



MASTER PLAN

K-12 Florida State Mandates

2022

Chief: Saemone Hollingsworth, Office of Academics

Director: Guy Barmoha, Secondary Learning

Contact(s): Kimberly M. Williams, Supervisor

Course Group Number: 39002227

Purpose

The purpose and vision of the Broward County School Board district is to improve instruction designed to meet the state board of education social studies mandates, statute 1003.42 in the content areas of African History, Hispanic History, Holocaust Studies, and Women’s History. Providing instruction in these areas will create a caring and learning environments that will actively engage all stakeholders the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. These courses are to be taught across the curriculum and woven into all students’ educational experiences from grades K-12, also through exploratory studies in the intermediate, middle, and high school grades.

- African History is an interdisciplinary and multidisciplinary approach to studying and understanding the experiences of African people and African-descended people across the Diaspora.
- Hispanic History is the study of American Hispanic/Latinx history that is a rich, and diverse road of immigrants, refugees, and Spanish-speaking or Indigenous people living in the United States since long before the nation was established.
- Holocaust Studies is the study of the dangers, hatred, and discrimination during the Holocaust. Studying the Holocaust provides opportunities to explore and inspire with stories of courage and adversity, upstanding behavior and resilience.
- Women’s History is the study of the Migration and the Immigration of women. Women engaging in the Environment, and the American Economy. The study of women also includes women in the labor movement and the struggle for Equality.

Specific goals include:

- Support effective professional learning and training in grade levels K-12 to enhance academic achievement in understanding of the Florida State Mandates 1003.42.
- Support effective professional learning and training in grade levels K-12 to ensure content related to the Florida State Mandates is conveyed in a clear, concise, and accurate manner

Needs Assessment

The state board of education statute 1003.42 mandate requires instruction for K-12 student in multiple content areas aimed at enhancing cultural competency, sensitivity, diversity and inclusion among students. Specific details of this mandate can be accessed on the Florida Senate website at <https://www.flsenate.gov/laws/statutes/2020/1003.42>. The benefits of the associated mandated courses are considered positive for the multi-cultural student body in Broward County Public Schools (BCPS). BCPS serves a diverse population of students from 171 countries who speak 140 languages (ESOL Department, BCPS June 2022). The graphs below depict the ethnicity breakdown of BCPS during school year (SY) 2021-2022.

Figure 1. BCPS Diversity Breakdown (SY:2021-2022)

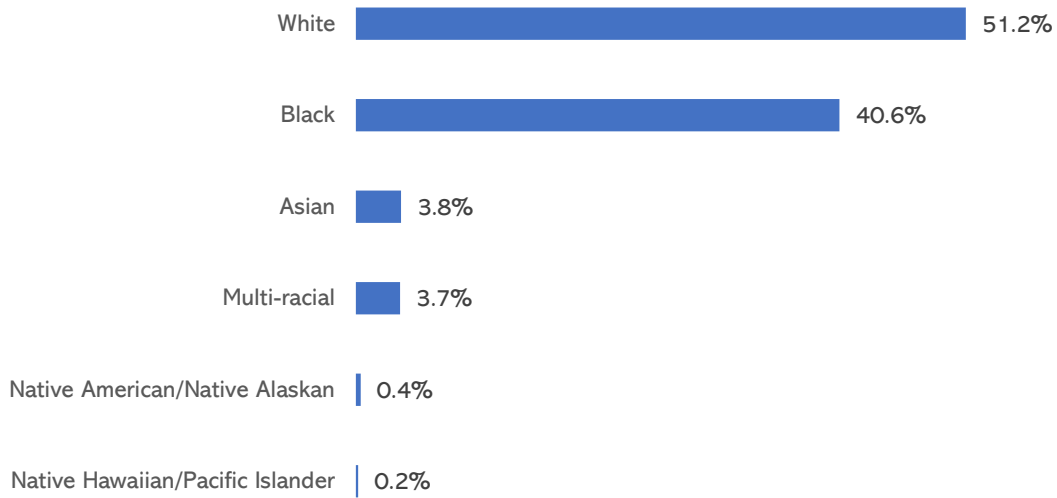
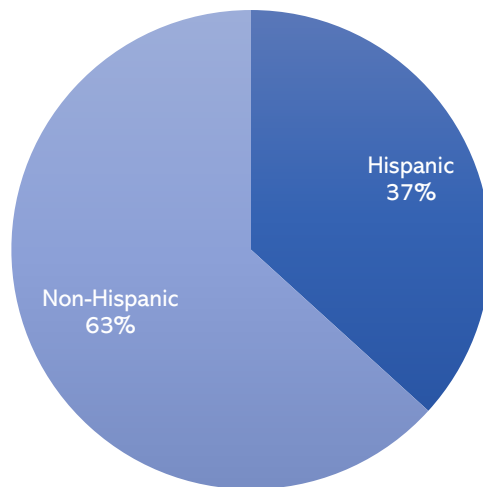
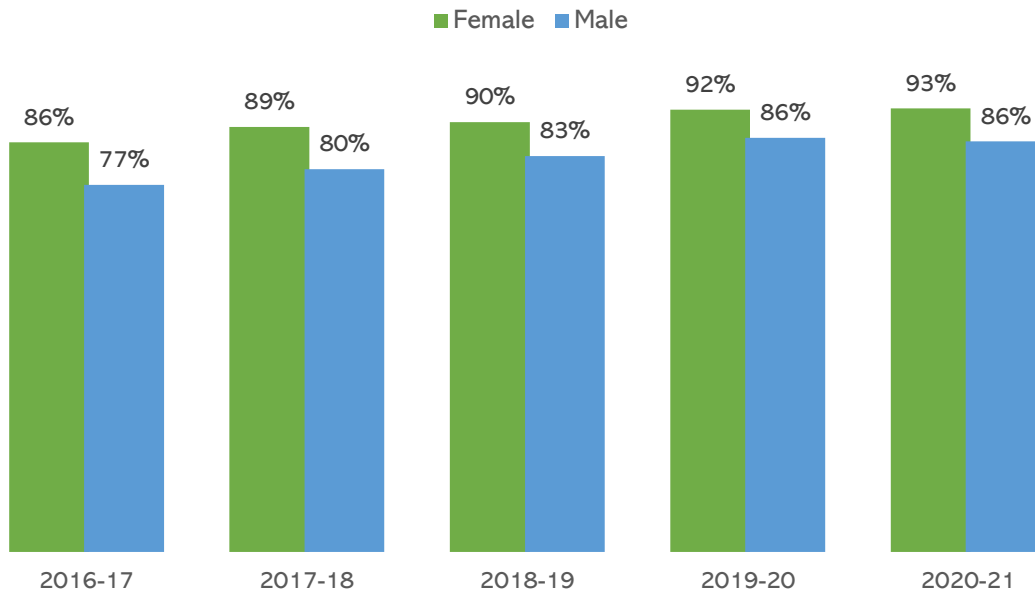


Figure 2. Percent of Hispanic and Non-Hispanic in BCPS (SY: 21-22)



Courses mandated under this state statute are required for middle grades promotion and high school graduation. BCPS Federal graduation rate is 89.1% in 2020-21, which is a slight decrease of 0.3 percentage points from 89.4% in 2020-21 (FLDOE (Florida Department of Education), Division of Accountability, Research, and Measurement, 2022). Broward County Public Schools have maintained a graduation rate greater than 89% over the last two school years. Female high school students have consistently graduated at a higher rate compared to their male counterpart. The BCPS graduation rates by gender is detailed in figure 3 below.

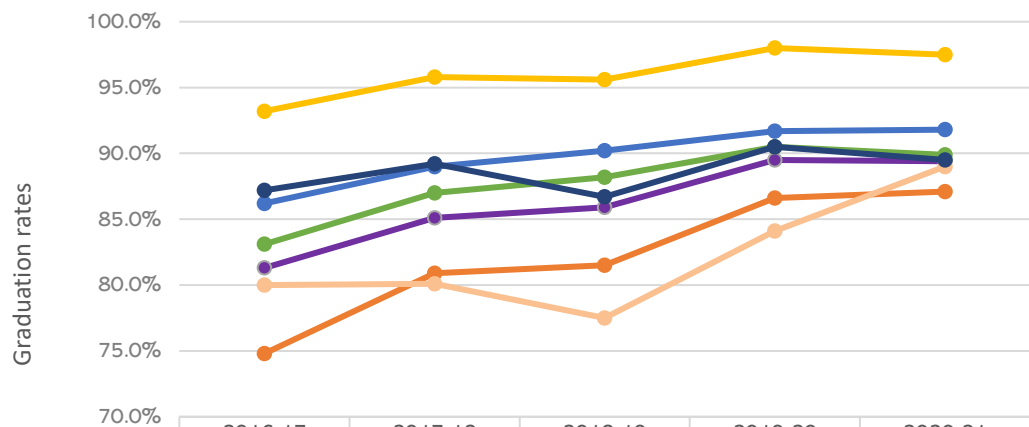
Figure 3. BCPS: Graduation Rates by Gender, 16-17 through 20-21



Source: The graduation rate reported by the Florida Department of Education (FDOE). Feb 2022

The overall graduation rates in the state of Florida have been trending upwards over the past 5 years. However, the graduation rates among ethnic groups in Broward County and the state of Florida as a whole, continue to show a disproportional success among specific groups. The graphs below detail the graduation rates among race and ethnicity in Florida over a 5-year period.

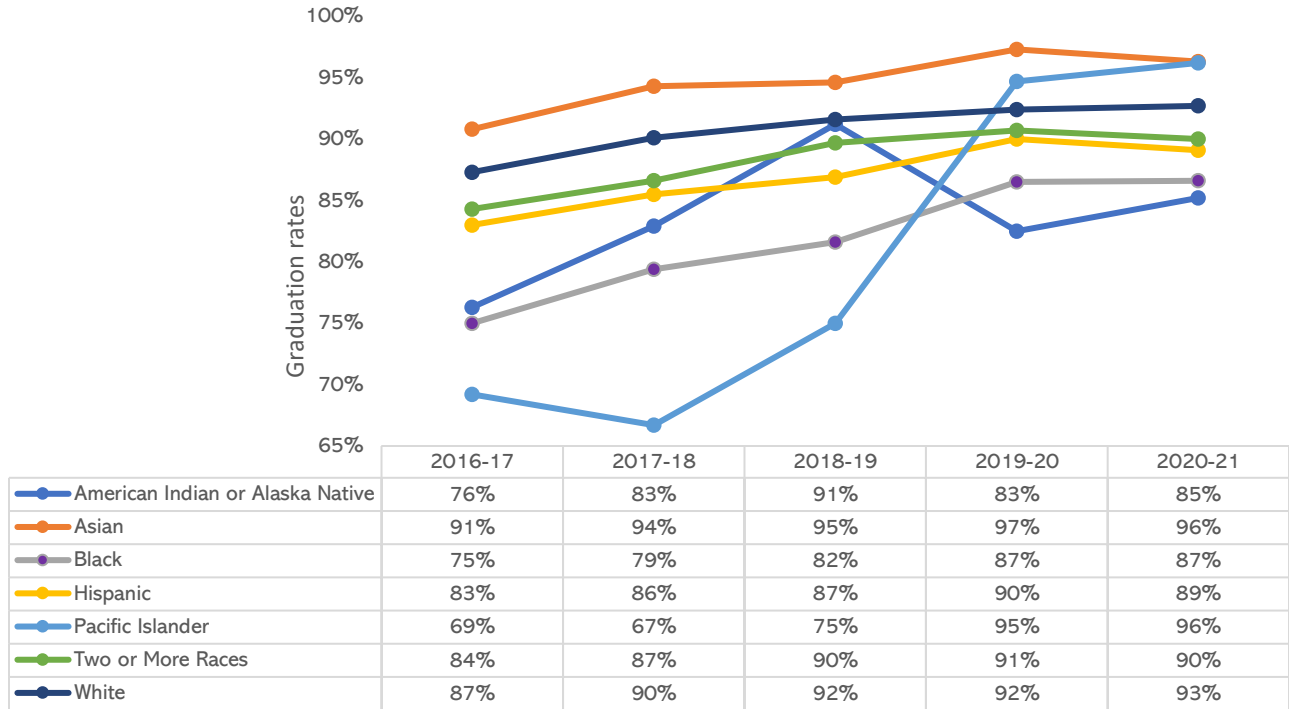
Figure 4. Florida State: Graduation Rates by Race/Ethnicity, 16-17 through 20-21



	2016-17	2017-18	2018-19	2019-20	2020-21
American Indian or Alaska Native	86.2%	89.0%	90.2%	91.7%	91.8%
Asian	74.8%	80.9%	81.5%	86.6%	87.1%
Black or African American	81.3%	85.1%	85.9%	89.5%	89.4%
Hispanic/ Latino	93.2%	95.8%	95.6%	98.0%	97.5%
Native Hawaiian or Other Pacific Islander	80.0%	80.1%	77.5%	84.1%	89.0%
Two or More Races	83.1%	87.0%	88.2%	90.5%	89.9%
White	87.2%	89.2%	86.7%	90.5%	89.5%

Source: The graduation rate reported by the Florida Department of Education (FDOE). Feb 2022

Figure 5. BCPS: Graduation Rates by Race/Ethnicity, 2016-17 through 2020-21



Source: The graduation rate reported by the Florida Department of Education (FDOE), Feb 2022

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.1 Desired Outcome: To demonstrate cultural competency, sensitivity, diversity and inclusion, through research based instructional professional learning, strategies/activities with the specific integration of the Florida State Mandates: African American History, Hispanic Contributions, the History of the Holocaust, and Women Contributions and American History, as well as other mandates included in the Florida State Statue 1003.42.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Desired Outcome: To demonstrate cultural competency, sensitivity, diversity and inclusion, through research based instructional professional learning, strategies/activities with the specific integration of the Florida State Mandates: African American History, Hispanic Contributions, the History of the Holocaust, and Women Contributions and American History, as well as other mandates included in the Florida State Statue 1003.42.</p>	<p>Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction and intervention as needed. Teachers plan and prepare facilitation of equity-based prevention and intervention strategies.</p>	<p>Reviews results of student data collected from colleagues. Fails to make the connection between student needs and learning. Implementation is inconsistent.</p>	<p>Receives data from colleagues, does not use data to determine student needs and learning. No planning or implementation.</p>

1.2 To demonstrate an instructional approach that engages students intellectually from a student-centered perspective while creating an environment that reflects and fosters cultural, racial, gender, religious and linguistic diversity.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Collects and analyzes current student assessment results and correlates data with curriculum, and strategies. Facilitates and supports colleagues</p>	<p>Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies</p>	<p>Reviews results of student data collected from colleagues. Fails to make the connection between student needs and learning. Implementation is</p>	<p>Receives data from colleagues, Does not use data to determine student needs and learning. No planning or</p>

through identifying trends, patterns, and root causes using two or more sources of data. Plan, prepare and implement equity-based /prevention curriculum with fidelity.	instruction and intervention as needed. Teachers plan and prepare facilitation of equity-based prevention and intervention strategies.	inconsistent.	implementation
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Data Collection Plan: Teacher			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants’ Reactions	PD Management System Feedback Attendance	1x/workshop	Facilitator
2. Participants’ Learning	Pre/Post Tests	1x/workshop	Facilitator
3. Organizational Supports	District records of communication with school administrators	1x/year	District staff
4. Participants’ Practice	District resources and databases, including RTI team, Social Work, E&D, Guidance, TERMS, BASIS	1x/week	Facilitators, school and District administrators
5. Student Outcomes	Student’s knowledge and understanding of diverse groups. Knowledge and Understanding of the Florida State Mandates. Transitions to appropriate placements. Increased attendance at school Continued progression vs. retention Graduation rate.	Yearly or as needed	Facilitators, School-based and district stakeholders

Evaluation Plan		
Level 1 Participant Reactions		
Audience	Mid-Year Evaluation	End of the Year Evaluation
1. Instructional Staff	PD Management System Feedback Attendance	Summary of Attendance Summary of Feedback
Level 2 Participant Learning		
2. Instructional Staff	Pre/Post Tests	Results of Pre/Post Test Teacher and or Facilitator
Level 3 Organizational Support		
Instructional Staff	District records of communication with school administrators and supporting data	District staff and or Teachers
Level 4 Participant's Use of New Knowledge		
Instructional Staff	District resources and databases, including RTI team, Social Work, E&D, Guidance, TERMS, BASIS	Facilitators, school and District administrators and or Teachers
Level 5 Student Learning Outcomes		
Student	<ul style="list-style-type: none"> ▪ Student's knowledge and understanding of diverse groups. ▪ Knowledge and Understanding of the Florida State Mandates. ▪ Transitions to appropriate placements. ▪ Increased attendance at school. ▪ Continued progression vs. retention ▪ Graduation rate. 	Student Data Social Studies EOC (End Of Course) Assessment

