructional Focus Calendars (IFC) and Scope and Sequence with resources for teachers • District created Canvas courses with curricular resources for teachers • Approved EoCA questions for middle school Civics and High School U.S. History
Tier 2:	<ul style="list-style-type: none"> • Must be taught by a certified teacher • Targeted instruction-based areas of need such as vocabulary, reading fluency, and basic social studies skills • Standards at the instructional level of students and scaffold toward grade level • Progress monitoring of learning through formative assessments B.E.S.T. for Mathematical Thinking and Reasoning and ELA 	<p style="text-align: center;"><u>Current Year 2021-22</u> K-12</p> <ul style="list-style-type: none"> • See list below • District Created Canvas Courses • Targeted Interventions • Grade 6-12 Social Studies Canvas Courses include scaffolding strategies <p style="text-align: center;"><u>2023-2024 and beyond</u></p>	<p style="text-align: center;">Based on Student Need (schools may request materials)</p> <p>Instruction will be supplemented with Tier 2 strategies that include small group instruction, one on one instruction, differentiation based on their individual needs, extra support with non-mastery of specific standards and skills, and the use of supplemental materials.</p>

	Expectations Standards integrated into Social Studies courses standards: roll out 2021-22, full standards roll out 2023-24	<ul style="list-style-type: none"> New adopted Instructional Materials Implementation of the NGSSS for Civics and Government and ELA and Math B.E.S.T. standards roll full implementation 2023-2024. 	
Tier 3:	<ul style="list-style-type: none"> Must be taught by certified teacher Instruction will provide intensive support to students not meeting grade level standards even after they have received Tier 1 and Tier 2 instruction. Students not meeting grade level standards will be identified Frequent progress monitoring of learning through formative assessments Standards at the instructional level of the student and scaffold toward grade level 	<p style="text-align: center;"><u>Current Year 2021-22</u> K-12</p> <ul style="list-style-type: none"> See list below District Created Canvas Courses Targeted Intervention Grade 6-12 Social Studies Canvas Courses include scaffolding strategies Student may be in Intensive Reading and receiving Reading Interventions. <p><u>2023-2024 and beyond</u></p> <ul style="list-style-type: none"> New adopted Instructional Materials Implementation of the NGSSS for Civics and Government and ELA and Math B.E.S.T. standards roll full implementation 2023-2024. 	<p style="text-align: center;">Based on Student Need (schools may request materials)</p> <ul style="list-style-type: none"> Reading Intervention CPALMS Tutorials

K-12 Adopted Social Studies Instructional Materials 2022-2023

Grade Level	Course/Subject	Adopted Instructional Materials Title
K-3	Social Studies	Houghton Mifflin Harcourt (HMH) Readers
4-5	Social Studies	Houghton Mifflin Harcourt (HMH) Readers & Document-based Questioning Resources
6	M/J World History (Reg & Advanced)	National Geographic: <i>Ancient Civilizations, Florida Edition</i>
7	M/J Civics (Reg & Advanced)	Houghton Mifflin and Harcourt (HMH): <i>Integrated Civics, Economics and Geography</i>
8	M/J United States History & Career Planning (Reg & Advanced)	Teachers' Curriculum Institute (TCI): <i>History Alive: The United States Through Industrialism</i>
9-12	High School World History (Reg & Honors)	Houghton Mifflin and Harcourt (HMH): <i>Modern World History, Florida Edition</i>
9-12	High School United States History (Reg & Honors)	Houghton Mifflin and Harcourt (HMH): <i>American History, Reconstruction to Present, Florida Edition</i>
9-12	High School Economics (Reg & Honors)	EMC: <i>Economics, A New Way of Thinking, 2e</i>

9-12	High School U.S. Government (Reg & Honors)	Cengage/Nat Geo: <i>Gateways to Democracy, An Introduction to American Government, 3rd Edition</i>
9-12	Personal Financial Literacy-Money Matters	Personal Financial Literacy-Money Matters Canvas Course -Next Gen Personal Finance

Extended Instruction and Learning Opportunities

Activity	Description	Resources
Personalized Tutoring Sessions	One-on-one student tutoring in reading and writing provided by qualified instructors both during the school day and after school hours. Focus will be on specific areas of weakness to help remediate and then accelerate student learning.	<ul style="list-style-type: none"> • Custom-built resources based on the individual needs of each student. • Core ELA and Intensive Reading instructional materials to ensure that assistance remains aligned to classroom curriculum (System44, Read180, and Into Literature).
School-based Extended Learning Opportunities	School-based ELO (Extended Learning Opportunity) can occur in multiple facets including, but not limited to: Saturday Camps, Personalized Study Hall, After-School Camps. Specific strategies and skill remediation can be addressed in an individual environment.	<ul style="list-style-type: none"> • Extended Learning Opportunity Toolkit • iReady (middle grades only) • Khan Academy (for assistance toward concordance on PSAT/SAT) • Writable • CPALMS • CommonLit • FloridaStudents.org • EoCA Review Questions on Canvas for Civics and U.S. History