



2019/20 Innovative Concepts and Community Boundary Proposals

Presented by:

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Today's Agenda

1. Review history of new concept induction
2. Review process of new school concept consideration
3. Consider new school concepts for 2019-2020
4. ALIGN, Big Picture Learning, 3DE, Cambridge, iCAN
5. Update on Differentiated Accountability and SSOS status
6. Discuss community boundary change proposal
7. Determine next steps



New Design Consideration is a Multi-Divison Collaboration

- Examining current portfolio, trends in achievement and emerging opportunities
- Obtaining School Board Input & Collaboration
- Aligning Resources Across Divisions Considering Staffing, Budget, and Choice
- Considerations must Align with Strategic Plan



School Concepts Launched in Last 3 Years

- Early Learning Center
- K-8 Model Schools
- 6-12 Model Schools
- Alignment of Cambridge 6-12
- Turn Around Arts
- Montessori
- International Academy
- Middle Growing STEM Schools
- Elementary STEM Schools
- Gifted Academy
- The CUBE 9-12
- CEA
- Adult Learning Centers



Programs Implemented this Year

Program	2018-2019	2019-2020	2020-2021
The Cube	<ul style="list-style-type: none"> Soft Launch at Stranahan High School Discussion regarding training and Year of Planning at two additional schools, "B" and "C" 	<ul style="list-style-type: none"> CUBE Official Launch at Stranahan High School Year of Planning for schools "B" and "C" Discussion for training and Year of Planning at two additional schools, "D" and "E" 	<ul style="list-style-type: none"> Continue implementation at Stranahan High School Begin Year 1 of Implementation at schools "B and C" Year of Planning at 2 additional schools, "D and E". These will fully launch in the 2021-2022 school year
Gifted Academy	<ul style="list-style-type: none"> Gifted Academy opened with 1 class of incoming 9th graders, began screening and identifying new students 	<ul style="list-style-type: none"> Continue implementation at Plantation with 4 classes in 10th and accepting 4 classes of incoming 9th graders, continue screening and parent meetings 	<ul style="list-style-type: none"> Continue implementation at Plantation with 4 classes in 11th, 4 classes in 10th and 4 classes of incoming 9th graders, continue screening and parent meetings
International Welcome Center	<ul style="list-style-type: none"> Year of Planning: Hiring bilingual staff, creating marketing plan, establishing partnerships 	<ul style="list-style-type: none"> Opening of IWC: Ribbon cutting, market menu of services, offer workshops for families 	<ul style="list-style-type: none"> Expand services: Expand services at the satellite centers; continue growing menu of services and languages
Controlled Environmental Agriculture	<ul style="list-style-type: none"> Groundbreaking and soft lift 	<ul style="list-style-type: none"> Heavy lift integrated content utilizing Applied Learning programs, IBELLA and Middle Years IB 	<ul style="list-style-type: none"> Continued integration of content utilizing Applied Learning programs, IBELLA and Middle Years IB Review of potential additional Plant 4 sites

From Today's Concept to Tomorrow's Actions

1. Start With the School Board
2. Align timing with Student Assignment Processes
3. Share Ideas With Community, Solicit Input, Additional Ideas
4. Determine Best Fit, Budget, Resources, Enrollment, Facilities, Professional Development and Sustainability
5. Presentation of, Program Development Back to Board. All Research Completed January 2019



2019/20 Innovative Concepts For Consideration

- Create an **Applied Learning Institute for Global Needs (ALIGN)** to cultivate a community of proactive change-agents who execute their vision of the future by investigating and addressing local and global issues through interdisciplinary collaboration
- **Big Picture Learning (BPL)** will operate by allowing students to take ownership of their learning, using real world internship experiences and personalized learning that is adapted to meet the needs of each individual student
- Create a **3DE entrepreneurial experience** incorporating existing school systems, Junior Achievement, and business partners to provide students a relevant learning experience with meaningful engagement
- Interest in **Cambridge Program** expansion continues for 2019/20 with six schools
- Through funding by the Magnet Schools Assistance Program Grant, a new **Integrated Career and Academic Networks (iCAN)** program will be implemented in six schools



Applied Learning Institute for Global Needs (ALIGN)

Mission: The mission of the **Applied Learning Institute for Global Needs (ALIGN)** is to cultivate a community of proactive change-agents who execute their vision of the future by investigating and addressing local and global issues through interdisciplinary collaboration.



Continuous Curriculum in “4Cs”

Creativity (Visual Arts, Performing Arts, Creative Writing)

Communication (Public Speaking, Debate, Journalism)

Civics (Political Science, Cultural Engagement, Financial Literacy)

Computer Science (Programming, Robotics, Software/Product Development)

Action Project

All students will spend a daily **“Zero Hour”** working on a **collaborative service learning capstone project** that addresses at least one of the 17 UN Sustainable Development Goals. Students will begin to work on and conceptualize their project in 6th grade, research and plan in 7th grade, and fully implement it in 8th grade. Students will utilize an internal digital currency that they can trade with classmates for contract “jobs” (e.g., artwork, video editing, app design, etc.) or consulting work (e.g., public speaking, data analysis & visualization, etc.).

Gamification Model

Content will be taught using a **student-centered** and **project-based** learning approach, where “players” participate in inquiry-based, feedback-rich and complex problem spaces which include projects/activities that feel like play, learning that happens by doing, immediate and ongoing feedback, and failure reframed as iteration.



BPL- Big Picture Learning

The BPL School will operate by allowing students to take ownership of their learning, using real world internship experiences and personalized learning that is adapted to meet the needs of each individual student.


Student Goals	Teacher Goals
School within a school interdisciplinary and cohorted model.	BPL interdisciplinary trained teaching team supported by Master Educators (BPL sponsored).
Learning by way of individualized learning plans and application through internship opportunities. Options to earn industry certifications necessary for employment.	School-based PDs and PLCs with interdisciplinary and cross-curricular instruction, to enhance high quality teaching practices and creativity. This is implemented through BPL and BCPS district staff.
Advisory period to drive learning goals and creativity as well as, learning to problem solve and overcome challenges.	Classroom advisors and mentors from business and industry to support authentic learning through career interests.

- Career exploration and planning
- Exploring industry needs and practices through real-world application of internships and work based learning projects
- Industry certification preparation and attainment through areas of student interest and industry demand



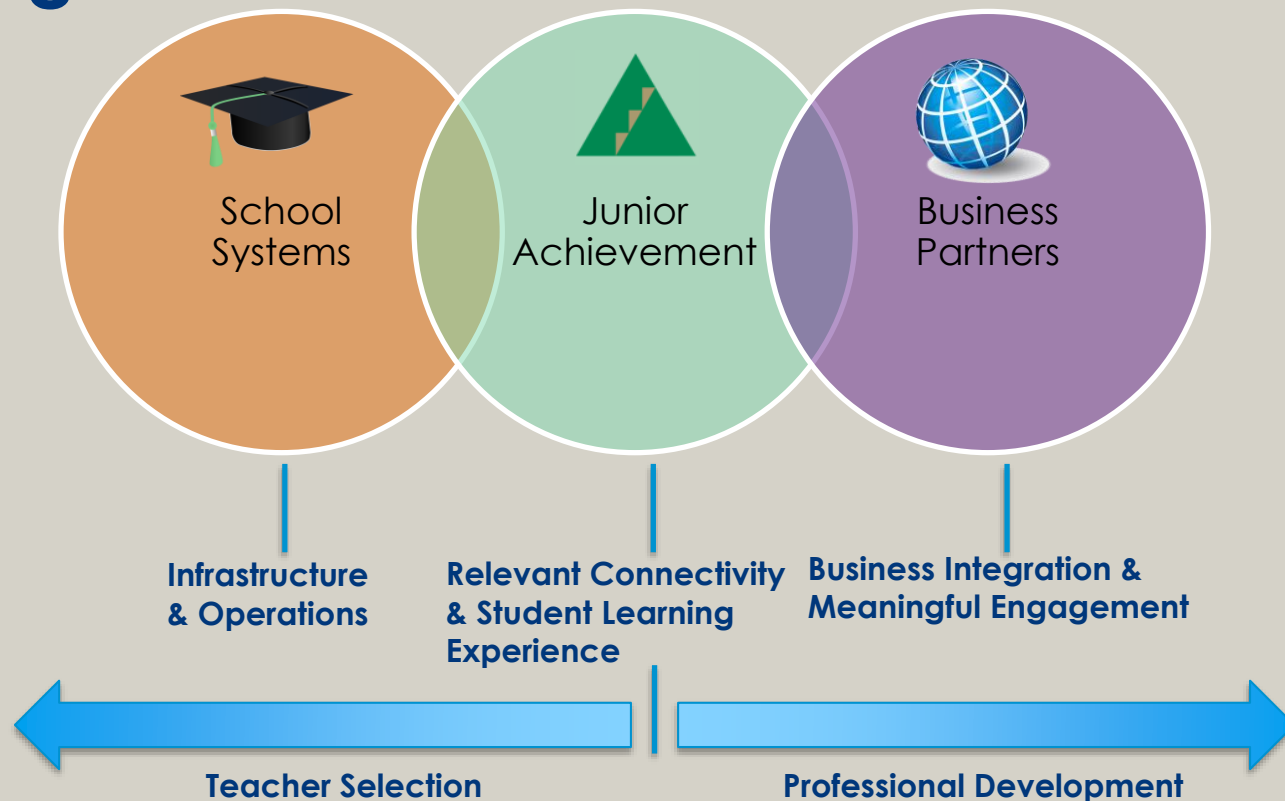
BPL- Big Picture Learning Timeline

The BPL School timeline will allow for the addition of two schools to launch a year of planning each year, beginning in the 2019-2020 school year, while another two schools fully launch this initiative.

2018-2019	2019-2020	2020-2021
Full implementation at: South Plantation High School	Continue implementation at: South Plantation High	Continue implementation at: South Plantation High
Year of Planning at: One additional school, school "A"	Begin Year 1 of Implementation at school "A"	Continue implementation at: school "A"
	Year of Planning at: 2 additional schools, referred to as schools "B and C"	Begin Year 1 of Implementation at schools "B and C"
		Year of Planning at: 2 additional schools, referred to as schools "D and E". These will fully launch in the 2021-2022 school year



3DE: Progressive Joint Venture



- Personnel/Admin: Regional and on-site teams
- Teachers: Professional Development, Instructional Support, Interdisciplinary Lessons/Resources
- Learning: Real world integration through case activation
- Students: “Mirror Reflection” -3DE students reflect the greater student body



Cambridge Program Alignment

- The Innovative Program Application period for 2018-2019 has come to a close for those schools showing interest to have a program designated to begin in 2019-2020.
- There is continued interest in expansion of the Cambridge Program within Broward County Public Schools (9).
- West Broward High School will start a Cambridge program in the 2019-20 school year
- Schools submitting an application to Cambridge International as an Innovative Program for 2019-2020 are: Bayview Elementary, Bennett Elementary, Cooper City High, Piper High, McArthur High, South Plantation High, West Broward High



Integrated Career and Academic Networks (iCAN)

MSAP Grant from the United States Department of Education

- Broward County Public Schools was awarded the highly competitive Magnet Schools Assistance Program Grant (MSAP) for \$14,750,705 from the United States Department of Education.
- This is a five (5) year grant that will support the implementation of a new Integrated Career and Academic Networks (iCAN) magnet theme in six schools: New River Middle, Olsen Middle, Pompano Middle, Blanche Ely High, South Broward High, and Stranahan High.

The iCAN grant addresses:

- a personalized learning environment that changes the traditional school environment
- addresses the social-emotional needs of students, and prepares them for the future through integrated college and career networks
- students will participate in project-based and blended learning, develop work place and technology skills, and engage in mentoring by a network of advisors from business industries and post-secondary institutions.
- Identified principals were included in the initial planning and grant writing. Principals will be attending the first national convening in November. Professional Development and resource allocation will begin as early as January 2019.



Student Success Opportunity Schools (SSOS)

- A strategic initiative by Broward County Public Schools (BCPS) to review the performance of schools utilizing a variety of criteria, such as student academic performance (as indicated by FSA scores), school enrollment, climate, facilities and other local factors.
- Provides an opportunity for the District to work with schools, students, staff and community members to discuss the potential educational options available for students that are sustainable and promote increased achievement.



What is “Differentiated Accountability (DA)”?

Any school designated with an assigned school grade of “D” or “F”.

Broward County DA School 2018-2019

Bethune ES (F,C,D)

Castle Hill ES (C,C,D)

Collins ES (B,A,I)

Deerfield Beach (C,C,D)

Larkdale ES (C,F,D)*

Morrow ES (C,C,D)

North Side ES (D,D,F)*

Oakridge ES (C,C,D)

Oriole ES (D,C,D)

Rock Island ES (D,C,D)

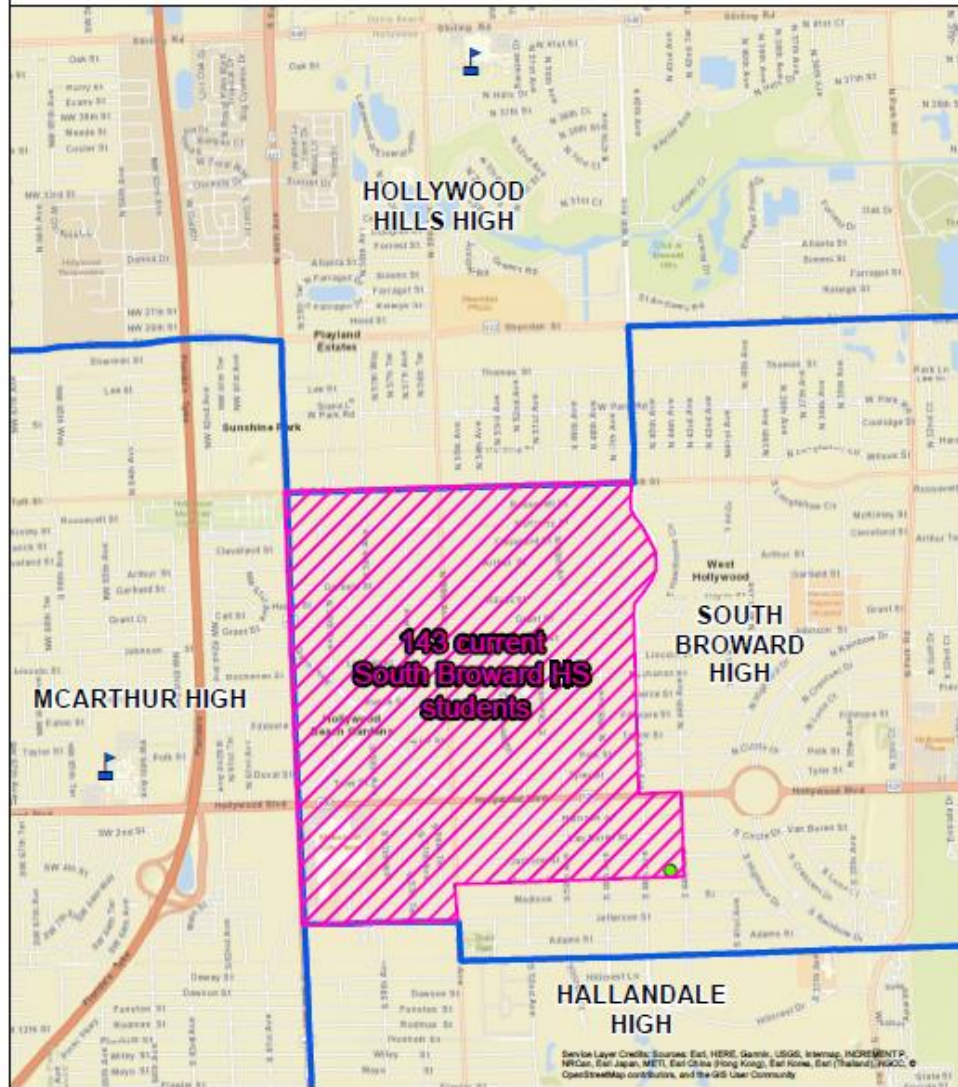


School Boundary Process



Community Proposal 1: South Broward High School to Hollywood Hills High School

Phase in a portion of the South Broward High School boundary to Hollywood Hills High School.



COMMUNITY BOUNDARY PROPOSAL 1- SOUTH BROWARD HS TO HOLLYWOOD HILLS HS

Next Steps

- Receive Board Input today
- Work with Divisions to detail program costs
- Research potential site opportunities
- Maximize community input at SSOS, boundary consideration, and potential site placements
- Bring list of potential sites and associated implementation considerations back to the School Board on January 29, 2019
- Approved program placements move to SY2019-20 planning



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