

Lighthouse Schools for Personalized Learning

Broward County Public Schools and Education Elements

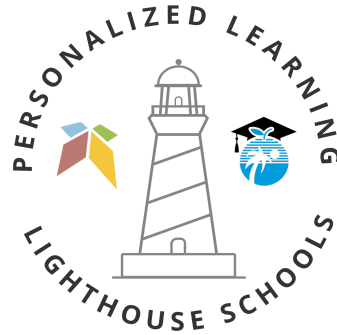


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Executive Summary

What is a Lighthouse School?

Beginning in the Fall 2018 the Department of Innovative Learning, with the support of The School Board of Broward County, began a partnership with Education Elements to engage eleven schools to design, implement and improve personalized learning practices within classrooms and across entire school sites. The primary goal of the partnership is to increase student achievement and student engagement through design thinking and leveraging personalized learning instructional practices.

Wave 1 Schools (2018-2019)
C. Robert Markham ES
Eagle Point ES
Nova Blanche Forman ES
Park Trails ES
Gator Run ES
Lauderhill Paul Turner ES
Pembroke Lakes ES
Gifted Academy @ Plantation High School
Lauderdale Lakes MS
Attucks MS
Parkway MS of the Arts

At the school level, the purpose of our collaboration is straightforward:

- **Develop Intentional + Shared Focus** - Our school leaders and teachers align around a concrete vision and common language for personalized learning in their school. The school team works together to target growth for specific student populations (e.g. lowest quartile of students, gifted and talented), specific learning outcomes (e.g. literacy) or specific high-value pedagogical practices (e.g. data driven instruction, student choice, project based learning).
- **Build Community** - Our workshops promote collaboration within and across schools to grow communities of practice with like-minded education leaders and teachers while gaining access to a wealth of resources and examples.
- **Make an Impact** - Design and launch customized, learner centered models that drive concrete outcomes for students such as enhanced student engagement and ownership, increased student growth and achievement.

From the onset, the Lighthouse Schools project integrated itself with stakeholders and critical initiatives across BCPS.

- **Cross Departmental Alignment** - Innovative Learning designed an approach and schedule based on conversations and meetings across departments and stakeholders. Once the work got started, we adjusted and adapted instructional models in partnership with Elementary and Secondary Learning teams.
 - *On-going collaboration with Library Media Specialists through support calls and participation in workshops; creating strategies for leveraging media centers as flexible learning environments.*
 - *On-going collaboration with Gifted and Talented Coordinators through participation in workshops and learning walks; sharing Personalized Learning instruction strategies with GT populations across campuses.*
 - *Other Key Stakeholders include: Cadre Directors/OSPA, Susan Leon (Professional Development Support), Fabian Cone (Teacher Professional Learning and Growth), Nicole Mancini (Elementary*

Learning), Guy Barmoha (Secondary Learning), Susie Cantrick (Applied Learning)

- **Deepening Existing Investments:** We encourage school teams to use the Lighthouse framework and professional development time to expand upon other Academic + OSPA focused initiatives.
 - *Aligned initiatives include: Project Based Learning, Social Emotional Learning, Gifted and Talented, Middle School Redesign, and Various Subject Specific Strategies*
 - *Model Canvas Use for Adult + Student Learning: Canvas has been the platform of record for all Lighthouse resources, housing all workshop content and calendars. Lighthouse schools have reported an increased and deepened usage of Canvas across classrooms for both student and adult learning.*

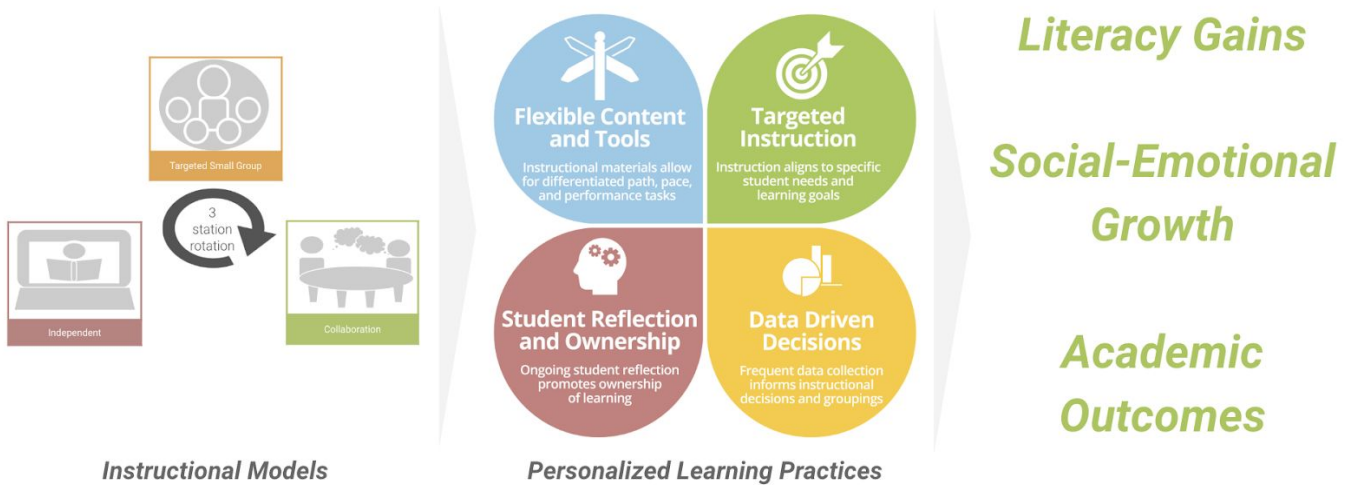
Our Outcomes

Over 100 teachers, instructional coaches, technology specialists, media specialists, magnet coordinators, school leaders, and district staff have participated in workshops over the past 11 months to produce concrete outcomes across our initial “wave” of schools. Our approach focused on deepening critical learner-centered instructional strategies that are incorporated into classroom instruction through a variety of personalized learning models. We follow a simple theory of action with school teams:

Through **design thinking** Lighthouse teachers will build personalized models...

...and power them with **learner centered strategies** ...

...so that Broward **students achieve desired outcomes.**



Here is a spotlight on some of the schools and teams that participated, highlighting changes in pedagogy and impact to student growth and achievement scores. All data has been pulled from publically available School Report Cards (<https://edudata.fldoe.org/index.html>) covering SY 2017-2018 and SY 2018-2019.

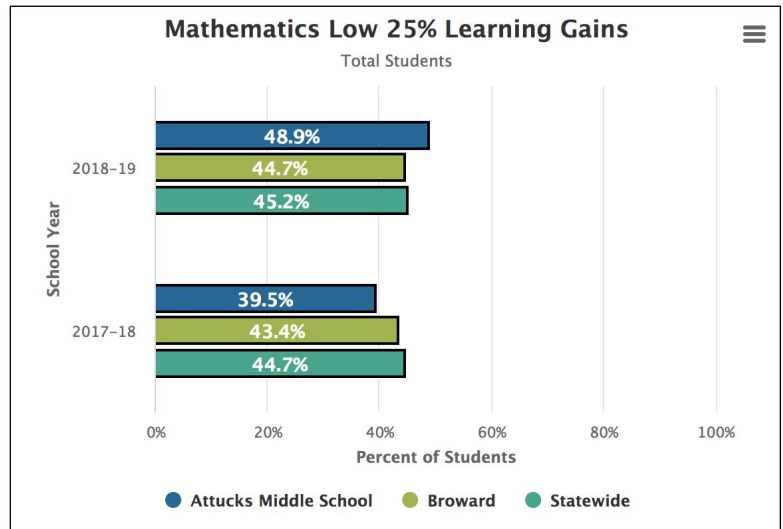
Increased Growth in Lowest Quartile Students (Math)

Math Lab @ Attucks MS

A focused team of math teachers, with support from department and school leadership, re-designed the math lab experience to help the highest need students achieve at greater levels. Through the re-design work, teachers shifted to flexible models of teaching and learning that prioritized the use of data to drive instruction. By reviewing progress monitoring and formative data, teachers were more intentional about planning and facilitating small group instruction, directing students to relevant digital content based on need and creating opportunities for students to reflect on their own progress.

Moving forward, the team at Attucks will refine the math lab model, build on effective practices from last year and begin to share and spread these practices across the wider team.

~10 point gain in growth across most struggling students from SY 2017-2018 to SY 2018-2019



Increased Growth in Lowest Quartile Students (ELA)

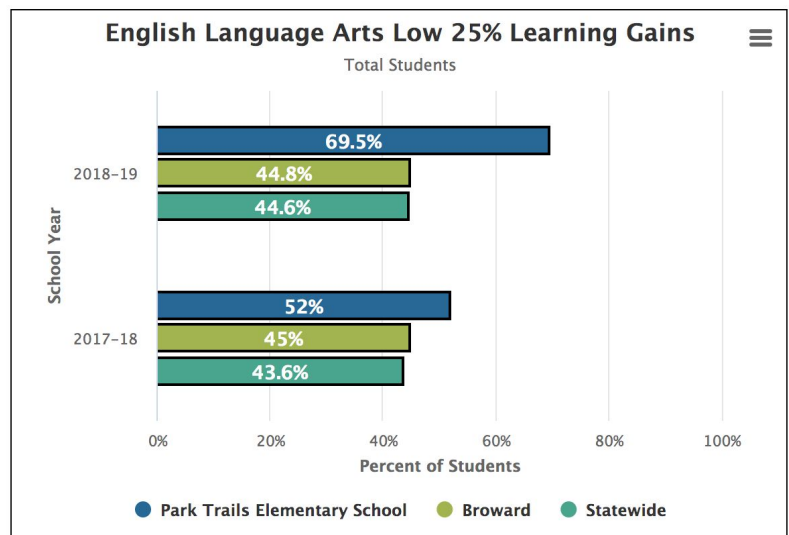
Park Trails Elementary School

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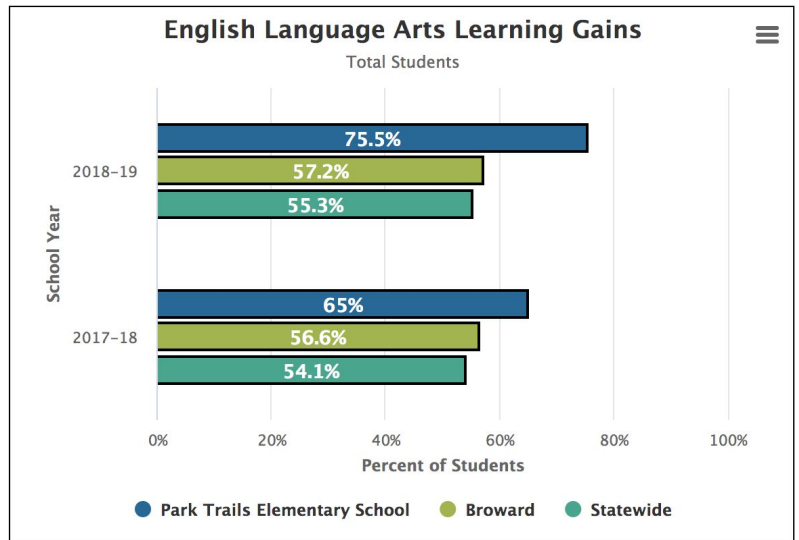
The team at Park Trails believes that making learning meaningful and relevant to students not only helps them perform to the best of their ability, it also helps foster their love of learning. They focused on using data to differentiate instruction, while also incorporating the use of playlists to embed choice in centers. These changes are driving student ownership of their learning, increased engagement, and high quality instruction.

“Our students come to us with the desire to learn and it is up to us to keep their passion for learning alive. Through personalized learning, we have the opportunity to help our students develop the growth mindset that will

17.5 point gains in growth across most struggling students from SY 2017-2018 to SY 2018-2019



encourage them to become lifelong learners.” -
Principal Arlene Manville



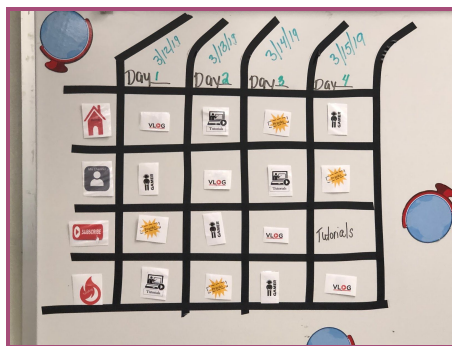
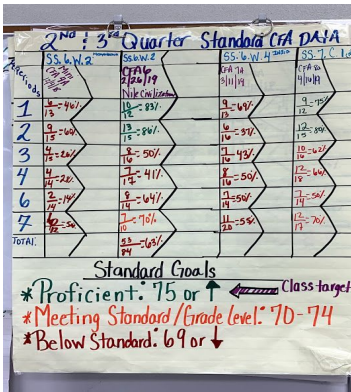
Differentiation Driving High Achievement Level Growth

Lauderdale Lakes Middle School

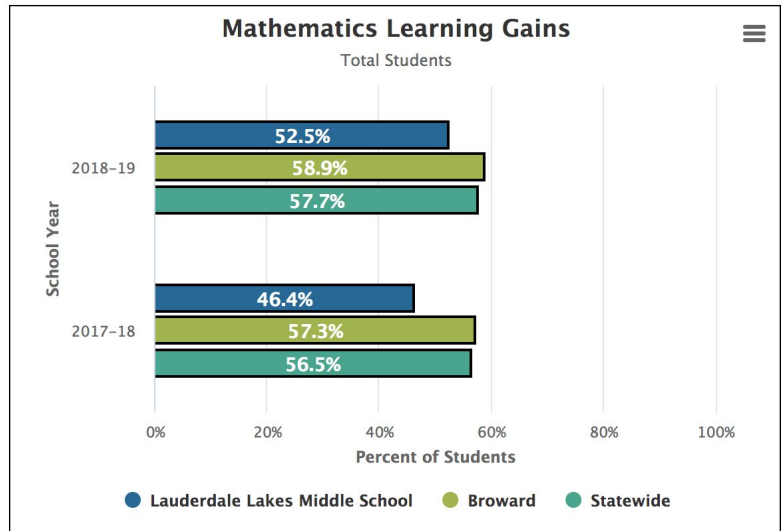
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The team is putting data driven instruction into action, building practices and tools to help teachers design small groups around readiness and increase time for students to learn at readiness levels.

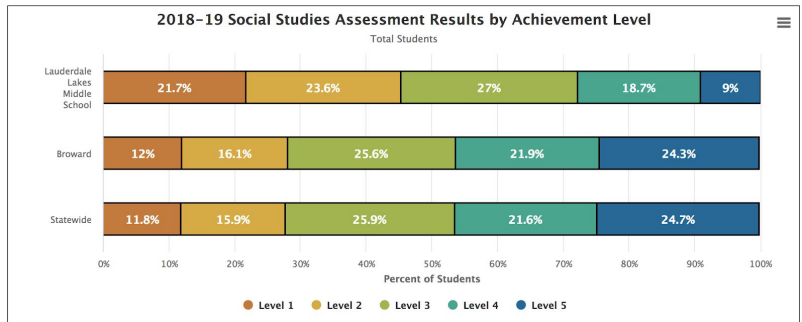
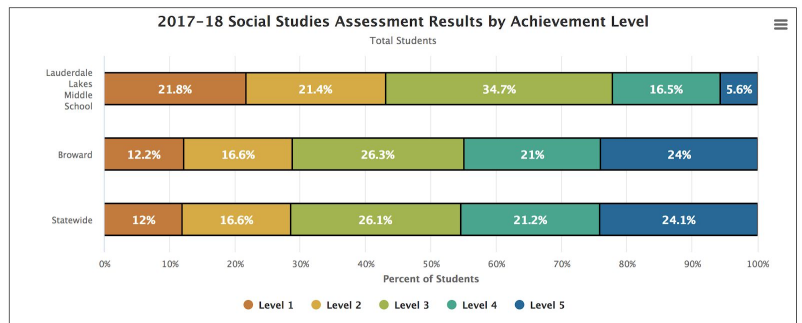
“We are at the stage where we have embraced differentiation, small groups, data driven actions, multiple learning platforms based on needs and integration of various digital resources. Going forward we are looking to individualize within the groups by implementing activities that meet the various learning needs and styles of students.”



6% Gains in Mathematics from SY 2017-2018 to SY 2018-2019



Top Two Quartile Growth in Social Studies from SY 2017-2018 to SY 2018-2019 (Teacher of Focus)



Building Capacity Beyond Lighthouse Schools

Scaling personalized learning across BCPS requires a centralized team of coaches who have built deep knowledge and experience with instructional models. These leaders will sustain individualized support to school teams, school leaders and those representatives across BCPS that benefit from alignment to student-centered learning.

- **Supporting Wave 1 Schools:** Instructional Technology Facilitators (nicknamed Lighthouse Coaches) have already played a critical role in designing, implementing and supporting Lighthouse Teams in SY 2018-2019.
 - Aligned personalized learning resources to match Broward needs; Sample: [1st 20 Days of Personalized Learning for BCPS](#). This deepens personal expertise in Education Element’s methodology and resources.
 - Added Lighthouse Schools into their portfolio of sites each support. The coaches acted as first line support for Lighthouse Schools (site visits, problem solving, resource sharing) and shared practices across the team to ensure that learning was happening at all levels.
- **Facilitate Personalized Professional Development:** Innovative Learning has and will continue to transform the way it designs and facilitates professional development—modeling personalized learning through its workshops and sessions. This requires coaches to practice the same skills and leverage similar resources as the teachers they are working with:
 - Using survey, observation and reflection data to inform and adjust workshop plans
 - Shifting from a whole group model to using an array of learner-centered models and strategies (see images below)
 - Publicly reflecting on and being meta-cognitive about how specific models, tactics and resources are used to meet adult-learners’ needs

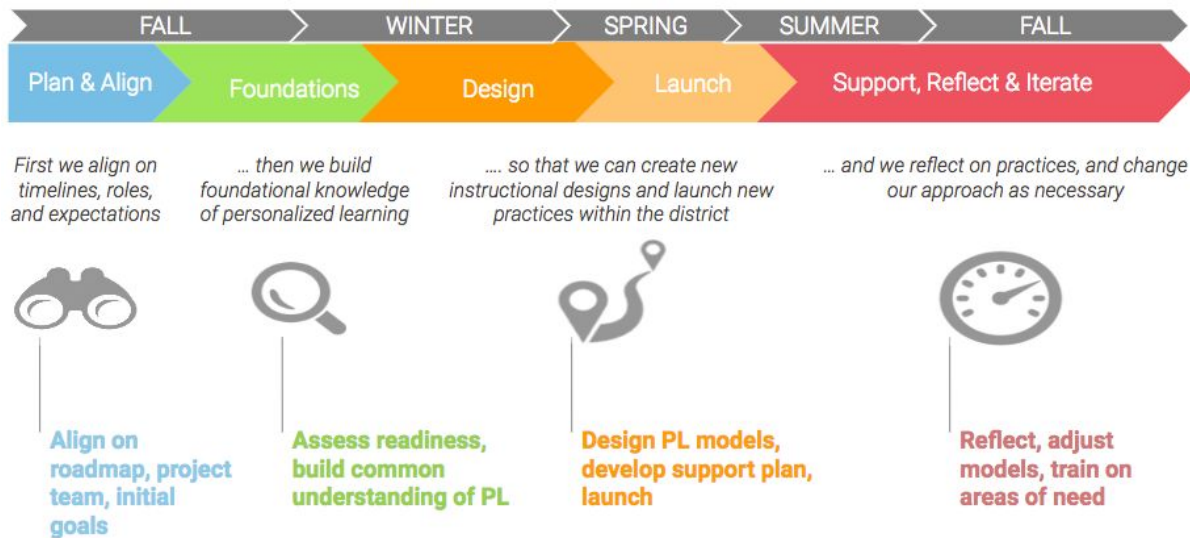
Day 1	Days 2 + 3	Day 4
Themes: Gauge Readiness, Build Knowledge	Themes: Fill Gaps, Build Knowledge, Apply	Themes: Create, Support, Share
Model: 3 Station Rotation	Model: Flexible Playlist	Model: 3 Station Rotation
Components: whole group, independent, collaborative, targeted small group, check for understanding	Components: independent, targeted small group, reflection, check for understanding	Components: whole group, independent, collaborative, targeted small group, check for understanding

“We make data driven decisions from the Technology Integration Matrix (TIM) and surveys from previous PD sessions. We design targeted instruction with objectives and goals. We incorporate flexible content and tools within each of our PD sessions by delivering instruction on technology tools, software applications, and curriculum strategies and how to utilize them to create engaging, interactive lessons.”

2018 - 2019 Project Details

Overview of Lighthouse Project + Process

During this project, the Education Elements team engages both district level and school level staff. The methodology below guides Lighthouse Schools as they design and launch student-centered models:



At the district level, this includes setting and managing the vision for personalized learning, defining roles and accountabilities and finally maintaining the project roadmap. This work happens through a series of ongoing virtual meetings with a core project team as well as onsite strategy sessions with stakeholders across departments.

At the school level, leaders and teachers are directly engaging through facilitated workshops, onsite learning walks, reflection and coaching. Workshops find schools: defining their purpose for personalized learning, developing and adjusting implementation and support plans; designing student-centered models, and building artifacts to support the implementation (e.g., lesson plan templates, playlists, student goal trackers).

To date, all eleven schools have established clear models and launched throughout the Spring of 2019. Education Elements will continue to build the capacity of and coach Innovative Learning’s Instructional Technology Facilitators so that they can deepen and scale personalized learning, independently, in the years to come.

We expect growth and development in the initial wave of schools in the following ways:

	SY 2018-2019	SY 2019-2020	SY 2020-2021
Demonstration Sites	Model Lessons	Model Classrooms	Model Schools
Breadth of Reach	School PL Teams (8-10 ppl)	Teams Turnkey Materials (whole staff)	PL Leader Pathways
Personalized Professional Development	Choice in Workshops	Projects + Communities of Practice	Badging + Demonstrations of Mastery

By the Numbers

Each interaction and workshop is customized to meet the needs of Lighthouse teachers and leaders.

<p>135 Classroom Visits</p>	<p><i>Observations and debrief conversations identified individual teacher needs</i></p> <ul style="list-style-type: none"> • Three two-hour site visits to each Lighthouse School during 18-19 • 45 teachers visited during each cycle • Observations guided by Current State Visit and Core 4 Look Fors
<p>4 Hands-on Full Day Workshops for School Teams</p>	<p><i>Customized workshops to push thinking and give time and space to create</i></p> <ul style="list-style-type: none"> • Data from observations informs our focus for the time with Lighthouse Teams • Workshops found schools teams collaborating and building artifacts such as purpose statements, one-pagers and personalized classrooms
<p>96% Focused on Student Ownership + Leveraging Data</p>	<p><i>Pre-workshop surveys were used to customize workshops, shifting content and approach to be based on the needs of school teams.</i></p> <ul style="list-style-type: none"> • We modeled the use of survey and observation data to demonstrate how to use learner needs to customize teaching and learning • Nearly all Lighthouse School Teams focused on increasing student ownership and using data to better meet needs
<p>88% Clear Routines and Procedures</p>	<p><i>During our third round of classroom visits, teachers had employed more tools and routines to target instruction</i></p> <ul style="list-style-type: none"> • Of the classrooms observed in the spring of 2019, majority had clear routines and procedures in place to support personalized models and targeted instruction
<p>75% Growth Oriented Feedback to Students</p>	<p>Lighthouse classrooms facilitate a growth mindset</p> <ul style="list-style-type: none"> • Based on classroom observations in the spring of 2019, most teachers implemented structures and expectations that found students setting goals, reflecting on learning and receiving growth oriented feedback

Spotlight on “Wave 1” Schools + Focus Areas

Support for School Based Initiatives

Canvas Use @ Plantation High School (Science)

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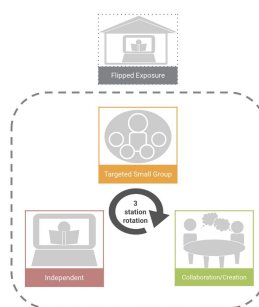
"A day in my classroom never looks the same. There are inquiry-driven labs, station rotations including different activities for a variety of learning styles, Canvas playlists to enhance student choice and ownership, peer tutoring and student leadership, and mentorship with one-on-one assistance."

Project Based Learning @ Parkway MS of the Arts

[Link to One Pager MS](#)

[Link to One Pager ES](#)

"When you walk into a classroom, you will see students taking responsibility for their learning. Students are using centers to deepen their knowledge of the topic being taught. Students are presenting PBLs in very creative ways (skits, videos, and speeches). Students are actively debating with each other about important social issues."



Data Trackers and Teacher Conferences @ Gator Run Elementary

[Link to One Pager](#)

"School is so much better and easier now that I can move at my own pace without pressure and can make my own choices."

- Fifth Grade Students

"In the current world, anyone can learn anything they want at any time. Student voice and choice is crucial to creating experiences that encourage learners to self-direct their own learning. We believe that personalized learning allows teachers to meet each child at their own level while also providing students autonomy."

- Lead Learner, Gator Run ES

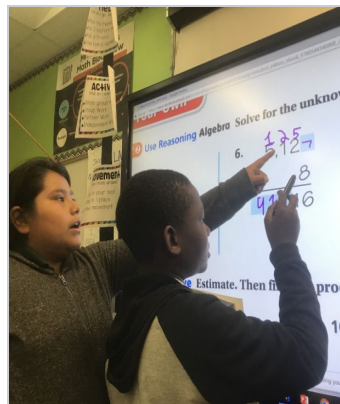
Personalized Learning at Gator Run Elementary
1998-2019 | 1101 Glades Pkwy | gatorrun.browardschools.com

Evolution of Gator Run Personalized Learning

- 2013 GENIUS HOUR**
Individual teachers began experimenting with Genius Hour, a movement that allows students to explore their own passions, encourages creativity in the classroom, and provides students a choice in what they learn during a set period of time during school. Gator Run created a Genius Hour Lounge the following year that was used school-wide.
- 2014 FLEXIBLE SEATING**
Our teachers began transforming their classrooms from traditional desks and chairs to flexible seating. It began with a few classrooms using yoga balls and then moved into many different seating options and areas in our rooms. This allowed for both physical freedom and contributed to collaborative learning.
- 2015 DIGITAL 4 AND DIGITAL 5**
The digital classroom program utilizes laptops, digital resources, online instructional materials, and other learning tools to personalize and maximize student learning; our fourth and fifth grade students work with various Canvas modules and checklists.
- 2018 PERSONALIZED PLAYLISTS**
This year, as part of the Lighthouse Schools Initiative, several fourth and fifth grade classrooms began using personalized playlists. These playlists are a series of activities focused on specific content. The intent is to differentiate instruction and allow students to gain ownership of their academic goals and progress.
- 2019 DATA TRACKERS/TEACHER CONFERENCES**
Our next step in our personalized learning journey is to add in a data tracker. Teachers will meet with the students as they progress through their personalized playlist. Based on formative assessments, both teachers and students can identify where they need additional support.

Student Ownership + Small Group Instruction @ Markham

"We are implementing personalized learning in K-5 classrooms and are focusing on the station rotation instructional model. Students work in a rotational model that allows them to take ownership of their learning to reach their instructional goals for the year." -Markham ES Lighthouse Team

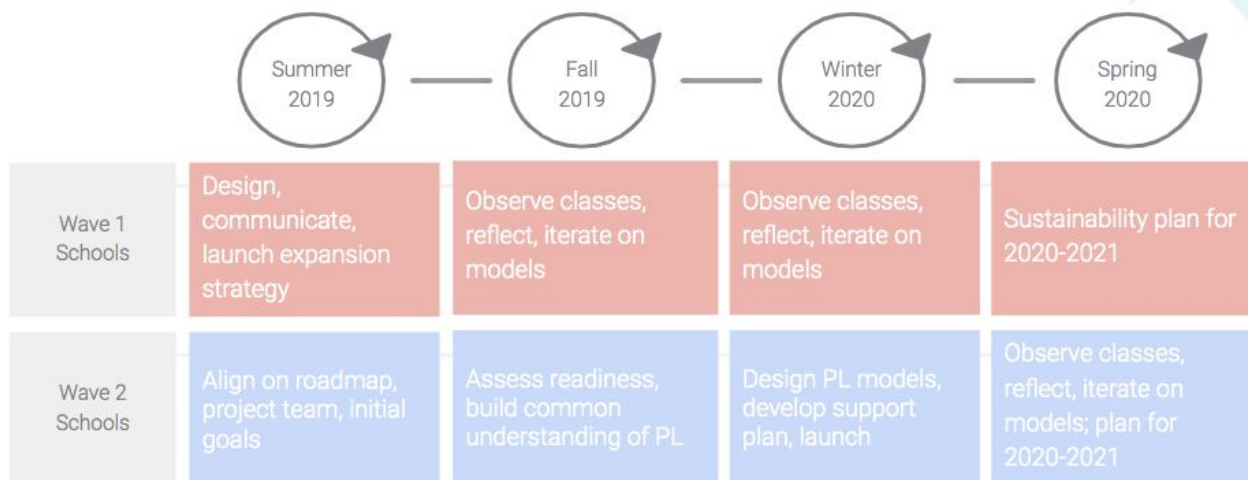


"I feel like I have ownership in my learning and it will make me more successful in life. Plus, it is fun!" - Student, Markham ES

Look Into the Future

Moving forward, the eleven schools launched last year will continue to be supported through collaborative learning walks and facilitated reflection and iteration sessions to improve models and learn new student centered practices. Education Elements will continue to invest time and provide coaching to Lighthouse Coaches through weekly calls to maintain project management tools, monitor school progress, process tensions/problem solve, devise support strategies and tactics. In the next SY, we will co-plan all school facing workshops with the Lighthouse Coaches, expanding expectations so that each coach facilitates at least one 1-1, small group and whole group learning experiences during workshops and coaching sessions.

Lighthouse Schools Roadmap: 2019-2020



We are excited to welcome twelve new schools into the Lighthouse Program. We will work with these school teams throughout the fall, with the goal to launch by January of 2020.

Wave 1 Schools (began 2018-2019)

Wave 2 Schools (will begin 2019-2020)

C. Robert Markham ES
Eagle Point ES
Nova Blanche Forman ES
Park Trails ES
Gator Run ES
Lauderhill Paul Turner ES
Pembroke Lakes ES
Gifted Academy @ Plantation High School
Lauderdale Lakes MS
Attucks MS
Parkway MS of the Arts

Bayview Elementary
Coral Cove Elementary
Lakeside Elementary
Manatee Bay Elementary
Park Lakes Elementary
Park Ridge Elementary
Ramblewood Elementary
Forest Glen MS
Parkway MS for the Arts
Silver Trails MS
Monarch High
South Plantation High

About Education Elements

Education Elements works with districts and organizations to build and support dynamic systems that meet the needs of every learner, today and tomorrow. We take the time to understand the unique challenges school leaders face, and then customize the Education Elements approach for each district. We bring deep expertise, design thinking, expert facilitation and the spirit of collaboration, along with our extensive toolkit of resources and technology, to deliver sustainable results.

Additionally, Education Elements works with the nation's most forward thinking and innovative districts. To date, we have had the privilege of partnering with 22 members of the [League of Innovative Schools](#).



34 states
+ DC



140+
districts



22 League
districts



750+
schools



40,000
teachers



630,000
students

Our District Partners See Results

Increased student engagement

83% of school leaders report increased student engagement in Rochester, NH.



Sustained academic growth

Middletown, NY has seen 5 years of sustained academic growth.



Fewer failures

In District 197, MN, teachers have seen class failures fall by 50%.



&

Increased morale

90% of teachers feel more effective.



+17 ELA proficiency grew by 17 points.

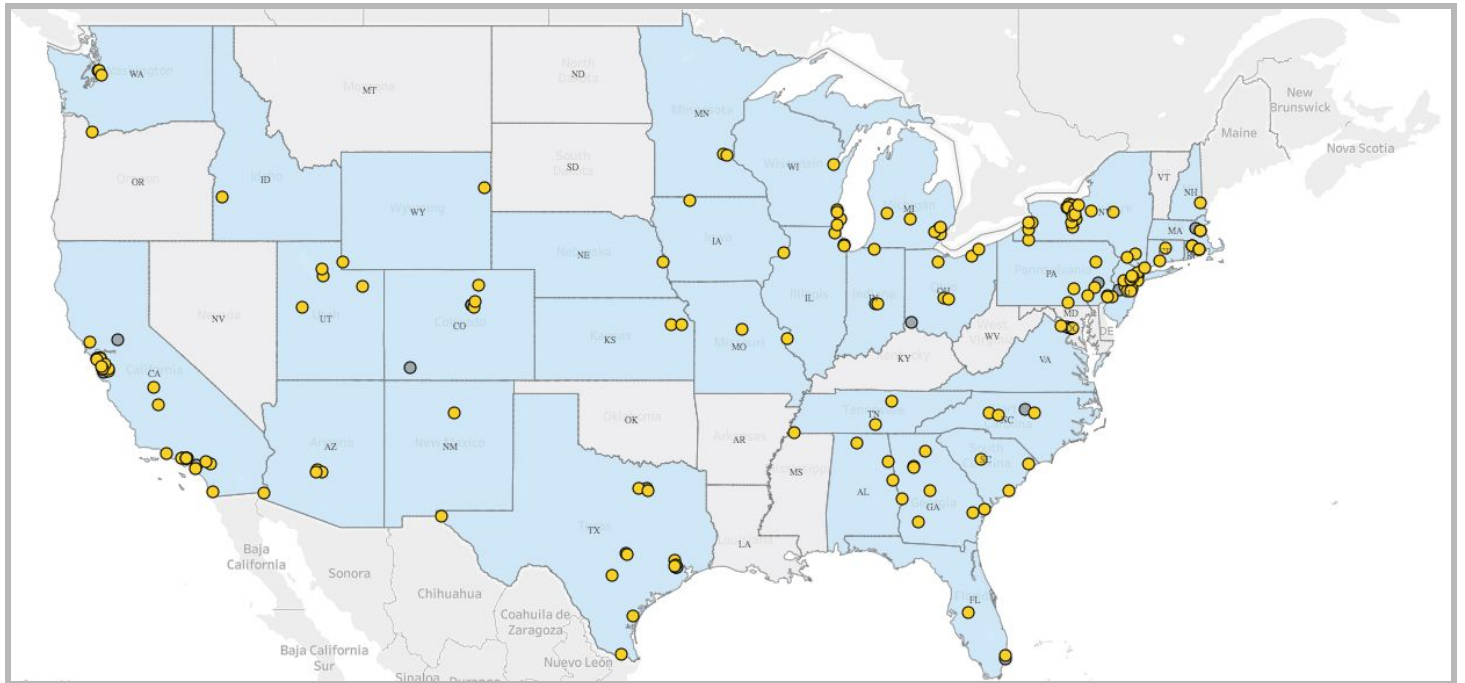
+18 Math proficiency grew by 18 points.

Learning networks

The W-FL Region has established a learning network that reaches 25 districts and 40,000 students in western NY.



Our Work Across the Country



League of Innovative Schools

- Loudoun (VA)
- Lakota (OH)
- Juab (UT)
- Middletown (NY)
- Fulton County Schools (GA)
- Huntley Community School District 158 (IL)
- Howard-Suamico (WI)
- Fairbanks (AK)
- Piedmont City School District (AL)
- Rowan-Salisbury (NC)
- Uinta County School District #1 (WY)
- Charlotte-Mecklenberg Schools (NC)
- El Paso Independent School District (TX)
- El Segundo Unified School District (CA)
- Franklin West Supervisory Union (VT)
- Iredell-Statesville School District (NC)
- Kettle Moraine School District (WI)
- Lindsay Unified School District (CA)
- Marion Central School District (NY)
- Mentor Public Schools (OH)
- Reynoldsburg City Schools (OH)
- Vancouver Public Schools (WA)

Large Urban Districts

- Dallas Independent School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Wake County Public Schools