

EXECUTIVE SUMMARY

Recommendation to Approve First Amendment, Renewal, and Additional Spending Authority 19-037V – Developing Personalized Learning in Select Schools

Introduction

Responsible: Procurement & Warehousing (PWS)

This request is to approve the First Amendment Agreement between Education Elements, Inc. and The School Board of Broward County, Florida (SBBC). The agreement was approved on August 21, 2018, RSBM under item EE-8, beginning on August 21, 2018 through February 28, 2020, with an approved spending authority of \$646,000.

The purpose of this Amendment is to include twelve (12) sites as part of Wave 2 of this program and extend the expiration date to February 28, 2021.

The additional spending authority being requested is \$263,500.

Goods/Services Description:

Responsible: Innovative Learning

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. By collaborating with Educational Elements to establish the second wave of up to twelve (12) BCPS Lighthouse Schools, SBBC is developing approximately twenty through twenty-five (20-25) demonstration sites for various levels of personalized learning with which additional schools can visit and collaborate.

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 digital science 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 one hundred (100) schools! The program began in the fifth grade at twenty-seven (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 School 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 & Accountability, conducts quarterly *Principal Think Tanks* with Digital Classroom schools. At these meetings, principals and teacher representatives from various school sites meet for professional development on personalized 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

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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 ten (10)- twenty (20) schools that would launch personalized learning models in the 2018-2019 school year. As part of this 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.

Principals 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 work that had previously been achieved 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.

A cohort of 11 Wave 1 Lighthouse Schools launched personalized learning models during the 2018-2019 school year. These schools and their principals are listed below.

Wave I Lighthouse Schools (2018-2019 School Year)	
School	Principal
Attucks Middle	Errol Evans
Eagle Point Elementary	Christine de Zayas
Gator Run Elementary	Keith Peters
Gifted Academy @ Plantation High	Parinaz Bristol
Lauderdale Lakes Middle	Jill Slesinski
Lauderhill Paul Turner Elementary	Michelle Engram
Markham C. Robert Elementary	Shedrick Dukes
Nova Blanche Forman Elementary	Russell Schwartz
Park Trails Elementary	Arlene Manville
Parkway Middle	Bradford Mattair
Pembroke Lakes Elementary	Marsha Wagner

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 of 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.

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(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.

Project Plan:

Wave II Lighthouse School Applications were accepted from seven (7) elementary schools, three (3) middle schools, and two (2) 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 a Personalized Learning Consultant that will work with these schools to change school culture and to deliver support in the transition from traditional teaching and learning environments towards individual student pathways. The professional development that will be offered to participating schools will build internal capacity at each school site. The consultant 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 of goals. Foundations are 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 designed by the consultant. 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, consultants will support schools long after launch. They will help develop and execute communication and professional development plans, with a focus on reflection, iteration, and improvement. The consultant engagement with these twelve (12) schools will last for eighteen (18) months. The consultants will conduct both mid and end-of-year reports to share successes, identify challenges, and outlined plans for the remaining months of the contract.

The Wave 2 participating schools and their principals are listed below:

Wave 2 Lighthouse Schools (2019-2020 School Year)	
School	Principal
Bayview Elementary	Tanya Frost
Coral Cove Elementary	Stephanie Saban
Lakeside Elementary	Kathryne May
Manatee Bay Elementary	Heather DeVaughn
Park Lakes Elementary	Rhonda Parris
Park Ridge Elementary	Joseph Balchunas
Ramblewood Elementary	Maria Perez
Forest Glen MS	Ronald Forsman
Parkway MS for the Arts	Bradford Mattair
Silver Trails MS	Stephen Frazier
Monarch High	James Neer
South Plantation High	Christine Henschel

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Desired Results:

By following this format, by the end of the eighteen (18) months engagement with the consultant, the District will have a total of twenty-two (22) demonstration/model schools from Waves 1 and 2.

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

Responsible: PWS & Innovative Learning

The additional spending authority being requested is \$263,500. The funding source will come from the Digital Classrooms Plan in the Office of Information Technology budget. Below shows the pricing structure:

Implementation Category	Cost
District Level Support for Lighthouse Coaches	Wave 2 Cost: \$77,500
School Level Planning and Assessment of School Readiness	Wave 2 Price per School: \$15,500
School Level Planning and Assessment of School Readiness → \$15,500 x 12 = \$186,000 District Level Support = \$77,500 Total = \$263,500	

Financial Impact Table:

Action	Date	Term (years)	Amount
Original spending authority request	8/21/2018	2	\$ 646,000
1 st renewal + additional spending authority	12/10/2019	1	\$ 263,500
New total contract amount		3	\$ 909,500

Upon approval of this item, the new spending authority will be \$909,500. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the contract award amount.