

EXECUTIVE SUMMARY

Recommendation of \$500,000 or Greater 19-037V – Developing Personalized Learning in Select Schools

This request is to approve the Agreement between Education Elements, Inc. and The School Board of Broward County, Florida (SBBC) for one (1) year and six (6) months, starting August 7, 2018 through February 28, 2020.

Rationale:

Broward County Public Schools (BCPS) is dedicated to personalizing the learning for all students by ensuring they get the instruction they need, when they need it. BCPS also wants to improve the quality of teaching by creating new instructional models that allow teachers to personalize instruction for all students. BCPS has laid the foundation for personalized learning by implementing a district-wide learning platform (Canvas), investing more than \$80 million in devices and implementing the network infrastructure needed to support 1:1 student devices and wants to ensure the return on investment of these initiatives.

Historical Background:

BCPS has been an early adopter of new instructional models, implementing The Digital Classrooms Program (D2/3/4/5/6/7) which provides a 1:1 blended learning environment to students who have access to their Windows device throughout the school day and at home (in most cases). This 24/7 access to their math, reading, social studies, and science digital curriculum; a learning management system; and other digital resources provide opportunities for students to personalize their learning. The BCPS Digital Classrooms Program is now in 100 schools! The program began in the 5th grade at 27 elementary schools in the 2013-2014 school year and has expanded each year to other schools and in many cases, to other grade levels within the school. Teachers, media specialists, and micro-technologists are provided extensive professional learning opportunities to understand how to implement the program. Go to <http://innovativelearning.browardschools.com/digital-classroom-schools/> for a list of current schools.

The Board has approved the Digital Classrooms Plan since the 2014 school year through the 2016-2017 school year when the plan was no longer required to be submitted to the state. The district has utilized the funding allocations for digital applications, technology tools, and our learning management system.

The Innovative Learning department in collaboration with the Office of School Performance and Accountability (OSPA) conducts quarterly *Principal Think Tanks* with Digital Classrooms schools. At these meetings, principals and teacher representatives from various school sites meet for professional development on blended learning and the role technology plays in its successful implementation. As a part of the professional development activities, classroom walkthroughs are conducted where participants can see the levels of technology integration in sponsoring site classrooms. It is an opportunity for principals and teachers to share and glean best practices of teachers and students using new pedagogical models and district-purchased digital applications, software, and hardware.

As a result of the success of the *Principal Think Tanks* principals indicated that they were ready to bring their schools to the next level in personalized learning. Through a PIVOT memo, all principals were invited to apply to become a *Lighthouse School*, a process to select a cohort of between 10 - 20 schools that would launch personalized learning models in the 2018-2019 school year. As part of the application process, principals needed to identify individuals who will be part of the team and the role that they would be expected to play in designing, communicating, and supporting personalized learning at the school.

Recommendation of \$500,000 or Greater
19-037V – Developing Personalized Learning in Select Schools
August 21, 2018 Board Agenda
Page 2

They needed to identify why they think it is important for their school to provide a personalized environment for their students and to identify any specific problems or challenges personalized learning will help address for their students, staff, and community. Since the personalized learning design and support of the *Lighthouse Schools* will build upon the previous work that had been achieved with blended learning in the Digital Classrooms Program, principals were asked to describe their initial successes to date regarding the number of teachers trained, changes in pedagogy, and increased student engagement.

Through this Agreement, Innovative Learning will work with the twelve self - identified schools to assess their readiness to implement personalized learning strategies and to work with students, teachers, and community to develop a personalized learning culture and a new learning school environment.

Guidelines can be found at: <http://innovativelearning.browardschools.com/application-personalized-learning-lighthouse-schools/> as well as the online application. All schools that applied to be a Lighthouse School were accepted and are listed below. The design of this Agreement is to meet each school where they are at and help develop a personalized implementation strategy that works for the school, staff, and community.

Attributes of Personalized Learning:

BCPS defines personalized learning as “an education model that seeks to accelerate student learning by tailoring the instructional environment – what, when, how, and where students learn – to address the individual needs, skills, and interests of each student. Students take ownership over their own learning while also developing deep, personal connections with each other, their teachers and other adults.”

Attributes of personalized learning include:

- (1) Competency-based progression where each student progress towards clearly defined goals that are continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.
- (2) Flexible learning environments where a student’s needs drive the design of the learning environment. All operational elements – staffing plans, space utilization and time allocation – respond and adapt to support students in achieving their goals.
- (3) Personal learning paths where all students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations, and goals.
- (4) Learner profiles offering each student an up-to-date record of his/her individual strengths, needs, motivations, and goals.

In order to implement personalized learning both effectively and efficiently, it requires teachers and administrators to learn new pedagogical models and practices, as well as how to utilize technology tools to deliver content and monitor student progress. Students need to learn how to take ownership of their own learning and to develop a growth mindset.

Recommendation of \$500,000 or Greater
19-037V – Developing Personalized Learning in Select Schools
August 21, 2018 Board Agenda
Page 3

Project Plan:

Applications were accepted from eight (8) elementary schools, three (3) middle schools, and one (1) high school to participate in a professional development opportunity to learn how to deliver a more personalized learning experience for their students using technology. The intent of this Agreement is to provide personalized learning expertise to work with these schools to change school culture and to deliver support in the transition from traditional teaching and learning environments toward individual student pathways. The professional development that will be offered to participating schools will build internal capacity at each school site. The Agreement will provide the heavy lifting within three (3) functional areas: (1) District Level Support, (2) School Level Planning, and (3) Embedded Professional Development Support.

The process begins with Planning and Aligning where time will be taken to understand each school’s needs and aligning on goals. Foundations is where we develop a common understanding of personalized learning and build buy-in across all stakeholders. Every school is visited for a readiness assessment based on a personalized learning framework. In the Design and Launch phase, design thinking will be used to develop school-level instructional models, pushing schools to understand problems of practice and create dynamic classroom strategies and structures. In the last phase of Support, Iterate, and Reflect schools continue to be supported long after launch. Schools will develop and execute communication and professional development plans, with a focus on reflection, iteration, and improvement. The engagement with these twelve (12) schools will last for eighteen (18) months with both mid and end-of-year reports to share successes, identify challenges, and outline plans for the remaining months of the contract.

The participating schools and their principals are listed below:

School	Principal
Gator Run Elementary School	Keith Peters
Lauderhill Paul Turner Elementary School	Richard Garrick
Pembroke Lakes Elementary School	Marsha Wagner
Eagle Point Elementary School	Christine de Zayas
Park Trails Elementary School	Charles McCanna
Flamingo Elementary School	Janice Crosby
C. Robert Markham Elementary School	Shedrick Dukes
Nova Blanche Forman Elementary School	Russell Schwartz
Attucks Middle School	Errol Evans
Lauderdale Lakes Middle School	James Griffin
Parkway Middle School of the Arts	Bradford Mattair
Gifted Academy @ Plantation High School	Parinaz Bristol

Desired Results:

By following this format, by the end of the eighteen (18) months engagement with the consultant, the District will have twelve (12) demonstration/model schools.

Recommendation of \$500,000 or Greater
19-037V – Developing Personalized Learning in Select Schools
August 21, 2018 Board Agenda
Page 4

Procurement Method:

The solicitation for this RFP ran from March 26, 2018 through April 24, 2018. One thousand four hundred ninety-one (1,491) vendors were notified, thirty (30) vendors downloaded the RFP, and three (3) proposals were received prior to bid opening. The evaluation committee meeting was held on April 30, 2018, consisting of nine (9) members and reconvened on May 14, 2018 consisting of four (4) members; and in accordance with the requirements of the RFP, Education Elements, Inc. is being recommended for award.

Financial Impact:

The total spending authority requested is \$646,000 and will be provided by the Digital Classrooms Plan that resides in the I & T Department's budget.

Year 1 (Month 1 – 12): \$491,000

<u>Assessment of School Readiness</u>	<u>\$ 60,000</u>
<u>District Support</u>	<u>\$155,000</u>
<u>School Rollout</u>	<u>\$276,000</u>
<u>Total</u>	<u>\$491,000</u>

Year 2 (Month 13 – 18): \$155,000

<u>Reassessment of School Readiness</u>	<u>\$ 36,000</u>
<u>District Support</u>	<u>\$ 35,000</u>
<u>School Rollout</u>	<u>\$ 84,000</u>
<u>Total</u>	<u>\$155,000</u>