

## EXECUTIVE SUMMARY

Below is an executive summary of the Agreement between The School Board of Broward County, Florida and Innovations for Learning, Inc.

Program	Innovations for Learning
Status	Request approval of the agreement between The School Board of Broward County, Florida and Innovations for Learning, Inc.
Funds Requested	The financial impact to the District is \$307,603.00. The funding source is Title 1.
Financial Impact	The cost for Innovations for Learning is \$292,125.00. This includes software licensing fees and three full-time Teacher Ambassadors who will provide ongoing coaching support to classroom teachers. An additional \$22,030.32 is requested for substitute funding to provide refresher and teacher training to any new classroom teachers in participating schools. The total cost is \$307,603.00 ((Innovations \$292,125.00) + (Substitute funding \$22,030.32)). The financial impact to the District is \$2,500 per classroom, (\$307,603.00/123 classrooms).
Schools Included	IFL is being implemented in 13 Title 1 elementary schools in 123 kindergarten and first grade classrooms: Bennett, Broward Estates, Dillard, Larkdale, North Side, Oriole, Rock Island, Royal Palm, North Fork, Sunland Park, Walker and Westwood Heights elementary schools and Endeavour Primary
Managing Department/School	Innovations for Learning was managed by the Literacy Department in 2013-14. For 2014-15, this program will move under the Innovative Programs & the Arts Department, which oversees district digital initiatives such as D5.
Source of Additional Information	Michele Rivera, Director, Literacy Lynne Oakvik, Specialist, Library Media
Program Description	Through small group, teacher-directed instruction and independent learning activities with students, teachers select and facilitate student-centered activities that are designed to support phonics, sight words, guided reading, fluency and comprehension skills that are aligned with the district's K-12 reading plan, state adopted instructional resources, and the Florida Language Arts standards for reading, writing, listening, speaking, language and foundational reading skills. The blended learning model for literacy instruction includes a rotational model, where teachers work with small groups of students while the remaining students work independently in literacy centers.

Evaluation Plan	<p>The Literacy Department is working with the Student Research and Assessment Department to evaluate the impact on student achievement through analysis of reading gains for K and 1 classrooms, as well as other qualitative and quantitative data provided through the online management system for Innovations for Learning. Preliminary surveys indicate that first grade classrooms with the highest usage statistics have demonstrated the most significant gains.</p>
Research Methodology	<p>A body of research finds that students who do not master the art of reading by the end of first grade can be severely impacted, across all content areas, throughout their academic careers. Although much focus is placed on grades 3-10 due to testing, we know that students entering kindergarten in the bottom quartile for oral language development will be, on average 5.2 years below their peers in reading level by age 12 ((Hirsch, 1996 and Torgeson, 2003).</p> <p>Students from low-income families are also at highest risk of entering school in the bottom quartile of oral language development and may have over a 30 million word deficit associated with oral language experience. This deficit has proven to have a dramatic effect on vocabulary development, oral language processing ability, and phonemic awareness (Hart, B., &amp; Risley, R. T., 1995).</p> <p>As a large urban district, a significant portion of our kindergarten and grade 1 students often lack important reading and literacy readiness skills that build a solid foundation for proficient reading. Through a collaborative partnership with <i>Innovations for Learning</i>, our district has taken a targeted approach to close the achievement gap with our youngest students through a blended learning approach that incorporates the use of mp3 players, mobile technology (iPads) and online tutoring. Through the integration of technology and instructional strategies that include the continuous progress monitoring through a computer based learning management system, this innovative program supports teachers to more effectively personalize and differentiate instruction. This new instructional model began with first grade classrooms in September 2013, kindergarten classrooms in January 2014 and has impacted approximately 2,214 students in thirteen Title 1 elementary schools.</p> <p>This model aligns with our district strategic plan to prepare our students to be college and career ready upon graduation, starting with our early primary learners. It hinges on high quality instruction, continuous improvement and effective communication.</p>