



# Office of Academics

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## Update on HQI in BCPS



October 30, 2018

# Strategic Plan

## *Strengthening the Paths to Success* (2012 - 2015)

- Defining Tenets, Mission, Vision, Values

## *Moving Forward on the Right Path* (2016 - 2019)

- From Strategy Formulation to Strategic Plan Implementation

## Goals (2012 – 2019)

1. High Quality Instruction
2. Continuous Improvement
3. Effective Communication



# HQI Areas of Focus

## Literacy and Early Learning

- Balanced Literacy
- Systemic resources, monitoring & actions

## Reimagining Middle Grades

- Engage students and community through choice, promotion,
- Replace remediation with applied learning

## College & Career Readiness

- Improved course sequences, CTE programs, & advanced options
- Cognitive discipline + non-cognitive skills + experience



# Unifying Blueprint

Starting in SY2014-15 BCPS defined:

## **BEST**

Beyond Expected Student Targets

## **CARE**

Curriculum, Assessment, Remediation, Enrichment



# BEST for ALL: SY2018-19

## Define Learning targets with instruments and scales

- Literacy, Content, Social-Emotional Learning

## PLCs on Tier 1 instruction & examining student work

- Grade level team use of Curriculum and materials
- Student work examined in PLCs, Cadres, professional learning

## Relationships strengthened through better communication

- Clarity of expectations and providing voice
- Direct access & feedback loops (Canvas, SharePoint, MS365)

## Scale by replication and substitution (weed, feed, & seed)

- Data transparency, collective inquiry, & documented decisions



# CARE for ALL: SY2018-19

**C** = Curriculum

- Canvas, instructional materials, personalization

**A** = Assessment

- Use student work for understanding & calibration
- Combination of teacher & external instruments

**R** = Remediation

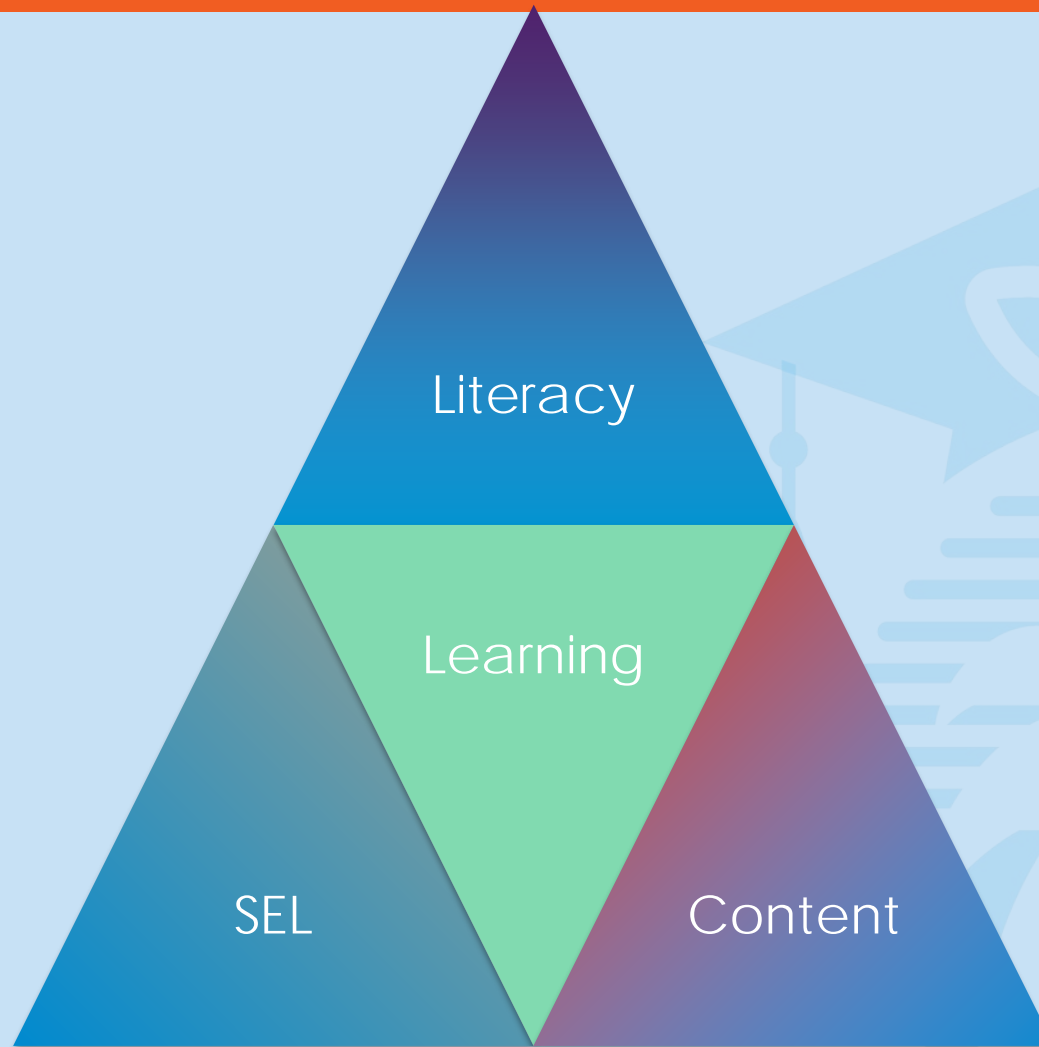
- Improve Tier 1 instruction
- RTI process after modified instruction

**E** = Enrichment

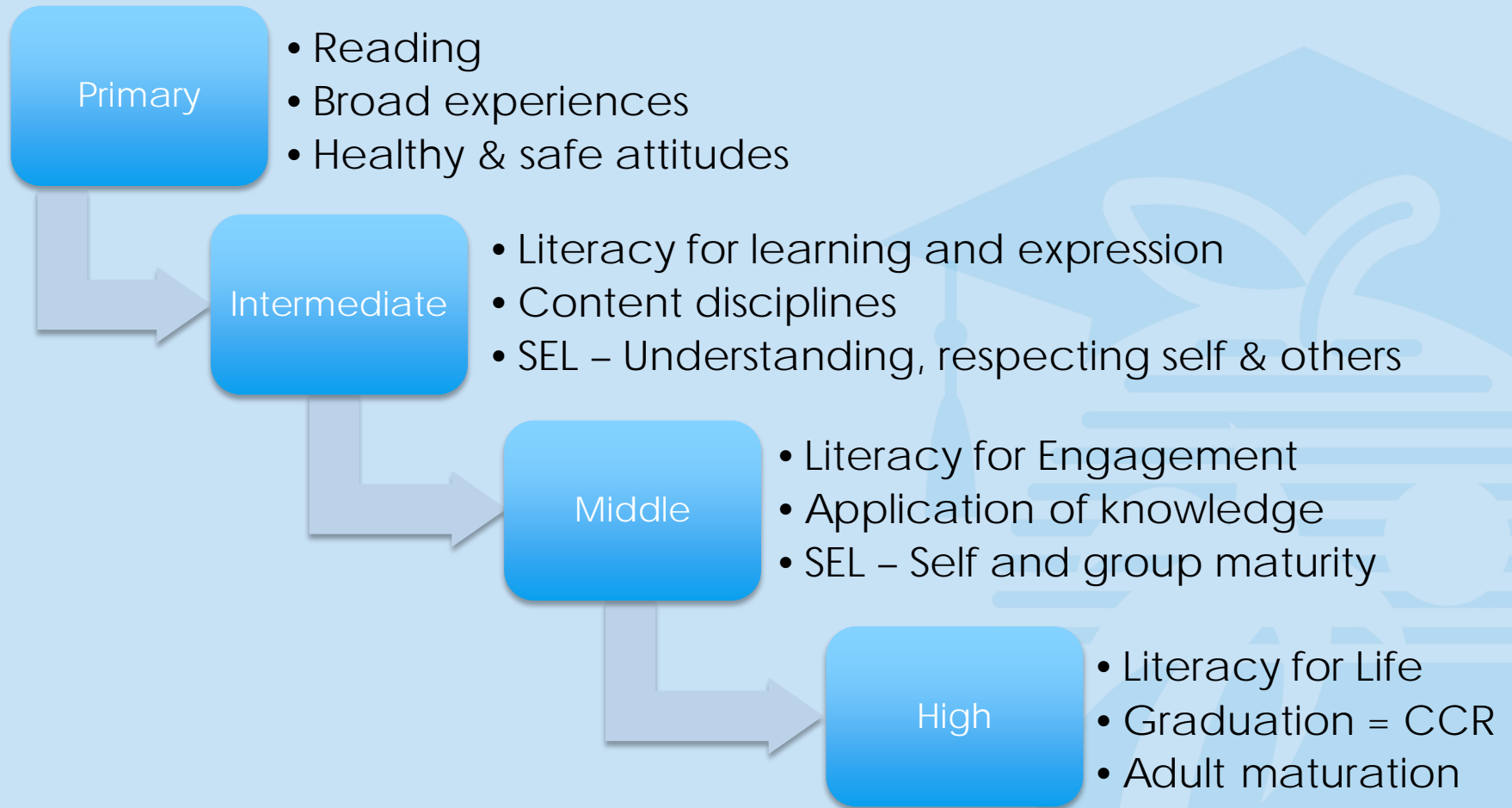
- Distinguishing: enriched, advanced, & gifted
- Include Broader, Deeper, and Faster



# Dimensions of Learning



# Developmental Priorities



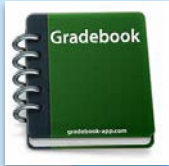


# Managed Curriculum

**Curriculum** is the set of structured activities provided to teachers in grade level and teams which are designed to have students master the knowledge and skills provided by the **FL Standards**. Teachers are provided model exemplar **unit and lesson plans** to broadly pace instruction. Schools are provided with, and procure, **instructional materials** as resources to engage students. **Personalization** of the curriculum occurs by adapting the scope, sequence, materials and/or learning experiences without altering the FL Standards defined expectations. **Assessment** of content learning is provided by the teacher's **gradebook**, benchmark assessments, and summative assessments. **Promotion** is determined by SBBC Policy 6000.1.



# Gauging Student Achievement



## Gradebook

- GLT/Dept. aligned (Teachers)
- 9+ grades Marking period
- Standards lessons & grades



## Performance Tasks

- District provided
- Inter-disciplinary
- *Keystones* embedded in curriculum



## External FSA-Like Interims

- External (ex. BSA, iReady)
- Currently selected by school
- Tied to FSA format



# Supporting Teachers

- Exemplar curriculum
- Adaptable materials
- Knowledge of students
- Assessments with rigor & insight
- Support and empowerment



# Supporting Principals

- Rich data systems to understand successes and challenges
- Methods to monitoring and support
- Sub-cadre dialogue
- Opportunities to pilot new approaches



# Supporting Struggling Schools

- Lowest 300
- Differentiated Accountability
- C, D, & F rated schools
- Centers and special locations



# Elementary Grades: Guiding Principles

1. **High-quality, standards-based instruction** focuses on the whole child, using a balanced approach through playful, child-centered, developmentally appropriate practices.
2. **Learning Support** is guided by data and students' needs to provide high-quality instruction and social-emotional support for all students. Decisions about changes in the environment or instruction, based on student response, result in each student reaching his or her highest potential.
3. Children are provided an **engaging learning environment** structured to support the development of critical thinkers who assume responsibility for ownership of their learning.
4. **Learning experiences are personalized** according to each student's strengths, needs, and interests to provide flexibility and support, ensuring mastery of the standards. This encourages student voice and differentiated pathways to learning in the elementary years.
5. Students who are **life ready** possess the growth mindset that empowers them to approach their future with confidence, persevere to achieve their goals, and evolve with an ever-changing, interconnected global community.



# Elementary Curriculum in Canvas

Elementary

Home

Interdisciplinary Instruction

Standards

Supplemental Instruction

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

ESOL (ELL)

ESLS

SEL

Distance Learning

SEAS

Deeper Learning

Debate

Chess

Elementary Learning Department | Home

**Welcome!**

Motivate. Engage. Inspire. Grow.

**MISSION**

To support schools in providing high quality instruction to ALL students focused on deliberate and relevant teaching, learning, and student engagement, resulting in high impact teaching and globally competitive students.

**VISION**

Educating today's students to succeed in tomorrow's world.

- Our Commitment to You
- Scheduling
- Read-at-Home Plan
- School Support
- Meet Our Team
- Digestible Bites
- Professional Learning Opportunities

Elementary Learning Department Curriculum  
Submit a Feature Request

Elementary Learning Department Curriculum  
Become a Canvas Contributor



# Elementary Curriculum in Canvas

Grade 3 Home

## Grade 3

CONCEPTUAL TOPICS

Click on a Conceptual Topic button to view the related curricular unit information and resources.

August - October

Overview

November - December

Overview

January - March

Overview

April - June

Overview

*Note: All content resources (ELA, Science, and Social Studies) are embedded within the Canvas LMS.*

- Click here to download a print-friendly version of the Third Grade Science and Social Studies Standards.
- Click here to download a print-friendly version of the Third Grade Curriculum Map.

Balanced Literacy | Modeled Interactive Reading

## Modeled Interactive Read Aloud

- What is an Interactive Read Aloud?
- Instructional Planning Process
- Selecting a Text
- Structure of an Interactive Read-Aloud
- Exemplar Lesson Plans
- Resources

Grade 3 | Conceptual Topic

## Impact

Governmental Impact

Overview: Students explore the concept of governmental impact, learning not only how our government works, but also how government and science impact each other.

Duration: 15-20 minutes

Academic Standards: **SS.3.G.1.1**

Keynote Alignment: **PERSEVERANCE**

Three Branches of the Federal Government  
[Click here to access Instructional Cycles](#)  
[Click here to access the Keynotes](#)  
 Revised 10.02.18

Perseverance  
[Click here to access Instructional Cycles](#)  
[Click here to access the Keynotes](#)  
 Revised 10.02.18

Grade 3 | Math Resources

## Math Grade 3

Operations & Algebraic Thinking | Number & Operations in Base Ten | Number & Operations - Fractions

Measurement & Data | Geometry

Addition & Subtraction | Data | Multiplication | Division | Fractions | Measurement | Geometry

Fluency

Fluency Overview

Fluency Plan Components

Research-based Articles

Fluency Assessments

Grade 3 Fluency Diagnostic based on Grade 2 Fluency standards. See [Grade 2 Fluency Plan](#) for remediation resources.

Grade 3 End of the Year Fluency Assessment

Elementary Learning Department

## Academic Standards

Kindergarten

- English Language Arts Standards (LAFS)
- Mathematics Standards (MAFS)
- Science Standards
- Social Studies Standards

First Grade

- English Language Arts Standards (LAFS)
- Mathematics Standards (MAFS)
- Science Standards
- Social Studies Standards

Grade 3 Key Ideas & Details | LAFS.3.R.L.1.1

## ELA Grade 3

Modelled Reading | Shared Reading | Guided Reading | Independent Reading

Modelled Shared Writing | Shared Knowledge Writing | Guided Writing | Independent Writing

LAFS.3.R.L.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Cluster & Critical Focus | Anchor Standard | Learning Progressions | Big Ideas & Essential Questions | Cognitive Complexity Level

Learning Expectations | Academic Vocabulary | Key Strategies | Questions & Discussion Stems | Teaching Suggestions

Literary Continuum Goals | Center Activities | Resources | ELL Considerations | ESE/Accommodations | Access Points

### Key Ideas and Details

Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of texts is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development. Use questions and prompts such as:

- Who are the characters in this story?
- What are the most important events that happened in the story? How do you know?
- What lessons in this story teaching you?
- Where did the story take place? How do you know?
- Can you tell me how the character is feeling in this part of the story?
- Can you find the reasons why the character acted this way?
- How does this character affect what happens in the beginning or at the end of the story?

Grade 3 Science | SC.3.E.5.1: Earth & Space Science

## Science Grade 3

Nature of Science | Earth Science | Physical Science | Life Science

### Earth & Space Science

SC.3.E.5.1: Explain that stars can be different: some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

Videos | Online Interactions | Labs | Hands-on Activities | Related Text | PowerPoint | Worksheets | Pictures | Vocabulary

Organizers | Assessments | Concept Cartoons | SE Lesson | PBL Tasks | Engineering

Title: **Content Connections - The Sun**

Source: STEMscopes

Link: <https://edmentum.com/courses/10400/courses/546130/>

Description: This video explains details about the Sun and what it gives Earth that helps all living organisms grow and survive.

Title: **Content Connections - Astronomer**

Source: STEMscopes

Link: <https://edmentum.com/courses/10400/courses/527791/>

Description: This Content Connections video is meant to be a tool that introduces your students to STEM careers and the 21st century skills needed to succeed in those fields. These include, but aren't limited to, creativity and innovation, critical thinking, and problem-solving.

Grade 3 Math | OA.1.1: Interpret Products of Whole Numbers

## Math Grade 3

Operations & Algebraic Thinking | Number & Operations in Base Ten | Number & Operations - Fractions

Measurement & Data | Geometry

### Operations & Algebraic Thinking

1 + 1 = 2

3 = Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each; describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

below to access resources related to [Grade 2 Operations & Algebraic Thinking](#) standards.

Standards for Mathematical Practice | Learning Goal & Performance Scale | Key Vocabulary | Manipulatives

Lessons | Videos | Assessments | Center Activities | Math Literature Links

Division and Multiplication

Exit Cards





# Elementary Curriculum in Canvas

Elementary Learning Department



## ENGLISH LANGUAGE ARTS

- Structured Literacy
- Dyslexia
- Tier 2 Intervention
- Tier 3 Intervention
- Additional Hour of Instruction (Low 300)
- Resources
- Fire Prevention

## MATHEMATICS

- TIER 1 SUPPLEMENTAL INSTRUCTION
- TIER 2 INTERVENTION
- TIER 3 INTERVENTION

## ENGLISH LANGUAGE ARTS

- Structured Literacy
- Dyslexia
- Tier 2 Intervention
- Tier 3 Intervention
- Additional Hour of Instruction (Low 300)

[Additional Hour of Instruction Training 8-24-18.pdf](#)

### Lesson Plans

Kindergarten	First Grade
<a href="#">GRK IRA We Celebrate Independence.pdf</a>	<a href="#">GR1 IRA Let's Be Friends.pdf</a>
<a href="#">GRK IRA Beep! Beep! Go to Sleep.docx.pdf</a>	<a href="#">GR1 IRA If You Were The Moon.pdf</a>
<a href="#">GRK IRA We the People</a>	<a href="#">GR1 IRA Cows for America</a>
<a href="#">GRK IRA Ish</a>	<a href="#">GR1 IRA Children Make Terrible Pets</a>
Third Grade	Fourth Grade
<a href="#">GR3 IRA Our Government The Three Branches.pdf</a>	<a href="#">GR4 IRA When the Beat Was Born.pdf</a>
<a href="#">GR3 IRA In the Garden with Dr. Carver.pdf</a>	<a href="#">GR4 IRA Spanish Explorers.pdf</a>
<a href="#">GR3 IRA Pops Bridge</a>	<a href="#">GR4 IRA The Constitution of the United States</a>
<a href="#">GR3 IRA A Drop of Water. A Book of Science and Wonder</a>	<a href="#">GR4 IRA Island. A Story of the Galapagos</a>

Motivate. Engage. Inspire. Grow.  
Elementary Learning Department



Grade K  
BROWARD  
COUNTY PUBLIC SCHOOLS

**Text:** *Ish* (Level L)  
**Author(s):** Peter H. Reynolds  
**Number of Sessions:** 6

**Genre:** Fiction  
**Illustrator(s):** Peter H. Reynolds  
**Conceptual Topic:** Identity

LAFS Focus Standard (select one)	Connected Content Standards
LAFS.K.RL.1.1: With prompting and support, ask and answer questions about key details in a text.	SC.K.P.9.1: Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
Supporting LAFS Standard(s)	SC.K.N.1.2: Make observations of the natural world and know that they are descriptors collected using the five senses.
N/A	
LAFS Standards (always embedded)	
LAFS.K.RL.1.1: With prompting and support, ask and answer questions about key details in a text.	SC.K.N.1.4: Observe and create a visual representation of an object which includes its major features.
LAFS.K.RL.2.4: With prompting and support, ask and answer questions about unknown words in a text.	SC.K.N.1.5: Recognize that learning can come from careful observation.
LAFS.K.RL.4.10: Actively engage in group reading activities with purpose and understanding.	
Academic Vocabulary in the Standard(s)	Academic Vocabulary in the Standard(s)
LAFS.K.RL.1.2: characters, setting, key details, problem, solution	SC.K.P.9.1: recognize, changed SC.K.N.1.5: recognize, observation SC.K.N.1.2: observations, descriptors, collected, senses SC.K.N.1.4: observe, representation, create, features
Vocabulary	Materials Needed
Unknown <small>Select words that might not be in students' oral</small>	
Domain-Specific	

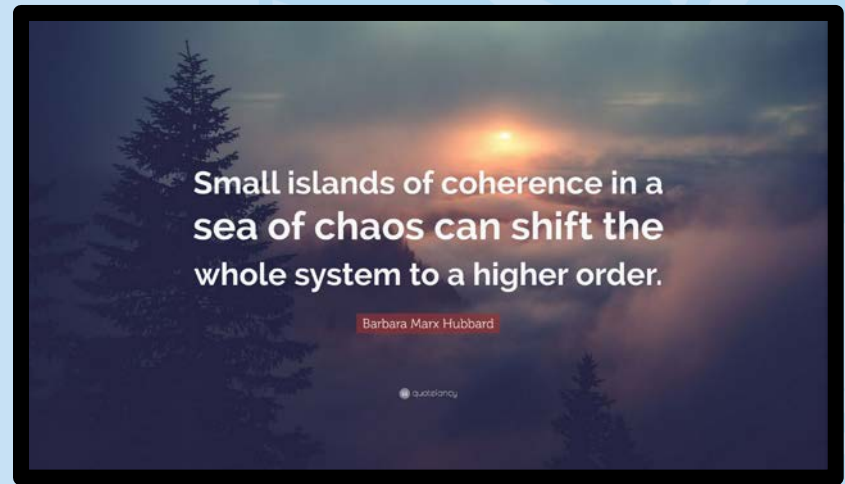


# Secondary Learning Promotes

## Focus



## Coherence



# Secondary Curriculum

## Math

- Lead with Tasks aligned to learning goals/standards
- Questions and examples should be based on error analysis, common misconceptions/errors
- Formative assessment comes in the form of conversations with students



# Secondary Curriculum

## Science

- Learn by doing
- Experiences are more important than textbooks
- Science Journals as a way to express knowledge, questions, and experiments
- Students engaged in activities that allows them to make sense of phenomena



# Secondary Curriculum

## English Language Arts (ELA)

- Read for pleasure
- Balance of Qualitative and Quantitative measures of text
- How are we asking students to analyze text?
- How are students expressing knowledge from reading?



# Secondary Curriculum

## Social Studies


- How can we apply the lesson's from the past to today's world?
- Why is civic engagement important?
- How are we ensuring financial literacy for all?



# Secondary Curriculum in Canvas

MJ Life Science Jump to Today

7th Grade  
M/J Life Science



COURSE FRAMEWORK

## Welcome to 6th Grade Mathematics

TEACHER EDITION

The modules below contain 6th grade mathematics learning activities such as exploration activities, practice, mini assessments and much more.





Quarter 1 Quarter 2 Quarter 3 Quarter 4

TOPIC 1: NUMBERS  
Math Topics

TOPIC 2: NUMBER OPERATIONS  
Math Topics

## Secondary Grades (6-12)

SOCIAL STUDIES: Civic Ideals and Practices



INSIDE B UNIT 1  
WELCOME TO READING



Click on the image below to access the course content.

NATIONAL GEOGRAPHIC **INSIDE** LANGUAGE LITERACY CONTENT



# Secondary Curriculum in Canvas

Lesson Home **ENGAGE: Properties of Water POE**

Engage Explore Explain Elaborate Evaluate

What may be the most important molecule for life?

Some may argue DNA. Some may argue certain proteins. But many would argue water. And what makes water so important? Its properties. The nature of the three atoms and how they interact with each other allows water to be a polar molecule. This polarity allows the water molecule to interact with many other molecules necessary for life. Most of the substances in a cell are floating around in a water-based cytoplasmic environment.

▸ Part 1: PREDICT

▸ Part 2: OBSERVE EXPLAIN

▸ Part 3: Submission

◀ Previous

**Rational Numbers - Engage**

Engage Explore Explain Extend Evaluate

**Math Talk**

Which type of rational numbers do you see more often: fractions or decimals? Share which you prefer to use and why that's your preference.

This topic was edited by Richard Bobinchuck





# Elementary Professional Learning

## 2018 Summer Seasons of Learning

Standards Institute: ELA & Math	~512 Participants
Science Instructional Materials	~480 Participants
Math Foundations/Instruction and Resources	~300 Participants

Focus Area	Unique Course Offerings	Participants (Fall only)*
English Language Arts (ELA)/Literacy	22	46 Offerings 1,610 Participants
Mathematics	16	17 Offerings 595 Participants
Science	16	18 Offerings 630 Participants
Social Studies	4	10 Offerings 350 Participants
<b>Total</b>	<b>58</b>	91 Offerings 3,185 Participants

\*Does not include after-hours, weekends, and cadre scheduling



# Elementary Professional Learning & Support

Focus Area	Description	Participants
<b>Coaches Forums</b>	<ul style="list-style-type: none"> <li>Literacy, Math, Science</li> <li>Professional Learning vs. Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Over 500 Coaches and/or Contacts</li> <li>District Support Staff</li> </ul>
<b>Principal/AP Cadres</b>	<ul style="list-style-type: none"> <li>Monthly Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>286 Administrators</li> </ul>
<b>School-Based Support</b>	<ul style="list-style-type: none"> <li>Professional Learning</li> <li>After Hours/Weekends</li> <li>In School Support</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Support Staff, Admin</li> <li>251 requests for 17/18</li> <li>127 requests for 18/19</li> <li>444 School Visits in 17/18</li> <li>86 School Support Plans</li> </ul>
<b>Standards Task Force</b>	<ul style="list-style-type: none"> <li>17/18 and 18/19 Building Standards and Shifts Teacher Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of participants</li> <li>2 Cohorts</li> </ul>
<b>Elementary Cadre of Facilitators</b>	<ul style="list-style-type: none"> <li>Teacher Leaders to facilitate department Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Over 155 applications</li> <li>14 teachers selected for Math to date</li> </ul>



# Elementary Professional Learning Balanced Literacy Pathway Courses

Content Area	Participants (Including In Fall Progress)*
Balanced Literacy Workshop K-2, 3-5	1,089
Small Group Guided Reading K-2, 3-5	1,803

\*Potential Participants Total = 7329



# Secondary Professional Learning

## 2018 Summer Seasons of Learning

ELA	331 Participants
Science Instructional Materials	420 Participants
Social Studies	225 Participants
Mathematics	225 participants
AP Summer Institutes	30 participants

Focus Area	Unique Course Offerings	Participants
English Language Arts (ELA)/Literacy	8	286 Participants
Mathematics	4	70 Participants
Science	20	243 Participants
Social Studies	13	210 Participants
LAPC	20	167 Participants



# Secondary Professional Learning

Focus Area	Description	Participants
<b>Coaches / Department Head Forums</b>	<ul style="list-style-type: none"> <li>Literacy, Math, Science, Social Studies</li> <li>Professional Learning vs. Meetings</li> </ul>	<ul style="list-style-type: none"> <li>School based coaches/department heads</li> <li>District Support Staff</li> </ul>
<b>Principal/AP Cadres</b>	<ul style="list-style-type: none"> <li>August, September, October, November, December, February, March</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> </ul>
<b>School-Based Support</b>	<ul style="list-style-type: none"> <li>Professional Learning</li> <li>After Hours/Weekends</li> <li>In School Support</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Support Staff, Admin: <i>828 middle school visits, 764 high school visits</i></li> </ul>
<b>Standards Task Force</b>	<ul style="list-style-type: none"> <li>17/18 and 18/19</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of participants</li> <li>2 Cohorts</li> </ul>



# Elementary Learning Successes

## English Language Arts:

- Purchased 37,305 Title One texts for Social Studies / ELA (54 individual titles)
- Every school received 1,710 leveled texts aligned to interdisciplinary curriculum (including science/social studies)
- Revised third grade keystones to include Instructional Cycles w/ Interactive and Shared Reading lessons and embedded formative assessments to drive instruction (available on Canvas)
- Increased FSA ELA Level 3 and Above by 2% in grades 3, 4, & 5

## Social Studies:

- Added professional learning specifically for Social Studies
- Hired two Staff Developers to facilitate professional learning and support schools



# Elementary Learning Successes

## Mathematics:

- Increased FSA Math Level 3 and Above by 2% in grades 3 & 5
- Within the first 9 weeks of this school year, math has developed support plans and professional learning opportunities for 72 individual schools
- Increased Math Coaches/Contacts attendance at monthly forums by 61%

## Science:

- 5<sup>th</sup> Grade Science NGSSS scores increased from 47% to 51% (4% increase)
- 792 teachers have completed Intro to Standards-Based Science Instruction
  - 198 more are scheduled to take it within the next month
- Approximately 350 total teachers will have experienced the 3-hour overview by mid-November
- By mid-November, close to 25% of all teachers will have received professional learning in the new science materials
- Increased Science Coaches/Contacts attendance at monthly forums by 79%



# Elementary Learning Successes

## Curriculum in Canvas: Launched in August 2018

- Page Views: Total of 717, 888
  - August - 337,588
  - September - 392,210
  - October - 180,890
- Enrollment: As of October 17, 2018, there are **4,770 users** enrolled in the course.

## Distance Learning:

- 32 Current Budding Bookworms Teachers enrolled, up from 27 last year
  - 30 Current Our World, Our Stories Teachers enrolled, up from 22 last year
  - 43 Current Reading Rock Stars (DBQ) teachers enrolled, up from 14 last year
- Total increase from 17/18 school year to 18/19 school year: 66%**
- Conducted 15 Distance Learning classroom visits, equating to over 300 students from late September through late October
  - Launched SEAS from a Distance in collaboration with Broward Center for Performing Arts





# Secondary Learning Successes

## Advanced Academics:

- In 2017-18, 17,727 students completed 32,564 AP tests
- The AP exam passing rate for the District increased over the past three years from 52.6%, 54.5%, and 56.9%
- The passing rate for each of the three largest racial/ethnic groups, Black, White and Hispanic students, increased for the third consecutive year

## Mathematics:

- Algebra 1 EOC: scores up 4% since 2015 from 57% to 61%.
- Algebra Project: 2 schools, 5 teachers, 300 students (plans for more schools in coming years)
- AMPED: creating contextualized learning for Algebra 1 (2 schools)



# Secondary Learning Successes

## English Language Arts:

- Middle School FSA 58% proficient up 2% in the last two years
- High School FSA 57% proficient up 2% in the last two years (lowest quartile up 2%)

## Science:

- Science NGSSS scores increased from 49% to 52% (8<sup>th</sup> grade and Bio EOC)
- Implemented extracurricular competitions for over 1000 secondary school students to research, design, construct and operate unmanned aerial systems and underwater remotely operated vehicles

## Social Studies:

- Civics EOC scores have increased by at least 2 points every year since 2015 currently at 71%
- US History EOC scores have increased by at least one point every year since 2014 currently at 66%



# Timeline for Curating Programs

Date	Task
June 2018	<ul style="list-style-type: none"><li>List of known software programs aggregated and provided to Board</li></ul>
August 2018	<ul style="list-style-type: none"><li>Elementary Executive Board; Conversation about program pricing equity</li></ul>
October 9, 2018	<ul style="list-style-type: none"><li>Conference call with Procurement to begin district-wide standardized agreements</li></ul>
October 11, 2018	<ul style="list-style-type: none"><li>Meeting between Academics and OSPA to discuss committee/work to streamline programs (digital and non-digital)</li></ul>
October 17, 2018	<ul style="list-style-type: none"><li>Begin meeting with procurement and vendors to discuss standardized agreements</li></ul>
November 2018	<ul style="list-style-type: none"><li>Meeting #2 between Academics and OSPA</li></ul>



# Timeline for Curating Programs

Date	Task
November 2018	<ul style="list-style-type: none"><li>• Meeting #3 between Academics and OSPA</li><li>• Process and Rubric finalization, review of existing programs list</li></ul>
December 2018	<ul style="list-style-type: none"><li>• Meeting #4 between Academics and OSPA</li></ul>
January 2019	<ul style="list-style-type: none"><li>• Meeting #5 between Academics and OSPA</li></ul>
February 2019	<ul style="list-style-type: none"><li>• List of approved programs finalized ahead of budget decisions</li></ul>



# BCPS: Beyond FL Standards

- Academic achievement occurs with SEL
- Students should graduate:
  - able to code
  - able to debate
  - Multi-lingual and English proficient
  - with experiences in higher education and industry certifications
  - civically engaged at the local, state, national and global level



# Planning for 2019-2020

- Focus on more rapidly closing achievement gaps
- Reducing teacher paperwork (e.g. Canvas lesson plans, automatic documentation of IEP, EP, ELL compliance)
- Aligning PLCs and PD with achievement trends and student artifacts
- Connecting iObservation – BASA – DASA to Learning (efforts & outcomes)
- Enable data systems for Standards based reporting
- Connecting School Improvement Plans to newly available data sources
- Implementing Universal Design for Learning (UDL)
- Mature continuous improvement through better communication with intentional feedback loops



# BCPS Mission and Vision

## Mission

Broward County Public Schools is committed to educating all students to reach their highest potential.

## Vision

Educating today's students to succeed in tomorrow's world.



# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Nora Rupert, Chair

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

