**American Rescue Plan – Elementary and Secondary School Emergency Relief Fund Proposal**

**The School Board of Broward County, Florida**

**TAPS 22A-175**

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** **Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).**

1. **A summary of the district’s plan to address learning loss.**

BCPS firmly believes that to close learning loss, students should be provided developmentally appropriate grade-level instruction with just-in-time support and intervention to accelerate learning. The Summer, Winter and Spring breaks are opportunities to expand rigorous tutoring and provide academic acceleration support using District teachers, curriculum, and data systems targeted to students with the greatest need.

During the proposed Summer Experience and Winter and Spring Camps the District will utilize strategies and best practices to meet the individual developmental needs of each student. The framework for instruction will include opportunities for developing independence and self-confidence through self-selected activities; building and maintaining relationships with adults and peers; and reinforcing daily routines. Teachers will deliver targeted instruction in phonological awareness, phonics, language, vocabulary, and listening comprehension based on customized lesson plans. The program also includes whole group, differentiated small group, and independent instruction. Instruction is aligned to Benchmarks for Excellent Student Teaching (BEST) Standards for the grade level and follows a systematic approach to instruction in phonological awareness, phonics, language, vocabulary, listening comprehension, and read-alouds/think-alouds. The curriculum is designed to engage students in developing reading, writing, and critical thinking skills via multisensory instruction including visual, auditory, kinesthetic, and tactile strategies.

Specifically grant funds will be used to address learning losses to students at all levels not making adequate academic progress during the summer break by implementing Summer School Experiences (2022-23, 2023-2024) and Winter and Spring Intervention Camps (2022-23, 2023-24).

BCPS will focus on Academic Recovery to enable students to make progress from learning loss and other challenges associated with the pandemic. To reach this goal, the district will use grant funds to:

* Hire additional teachers and substitute teachers to offer instructional time to students at all levels not making adequate academic progress
* Support school administrators, micro-techs, social workers, guidance counselors, School Resources Officers and security specialists, and administrative and technology support staff
* Cover educational support personnel, transportation costs, professional development stipends, and materials and supplies
* Expand the Broward Remote Instructional Assistance “Ask BRIA” program, which offers free, live and exclusive homework help from certified teachers and subject matter experts available to all K-12 students
1. **Data-driven and evidence-based interventions will be employed to identify students, determine the response strategy and monitor progress.**

Various assessment tools will be used to measure student progress due to increased instructional attention and supports. The measures to be used to track the impact of increased instructional time include: number of sites; student and teacher participation; Professional Learning Completion among teachers; 3rd Grade Reading Academy assessment results; Adaptive Progress Monitoring (Grades 3-5) and Mastery Connect assessments. Expected outcomes include: passing rate (local assessments for K -2); passing rate – 3rd Grade Reading Academy; percent level 3 or above on Adaptive Progress Monitoring Assessments; and credits recovered (secondary).

The measures to be used to track the impact of increased instructional attention and supports include: number of additional Instructional Staff; Professional Learning completions among teachers; number of struggling students reached; type and frequency of intervention; iReady Progress Monitoring; number of hours and students reached through Ask BRIA (tutoring); and percent of students making adequate academic progress (AAP). Expected outcomes include: student growth (percent of struggling students who demonstrate a year’s growth in a year’s time based on 2022-23 and 2023-24 FSA results; and increased promotion rates.

The 2021-24 school years will be challenging, given the disruption to in-person instruction caused by COVID-19 and the transition back to the school building. Teachers will be prepared to assess student learning gaps through the use of several tools provided by the District. These tools include i-Ready diagnostics and formative assessments in our MasteryConnect/Canvas Learning Management System (LMS). Students in grades KG through 8 will take adaptive diagnostic assessments in Reading and Mathematics from Curriculum Associates (i-Ready) during the beginning, middle, and end of the school year. The results from these diagnostics will provide teachers and students with data on student performance by domain, instructional recommendations, a personalized instructional path, and trends across groups of students. Since these assessments are adaptive, teachers will be able to identify learning gaps based on grade level expectations and determine which students require enrichment versus remediation. The District is providing an item-bank of formative assessment items in grade KG through 12 in the subjects of ELA, Mathematics, Science and Social Studies for teachers embed within their curriculum. The results will be available in a curriculum map displayed by state standards within the District’s MasteryConnect/Canvas LMS. Teachers will embed these formative assessments within the curriculum to determine student performance for each student by state standards.

The District will continue to focus on Social Emotional Learning (SEL) as a critical component of the strategy to address learning loss. School counselors will continue to perform an essential role in reestablishing the learning environment during school and at home and during afterschool and breaks (Summer Experiences and Winter and Spring Camps). The District is experiencing a shortage of qualified school counselor applicants to fill the numerous vacancies created through increased funding for reducing counselor-to-student ratios. Those staff who are considered out-of-field must complete six graduate credit hours per year to maintain their status as a counselor until they earn their degree and obtain full certification. To mitigate this challenge, the District is proposing a “grow our own” strategy.

In addition, the District is requesting support so that each elementary school can have an instructional-level staff member to perform the non-counseling duties that overwhelm school counselors and prohibit them from providing direct services to students. The District will also work to improve counselor-to-student ratios. Instructional resource staff will also coordinate test administration, 504 Plans, ESOL, and other tasks at the school’s discretion. At the secondary level, a team of District-based 504 Plan specialists will alleviate the burden on school staff, especially for those with overwhelming and ever-growing caseloads of students requesting accommodations.

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

These activities are included under other activity categories.

**Activity 2** (B) **Any activity authorized by the Individuals with Disabilities Education Act.**

These activities are included under other activity categories.

**Activity 2** (C) **Any activity authorized by the Adult Education and Family Literacy Act.**

These activities are included under other activity categories.

**Activity 2** (D) **Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.**

No activities are planned using ARP grant funds for this category.

**Activity 2** (E) **Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

No activities are planned for this activity.

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

These activities are included under other activity categories.

**Activity 2** (G) **Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**

No activities are planned for this activity.

**Activity 2** (H) **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

Activities under this section are included in other categories.

**Activity 2** (I) **Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

Purchase and distribute Personal Protective Equipment (PPE), materials and supplies to prevent and respond to the impact of COVID-19. Items include masks, gloves, hand sanitizer, disinfecting wipes and cleaning and sanitation supplies.

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

There are no activities planned under this category.

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

The purpose of the *Laptop Allocation Project* at BCPS is to support high quality instruction by establishing a fiscally sustainable modern digital evolution plan for technology, ensuring that 100% of District provided student and staff devices will be four years old or less. Currently, BCPS has over 200,000 computers consisting of laptops, desktops and tablets with the majority being laptops that are five years or older and out of warranty. The *Laptop Allocation Project* aligns to the BCPS 2024 Strategic Plan as indicated in the Campaign: Our Data, Our Tools; Initiative: Tool Development, Implementation, and Use. As part of the five-year strategic plan, BCPS’s Information and Technology Department will be working to establish a fully funded cyclical refresh program to replace aging student and staff laptops, which will support the educational and administrative environment. Specific project goals include:

* The provision of computer laptops for students to achieve 1:1 ratio in all traditional public schools
* The establishment of a laptop management tool for tracking and identifying specifications on laptops
* The purchase of LanSchool, classroom technology management too
* Provide schools with laptop carts, wiring and power adapters
* Refresh technology infrastructure (network switches and wireless access points)

**Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

The requested funding for increased mental health support will improve the mental and behavioral health needs of our students through expanded BCPS staff capacity and improved community partnerships. The funds will ensure schools are provided with school social work services during the summer experience, and substance abuse/expulsion abeyance case managers throughout the summer due to the increase in disciplinary incidents. Services are also being expanded to support Summer Experiences and Winter/Spring Camps experiencing a rise in mental health concerns.

Additionally, the volume of Behavioral Threat Assessments (BTA) and Suicide Risk Assessments (SRA) require significant monitoring and oversight. These critical assessments are mandated by State requirements and the related services provided are essential to student mental health and well-being. The time required to complete these assessments is consuming staff time in ways that are untenable. A team of District specialists will provide direct services to students in collaboration with school staff to complete these assessments. This will improve the quality of services provided and reduce the overwhelming burden they place on school staff.

Specifically, the District will increase mental health services and supports including:

* Contracted and hourly mental health professionals
* Additional hours for mental health care team to support students during before and aftercare
* Additional hours for substance abuse and expulsion abeyance case managers
* Social emotional learning following school-based plans
* Professional development for staff on mental health awareness, which included in Activity 1

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

These activities are being addressed in other activity categories.

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

**(iv) tracking student attendance and improving student engagement in distance education.**

The 2021-24 school years will be challenging, given the disruption to in-person instruction caused by COVID-19. Teachers will be prepared to assess student learning gaps through the use of several tools provided by the District. These tools include i-Ready diagnostics and formative assessments in our MasteryConnect/Canvas Learning Management System (LMS). Students in grades K through 8 will take adaptive diagnostic assessments in Reading and Mathematics from Curriculum Associates (i-Ready) during the beginning, middle, and end of the school year. The results from these diagnostics will provide teachers and students with data on student performance by domain, instructional recommendations, a personalized instructional path, and trends across groups of students. Since these assessments are adaptive, teachers will be able to identify learning gaps based on grade level expectations and determine which students require enrichment versus remediation. The District is providing an item-bank of formative assessment items in grade K through 12 in the subjects of ELA, Mathematics, Science and Social Studies for teachers embed within their curriculum. The results will be available in a curriculum map displayed by state standards within the District’s MasteryConnect/Canvas LMS. Teachers will embed these formative assessments within the curriculum to determine student performance for each student by state standards.

After examining student achievement data for our school district, listed below are a series of evidence-based/research informed strategies for closing the achievement gaps for our students.

**Enhanced Cultural Competence**

* Consider students’ diversity to be an asset
* Increase faculty’s cultural competence
* Be sensitive to students’ home cultures
* Understand and capitalize on students’ cultures
* ESOL screenings

**Comprehensive Support for Students**

* Work with medical, social services, and community agencies
* Identify students who need additional instructional support
* Support students via mentors tutoring peer support networks and role models
* Screen children early for medical/social services
* Tracking attendance and implement enrollment campaigns
* Work to identify non-enrolled students
* ESE/Gifted evaluations and staffing
* Additional VPK classes
* Reduce costs for VPK students

**Outreach to Students’ Families**

* Make sure the main office is family friendly
* Engage/reach out to students’ families
* Hire a diverse staff that speak families home language
* Conduct adult education and parenting courses at local schools
* High parental communication

**Extended Learning Opportunities**

* Extend learning to before, after and Saturday school programs as well as Summer, Winter and Spring programs
* Institute full day kindergarten and pre-kindergarten

**Classrooms that Support Learning**

* Use varied, effective strategies to instruct diverse learners
* Use exams and other information on students’ performance in instructional planning
* Use research and data to improve practice

**Supportive Schools**

* Set high expectations and provide rigorous, deep curricula
* Provide safe, orderly learning environments for students and educators
* Use test data and other research on students’ performance to inform instruction
* Develop effective schoolwide leadership teams
* Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
* Engage teachers in strengthening curriculum and student assessments
* Provide schools with timely test and other assessment information
* Involve teachers in the design of ongoing professional development
* Disseminate the latest research on effective strategies to schools

**Access to Qualified Staff**

* Recruit, develop and retain qualified teachers and paraeducators
* Attract high quality staff to work with students with the greatest needs
* Compensate teachers who take on extra responsibilities
* Provide time for faculty to meet and plan
* Provide time for faculty to meet and plan
* Provide continuous, data-driven professional development
* Prepare teacher leaders to be knowledgeable and effective on school reform
* Help teachers work effectively with families and communities

In addition, the District will focus on increasing efforts to identify non-enrolled students. The District identified 11,500 students who were “unaccounted for” during the 2020-2021 and 2021-2022 school years. Through extensive community partnerships, the District successfully returned 1,103 students and identified the whereabouts of 6,220 other students (e.g., moved, private school). Annually, we can expect approximately 6,000 students not to return without proper withdrawal from the District and these students need follow up from staff who are specially trained to reach out to families, provide any supports necessary to return to school, and/or collect appropriate information to complete the withdrawal process.

The strategy to identify and support non-enrolled students is aligned with other Florida Districts who are also utilizing a team approach to adequately provide these supports for unaccounted for students. Additional staff can provide similar assistance to students who become chronically absent and require re-engagement. This team will comprise of an administrator, non-instructional staff, community liaisons and a District Registrar to ensure data integrity within our information systems. Clerical assistance is requested for the Home Education Department as over 9,000 students are now officially registered in this program.

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

Many activities related to environmental and staff/student health are included in other categories. Additional activities include:

* COVID-19 treatment and testing costs
* School nurses (2 per school)
* School bus cleaning and air quality improvements
* Food preparation and enhanced clearing
* Additional hours for custodial staff to support the increase in cleaning and disinfecting frequently touched surfaces and objects

**Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

The District will ensure a safe and clean school environment by renovating, maintaining and/or providing additional HVAC/Air Quality Equipment and custodial assignments. Funds will support: HVAC renovation to the Air Handler Units at high schools to allow the units to use recommended MERV-13 rated filters; replace air-cooled chillers for schools across the District to enable the indoor air quality to be optimized in the shortest possible time; and coil cleaning of Air Handler Units at numerous schools to ensure indoor air quality is optimized. In addition, the District will provide Air-scrubbing cooling units with HEPA filters and carbon dioxide testing equipment for all HVAC mechanics to ensure proper levels of fresh air at all times.

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

There are no activities planned under this category.

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

The District will address continued staff employment, health and safety considerations by:

* Providing salary and benefit costs to teachers
* Reimbursing the District for employee sick leave salaries due to COVID-19 health related claims
* Contractual nursing services to assist with identifying and performing wellness screenings
* Covering COVID-19 related medical claims for doctor visits and hospitalization
* Providing employees disaster relief (equity payment) for those who did not qualify nor receive funding directly from the State and safe reopening supplements

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

The grant will provide Clerical and Financial position salaries and fringe to support the monitoring of ARP ESSER Funds.

The 2021-2022 indirect cost for SBBC has a restricted rate of 4.5%, which does not exceed the 5% maximum rate allowed by the state.

The District has reached out to charter schools regarding their allocation of $115,500,000.

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

BCPS believes that Tier 1 instruction is the main lever for accelerating learning and improving student outcomes. The District has taken a learning acceleration approach to ensure students are working on grade level standards and receiving the necessary supports and interventions needed, at the right time, to be successful. This requires teachers to spend more time on priority standards coupled with diagnostic data to inform teachers and school staff to which specific areas each student needs intervention. Since addressing unfinished learning is content specific, the district implements professional learning opportunities in each subject area for teachers to learn strategies to differentiate curriculum and interventions within the school day. This professional learning includes review of core instruction, small group instruction, centers/stations, personalized digital pathways, and individual student support.

When student data shows that students need more than Tier 1 instruction, BCPS provides targeted interventions. These address the academic, social, emotional, and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English Language Learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students. Interventions include extended learning time (summer programs, school-based camps, extended day), targeted additional instruction (tutoring, tiered approaches through intervention programs), and specialized supports.

The BCPS Multi-Tiered System of Supports (MTSS) Early Warning System (see example below) includes indicators of standards- based academic performance, attendance, and behavior as part of the BCPS Behavioral and Academic Support Information System (BASIS) system. It includes slicers to identify gaps in targeted subgroups and areas of need, including racial demographics, Students with Disabilities, English Language Learners, and students on Free or Reduced-Price Meals. Schools use this system to input and monitor data from screening, progress monitoring, and outcome assessments to measure students’ progress towards grade level expectations and identify those in need of interventions. Once a student is identified as having a deficiency or area of need, either in academics or behavior, school-based Collaborative Problem-Solving Teams (CPST) engage in the four steps of the problem-solving process to guide decision making within a Multi-Tiered System of Supports (MTSS) framework. Tiered Interventions vary by grade level and the domain in which students are not demonstrating grade level proficiency.

While BCPS follows the MTSS/RtI process for identifying student needs and aligning targeted interventions, the list below showcases supports that provide intervention for students disproportionately impacted by the COVID-19 pandemic.

**Descriptions of Interventions and Strategies**

Students with disabilities on standards and English Language Learners are included in all intervention opportunities listed below:

1. **Tutoring**

BCPS defines tutoring as instruction that occurs in addition to daily Instruction and intervention. It can be implemented in one-to-one individual settings or small groups (3 or fewer to one tutor) and is focused on helping a student succeed in an area of need (e.g., Academics, Transition Supports, Re-engagement). Tutoring is provided by BCPS staff, volunteers, providers, or community partners and can occur during school or outside of school hours and on or off the school campus. While tutoring can apply accommodations, it is not itself an accommodation.

Through the BCPS Comprehensive Tutoring plan, tutoring opportunities have been expanded to include school-operated programs, community-based programs, district-supported programs, and programs run through partner organizations. All schools have a tutoring program in place and schools identified with intensive need are provided with additional tutoring services and programs. Schools match students to tutoring programs based on need and programs target the instruction and resources to support the identified need. While most of the tutoring programs available target all students, some, such as Language Enrichment Camps for English Language Learners, and Mentoring Tomorrow’s Leaders (MTL), which targets youth at risk for not graduating, target specific subgroups.

Effectiveness of tutoring programs is measured through student progress monitoring and outcome data with a focus on engagement and academic indicators. Depending on the type of program, data is collected by schools or district departments and is entered into a database with ongoing monitoring to ensure tutoring is meeting students’ needs and each program shows overall evidence of positive impact.

1. **Ask BRIA**

Broward’s Remote Instructional Assistance (Ask BRIA) program is the district-wide evening academic assistance provided to students through Microsoft Teams and staffed by district instructional staff. Students can get homework help on-demand via the Ask BRIA tutor. Students access the services through a link in their Canvas Learning Management System course that guides them to a live Teams session with a certified teacher.

ASK BRIA provides 1-on-1 homework support, is free, and is exclusive to BCPS students. It is available after school four days a week, offered Mondays through Thursdays (on school days) to K-5 students from 3:30 to 7:30 p.m., and for students in grades 6-12 from 3:30 to 8:30 p.m. Students who are quarantined at home can participate on school days between 9 a.m. to 2 p.m. (Mondays through Fridays) and use the homework help service after-school (Mondays through Thursdays).

Additional information about Ask BRIA can be found at <https://www.browardschools.com/askbria>. The Ask BRIA program is monitored through attendance data and qualitative feedback from participating students and families.

1. **MTSS/RtI Tiered Interventions**

Multi-Tiered System of Supports (MTSS) describes the evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs. It is a key part of the broader BCPS strategic framework and supports all learners to ensure equitable access to a robust, high-quality education. As Collaborative Problem-Solving Teams (CPST) identify the academic, social, emotional, and mental health needs of students, they also identify potential risk indicators, such as chronic absenteeism, previous retention, economic fragility, language barriers, disabilities, and instability in the home and family life, such as homelessness, children and youth in foster care, and migratory students. For students identified with a significant or substantial need, an Academic Improvement Plan is created and posted in the BCPS BASIS system. This includes placement, progress monitoring, and outcome data and a description of the targeted intervention.

Academic interventions as part of the MTSS Framework are guided through the BCPS Office of Academics and Behavioral and Mental Health Interventions are supported through the BCPS Office of Student Support Initiatives.

Reading assessments and interventions are detailed in the state approved K-12 Comprehensive Evidence-based Reading Plan Assessment/Curriculum Decision Trees. These demonstrate how data from selected universal screening, diagnostic, and progress monitoring tools are used to determine specific reading instructional needs and interventions for all students in grades K-12. As part of Tier 1 reading instruction, all students receive explicit and systematic instruction. Students identified in need of Tier 2 support are provided with immediate standards-aligned, targeted intervention whereas students identified with substantial reading deficiencies, Tier 3, are provided with a more intensive instruction approach with more guided practice, immediate corrective feedback, and frequent progress monitoring. Progress monitoring data results from iReady, reading records, and embedded program assessments guide differentiated instruction and interventions at the student, classroom, grade, and school level.

Math achievement significantly declined across elementary, middle, and high school based on the FSA results. In an effort to increase math performance, BCPS has identified priority math standards and a pathway to accelerate learning and provide just-in-time instruction to students. Pacing guides are aligned to the District’s scope and sequence and, when appropriate, align to the priority standards for each grade level. Teachers plan for just-in-time supports and anticipate where students might need support to address unfinished learning and/or have misconceptions because of unfinished learning. Teachers are supported in their planning on how to support students through potential barriers to grade-level content by building an on-ramp for all learners. Students are provided authentic opportunities to engage in the rigor associated with the standards. Curriculum resources are leveraged to support instructionally vulnerable students.

BCPS has developed a struggling math chart outlining appropriate curricular resources that may be used in addition to core instruction for interventions. Targeted math instruction at the tier 2 level is provided to students when data reveals that students need more than core, universal instruction. Interventions and progress monitoring are targeted to specific skills to remediate as appropriate. Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working. Intensive interventions based on individual student needs and aligned with universal instruction are provided for students in Tier 3. In this tier, students receiving prolonged interventions at this level may be several grade levels behind. Progress monitoring occurs most often to ensure maximum acceleration of student progress.

Additional content areas and behavior assessments and interventions are detailed in the district created intervention plans with information for placement, progress monitoring, implementation, and resources.

A critical step in the MTSS framework is ongoing monitoring of student progress to ensure the effectiveness of the intervention and that students are making a positive response to the intervention. If students are not responding to intervention, the strategies, the intensity and frequency of the intervention may need to be addressed.

1. **Student Supports**

BCPS has established procedures to identify and intervene with students identified as vulnerable due to risk indicators, such as chronic absenteeism, economically fragile, language barriers, disabilities, and instability in the home and family life, such as homelessness, children and youth in foster care, and migratory students. These procedures are implemented by the district and at schools with support from Social Workers, Family Outreach Staff, School Guidance Counselors, and additional school-based staff and include:

* Training and best practices to identify at-risk students by checking grades in BASIS/Pinnacle, implementing academic success strategies (course recovery, grade averaging, grade forgiveness), and establishing goal setting for students deficient in graduation requirement
* Regular check-ins with the most disengaged students.
* Work of the BCPS Homeless Education Program (HEART) program in collaboration with School Counseling and BRACE to monitor student attendance and grades and identify any barriers in student’s temporary home environment
* Work of the BCPS HEART Program to provide outreach to homeless high school seniors to determine school engagement and status for graduation
* Work of Family therapists with students and families on their caseload who have “Improve Grades” listed as one of their treatment goals. Those therapists who can add to their caseloads will review the eleventh-grade students with D's and F's and reach out to them to offer therapy services
* Incorporating AmeriCorps ambassadors at select schools to provide outreach and support to students with attendance and academic concerns
* Work of the Foster Care Program to monitor student attendance and grades and identify any barriers in student’s home environment
* Work through the Title One, Migrant, and Special Programs Department to provide high-quality education programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation and ongoing factors related to the Covid Pandemic

The effectiveness of the student supports interventions is measured by the outcomes of each specific intervention and impact on student grades, progress, attendance, or other related factors.

1. **Students on Access Points N2Y Total Solutions**

The N2Y Total Solutions program includes Unique Learning Systems, Positivity, SymbolStix, and L3, which has extensive evidence of effectiveness showing increases in student academic, social-emotional, independent functioning, and communication skills. The Solution provides students with cognitive disabilities in grades Pre-K through Transition a variety of differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support aligned to the district's expectation for high-quality instruction.

The effectiveness of the N2Y Total Solutions is the benchmarking data that provides a customized evaluation of the individual student and tracks student growth and performance over the course of the year. Based on the student performance results and individualized skills profile, students are placed into customized placement levels which are aligned to the Levels of Assistance outlined on the Florida Standards Alternate Assessment (FSAA).

1. **ARP ESSER Additional Positions**

Schools have been provided funds to hire staff to deliver in-school interventions. These staff members come in the form of full-time, part-time, or hourly (planning time) work. Schools are using these staff members to deliver the intervention in a push-in or pull-out modality depending on the needs of the student’s and school’s schedules. Students in need of extra interventions have been identified (due to the learning loss caused by the pandemic) by schools using previous academic history, current diagnostic data, and teacher recommendation.

The effectiveness of the ARP ESSER additional positions will be measured by reviewing student grades and student assessment data, including progress monitoring and end of year assessments (FSA/EOC/FCAT Science, SAT, ACT, Advanced Placement, AICE, IB exams, etc.).

***School Intervention/Extended Learning Camps***

Each school has been given the autonomy to create extended learning opportunities (ELOs) for their students utilizing ARP ESSER funds. These ELOs are being designed to take place before/after school, Saturdays, Winter Break or Spring Break. Below is a sample of a Winter Break Academy.

*Winter Academy* - To invite a subset of the target population of students from each school to participate in 6-hours of small group personalized tutoring. The tutoring will be delivered by a certified teacher and the sessions will be focused on ELA/Reading and Math instruction. Two teachers from each school will be identified to work Monday, Tuesday, and Wednesday of both weeks during Winter Break from 8:00 am – 12:00 pm. Student groups will be designed by data sources (iReady, Core Reading Program data, adopted intervention instructional materials, Teacher Grades, etc.) and assigned an hour block for each of the six days.

The effectiveness of the ELOs will be measured by ongoing progress monitoring data, student grades, and mid/end of year assessments.

1. **Summer Experience**

BCPS offers a full range of academic programs, fun afternoon activities and camps, and practical childcare solutions designed to keep students safe and engaged for the entire day. The program is intended to help students get back on track academically, get ready for the next school year, and reconnect with their friends and teachers. Classes are held at participating sites Monday through Thursday, for four hours per day (bell times vary by location) for six weeks. Face-to-face instruction is provided by BCPS-certified teachers. Breakfast and lunch are provided, and transportation is available for qualifying students.

Description of K-5 Summer Experience Any student enrolled in a traditional Broward County Public School (BCPS) in grades K-5 was invited to participate in the summer experience during the Summer of 2021 and will be invited for Summer of 2022. Students with Disabilities have access to the general education curriculum with the support of an ESE Teacher (Support Facilitator). All accommodations, according to a student’s IEP, will be provided. Students participate in instruction and accompanying integration activities over the span of six weeks. Students are immersed in standards-based content in Reading, Writing, Mathematics, Science, and Social Studies and engage in high-quality STEM and Arts/Music/Debate project-based learning experiences. Social-Emotional Learning is integrated throughout the day. Select school sites throughout the district are chosen to ensure availability and ease of transportation. Summer experience took place over 6 weeks with students attending Monday through Thursday for 4 hours a day in the summer of 2021 and will take place over a similar length of time in summer 2022.

The effectiveness of the K-5 summer experience is measured based on number of students in attendance, student engagement, pre/post assessments, end of summer assessments, and qualitative feedback from participating families.

Description of 6-12 Summer Experience Any student enrolled in a traditional Broward County Public School (BCPS) in grades 6-12 was invited to participate in the summer experience during the Summer of 2021 and will be invited for Summer of 2022. Students with Disabilities have access to the general education curriculum with the support of an ESE Teacher (Support Facilitator). All accommodations, according to a student’s IEP, are provided.

Participating students rotate through three classes and with choice for course recovery, acceleration, and/or electives. Course recovery is available, for most courses, through a hands-on, activity-based curriculum, and for other courses, a digital system is used. Acceleration\*\* is designed to give students a preview of the curriculum they can expect in the fall. Applied learning electives, such as Art, Music, PE, Computer Science, and others electives are available at each summer site.

*\*The acceleration and elective sessions are strictly a preview of the material coming up next school year to better prepare students for those courses. Due to the seat-time requirements set by the Florida Department of Education, we are not able to award credit for these sessions. Students seeking to earn credit for courses can take Broward Virtual Courses (*[*bved.net*](file:///C%3A%5CUsers%5CP00102266%5CDownloads%5Cbved.net)*).*

The effectiveness of the 6-12 summer experience is determined based on number of students in attendance, number of credits recovered/gained, number of students earning a passing score on make-up EOC, increased graduation rate of seniors that were credit deficient.

1. **Enhanced Extended School Year (ESY)**

Students with Disabilities (SWD) are eligible for ESY through an IEP committee decision and must be documented on the IEP annually. ESY is 6 weeks during the summer, Monday through Thursday, for 4 hours daily. SWDs receive services based on their IEP and instruction focuses on specific IEP goals embedded in grade level curriculum for students on standards and access points. ESY services may include academic instruction, related services such as: occupational therapy, physical therapy, speech/language services, counseling, behavior support, transition services, and other services as highlighted by the IEP team. Select school sites are chosen to ensure there is accessibility across the district for students.

The effectiveness of the Enhanced Extended School Year is based on individual student IEP goals and objectives.

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

[x] By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

 **The district must agree to ALL of the assurances by checking the corresponding boxes.**

[x]  **Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

[x]  **Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

[x]  **Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

[x]  **Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

[x]  **Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

[x]  **Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

