Academics, OSPA, Finance, Portfolio Services, and SIM

Reimagining Middle Grades – Workshop #3

Presented by:

Daniel F. Gohl, Chief Academic Officer

Dr. Valerie S. Wanza, Chief of School Performance and Accountability

Judith Marte, Chief Financial Officer

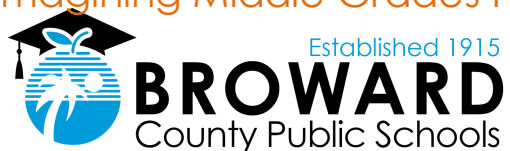Leslie Brown, Chief Portfolio Services Officer

Maurice L. Woods, Chief Strategy and Operations Officer

Dr. Jermaine Fleming, Cadre Director, Reimagining Middle Grades Portfolio Manager
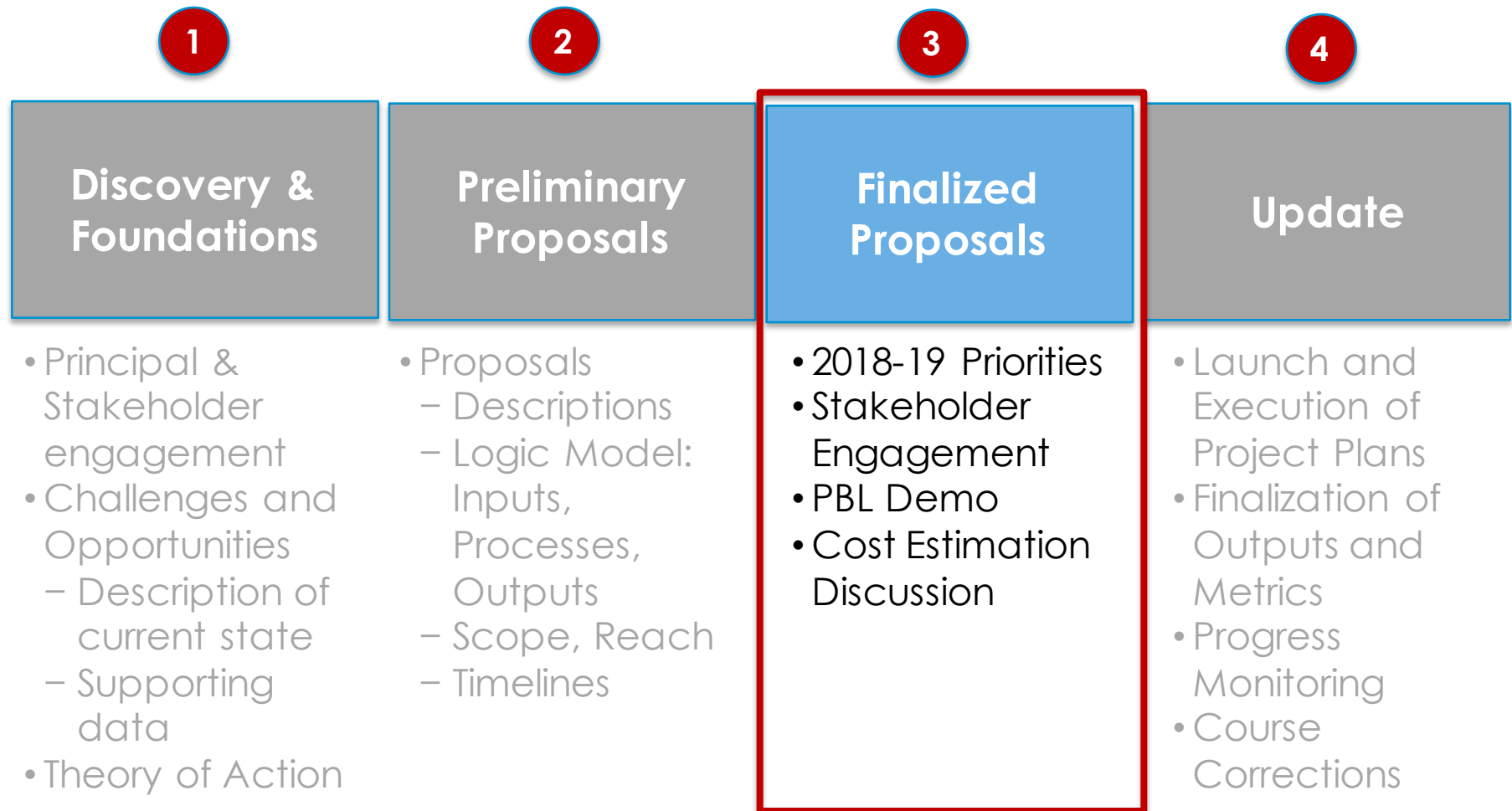
Guy Barmoha, Secondary Learning Director, Reimagining Middle Grades Project Manager

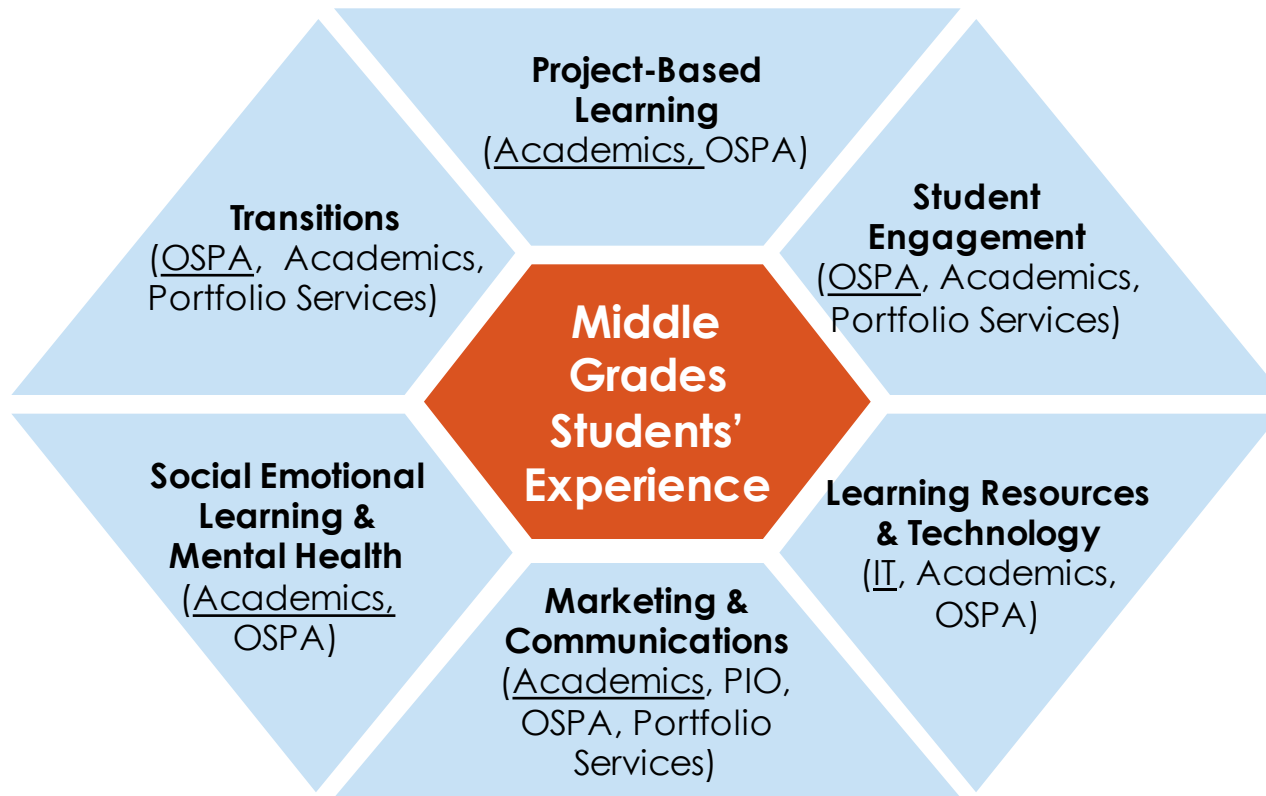Christine Semisch, Cadre Director, Reimagining Middle Grades Project Manager

January 30, 2018

Established 1915

BROWARD
County Public Schools

Timeline for 2017-2018 Board Workshops

1 **Discovery & Foundations**

- Principal & Stakeholder engagement
- Challenges and Opportunities
  – Description of current state
  – Supporting data
- Theory of Action

2 **Preliminary Proposals**

- Proposals
  – Descriptions
  – Logic Model: Inputs, Processes, Outputs
  – Scope, Reach
  – Timelines

3 **Finalized Proposals**

- 2018-19 Priorities
- Stakeholder Engagement
- PBL Demo
- Cost Estimation Discussion

4 **Update**

- Launch and Execution of Project Plans
- Finalization of Outputs and Metrics
- Progress Monitoring
- Course Corrections

Reimagining Middle Grades
At a Glance

Project-Based Learning
(<u>Academics,</u> OSPA)

Transitions
(<u>OSPA</u>, Academics, Portfolio Services)

Student Engagement
(<u>OSPA</u>, Academics, Portfolio Services)

Middle Grades Students' Experience

Social Emotional Learning & Mental Health
(<u>Academics,</u> OSPA)

Marketing & Communications
(<u>Academics</u>, PIO, OSPA, Portfolio Services)

Learning Resources & Technology
(<u>IT</u>, Academics, OSPA)

Middle Grades Students' Experience

Strategic Initiative	Description	Responsible	Metrics / Outcomes	Budget
Student Engagement	• Active participation • More elective opportunities • Flexible scheduling • New School Prototypes	OSPA, Academics, Portfolio Services	Academic and behavioral indicators	
Project Based Learning	• Solving real-world problems • Personalized learning for students and teachers • Standards-based instruction	Academics, OSPA	Academic indicators	
Learning Resources and Technology	Access and equity: Issuance of devices to students and universal WiFi connectivity	IT, Academics, OSPA	1:1 device ratio; usage data	
Social Emotional Learning	Instruction to promote student Social-Emotional skill development and PD to enhance school climate	Academics, OSPA	Scales for Teacher – Student relationships, sense of belonging, self-management, etc.	
Transitions	Ensuring consistent vertical opportunities (e.g., feeder pattern continuity)	OSPA, Academics, Portfolio Services	Program enrollment, school enrollment, and market share, ALIgn camp participation	
Marketing & Communication	Re-brand, create awareness and correct misperceptions	Academics, PIO, OSPA, Portfolio Services	Frequency, Reach, Event counts, etc.	

Stakeholder Engagement
An Iterative Approach to Inform Our Implementation

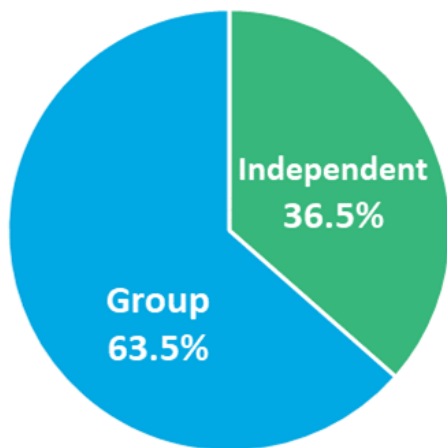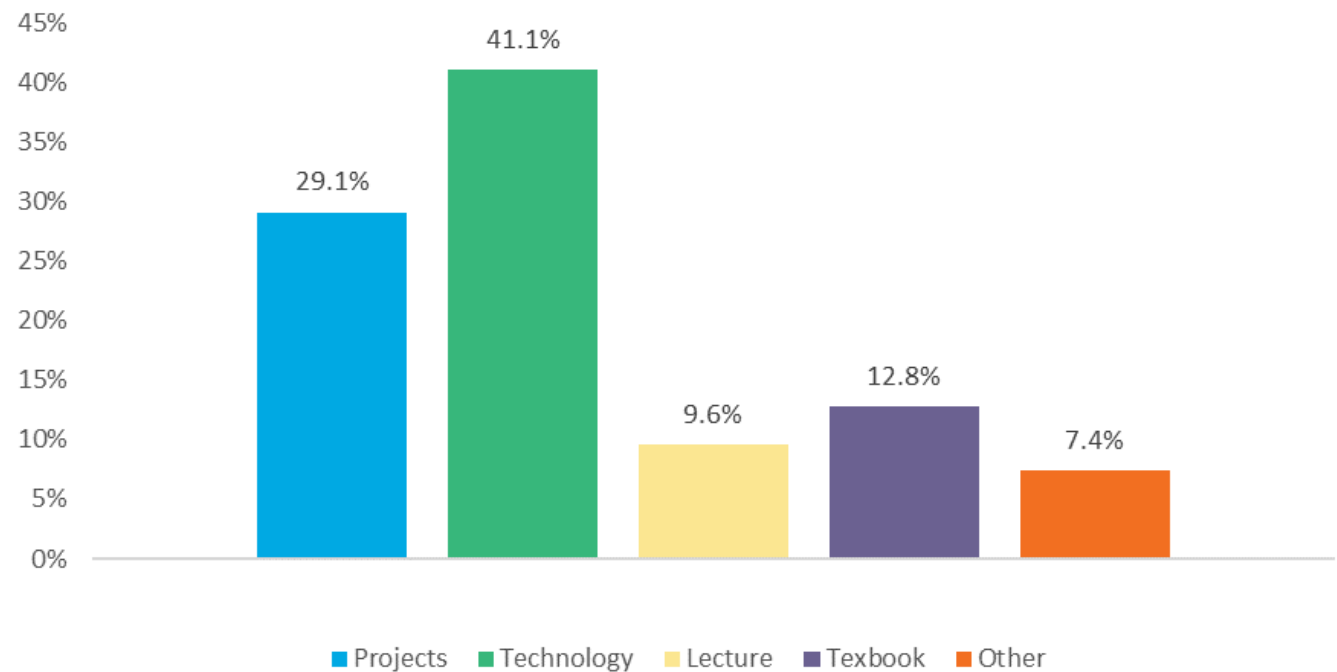| Using stakeholder input to inform design and development	- Middle school student survey completed by ~ 12,000 students - High school (grade 9) student survey - Middle school teacher survey completed by ~ 1,300 teachers - Teacher think tank evening sessions; 4 meetings were held the week of Jan. 22, 350 teachers invited.

Stakeholder Outreach
Early Findings – Middle School Student Survey
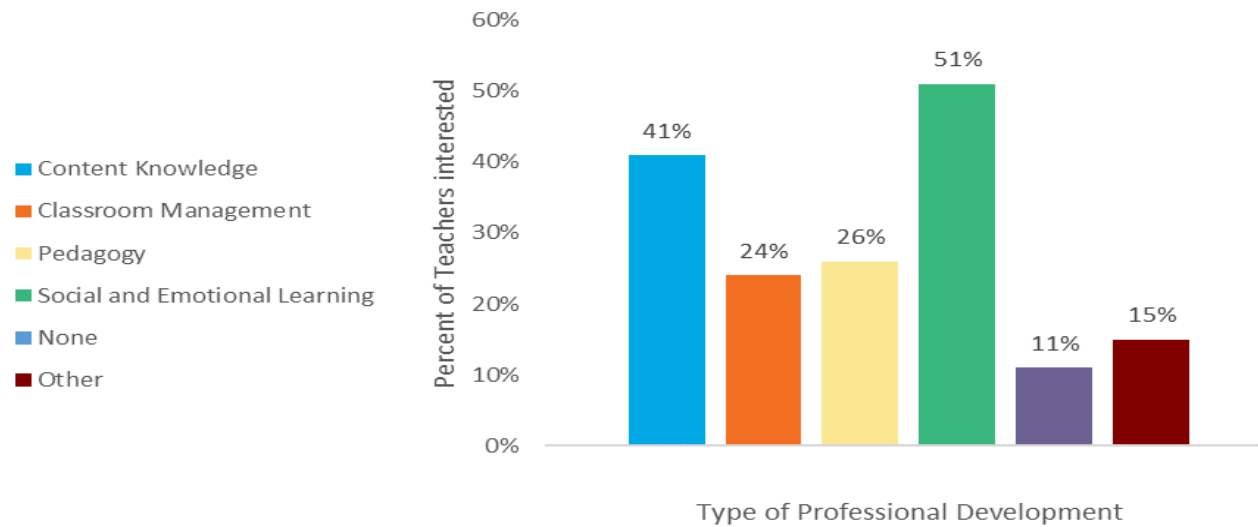
How do you feel you learn best?

Group 63.5%
Independent 36.5%

What is your preferred style of learning?

- Projects: 29.1%
- Technology: 41.1%
- Lecture: 9.6%
- Texbook: 12.8%
- Other: 7.4%

Legend: Projects | Technology | Lecture | Texbook | Other

What type of PD are you interested in?

Legend:
- Content Knowledge
- Classroom Management
- Pedagogy
- Social and Emotional Learning
- None
- Other

Percent of Teachers interested (Y-axis): 0% to 60%

Content Knowledge: 41%
Classroom Management: 24%
Pedagogy: 26%
Social and Emotional Learning: 51%
None: 11%
Other: 15%

Type of Professional Development

Prepared to teach PBL?
- No 34%
- Yes 66%
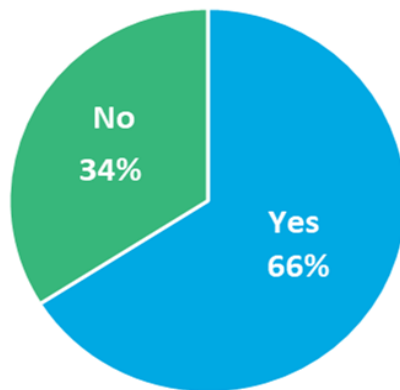
Excited to Teach PBL?
- No 11%
- Yes 89%
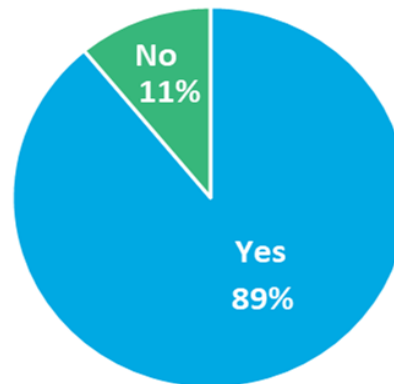
Concerns about teaching PBL?
- Yes 28%
- No 72%
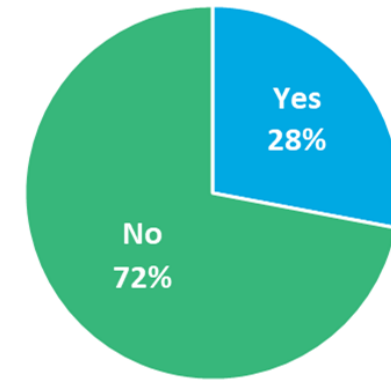
Project- and Problem-based Learning (PBL)

Project Based Learning is a teaching method in which students gain knowledge and skills by working to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Project- and Problem-based Learning (PBL)
Global Scholars – Our Food Environment

Project- and Problem-based Learning (PBL)
SeaPerch - ROV Challenge

Broward School Beat- New River Middle Marine ROV Program

Project- and Problem-based Learning (PBL)
Footprints

Professional Development Scale Up Plan
Professional Development on PBL, SEL, MTSS-RTI, Applied Learning, and New School Prototypes & Programs

Schools	Participants						
	Y1	Y2	Y3	Y4	Y5	Y6	Y7
1 - 15	150	300	450	300	150	0	0
16 - 30	0	150	300	450	300	150	0
31 - 45	0	0	150	300	450	300	150
Total	**150**	**450**	**900**	**1050**	**900**	**450**	**150**

- **Integrated PD for PBL, SEL, MTSS/RtI, Applied Learning**
- **Seasons of Learning**
- **Teacher Leader/Coach/PLC Leader/Dept. Head**
- **Reach 1/3, Leverage PLC & school based PD to reach 100%**

Social Emotional Learning (SEL) Scaling Plan

Types	# of schools				Comments
	Y1	Y2	Y3	Y4	
Supportive Environment	15	15	15	All	Adult 2-day training for all adults in school; book(s) study, site license On Demand PD.
Explicit Instruction	10	10	10	15	Student focused experiences to support healthy development and interactions; Site license, lesson plans, activities for students
SEL Instrument	All				Gaining insights on school climate, SEL attributes and ACEs to inform SEAM related actions; Provides insight into baseline and student progress with regards to SEL skills

- **Instruction to promote student Social-Emotional skill development and PD to enhance school climate**
- **Face-to-Face, Online, and On-Demand Professional Development**
- **SEL Instrument for all Stakeholders**

Applied Learning Summer Camps ("ALIgn")

- Strengthen 5th to 6th and 8th to 9th grade transitions through consistent Applied Learning experiences; also available to current middle grades students
- Offer 5 ALIgn camps per year, 100 students per camp
- Week 1: Exposure to Computer Science, Debate, Art, Music, Yoga, others subjects to be added later
- Week 2: Student selected topic of interest
- Staff includes 10 AL teachers, custodial and support staff per camp
- Content & Materials: Applied Learning created Performance Based Units of Study
- Transportation: 3 routes per camp designed

Marketing and Communications

- **Goals: Rebrand middle grades experience, create awareness, and correct misperceptions**
- **Co-develop marketing campaign with PIO, aligned with scale-up strategy**
- **Showcases (student and community events)**

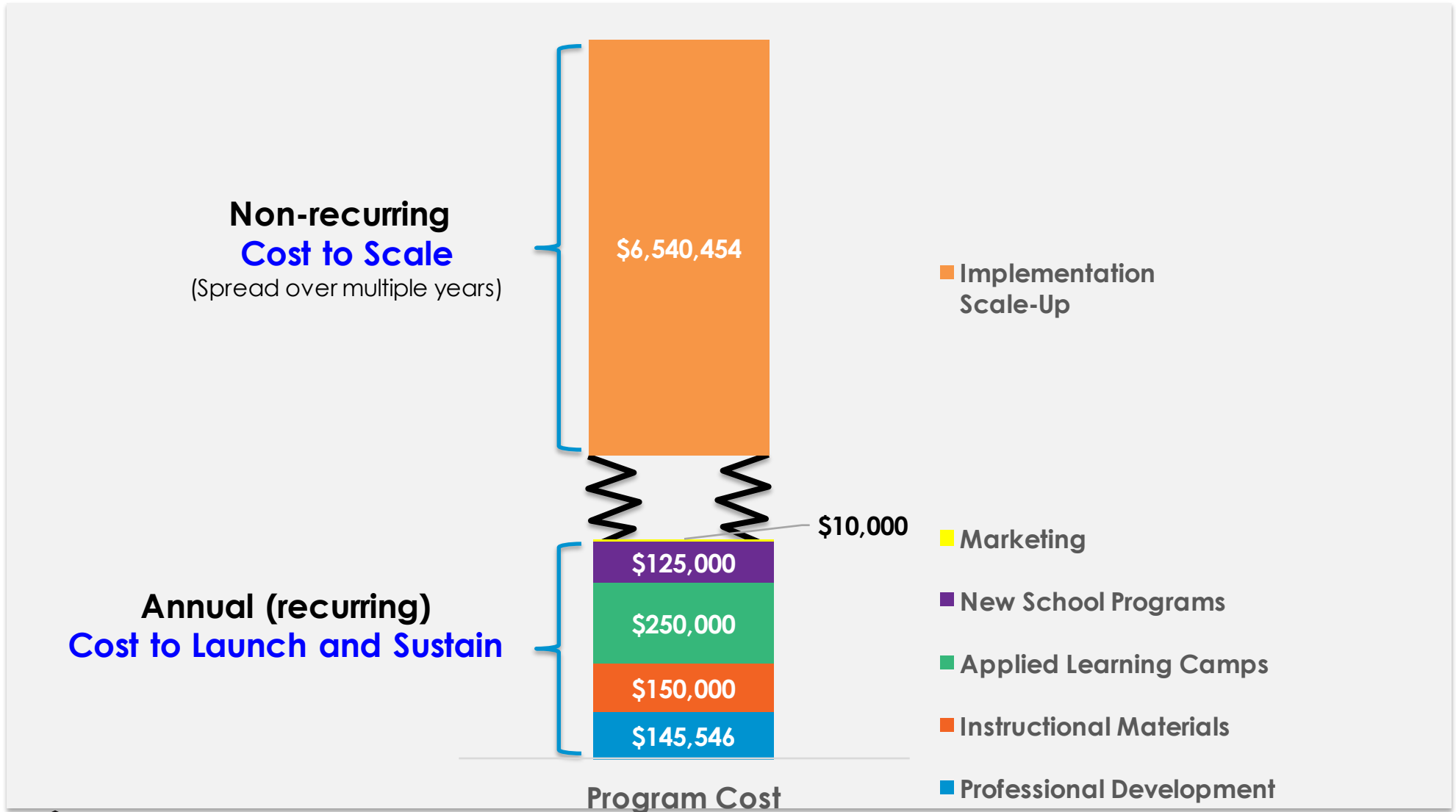| Audience outreach and feedback	Medium
Students	Events, Student Government, Naviance (student surveys), Social Media
School Staff	Sharepoint, Insite, CANVAS, District/staff meetings, emails, memos, Social Media, teacher surveys, teacher think tanks
Parents/Community	Robo-calls, BCPS App, BCPS Website, Student Showcases, PTA, SAF. SAC, District Advisories, Mailings, Newspaper, Social Media, PSAs, Community Foundation of Broward

Program Cost Estimate

Sources of Funding	- Alignment of existing funding and identification of gaps will be identified during budget season. (February – April) - Potential sources include: - Realignment of existing funds (within or across departments) - Re-purposing of existing funds - Change in allocations to school sites vs. central office - Community Foundation of Broward - Grants (e.g., Chiefs for Change) - Vendors

Reimagine Middle Grades
Program Cost Estimate (over multiple years)

Non-recurring
Cost to Scale
(Spread over multiple years)

$6,540,454 — Implementation Scale-Up

$10,000 — Marketing

Annual (recurring)
Cost to Launch and Sustain

$125,000 — New School Programs
$250,000 — Applied Learning Camps
$150,000 — Instructional Materials
$145,546 — Professional Development

Program Cost

Board Member Feedback will Guide the Finalization of Reimagining Middle Grades Portfolio Outputs

BOARD CONVERSATION

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Appendix

Prioritized Initiative: Reimagining Middle Grades
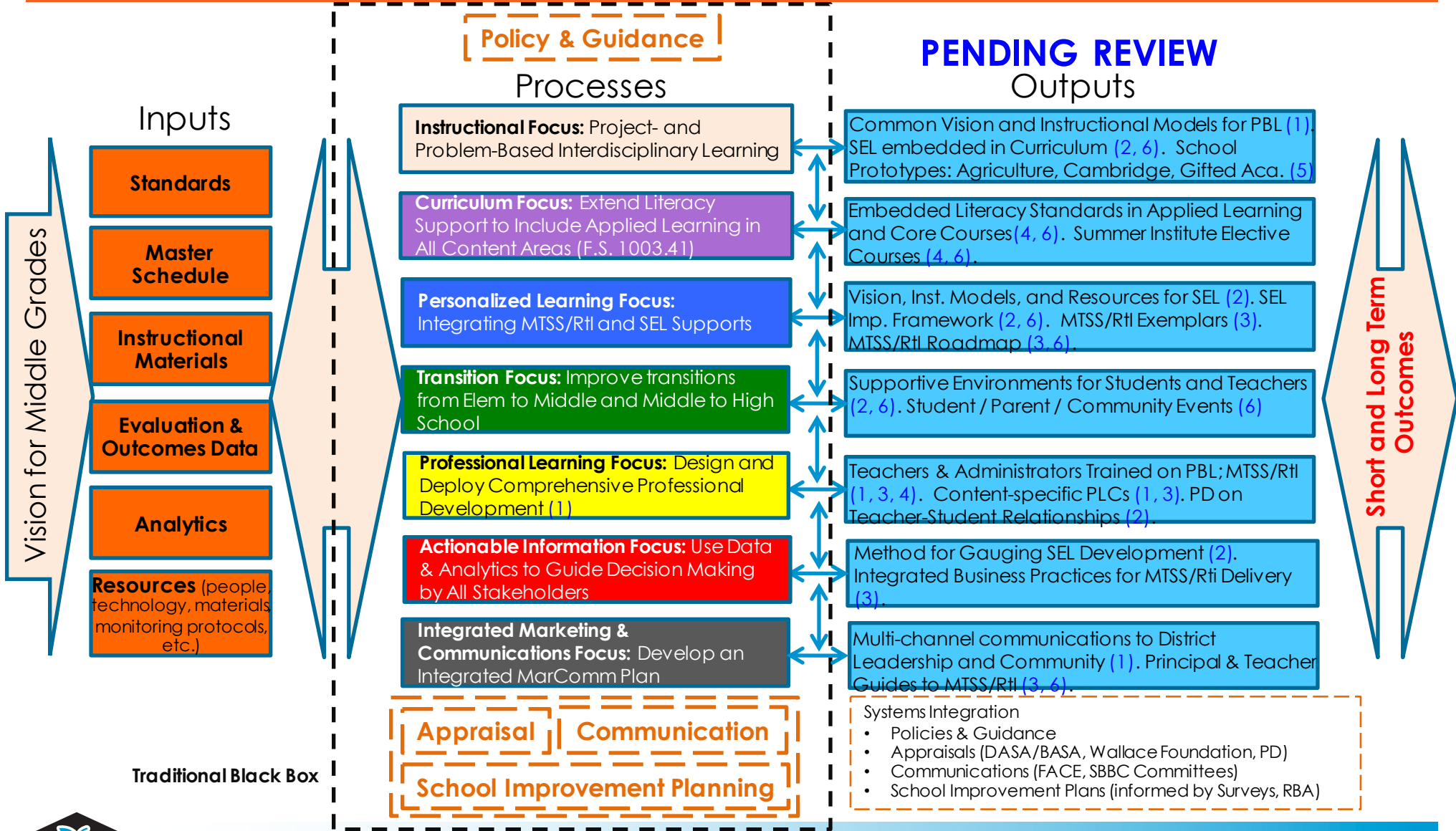## (Portfolio Manager: Dr. Jermaine Fleming)

Tactics	Theory-of-Action Driving Logic Model	Project Manager	Intended Benefits
PROGRAM SPONSOR: Dan Gohl Redesign middle grades experience to be organized around **project- and problem-based** interdisciplinary **learning** (1) Embed **Social-Emotional Learning** (SEL) standards and metrics in middle grades learning (2) Connect **MTSS/RtI** with graduation readiness metrics (3) Embed literacy support to include **applied learning** as a form of expression in all content areas (4) PROJECT SPONSOR: Leslie Brown Align community needs and preferences with well-planned **induction of new school prototypes** (5) PROJECT SPONSOR: Valerie Wanza **Quality Assurance** for school-based implementation (6)	**IF** we redesign the middle grades experience so that ALL students engage in project- and problem-based interdisciplinary learning (1, 5, 6), are supported in a warm environment (2, 6) where their unique educational needs are met (3, 5, 6), and have an opportunity to express themselves in all academic content areas (4, 6), **THEN** on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.	Guy Barmoha (PPBL) (1) Dr. Sandra Skinner (SEL) (2) Dr. Mary Claire Mucenic (MTSS/RtI) (3) Susie Cantrick (Applied Learning) (4) Patrick Sipple (New Prototypes) (5) Christine Semisch (Quality Assurance) (6)	Incremental: • Increased student engagement and motivation (2) • Connections drawn across content domains (1, 4) • Individual student-centered support (3) Cumulative (1-6): • Increased Level 3 and Above in ELA and Mathematics in Grades 6 to 8 • Increased proportion making year's worth of growth in a year's time

Logic Model (driven by Theory-of-Action)

SMART Goals: Percent of Middle Grades Students (Grades 6 to 8) Level 3 or Higher
in ELA by 2019 – 59.1% (Baseline 2015: 53.9%, 2016: 54.0%, 2017: 55.2%);
in Math – 62.1% (Baseline 2015: 57.1%, 2016: 57.7%, 2017: 58.6%)

Policy & Guidance

Processes

PENDING REVIEW

Outputs

Inputs

Vision for Middle Grades

Standards

Master Schedule

Instructional Materials

Evaluation & Outcomes Data

Analytics

Resources (people, technology, materials, monitoring protocols, etc.)

Instructional Focus: Project- and Problem-Based Interdisciplinary Learning

Curriculum Focus: Extend Literacy Support to Include Applied Learning in All Content Areas (F.S. 1003.41)

Personalized Learning Focus: Integrating MTSS/RtI and SEL Supports

Transition Focus: Improve transitions from Elem to Middle and Middle to High School

Professional Learning Focus: Design and Deploy Comprehensive Professional Development (1)

Actionable Information Focus: Use Data & Analytics to Guide Decision Making by All Stakeholders

Integrated Marketing & Communications Focus: Develop an Integrated MarComm Plan

Common Vision and Instructional Models for PBL (1). SEL embedded in Curriculum (2, 6). School Prototypes: Agriculture, Cambridge, Gifted Aca. (5)

Embedded Literacy Standards in Applied Learning and Core Courses (4, 6). Summer Institute Elective Courses (4, 6).

Vision, Inst. Models, and Resources for SEL (2). SEL Imp. Framework (2, 6). MTSS/RtI Exemplars (3). MTSS/RtI Roadmap (3, 6).

Supportive Environments for Students and Teachers (2, 6). Student / Parent / Community Events (6)

Teachers & Administrators Trained on PBL; MTSS/RtI (1, 3, 4). Content-specific PLCs (1, 3). PD on Teacher-Student Relationships (2).

Method for Gauging SEL Development (2). Integrated Business Practices for MTSS/Rti Delivery (3).

Multi-channel communications to District Leadership and Community (1). Principal & Teacher Guides to MTSS/RtI (3, 6).

Short and Long Term Outcomes

Appraisal **Communication**

School Improvement Planning

Traditional Black Box

Systems Integration
- Policies & Guidance
- Appraisals (DASA/BASA, Wallace Foundation, PD)
- Communications (FACE, SBBC Committees)
- School Improvement Plans (informed by Surveys, RBA)

Project- and Problem-based Learning (PBL)
Crowdsourcing

Project- and Problem-based Learning (PBL)
Crowdsourcing

The Unmanned Aerial Systems Flight and Payload Challenge

$320,000 in prizes

Increase UAS flight time and versatility

Open Until   Jan 29, 2018

Posted by:
National Institute of Standards and Technology

Project- and Problem-based Learning (PBL)
Crowdsourcing

The Unmanned Aerial Systems Flight and Payload Challenge

◀ National Institute of Standards and Technology, Public Safety Communications Innovation Accelerator

Challenge Details

Discussions	3
Solutions	2
Rules	
Submit Solution	
Challenge Followers	6

Revisions:

About the Challenge

Increase UAS flight time and versatility

Posted By: National Institute of Standards and Technology, Public Safety Communications Innovation Accelerator
Category: Designs, Scientific/Engineering
Skill: Engineering
Interest: Public Safety

Submission Dates: 3 p.m. ET, Jan 09, 2018 - 9 p.m. ET, Jan 29, 2018

Join us for this exciting UAS (unmanned aerial systems) prize competition using your ingenuity and hardware build expertise to create a concept for a UAS prototype. The result of the **UAS (Unmanned Aerial Systems) Flight and Payload Challenge** will support the public safety community and its stakeholders.

One of the barriers for UAS used in a public safety realm is payload versus flight time. Vertical takeoff and landing (VTOL) UAS provide many different mission capabilities, but their flight time is limited. The payload capacity, energy source and flight time are linked through design trade-offs that can be optimized for efficiency and flexibility. This challenge is designed to keep the UAS and its payload airborne for the longest time possible to support first responders' communication technology on the ground while they conduct their search. The advancement of UAS research will help search and rescue operations support payloads for wireless communications or other life-saving goods to save lives.

NIST Public Safety Communications Research Program is hosting this 3-stage challenge, with prize awards totaling $432,000 (includes travel, prototype & cash prizes) for the top 10 designs. In addition to the cash prize, finalists will showcase their UAS and flight skills with paid travel to the NIST Robotics Lab and the 2018 PSCR Stakeholder conference, where pilots will demonstrate their prototype, engage in speaking

Follow this challenge

Prizes

🏆 **STAGE 1: CONCEPT PAPER CONTEST**

$200,000.00

Invitation to introduction and challenge kickoff webinar; $20,000 for each team of contestants or contestant entered; up to 10 selected.

🏆 **STAGE 2: PROTOTYPING, HARDWARE BUILD, AND VIDEO TEST & EVALUATION**

Access to NIST Robotics Test facility for Live Test and Evaluation contest; Up to $10,000 in invitational travel funding for each team of contestants or contestant entered; up to 10 selected from winners of stage 1.

🏆 **STAGE 3: LIVE TEST & EVALUATION**

New School Prototypes & Programs

New School Prototypes & Programs	• Controlled Environment Agriculture, Grades 6 – 8 • Cambridge, Grades 6 – 12 • Gifted Program, Grades 4 - 12

Middle Grades Non-Traditional School Schedules

Middle School Non-traditional Schedules	• Current
	   • Nova
	   • Seminole
	   • Silver Lakes
	   • New Renaissance
	   • Lauderdale Lakes
	   • Parkway
		• Future (2018/19)
		   • Falcon Cove
		   • Apollo
		   • Attucks
		   • Sunrise

Reimagining Middle Grades
Descriptions and Metrics

- Solving real-world problems
- Personalized learning for students and teachers
- Standards-based instruction
- Metrics: Academic indicators

- Ensuring consistent vertical opportunities (e.g., feeder pattern continuity)
- Metrics: Program enrollment, school enrollment, and market share, ALIgn camp participation

- Active participation
- More elective opportunities
- Flexible scheduling
- New School Prototypes
- Metrics: Academic and behavioral indicators

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(Academics, OSPA)

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(OSPA, Academics, Portfolio Services)

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- Instruction to promote student Social-Emotional skill development and PD to enhance school climate
- Metrics: scales for Teacher – Student relationships, sense of belonging, self-management, etc.

- Access and equity: Issuance of devices to students and universal WiFi connectivity
- Metrics: 1:1 device ratio; usage data

- Re-brand, create awareness and correct misperceptions
- Audience: ALL stakeholders
- Metrics: Frequency, Reach, Event counts, etc.