



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

<b>MEETING DATE</b>	2019-12-10 10:05 - School Board Operational Meeting
<b>AGENDA ITEM</b>	ITEMS
<b>CATEGORY</b>	EE. OFFICE OF STRATEGY & OPERATIONS
<b>DEPARTMENT</b>	Procurement & Warehousing Services

<b>Special Order Request</b>
<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>Time</b>
<b>Open Agenda</b>
<input checked="" type="radio"/> Yes <input type="radio"/> No

**ITEM No.:**  
EE-11.

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

**REQUESTED ACTION:**  
Approve the First Amendment, Renewal and Additional spending authority of the above agreement. Contract Term: August 21, 2018 through February 28, 2021, 2 Years, 6 Months; User Department: Innovative Learning; Additional Requested Amount: \$263,500 New Award Amount: \$909,500; Awarded Vendor(s): Education Elements, Inc.; Small/Minority/Women Business Enterprise Vendor(s): None.

**SUMMARY EXPLANATION AND BACKGROUND:**  
The Agreement provides personalized learning support and consultation working with multiple schools throughout the District to change school culture, deliver assistance and expertise in the transition from traditional teaching and learning environments towards individual student pathways, and professional development that will build internal capacity at each school site. The purpose of this Amendment is to include twelve (12) additional sites to the program and renew the agreement for an additional year through February 28, 2021.  
This Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel. PENDING

**SCHOOL BOARD GOALS:**  
 Goal 1: High Quality Instruction   
  Goal 2: Safe & Supportive Environment   
  Goal 3: Effective Communication

**FINANCIAL IMPACT:**  
The estimated financial impact to the District will be \$263,500. The contract award amount was for \$646,000. The request is to increase the spending authority by \$263,500 bringing the new contract value to \$909,500. The funding source will come from Digital Classrooms Plan in the Office of Information & Technology budget. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

**EXHIBITS: (List)**  
(1) Executive Summary (2) Financial Analysis Worksheet (3) Agreement (4) Original Executed Documents (5) BCPS Resource\_ The First 20 Days of Personalized Learning 2018-2019 (6) Broward Impact Report for School Board Meeting \_ September 2019 (7) Posters-3

**BOARD ACTION:**  
**APPROVED**  
(For Official School Board Records Office Only)

**SOURCE OF ADDITIONAL INFORMATION:**

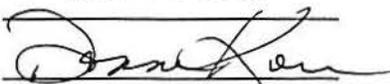
Name: Dr. Daryl Diamond	Phone: 754-321-2620
Name: Mary C. Coker	Phone: 754-321-0501

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
Senior Leader & Title  
Maurice L. Woods - Chief Strategy & Operations Officer

Approved In Open Board Meeting On:

**DEC 10 2019**

Signature  
Maurice Woods  
12/2/2019, 11:00:11 AM

By:   
School Board Chair

## EXECUTIVE SUMMARY

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

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#### **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

**Recommendation to Approve First Amendment, Renewal, and Additional Spending Authority  
19-037V – Developing Personalized Learning in Select Schools  
December 10, 2019 Board Agenda  
Page 2**

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.

<b>Wave I Lighthouse Schools (2018-2019 School Year)</b>	
<b>School</b>	<b>Principal</b>
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:

<b>Wave 2 Lighthouse Schools (2019-2020 School Year)</b>	
<b>School</b>	<b>Principal</b>
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

**Recommendation to Approve First Amendment, Renewal, and Additional Spending Authority  
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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 → $\$15,500 \times 12 = \$186,000$ 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 <sup>st</sup> renewal + additional spending authority	12/10/2019	1	\$ 263,500
<b>New total contract amount</b>		<b>3</b>	<b>\$ 909,500</b>

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.



**FIRST AMENDMENT TO  
AGREEMENT**

10<sup>th</sup> THIS FIRST AMENDMENT TO AGREEMENT is made and entered into as of this day of December, 2019, by and between

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
(hereinafter referred to as "SBBC"),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

**EDUCATION ELEMENTS, INC.**  
(hereinafter referred to as "VENDOR"),  
whose principal place of business is  
999 Skyway Rd, Suite 325  
San Carlos, CA 94070

**WHEREAS**, SBBC and VENDOR entered into an Agreement dated August 21, 2018 (hereafter "Agreement"); and

**WHEREAS**, the SBBC is in need of Personalized Learning Consultant Services, which entails three (3) functional categories, District Level Support, School Level Planning and Embedded Professional Development Support; and

**WHEREAS**, the parties mutually desire to amend certain provisions of the Agreement on through this First Amendment to Agreement (hereafter "First Amendment").

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1.01 **Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

1.02 **Term of Agreement.** Pursuant to Section 2.01 of the Agreement, the term of the Agreement is hereby extended from February 29, 2020 through February 28, 2021, unless terminated earlier pursuant to Section 3.05 of the Agreement.

1.03 **Amended Provisions.** The parties hereby agree to the following amended provisions to the Agreement:

**The following provisions (sections 2.03, 2.04 and 2.16) shall replace the respective provisions in the Agreement, by interlineation, as follows:**

2.03 **Cost of Goods or Services.**

- (a) **Wave 1: August 2018 – August 2019:** VENDOR shall be paid an amount not to exceed Four Hundred Ninety-One Thousand Dollars and 00/100 Cents (\$491,000.00) after receipt of an appropriate invoice for implementation in twelve (12) schools (see **Attachment C**) with pricing detailed below:
- 1) **Assessment of School Readiness:** Sixty Thousand Dollars and 00/100 Cents (\$60,000.00), within thirty (30) calendar days after Board approval of Agreement.
  - 2) **District Support:** One Hundred Fifty-Five Thousand Dollars and 00/100 Cents (\$155,000.00), within thirty (30) calendar days of assessing school readiness data and delivering readiness report (estimated October 2018).
  - 3) **School Rollout:** Two Hundred, Seventy-Six Thousand Dollars and 00/100 Cents (\$276,000.00), in two payments:
    - i. One Hundred Thirty-Eight Thousand Dollars and 00/100 Cents (\$138,000.00), within thirty (30) calendar days after completing the Design Workshops (estimated January 2018).
    - ii. One Hundred Thirty-Eight Thousand Dollars and 00/100 Cents (\$138,000.00), within thirty (30) calendar days of completing the Steps to Launch Workshops (estimated March 2018)
- (b) **Wave 1: September 2019 – February 2020:** VENDOR shall be paid an amount not to exceed One Hundred Fifty-Five Thousand Dollars and 00/100 Cents (\$155,000.00) after receipt of an appropriate invoice for implementation in twelve (12) schools (see **Attachment C**) with pricing detailed below:
- 1) **Reassessment of School Implementation of Personalized Learning:** Thirty-Six Thousand Dollars and 00/100 Cents (\$36,000.00), within thirty (30) calendar days of completing Learning Walks I (estimated Fall 2019).
  - 2) **District Support:** Thirty-Five Thousand Dollars and 00/100 Cents (\$35,000.00), within thirty (30) calendar days of identifying new interventions and completing PL Council Meeting (estimated Fall 2019). These new interventions will be based on results from the reassessment above.
  - 3) **School Rollout:** Eighty-Four Thousand Dollars and 00/100 Cents (\$84,000.00), in two (2) payments:
    - i. Forty-Two Thousand Dollars and 00/100 Cents (\$42,000.00), within thirty (30) calendar days of completing Reflect + Iterate Workshop I (estimated Fall 2019). This includes the new activities that will be conducted with schools based on results from the reassessment above.

- ii. Forty-Two Thousand Dollars and 00/100 Cents (\$42,000.00) within (30) calendar days of completing Reflect + Plan Workshop I (estimated Winter 2019).
- (c) **Wave 2: October 2019 – February 2021:** VENDOR shall be paid an amount not to exceed Two Hundred Sixty-Three Thousand, Five Hundred Dollars and 00/100 Cents (\$263,500.00) after receipt of an appropriate invoice for implementation in the twelve (12) schools (see **Attachment C**) with pricing detailed below:
- 1) **Assessment and Re-assessment of School Readiness:** Forty-Eight Thousand Dollars and 00/100 Cents (\$48,000.00) within thirty (30) calendar days after Board approval of this First Amendment to Agreement.
  - 2) **School Rollout:** One Hundred Thirty Eight Thousand Dollars and 00/100 Cents (\$138,000.00) as detailed below:
    - i. Sixty-Nine Thousand Dollars and 00/100 Cents (\$69,000.00), within thirty (30) calendar days after completing the Steps to Launch Workshops.
    - ii. Sixty-Nine Thousand Dollars and 00/100 Cents (\$69,000.00), within thirty (30) calendar days of completing Reflect + Iterate Workshops.
  - 3) **Coaching Support:** Seventy-Seven Thousand, Five Hundred Dollars and 00/100 Cents (\$77,500.00) within thirty (30) calendar days of assessing school readiness data and delivering readiness report.

2.04 **Order of Precedence among Agreement Documents.** In the event of conflict between the provisions of the Agreement and the provisions contained herein, the provisions of the following documents shall take precedence in this order:

- First: This First Amendment to Agreement, then;
- Second: The Agreement, then;
- Third: Addendum No. 1 to RFP 19-037V, then;
- Fourth: RFP 19-037V – Personalized Learning Consultant, then;
- Fifth: Proposal submitted by VENDOR in response to RFP 19-037V

2.16 **Incorporation by Reference.** Attachments A, B and C attached hereto and referenced herein shall be deemed to be incorporated into this Agreement by reference.

1.04 **Other Provisions Remain in Force.** Except as expressly provided herein, all other portions of the Agreement remain in full force and effect.

1.05 **Authority.** Each person signing this First Amendment to Agreement on behalf of either party individually warrants that he or she has full legal power to execute this First Amendment to Agreement on behalf of the party for whom he or she is signing, and to bind and

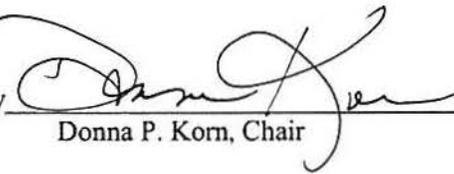
obligate such party with respect to all provisions contained in this First Amendment to Agreement.

IN WITNESS WHEREOF, the Parties hereto have made and executed this First Amendment to Agreement on the date first above written.

**FOR SBBC:**

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA

By   
Donna P. Korn, Chair

ATTEST:

  
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:



Digitally signed by Kathelyn Jacques-  
Adams, Esq. - kathelyn.jacques-  
adams@gbrowardschools.com  
Reason: Education Elements, Inc.  
Date: 2019.11.22 09:41:36 -05'00'

Office of the General Counsel

**FOR VENDOR**

(Corporate Seal)

**EDUCATION ELEMENTS, INC.**

ATTEST:

By [Signature]  
Signature

\_\_\_\_\_  
, Secretary

Printed Name: Amy Jenkins

Title: COO

-or-

[Signature]  
Witness

[Signature]  
Witness

STATE OF California

COUNTY OF San Mateo

The foregoing instrument was acknowledged before me this 21<sup>st</sup> day of November, 2019 by Amy Jenkins of

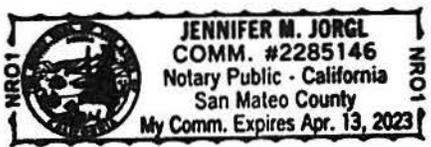
Education Elements, Inc. on behalf of the corporation/agency. He/She is personally known to me or produced California Drivers License as identification and ~~did~~ did not first take an oath. Type of Identification

My Commission Expires:

[Signature]  
Signature – Notary Public

Jennifer M. Jorgl  
Printed Name of Notary

(SEAL)



2285146  
Notary's Commission No.

**ATTACHMENT C**  
**LIST OF SCHOOLS**

**Wave 1**

1. Eagle Point Elementary
2. Flamingo Elementary
3. Gator Run Elementary
4. Lauderhill Paul Turner Elementary
5. Robert C. Markham Elementary
6. Nova Blanche Forman Elementary
7. Park Trails Elementary
8. Pembroke Lakes Elementary
9. Attucks Middle
10. Lauderdale Lakes Middle
11. Parkway Middle
12. Plantation High

**Wave 2**

1. Bayview Elementary
2. Coral Cove Elementary
3. Lakeside Elementary
4. Manatee Bay Elementary
5. Park Lakes Elementary
6. Park Ridge Elementary
7. Pembroke Pines Elementary
8. Ramblewood Elementary
9. Silver Ridge Elementary
10. Forest Glen Middle
11. Monarch High school
12. South Plantation High



# AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ITEM No.:

EE-8.

MEETING DATE	2018-08-21 10:05 - Regular School Board Meeting
AGENDA ITEM	ITEMS
CATEGORY	EE. OFFICE OF STRATEGY & OPERATIONS
DEPARTMENT	Procurement & Warehousing Services

Special Order Request <input type="radio"/> Yes <input checked="" type="radio"/> No
Time
Open Agenda <input checked="" type="radio"/> Yes <input type="radio"/> No

TITLE:

Recommendation of \$500,000 or Greater - 19-037V - Developing Personalized Learning in Select Schools

REQUESTED ACTION:

Approve the recommendation to award the above Request for Proposal (RFP). Contract Term: August 21, 2018 through February 28, 2020, 1 Year, 6 Months; User Department: Innovative Learning; Award Amount: \$646,000 Awarded Vendor(s): Education Elements, Inc.; Small/Minority/Women Business Enterprise Vendor(s): None.

SUMMARY EXPLANATION AND BACKGROUND:

The intent of this Agreement is to provide personalized learning support and consultation working with multiple schools throughout the District to change school culture, deliver assistance and expertise in the transition from traditional teaching and learning environments toward individual student pathways, and professional development that will build internal capacity at each school site. By following this format, at the end of the eighteen (18) month engagement, the District will have twelve (12) personalized learning demonstration schools to help scale this educational model across the District. This Agreement has been reviewed and approved as to form and legal content by the Office of the General Counsel.

SCHOOL BOARD GOALS:

Goal 1: High Quality Instruction   
  Goal 2: Continuous Improvement   
  Goal 3: Effective Communication

FINANCIAL IMPACT:

The estimated financial impact to the District will be \$646,000. The funding source will come from the Digital Classrooms Plan that is included in I&T Department's budget. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

EXHIBITS: (List)

(1) Executive Summary (2) Agreement (3) Recommendation Tabulation

**BOARD ACTION:**  

APPROVED

(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:	
Name: Dr. Daryl Diamond	Phone: 754-321-2630
Name: Mary C. Coker	Phone: 754-321-0501

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
Senior Leader & Title

Maurice L. Woods - Chief Strategy & Operations Officer

Signature  

*Maurice Woods*  
 8/10/2018, 12:43:45 PM

Electronic Signature  
Form #4189 Revised 08/04/2017  
RWR/ MLW/MCC/DD:kg

Approved In Open Board Meeting On:           AUG 21 2018          

By: *Nora Rupert*  
School Board Chair

## EXECUTIVE SUMMARY

### Recommendation of \$500,000 or Greater 19-037V – Developing Personalized Learning in Select Schools

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This request is to approve the Agreement between Education Elements, Inc. and The School Board of Broward County, Florida (SBBC) for one (1) year and six (6) months, starting August 7, 2018 through February 28, 2020.

#### 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.

#### 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 science digital 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 100 schools! The program began in the 5th grade at 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 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 and Accountability (OSPA) conducts quarterly *Principal Think Tanks* with Digital Classrooms schools. At these meetings, principals and teacher representatives from various school sites meet for professional development on blended 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 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 10 - 20 schools that would launch personalized learning models in the 2018-2019 school year. As part of the 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.

They 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 previous work that had been achieved with blended learning 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.

Through this Agreement, Innovative Learning will work with the twelve self-identified schools to assess their readiness to implement personalized learning strategies and to work with students, teachers, and community to develop a personalized learning culture and a new learning school environment.

Guidelines can be found at: <http://innovativelearning.browardschools.com/application-personalized-learning-lighthouse-schools/> as well as the online application. All schools that applied to be a Lighthouse School were accepted and are listed below. The design of this Agreement is to meet each school where they are at and help develop a personalized implementation strategy that works for the school, staff, and community.

**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 over 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.
- (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:**

Applications were accepted from eight (8) elementary schools, three (3) middle schools, and one (1) 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 personalized learning expertise to work with these schools to change school culture and to deliver support in the transition from traditional teaching and learning environments toward individual student pathways. The professional development that will be offered to participating schools will build internal capacity at each school site. The Agreement 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 on goals. Foundations is 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. 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 schools continue to be supported long after launch. Schools will develop and execute communication and professional development plans, with a focus on reflection, iteration, and improvement. The engagement with these twelve (12) schools will last for eighteen (18) months with both mid and end-of-year reports to share successes, identify challenges, and outline plans for the remaining months of the contract.

The participating schools and their principals are listed below:

School	Principal
Gator Run Elementary School	Keith Peters
Lauderhill Paul Turner Elementary School	Richard Garrick
Pembroke Lakes Elementary School	Marsha Wagner
Eagle Point Elementary School	Christine de Zayas
Park Trails Elementary School	Charles McCanna
Flamingo Elementary School	Janice Crosby
C. Robert Markham Elementary School	Shedrick Dukes
Nova Blanche Forman Elementary School	Russell Schwartz
Attucks Middle School	Errol Evans
Lauderdale Lakes Middle School	James Griffin
Parkway Middle School of the Arts	Bradford Mattair
Gifted Academy @ Plantation High School	Parinaz Bristol

**Desired Results:**

By following this format, by the end of the eighteen (18) months engagement with the consultant, the District will have twelve (12) demonstration/model schools.

**Recommendation of \$500,000 or Greater**  
**19-037V – Developing Personalized Learning in Select Schools**  
**August 21, 2018 Board Agenda**  
**Page 4**

**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:**

The total spending authority requested is \$646,000 and will be provided by the Digital Classrooms Plan that resides in the I & T Department's budget.

**Year 1 (Month 1 – 12): \$491,000**

<u>Assessment of School Readiness</u>	<u>\$ 60,000</u>
<u>District Support</u>	<u>\$155,000</u>
<u>School Rollout</u>	<u>\$276,000</u>
<b><u>Total</u></b>	<b><u>\$491,000</u></b>

**Year 2 (Month 13 – 18): \$155,000**

<u>Reassessment of School Readiness</u>	<u>\$ 36,000</u>
<u>District Support</u>	<u>\$ 35,000</u>
<u>School Rollout</u>	<u>\$ 84,000</u>
<b><u>Total</u></b>	<b><u>\$155,000</u></b>

**AGREEMENT**

**THIS AGREEMENT** is made and entered into as of this 21<sup>st</sup> day of August, 2018, by and between

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
(hereinafter referred to as "SBBC"),  
a body corporate and political subdivision of the State of Florida,  
whose principal place of business is  
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

**EDUCATION ELEMENTS, INC.**  
(hereinafter referred to as "VENDOR"),  
whose principal place of business is  
999 Skyway Rd, Suite 325  
San Carlos, CA 94070

**WHEREAS**, the SBBC is in need of Personalized Learning Consultant Services, which entails three (3) functional categories, District Level Support, School Level Planning and Embedded Professional Development Support; and

**WHEREAS**, SBBC issued a Request for Proposal identified as RFP 19-037V, Personalized Learning Consultant, dated March 26, 2018, and amended by Addendum No. 1 dated April 18, 2018 (hereinafter collectively referred to as "RFP"), of which is incorporated by reference herein, for the purpose of receiving proposals for consultant services; and

**WHEREAS**, VENDOR offered a proposal in response to the RFP (hereinafter referred to as "Proposal") and which is incorporated herein by reference whereby VENDOR proposed to collaborate and support SBBC in developing district wide plans, processes and resources to enable personalized learning.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

**ARTICLE 1 - RECITALS**

1.01 **Recitals**. The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

**ARTICLE 2 - SPECIAL CONDITIONS**

2.01 **Term of Agreement**. Unless terminated earlier pursuant to Section 3.05 of this Agreement, the term of this Agreement shall commence upon approval by both parties and conclude on **February 28, 2020**. The term of the Agreement may, by mutual agreement in writing between SBBC and VENDOR, be extended for an additional eighteen (18) months.

2.02 **Description of Goods or Services Provided.** VENDOR shall work with SBBC for the implementation of personalized learning models by changing our school's culture, delivering support in the transition from traditional teaching and learning environments toward individual student pathways, and professional development that will build internal capacity at each school site, as detailed in their proposal. See Attachment A for the Scope of Services.

2.03 **Cost of Goods or Services.**

- (a) **In Year 1: (1 – 12 months):** VENDOR shall be paid an amount not to exceed \$491,000 after receipt of an appropriate invoice for satisfactory implementation in twelve (12) schools as detailed below:
- 1) **Assessment of School Readiness:** \$60,000, within thirty (30) days after Board approval of Agreement.
  - 2) **District Support:** \$155,000, within thirty (30) days of assessing school readiness data and delivering readiness report (estimated October 2018).
  - 3) **School Rollout:** \$276,000, in two payments:
    - i. \$138,000, within thirty (30) days after completing the Design Workshops (estimated January 2018).
    - ii. \$138,000, within thirty (30) days of completing the Steps to Launch Workshops (estimated March 2018)
- (b) **In Year 2: (13 – 18 months)** VENDOR shall be paid an amount not to exceed \$155,000 after receipt of an appropriate invoice for satisfactory implementation in twelve (12) schools as detailed below:
- 1) **Reassessment of School Implementation of Personalized Learning:** \$36,000, within thirty (30) days of completing Learning Walks I (estimated Fall 2019).
  - 2) **District Support:** \$35,000, within thirty (30) days of identifying new interventions and completing PL Council Meeting (estimated Fall 2019). These new interventions will be based on results from the reassessment above.
  - 3) **School Rollout:** \$84,000, in two payments:
    - i. \$42,000, within thirty (30) days of completing Reflect + Iterate Workshop I (estimated Fall 2019). This includes the new activities that will be conducted with schools based on results from the reassessment above.
    - ii. \$42,000 within (30) days of completing Reflect + Plan Workshop I (estimated Winter 2019).
- (c) See Attachment B columns (c) and (d), for prices if this Agreement is renewed for an additional eighteen (18) months.

2.04 **Priority of Documents.** In the event of a conflict between documents, the following priority of documents shall govern.

First: This Agreement, then;  
Second: Addendum No. 1 to RFP 19-037V, then;  
Third: RFP 19-037V – Personalized Learning Consultant, then;  
Fourth: Proposal submitted by VENDOR in response to RFP 19-037V

2.05 **SBBC Disclosure of Education Records.** Although no student education records shall be disclosed pursuant to this Agreement, should VENDOR come into contact with education records during the course of contracted responsibilities, these records are confidential and protected by the Family Educational Rights and Privacy Act (FERPA) and state laws and may not be used or re-disclosed. Any use or re-disclosure may violate applicable federal and state laws.

2.06 **SBBC Disclosure of Employee Information.**

(a) SBBC will provide the following employee information to VENDOR for employees designated as project team members:

- 1) *first and last name*
- 2) *SBBC business email address*
- 3) *SBBC work phone number*

(b) VENDOR will utilize employee's information to facilitate communication with the project team members.

2.07 **Inspection of VENDOR's Records by SBBC.** VENDOR shall establish and maintain books, records and documents (including electronic storage media) sufficient to reflect all income and expenditures of funds provided by SBBC under this Agreement. All VENDOR's applicable records, regardless of the form in which they are kept, shall be open to inspection and subject to audit, inspection, examination, evaluation and/or reproduction, during normal working hours, by SBBC's agent or its authorized representative to permit SBBC to evaluate, analyze and verify the satisfactory performance of the terms and conditions of this Agreement and to evaluate, analyze and verify the applicable business records of VENDOR directly relating to this Agreement in order to verify the accuracy of invoices provided to SBBC. Such audit shall be no more than one (1) time per calendar year.

(a) **Duration of Right to Inspect.** For the purpose of such audits, inspections, examinations, evaluations and/or reproductions, SBBC's agent or authorized representative shall have access to VENDOR's records from the effective date of this Agreement, for the duration of the term of this Agreement, and until the later of five (5) years after the termination of this Agreement or five (5) years after the date of final payment by SBBC to VENDOR pursuant to this Agreement.

(b) **Notice of Inspection.** SBBC's agent or its authorized representative shall provide VENDOR reasonable advance written notice (not to exceed two (2) weeks) of any intended audit, inspection, examination, evaluation and or reproduction.

(c) **Audit Site Conditions.** SBBC's agent or its authorized representative shall have access to VENDOR's facilities and to any and all records related to this Agreement, and shall be

provided adequate and appropriate work space in order to exercise the rights permitted under this section.

(d) Failure to Permit Inspection. Failure by VENDOR to permit audit, inspection, examination, evaluation and/or reproduction as permitted under this section shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for SBBC's denial of some or all of any VENDOR's claims for payment.

(e) Overcharges and Unauthorized Charges. If an audit conducted in accordance with this section discloses overcharges or unauthorized charges to SBBC by VENDOR in excess of two percent (2%) of the total billings under this Agreement, the actual cost of SBBC's audit shall be paid by VENDOR. If the audit discloses billings or charges to which VENDOR is not contractually entitled, VENDOR shall pay said sum to SBBC within twenty (20) days of receipt of written demand unless otherwise agreed to in writing by both parties.

(f) Inspection of Subcontractor's Records. If applicable, VENDOR shall require any and all subcontractors, insurance agents and material suppliers (hereafter referred to as "Payees") providing services or goods with regard to this Agreement to comply with the requirements of this section by insertion of such requirements in any written subcontract. Failure by VENDOR to include such requirements in any subcontract shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for the exclusion of some or all of any Payees' costs from amounts payable by SBBC to VENDOR pursuant to this Agreement and such excluded costs shall become the liability of VENDOR.

(g) Inspector General Audits. VENDOR shall comply and cooperate immediately with any inspections, reviews, investigations, or audits deemed necessary by the Florida Office of the Inspector General or by any other state or federal officials.

2.08 Notice. When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBBC: Superintendent of Schools  
The School Board of Broward County, Florida  
600 Southeast Third Avenue  
Fort Lauderdale, Florida 33301

With a Copy to: *Director, Innovative Learning*  
The School Board of Broward County, Florida  
600 Southeast Third Avenue  
Fort Lauderdale, Florida 33301

To VENDOR: **Simma Reingold, Partner**  
Education Elements, Inc.  
999 Skyway Rd, Suite 325  
San Carlos, CA 94070

2.09 **Background Screening.** VENDOR shall comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by SBBC in advance of VENDOR or its personnel providing any services under the conditions described in the previous sentence. VENDOR shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to VENDOR and its personnel. The parties agree that the failure of VENDOR to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling SBBC to terminate immediately with no further responsibilities or duties to perform under this Agreement. VENDOR agrees to indemnify and hold harmless SBBC, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from VENDOR's failure to comply with the requirements of this section or with Sections 1012.32 and 1012.465, Florida Statutes.

2.10 **Public Records.** The following provisions are required by Section 119.0701, Florida Statutes, and may not be amended. VENDOR shall keep and maintain public records required by SBBC to perform the services required under this Agreement. Upon request from SBBC's custodian of public records, VENDOR shall provide SBBC with a copy of any requested public records or to allow the requested public records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law. VENDOR shall ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement's term and following completion of the Agreement if VENDOR does not transfer the public records to SBBC. Upon completion of the Agreement, VENDOR shall transfer, at no cost, to SBBC all public records in possession of VENDOR or keep and maintain public records required by SBBC to perform the services required under the Agreement. If VENDOR transfers all public records to SBBC upon completion of the Agreement, VENDOR shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If VENDOR keeps and maintains public records upon completion of the Agreement, VENDOR shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to SBBC, upon request from SBBC's custodian of public records, in a format that is compatible with SBBC's information technology systems.

**IF A PARTY TO THIS AGREEMENT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO ITS DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 754-321-1900, [REQUEL.BELL@BROWARDSCHOOLS.COM](mailto:REQUEL.BELL@BROWARDSCHOOLS.COM), RISK MANAGEMENT DEPARTMENT, PUBLIC RECORDS DIVISION, 600 SOUTHEAST THIRD AVENUE, FORT LAUDERDALE, FLORIDA 33301.**

2.11 **Liability.** This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

(a) By SBBC: SBBC agrees to be fully responsible up to the limits of Section 768.28, Florida Statutes, for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

(b) By VENDOR: VENDOR agrees to indemnify, hold harmless and defend SBBC, its agents, servants and employees from any and all claims, judgments, costs, and expenses including, but not limited to, reasonable attorney's fees, reasonable investigative and discovery costs, court costs and all other sums which SBBC, its agents, servants and employees may pay or become obligated to pay on account of any, all and every claim or demand, or assertion of liability, or any claim or action founded thereon, arising or alleged to have arisen out of the products, goods or services furnished by VENDOR, its agents, servants or employees; the equipment of VENDOR, its agents, servants or employees while such equipment is on premises owned or controlled by SBBC; or the negligence of VENDOR or the negligence of VENDOR's agents when acting within the scope of their employment, whether such claims, judgments, costs and expenses be for damages, damage to property including SBBC's property, and injury or death of any person whether employed by VENDOR, SBBC or otherwise.

2.12 **Insurance Requirements.** VENDOR shall comply with the following insurance requirements throughout the term of this Agreement:

(a) **General Liability.** VENDOR shall maintain General Liability insurance during the term of this Agreement with limits not less than \$1,000,000 per occurrence for Bodily Injury/Property Damage; \$1,000,000 General Aggregate; and limits not less than \$1,000,000 for Products/Completed Operations Aggregate.

(b) **Professional Liability/Errors & Omissions.** VENDOR shall maintain Professional Liability/Errors & Omissions insurance during the term of this Agreement with a limit of not less than \$1,000,000 per occurrence covering services provided under this Agreement.

(c) **Workers' Compensation.** VENDOR shall maintain Workers' Compensation insurance during the term of this Agreement in compliance with the limits specified in Chapter 440, Florida Statutes, and Employer's Liability limits shall not be less than \$100,000/\$100,000/\$500,000 (each accident/disease-each employee/disease-policy limit).

(d) **Auto Liability.** VENDOR shall maintain Owned, Non-Owned and Hired Auto Liability insurance with Bodily Injury and Property Damage limits of not less than \$1,000,000 Combined Single Limit.

(e) **Acceptability of Insurance Carriers.** The insurance policies required under this Agreement shall be issued by companies qualified to do business in the State of Florida and having a rating of at least A- VI by AM Best or Aa3 by Moody's Investor Service.

(f) **Verification of Coverage.** Proof of the required insurance must be furnished by VENDOR to SBBC's Risk Management Department by Certificate of Insurance within fifteen (15) days of the date of this Agreement. To streamline this process, SBBC has partnered with EXIGIS Risk Management Services to collect and verify insurance documentation. All certificates (and any required documents) must be received and approved by SBBC's Risk Management

Department before any work commences to permit **VENDOR** to remedy any deficiencies. **VENDOR** must verify its account information and provide contact details for its Insurance Agent via the link provided to it by email.

(g) Required Conditions. Liability policies must include the following terms on the Certificate of Insurance:

- 1) The School Board of Broward County, Florida, its members, officers, employees and agents are added as additional insured.
- 2) All liability policies are primary of all other valid and collectable coverage maintained by The School Board of Broward County, Florida.
- 3) Certificate Holder: The School Board of Broward County, Florida, c/o EXIGIS Risk Management Services, P.O. Box 4668-ECM, New York, New York 10163-4668.

(h) Cancellation of Insurance. **VENDOR** is prohibited from providing services under this Agreement with SBBC without the minimum required insurance coverage and must notify SBBC within two (2) business days if required insurance is cancelled.

(i) SBBC reserves the right to review, reject or accept any required policies of insurance, including limits, coverage or endorsements, herein throughout the term of this Agreement.

#### 2.13 Nondiscrimination.

(a) As a condition of entering into this Agreement, **VENDOR** represents and warrants that it will comply with the SBBC's Commercial Nondiscrimination Policy, as described under, Section D.1 of SBBC's Policy No. 3330 – Supplier Diversity Outreach Program.

(b) As part of such compliance, **VENDOR** shall not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or other unlawful forms of discrimination in the solicitation, selection, hiring, or commercial treatment of subcontractors, vendors, suppliers, or commercial customers, nor shall **VENDOR** retaliate against any person for reporting instances of such discrimination. **VENDOR** shall provide equal opportunity for subcontractors, vendors, and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the SBBC's relevant marketplace. **VENDOR** understands and agrees that a material violation of this clause shall be considered a material breach of this Agreement and may result in termination of this Agreement, disqualification of the company from participating in SBBC Agreements, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party.

2.14 Annual Appropriation. The performance and obligations of SBBC under this Agreement shall be contingent upon an annual budgetary appropriation by its governing body. If SBBC does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by SBBC at the end of the period for which funds have been allocated. SBBC shall notify the other party at the earliest possible time before such

termination. No penalty shall accrue to SBBC in the event this provision is exercised, and SBBC shall not be obligated or liable for any future payments due or any damages as a result of termination under this section.

2.15 **Excess Funds.** Any party receiving funds paid by SBBC under this Agreement agrees to promptly notify SBBC of any funds erroneously received from SBBC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBBC.

2.16 **Incorporation by Reference.** Attachments A and B attached hereto and referenced herein shall be deemed to be incorporated into this Agreement by reference.

### **ARTICLE 3 – GENERAL CONDITIONS**

3.01 **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement.

3.03 **Independent Contractor.** The parties to this Agreement shall at all times be acting in the capacity of independent contractors and not as an officer, employee or agent of one another. Neither party or its respective agents, employees, subcontractors or assignees shall represent to others that it has the authority to bind the other party unless specifically authorized in writing to do so. No right to SBBC retirement, leave benefits or any other benefits of SBBC employees shall exist as a result of the performance of any duties or responsibilities under this Agreement. SBBC shall not be responsible for social security, withholding taxes, contributions to unemployment compensation funds or insurance for the other party or the other party's officers, employees, agents, subcontractors or assignees.

3.04 **Default.** The parties agree that, in the event that either party is in default of its obligations under this Agreement, the non-defaulting party shall provide to the defaulting party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting party upon thirty (30) days' notice. This remedy is not intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or

remedy hereunder shall preclude any other or future exercise thereof. Nothing in this section shall be construed to preclude termination for convenience pursuant to Section 3.05.

3.05 **Termination**. This Agreement may be canceled with or without cause by SBBC during the term hereof upon thirty (30) days written notice to the other parties of its desire to terminate this Agreement. In the event of such termination, SBBC shall be entitled to a pro rata refund of any pre-paid amounts for any services scheduled to be delivered after the effective date of such termination. SBBC shall have no liability for any property left on SBBC's property by any party to this Agreement after the termination of this Agreement. Any party contracting with SBBC under this Agreement agrees that any of its property placed upon SBBC's facilities pursuant to this Agreement shall be removed within ten (10) business days following the termination, conclusion or cancellation of this Agreement and that any such property remaining upon SBBC's facilities after that time shall be deemed to be abandoned, title to such property shall pass to SBBC, and SBBC may use or dispose of such property as SBBC deems fit and appropriate.

3.06 **Compliance with Laws**. Each party shall comply with all applicable federal, state and local laws, SBBC policies, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.07 **Place of Performance**. All obligations of SBBC under the terms of this Agreement are reasonably susceptible of being performed in Broward County, Florida and shall be payable and performable in Broward County, Florida.

3.08 **Governing Law and Venue**. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted exclusively to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida or to the jurisdiction of the United States District Court for the Southern District of Florida. Each party agrees and admits that the state courts of the Seventeenth Judicial Circuit of Broward County, Florida or the United States District Court for the Southern District of Florida shall have jurisdiction over it for any dispute arising under this Agreement.

3.09 **Entirety of Agreement**. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.10 **Binding Effect**. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.11 **Assignment**. Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBBC.

3.12 **Captions**. The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have

no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way affect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.13 **Severability.** In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

3.14 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.15 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.16 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

3.17 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.18 **Survival.** All representations and warranties made herein, indemnification obligations, obligations to reimburse SBBC, obligations to maintain and allow inspection and audit of records and property, obligations to maintain the confidentiality of records, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

3.19 **Agreement Administration.** SBBC has delegated authority to the Superintendent of Schools or his/her designee to take any actions necessary to implement and administer this Agreement.

3.20 **Counterparts and Multiple Originals.** This Agreement may be executed in multiple originals, and may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same Agreement.

3.21 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.



**FOR SBBC:**

THE SCHOOL BOARD OF BROWARD  
COUNTY, FLORIDA

By *Nora Rupert*  
Nora Rupert, Chair

ATTEST:

*Robert W. Runcie*  
Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:

*Kathelyn Jacques-Adams*

Digitally signed by Kathelyn Jacques-Adams, Esq. - kathelyn.jacques-adams@gbrowardschools.com  
Reason: Education Elements, Inc.  
Date: 2018.08.10 08:12:38 -04'00'

Office of the General Counsel

**FOR VENDOR:**

(Corporate Seal)

**EDUCATION ELEMENTS, INC.**

ATTEST:

By *[Signature]*

Name Anthony Kim

Title CEO

\_\_\_\_\_  
\_\_\_\_\_, Secretary

-or-  
*[Signature]*  
Witness

*[Signature]*  
Witness

**The Following Notarization is Required for Every Agreement Without Regard to Whether the Party Chose to Use a Secretary's Attestation or Two (2) Witnesses.**

STATE OF California

COUNTY OF San Mateo

The foregoing instrument was acknowledged before me this 8<sup>th</sup> day of August, 2018 by Anthony Kim of Education Elements, Inc. Name of Person on behalf of the corporation/agency. Name of Corporation or Agency

He/She is personally known to me or produced CA Driver's License as identification and did/did not first take an oath. Type of Identification

My Commission Expires: 06-25-2019

*[Signature]*  
Signature - Notary Public

Lobat Omidvari Mozafer  
Printed Name of Notary

2114757  
Notary's Commission No.

(SEAL)



**ATTACHMENT A**  
**SCOPE OF SERVICES**

**4.4.2.1 Category 1: District Level Support**

- 4.4.2.1.1 Ability to develop district-level plans, processes, and resources that enable personalized learning implementation at schools.
- 4.4.2.1.2 Ability to create personalized learning pathways that provide a menu of models schools may choose from.
- 4.4.2.1.3 Ability to build community awareness, interest, and readiness for personalized learning throughout the district.
- 4.4.2.1.4 Facilitate district-wide learning. Evaluate the successes and challenges of schools implementing personalized learning at SBBC; help the district learn, create best practices and adjust its approach.

**4.4.2.2. Category 2: School Level Planning**

- 4.4.2.2.1 Facilitate needs and readiness assessments of schools implementing personalized learning.
- 4.4.2.2.2 Support individual schools in choosing and planning a personalized learning pathway based on their students' unique needs. This may include instructional model design, classroom design, stakeholder engagement, change management, professional development and implementation plans.
- 4.4.2.2.3 Support individual schools in implementing their personalized learning plans and models.

**4.4.2.3 Category 3: Embedded Professional Development Support**

- 4.4.2.3.1 Provide embedded coaching in schools around personalized learning and instructional technology. Professional development programs and services are to be research based and provide proven instructional practices.
- 4.4.2.3.2 Consultants co-plan, co-teach, coach and learn alongside teachers and school staff, individually and in small groups. Training should be personalized rather than large group 'sit and get' learning. Training materials and resources may include print, digitized videos, software and Apps. The resource materials are to be designed to support the educators in the implementation of the professional development support.
- 4.4.2.3.3 Provide sample lessons which model transformational use of technology.

**[THIS SPACE INTENTIONALLY LEFT BLANK; 4.4.2.4 FOLLOWS]**

#### 4.4.2.4 Category 4: Implementation

Workstream	Action	Type	Outcome	Target Month
PL Council	Project Prep Calls with Project Lead + PL Council	Calls	(1) Project Roles Confirmed (2) Draft Project Calendar Confirmed	Summer/ Fall 2018
PL Council	District Kickoff Meeting + Dinner	In-person Meeting	(1) Confirm Final Project Calendar (2) Official Kickoff and Intros to new team members on both sides	Summer/ Fall 2018
School PL Leadership Teams	Foundations Workshop (½ day)	In-person Meeting: Central Location	SPLTs will have (1) shared understanding of the components of personalized learning and our work together at both the district and school level (2) understanding of district-wide vision for personalized learning (3) Materials for turnkey workshop	Fall 2018
School PL Leadership Teams	Readiness Assessment Visits (2 hours per school)	In-person Meeting: School Site	Readiness report	Fall 2018
School PL Leadership Teams	Turnkey: Foundations Workshop	School Mtg	Full school teams will have (1) shared understanding of the components of personalized learning and our work together at both the district and school level (2) understanding of district-wide vision for personalized learning	Fall 2018
PL Council	Strategy Meeting (2 days)	In-person Meeting	Initial strategy plan based on the Education Elements' personalized learning implementation framework, including (1) District design blueprint, (2) District support plan, (3) District messaging document	Fall 2018
PL Council	Design & Launch Meeting (1 day)	In-person Meeting	(1) Confirm design expectations for schools, (2) Refine a district-wide support plan for schools, (3) Develop a curriculum alignment for online and offline resources	Winter 2018/19
School PL Leadership Teams	Design Workshop (1 day)	In-person Meeting: Central Location	(1) School Design Plan, (2) Materials for turnkey workshop	Winter 2018/19
School PL Leadership Teams	Turnkey: Design Workshop (2-3 hours)	School Mtg	Full school teams will provide input into school design plan	Winter 2018/19
School PL Leadership Teams	School Discovery Phase	Milestone	School teams test out strategies presented at Foundations and Design workshops	Winter 2018/19
PL Council	Design Feedback Call (90 min)	Call	(1) Provide feedback on designs with the district team	Winter 2018/19
School PL Leadership Teams	Design Feedback Call (30 min per cohort / school)	Call	(1) Provide feedback on designs with the school teams	Winter 2018/19
School PL Leadership Teams	Steps to Launch Workshop (1 day)	In-person Meeting: Central Location	SPLCs will be prepared to support and communicate personalized learning effectively through developing (1) Updated PL Training Plans (2) School Communications Plans, (3) Materials for turnkey workshop	Spring 2019

School PL Leadership Teams	Turnkey: Steps to Launch Workshop (2-3 hours)	School Mtg	Full school teams will prepared to launch PL	Spring 2019
School PL Leadership Teams	School PL "Launch"	Milestone		Spring 2019
School PL Leadership Teams	Learning Walks I (2 hours per cohort)	School Mtg	(1) Build district and school capacity to support schools after personalized learning launch (2) Identify effective teaching practices aligned to the school personalized learning models	Fall 2019
PL Council	PL Council Meeting: Reflect & Iterate (1/2 day)	In-person Meeting	(1) Debrief to discuss overall trends and recommended district and school actions based on our observations from learning walks (2) Training on specific focus areas	Fall 2019
School PL Leadership Teams	Reflect + Iterate Workshop I (1/2 day)	In-person Meeting: Central Location	(1) Debrief to discuss overall trends and recommended district and school actions based on our observations from learning walks (2) Training on specific focus areas	Fall 2019
School PL Leadership Teams	Learning Walks II (2 hours per cohort)	In-person Meeting: School Site	(1) Build district and school capacity to support schools after personalized learning launch (2) Identify effective teaching practices aligned to the school personalized learning models	Winter 2019
School PL Leadership Teams	Reflect + Plan Workshop I (1/2 day)	In-person Meeting: Central Location	(1) Debrief to discuss overall trends and recommended district and school actions based on our observations from learning walks (2) Training on specific focus areas (3) Plan for supports in SY 2019-2020	Winter 2019
PL Council	PL Council Meeting: Reflect & Plan (1/2 day)	In-person Meeting	(1) Debrief to discuss overall trends and recommended district and school actions based on our observations from learning walks (2) Training on specific focus areas (3) Plan for supports in SY 2019-2020	Winter 2019

[THIS SPACE INTENTIONALLY LEFT BLANK; ATTACHMENT B FOLLOWS]

**ATTACHMENT B**

**COST OF SERVICES**

Prices shall remain firm for the entire term of this Agreement and any renewal period and based on the below stated amounts:

- (a) District-wide Personalized Learning Strategy costs shall remain the same regardless of the amount of new schools that are added.
- (b) Total Price for 19-36 months will depend on the number of schools being added.

	(a)	(b)	(c)	(d)
<b>Months</b>	<b>1-12</b>	<b>13-18</b>	<b>19-24</b>	<b>25-36</b>
District-wide Personalized Learning Strategy	\$155,000	\$70,000	\$70,000	\$107,000
School Rollout (price per school)	\$23,000	\$7,000	\$7,000	\$10,000
Assessment of School Readiness (price per school)	\$5,000	\$3,000	\$0	\$0
<b>Total price (Based on twelve 12 schools)</b>	<b>\$491,000</b>	<b>\$155,000</b>		

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RFP #: 19-037V Tentative Board Meeting Date\*: 7/24/2018

RFP Title: PERSONALIZED LEARNING CONSULTANT # Notified: 1491 # Downloaded: 30

# of Responses Rec'd: 3 # of "No Bids": 0

For: VARIOUS SCHOOLS RFP Opening Date: 4/24/2018  
(School/Department)

Fund: \_\_\_\_\_ Advertised Date: 3/29/2018

**POSTING OF RFP RECOMMENDATION/TABULATION:** Select One Recommendations and Tabulations will be posted in the Procurement & Warehousing Services and [www.Demandstar.com](http://www.Demandstar.com) on May 15, 2018 @ 3:00 pm and will remain posted for 72 hours. Any person who is adversely affected by the decision or intended decision shall file a notice of protest, in writing, within 72 hours after the posting of the notice of decision or intended decision. The formal written protest shall be filed within ten (10) days after the date the notice of protest is filed. Failure to file a notice of protest or failure to file a formal written protest shall constitute a waiver of proceedings under this chapter. Section 120.57(3)(b), Florida Statutes, states that "The formal written protest shall state with particularity the facts and law upon which the protest is based." Saturdays, Sundays, state holidays and days during which the District is closed shall be excluded in the computation of the 72-hour time period provided. Filings shall be at the office of the Director of Procurement & Warehousing Services, 7720 West Oakland Park Boulevard, Suite 323, Sunrise, Florida 33351. Any person who files an action protesting an intended decision shall post with the School Board, at the time of filing the formal written protest, a bond, payable to The School Board of Broward County, Florida, (SBBC), in an amount equal to one percent (1%) of the estimated value of the contract. Failure to post the bond required by SBBC Policy 3320, Part VIII, Purchasing Policies, Section N, within the time allowed for filing a bond shall constitute a waiver of the right to protest.

(\*) The Cone of Silence, as stated in the ITB / RFP / RFQ / HARD BID, is in effect until it is approved by SBBC. The Board meeting date stated above is tentative. Confirm with the Purchasing Agent of record for the actual date the Cone of Silence has concluded.

**RECOMMENDATION TABULATION**

IN ACCORDANCE WITH SECTION 5.0 OF RFP 19-037V, PROPOSALS RECEIVED WERE REVIEWED AND SCORED BY AN EVALUATION COMMITTEE CONSISTING OF:

- DANA RUBENSTEIN, INSTRUCTIONAL TECHNOLOGY FACILITATOR, INNOVATIVE LEARNING
- DARYL DIAMOND, DIRECTOR, INNOVATIVE LEARNING
- DOMINIC CHURCH, SYSTEMS ANALYST III, INNOVATIVE LEARNING
- JAMES GRIFFIN, PRINCIPAL, LAUDERDALE LAKES MIDDLE SCHOOL
- KEITH PETERS, PRINCIPAL, GATOR RUN ELEMENTARY SCHOOL
- LORIAYN STICKLER, PROJECT MANAGER - TECHNOLOGY & INSTRUCTION, INNOVATIVE LEARNING
- MARSHA WAGNER, PRINCIPAL, PEMBROKE LAKES ELEMENTARY SCHOOL
- ROSHEIKA ROLLE, ASSISTANT PRINCIPAL, LAUDERDALE LAKES MIDDLE SCHOOL
- RUSSELL SWARTZ, PRINCIPAL, NOVA BLANCHE FORMAN ELEMENTARY SCHOOL

BASED UPON THE COMMITTEE'S RECOMMENDATION AND SECTION 5.4 OF THE RFP, IT IS RECOMMENDED THAT THE AWARD BE MADE TO THE PROPOSER LISTED BELOW THAT HAS THE HIGHEST NUMBER OF POINTS AND HAS COMPLIED WITH THE TERMS, CONDITIONS AND SPECIFICATIONS OF THE RFP.

❖ EDUCATION ELEMENTS, INC.

THE AWARD SHALL BE CONTINGENT UPON SUCCESSFUL COMPLETION OF A WRITTEN AGREEMENT WITH THE ABOVE RECOMMENDED PROPOSER.

IT IS RECOMMENDED THAT FOR REASON(S) STATED ON THE ATTACHED RFP REJECTION SHEET, THE PROPOSAL REFERENCED BE REJECTED FOR NOT COMPLYING WITH RFP REQUIREMENTS.

CONTRACT PERIOD: AUGUST 1, 2018, OR DATE OF AWARD WHICHEVER IS LATER THROUGH FEBRUARY 28, 2020.

By: Karlana Grant Date: MAY 15, 2018  
(Purchasing Agent)

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination complaint, may call the Executive Director, Benefits & EEO Compliance at 754-321-2150 or Teletype Machine (TTY) at 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine (TTY) at 754-321-2158.



19-037V  
BID REJECTIONS

I. REJECT PROPOSAL FROM ZIA LEARNING, INC.

PROPOSER DID NOT MEET MINIMUM ELIGIBILITY REQUIREMENT 4.2.3

**AS STATED IN SECTION 4.2: MINIMUM ELIGIBILITY:**

IN ORDER TO BE CONSIDERED FOR AWARD AND TO BE FURTHER EVALUATED, PROPOSER MUST MEET OR EXCEED THE FOLLOWING CRITERIA AS OF THE OPENING DATE OF THE PROPOSAL. FAILURE TO PROVIDE THE INFORMATION REQUESTED BELOW WILL RESULT IN DISQUALIFICATION OF PROPOSAL.

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
TABULATION SHEET

RFP Number: 19-037V  
RFP Title: Personalized Learning Consultant  
Purchasing Agent Name: Karlene Grant  
Date Opened: April 24, 2018  
Evaluation Meeting: 4/30/2018 & 5/14/2018

Proposer's Name	Evaluation Points	Recommended for Award
Education Elements, Inc.	92	✓
Public Consulting Group, Inc.	89	

Purchasing Specialist:  
Ann Marie Fraser

19-037V										Average Points
Personalized Learning Consultant	Dana Rubenstein	Daryl Diamond	Dominic Church	James Griffin	Keith Peters	LoriLyn Stiekler	Marsha Wagner	Rosheika Rolle	Russell Schwatz	
Experience & Qualifications (Maximum 30)										
Education Elements, Inc.	29	30	30	30	29	29	30	29	20	28
Public Consulting Group, Inc.	26	25	27	26	25	28	18	28	19	25
Scope of Services (Maximum 40)										
Education Elements, Inc.	36	38	36	34	37	37	37	26	29	34
Public Consulting Group, Inc.	38	37	35	36	36	37	30	33	30	35
Cost of Services (Maximum 20) *Calculated by PWS										
Education Elements, Inc.	19	19	19	19	19	19	19	19	19	19
Public Consulting Group, Inc.	20	20	20	20	20	20	20	20	20	20
S/M/WBE (Maximum 10) **Calculated by PWS										
Education Elements, Inc.	10	10	10	10	10	10	10	10	10	10
Public Consulting Group, Inc.	10	10	10	10	10	10	10	10	10	10
Total Score (Maximum 100)										
Education Elements, Inc.										92
Public Consulting Group, Inc.										89



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA BID  
TABULATION SHEET

RFP Number: 19-037V  
RFP Title: Personalized Learning Consultant  
Purchasing Agent Name: Karlene Grant  
Date Opened: April 24, 2018  
Evaluation Meeting: 4/30/2018 & 5/14/2018

Proposer's Name	Total Cost	Cost Evaluation Points
<b>LOWEST PRICE</b>	<b>\$1,468,420.00</b>	<b>n/a</b>
Education Elements, Inc.	\$ 1,572,000.00	19
Public Consulting Group, Inc.	\$ 1,468,420.00	20



# The First 20 Days of Personalized Learning for BCPS

## Week 1

New to PL: Establish Routines  
Experienced with PL: 3 Station Rotation

Student Interests



Student Academic Preferences



Team Building



Small Group Instruction



Closing Reflections



## Week 2

New to PL: 3 Station Rotation  
Experienced with PL: 3 Station Rotation + Flipped

Flexible Seating



Self & Peer Evaluation



Formative Data



Goal Setting



Student Performance Data Tracking



## Week 3

New to PL: Station Rotation  
Experienced with PL: Playlist + Small Group Instruction

PL Expectations



Student Choice



Culturally-Responsive Teaching



Peer Evaluation



Reflection & Self-Assessment



## Week 4

New to PL: Station Rotation + Flipped  
Experienced with PL: Playlist + 1:1 Conferences

1:1 Instruction



Data Tracking



Choice of Performance Task



Peer Affirmations



Student Choice





## Week 1

Student Interests	Student Academic Preferences	Team Building	Small-Group Instruction	Closing Reflections
<p>The first week of school is the best time to learn what's unique about each student – from interests, family, favorites, thoughts about school, to simply what the child wants to know more about.</p> 	<p>Have students create a visual profile about their academic strengths and preferred approaches to learning. Use the student products to create a bulletin board in your classroom.</p> 	<p>Provide students with opportunities to collaborate to solve problems in teams (<i>changing groups throughout the week using data collected from personal and academic interest forms.</i>) Have students reflect on the experience of working with a team.</p> 	<p>Based on what you've learned about your students (interests, strengths, etc), form small groups of 7 students or less. Meet with each student in your class in a small-group setting.</p> 	<p>Use reflection prompts to have students reflect on the first week of school.</p> <p>Example: What would you like to learn more about (today, this week, this year, etc.)?</p> 
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">11 Questions about Me</a></li> <li><input type="checkbox"/> <a href="#">Student Interest Surveys</a></li> <li><input type="checkbox"/> <a href="#">Choice and voice article</a></li> <li><input type="checkbox"/> <a href="#">How to create a Canvas survey</a></li> <li><input type="checkbox"/> <a href="#">How to create a Microsoft Form</a></li> <li><input type="checkbox"/> <a href="#">Students introduce themselves using Flipgrid</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Learning preference cards</a></li> <li><input type="checkbox"/> <a href="#">Digital version</a></li> <li><input type="checkbox"/> <a href="#">Create a Pinterest Style Board</a></li> <li><input type="checkbox"/> <a href="#">Create a Discovery Education builder board</a></li> <li><input type="checkbox"/> <a href="#">Create a digital presentation w/Sway</a></li> <li><input type="checkbox"/> <a href="#">Create a digital bulletin board with Padlet</a></li> <li><input type="checkbox"/> <a href="#">Create a graphic organizer with Inspiration 8</a></li> <li><input type="checkbox"/> <a href="#">Students can create a video about themselves with Movie Maker</a></li> <li><input type="checkbox"/> <a href="#">Students can create a slideshow about themselves with Photo Story</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Team building activities (K-12)</a></li> <li><input type="checkbox"/> <a href="#">Social contract</a></li> <li><input type="checkbox"/> <a href="#">Collaborative problem solving</a></li> <li><input type="checkbox"/> <a href="#">Collaborate in OneDrive</a></li> <li><input type="checkbox"/> <a href="#">PL to Empower Students</a></li> <li><input type="checkbox"/> <a href="#">Collaborate in OneNote Class Notebook</a></li> <li><input type="checkbox"/> <a href="#">Share ideas in Nearpod</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Tips for trying small groups for the first time</a></li> <li><input type="checkbox"/> <a href="#">Ideas for student activities while you teach a small group</a></li> <li><input type="checkbox"/> <a href="#">Create a self-paced or teacher led lesson with Nearpod</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">35 Reflection Prompts</a></li> <li><input type="checkbox"/> <a href="#">Self Reflection Builds Student Ownership</a></li> <li><input type="checkbox"/> <a href="#">How to create a Canvas survey</a></li> <li><input type="checkbox"/> <a href="#">How to create a Microsoft Form</a></li> <li><input type="checkbox"/> <a href="#">Make a video reflection using Flipgrid</a></li> </ul>

## Week 2



Flexible Seating	Self and Peer Evaluation	Formative Data	Goal setting	Student Performance Data Tracking
<p>Introduce flexible seating. Provide students with choices in space and seating within the classroom or throughout the school. This is the time to set rules/expectation so that students are able to later choose these on their own. Have students reflect on where they do their best learning.</p> 	<p>Have students create affirmations about their new classmates. This will help foster a positive learning environment.</p> 	<p>Offer an entry or an exit ticket at the start or end of class so students have a clear understanding of the standards/skills they already have mastered versus those they will be focus on during class time.</p> <p>Use student data to form groups.</p> 	<p>Have students set and track goals over a set period of time based on their formative data.</p> <p>For long term goals, consider using a WOOP template for students to set a "wish" they want to accomplish this school year, by end of unit, end of semester, etc.</p> 	<p>Work with students to begin to develop progress trackers. These will allow them to track &amp; reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery.</p> 
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Flexible Seating in PL</a></li> <li>❑ <a href="#">Creative learning spaces</a></li> <li>❑ <a href="#">Rules/expectations</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Affirmations Article + Examples</a></li> <li>❑ <a href="#">The Compliments Project</a></li> <li>❑ <a href="#">Create a digital bulletin board with Padlet</a></li> <li>❑ <a href="#">Create a Canvas discussion for students to share positive feedback about each other</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Fantastic Fast Formative Assessments</a></li> <li>❑ <a href="#">Digital Tools Anecdotes Example</a></li> <li>❑ <a href="#">NWEA strategy group planning sheet</a></li> <li>❑ <a href="#">Video- Asses and group</a></li> <li>❑ <a href="#">Create a Canvas quiz</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Goal Tracker Template</a></li> <li>❑ <a href="#">WOOP and WOOP template (Wish, Obstacle, Outcome, Plans)</a></li> <li>❑ <a href="#">Student Goal Printable</a></li> <li>❑ <a href="#">Create a list of goals in OneNote</a></li> <li>❑ <a href="#">Outline goals with Inspiration 8</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">ST Math data tracker example</a></li> <li>❑ <a href="#">Achieve3000 Reflection</a></li> <li>❑ <a href="#">iXL Skills Spreadsheet</a></li> <li>❑ <a href="#">Track data in Excel</a></li> <li>❑ <a href="#">Add Excel spreadsheet to OneNote</a></li> <li>❑ <a href="#">View course progress in Canvas course(s)</a></li> </ul>



## Week 3

Personalized Learning Expectations	Student Choice	Culturally-Responsive Teaching	Peer Evaluation	Reflection & Self-Assessment
<p>Create technology expectations for independent digital stations. Students can sign contracts committing to routines &amp; procedures for care and use of devices as well as digital citizenship. This is also a great time to walk through simple steps for logging in to various applications.</p> 	<p>Introduce Digital Learning Menus, Choice Boards, or Playlists to students to provide differentiated learning options. This will set the stage for how menus will be used throughout the year.</p> 	<p>Find a way (small or large) to connect your class content this week to something local to your community or your students' personal lives.</p> 	<p>Offer students the chance to provide constructive feedback on another student's work in a way that is non-judgemental.</p> 	<p>Work with students to begin to develop learning portfolios. These will allow them to track &amp; reflect on the progress of their work over time. A simple data tracker could include the list of standards to be mastered in a unit, a column for noting mastery, and a column for the evidence students used to indicate mastery.</p> 
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Digital Expectations &amp; Login Support: Photo examples</a></li> <li>❑ <a href="#">Sample Technology Contract</a></li> <li>❑ <a href="#">Common Sense K-12 Digital Citizenship Curriculum</a></li> <li>❑ <a href="#">Digital Citizenship article</a></li> <li>❑ <a href="#">Learn digital citizenship w/Learning.com</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Playlist Building 101</a></li> <li>❑ <a href="#">Math Examples</a></li> <li>❑ <a href="#">History Example</a></li> <li>❑ <a href="#">ELA Examples</a></li> <li>❑ <a href="#">Create modules in Canvas</a></li> <li>❑ <a href="#">Add content to Canvas modules</a></li> <li>❑ <a href="#">Learn how to give student choice in Newsela</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">15 ways to be more culturally responsive</a></li> <li>❑ <a href="#">3 CRT Strategies</a></li> <li>❑ <a href="#">5 Ways to Involve the community in your classroom</a></li> <li>❑ <a href="#">Make connections with Skype in the Classroom</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Peer Feedback Strategies</a></li> <li>❑ <a href="#">Podcast on peer evaluations</a></li> <li>❑ <a href="#">HS ELA Peer Editing Strategy</a></li> <li>❑ <a href="#">Ideas for improving peer reviews</a></li> <li>❑ <a href="#">Create a peer review in Canvas</a></li> <li>❑ <a href="#">Give feedback using Flipgrid</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>❑ <a href="#">Video- Students own their progress</a></li> <li>❑ <a href="#">Student portfolio platforms</a></li> <li>❑ <a href="#">Create a digital binder with OneNote Class Notebook</a></li> <li>❑ <a href="#">Students can create ePortfolios in Canvas</a></li> </ul>

## Week 4



1:1 Instruction	Data Tracking	Choice in Demonstrating Learning	Peer Affirmations	Student Choice
<p>This is a great time of the year to have a mini lesson on types of conferences you'll have in class (goal setting, reflection, feedback, assessment). Also introduce students to the idea of student led/ student initiated conferences.</p> <p>Use data collected from digital check-ins to drive your first 1:1 conferences.</p> 	<p>Update a visual data wall to show student progress. Start with something simple like mastered fact fluency numbers, books read, or digital content provider activities completed.</p> <p>Have students update the wall as they make progress.</p> 	<p>Offer students 3 (or more) different ways to show what they've learned with an intentional focus on rigor and equity of choices. Consider having a single rubric for all options.</p> 	<p>Have students create affirmations about their new classmates. This will help foster a positive learning environment.</p> 	<p>Provide a designated time each week for students to focus on a learning objective of their choosing. This is a great time for teachers to check in and hold 1:1 conferences or small groups of students focusing on the same objective.</p> 
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Teacher-Led Conferencing;</a></li> <li><input type="checkbox"/> <a href="#">How-To-Guide</a></li> <li><input type="checkbox"/> <a href="#">Types of conferences</a></li> <li><input type="checkbox"/> <a href="#">Conferencing artifacts</a></li> <li><input type="checkbox"/> <a href="#">Create a conference in Canvas</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Visible data photo bank</a></li> <li><input type="checkbox"/> <a href="#">Strategy: Data Walls</a></li> <li><input type="checkbox"/> <a href="#">Digital Badges</a></li> <li><input type="checkbox"/> <a href="#">Track data in Excel</a></li> <li><input type="checkbox"/> <a href="#">Add Excel spreadsheet to OneNote</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Assessment tic-tac-toe</a></li> <li><input type="checkbox"/> <a href="#">Assessment, Choice, and the Learning Brain</a></li> <li><input type="checkbox"/> <a href="#">Using Games for Assessment</a></li> <li><input type="checkbox"/> <a href="#">Create a playlist in Canvas</a></li> <li><input type="checkbox"/> <a href="#">Add rubric in Canvas</a></li> <li><input type="checkbox"/> <a href="#">Create a digital presentation w/Sway</a></li> <li><input type="checkbox"/> <a href="#">Create a presentation w/PowerPoint</a></li> <li><input type="checkbox"/> <a href="#">Students can create a video with Movie Maker</a></li> <li><input type="checkbox"/> <a href="#">Students can create a slideshow with Photo Story</a></li> <li><input type="checkbox"/> <a href="#">Create a brochure with Word</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Affirmations Article + Examples</a></li> <li><input type="checkbox"/> <a href="#">The Compliments Project</a></li> <li><input type="checkbox"/> <a href="#">Compliment each other in a Canvas discussion</a></li> <li><input type="checkbox"/> <a href="#">Create a compliment board with Padlet</a></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Genius Hour</a></li> <li><input type="checkbox"/> <a href="#">20% time in your classroom</a></li> <li><input type="checkbox"/> <a href="#">Create a conference in Canvas</a></li> <li><input type="checkbox"/> <a href="#">Create modules in Canvas</a></li> <li><input type="checkbox"/> <a href="#">Add content to Canvas modules</a></li> <li><input type="checkbox"/> <a href="#">Learn how to give student choice in Newsela</a></li> </ul>

# 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.*

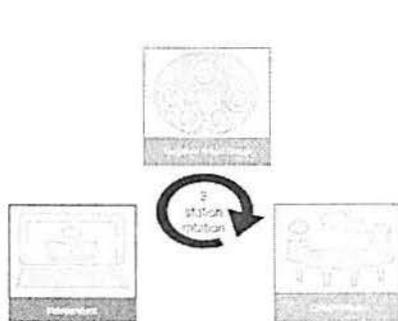
## Our Outcomes

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.*



**Instructional Models**



**Personalized Learning Practices**

**Literacy Gains**

**Social-Emotional Growth**

**Academic 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.fl DOE.org/index.html>) covering SY 2017-2018 and SY 2018-2019.

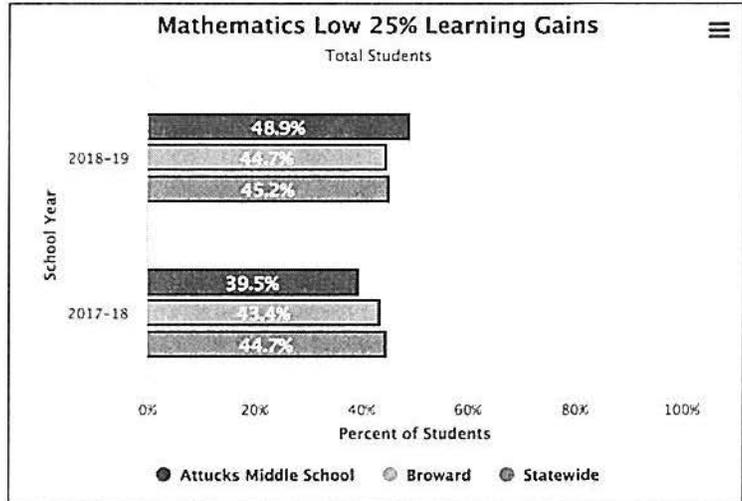
Increased Growth in Lowest Quartile Students (Math)

**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)

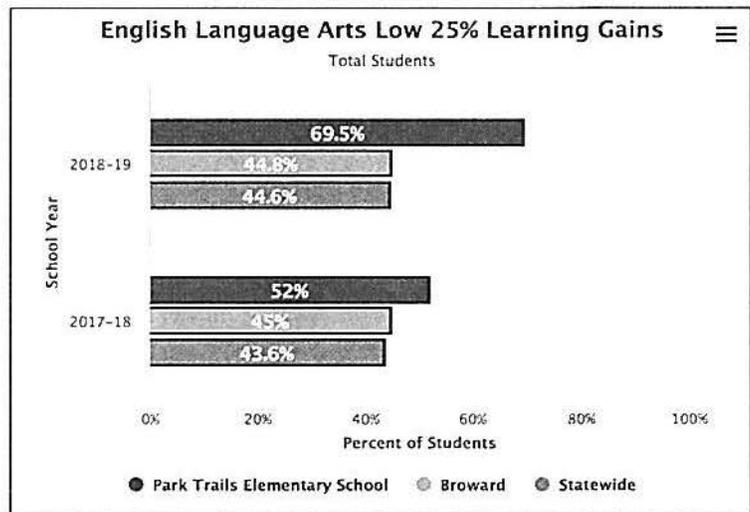
**Park Trails Elementary School**

[Link to One Pager](#)

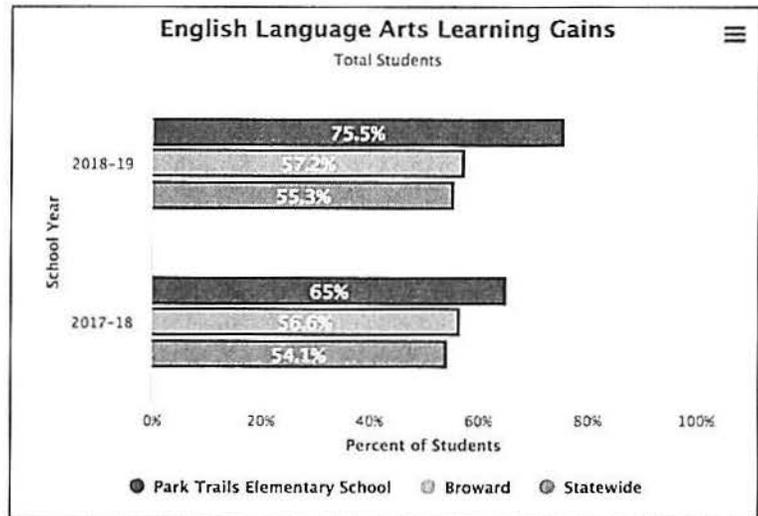
The team at Park Trails believes that making learning meaningful and relevant to students not only helps them perform to the best of their ability, it also helps foster their love of learning. They focused on using data to differentiate instruction, while also incorporating the use of playlists to embed 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

[Link to One Pager](#)

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."

**Quarter Standard Data**

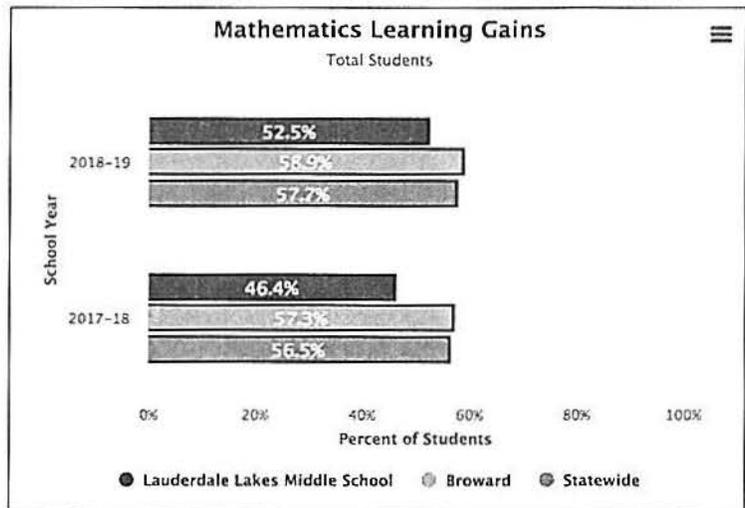
Standard	Q1	Q2	Q3	Q4
1	100%	100%	100%	100%
2	100%	100%	100%	100%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
6	100%	100%	100%	100%
7	100%	100%	100%	100%

**Standard Goals**

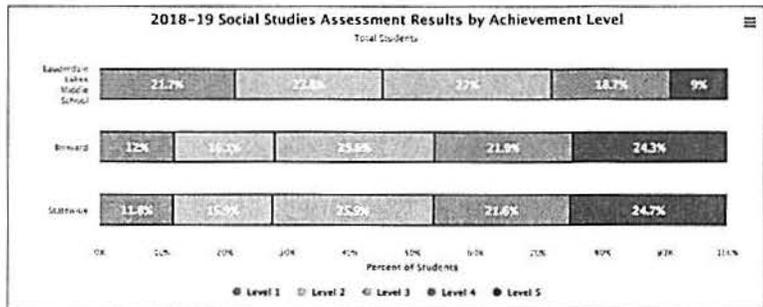
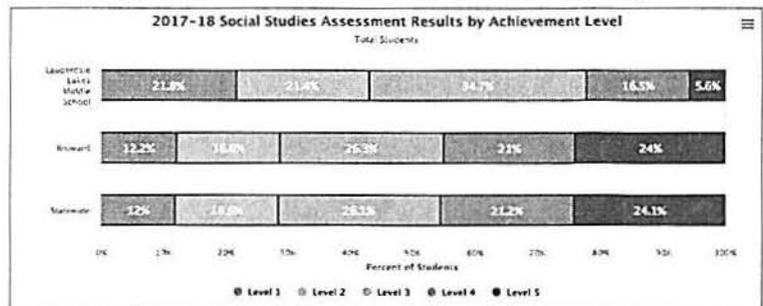
- \* Proficient: 75 or ↑ ← Class target
- \* Meeting Standard / Grade level: 70-74
- \* Below Standard: 69 or ↓

Category	Item 1	Item 2	Item 3	Item 4
1	Icon	Icon	Icon	Icon
2	Icon	Icon	Icon	Icon
3	Icon	Icon	Icon	Icon
4	Icon	Icon	Icon	Icon

## 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

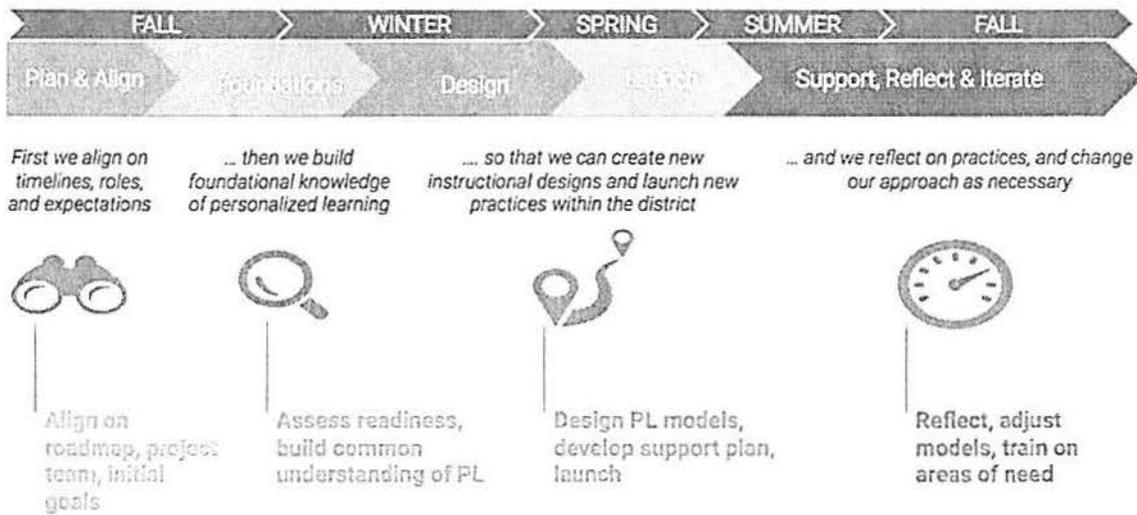
Day 1	Days 2 + 3	Day 4
Themes: Gauge Readiness, Build Knowledge	Themes: Fill Gaps, Build Knowledge, Apply	Themes: Create, Support, Share
Model: 3 Station Rotation	Model: Flexible Playlist	Model: 3 Station Rotation
Components: whole group, independent, collaborative, targeted small group, check for understanding	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
<b>Demonstration Sites</b>	Model Lessons	Model Classrooms	Model Schools
<b>Breadth of Reach</b>	School PL Teams (8-10 ppl)	Teams Turnkey Materials (whole staff)	PL Leader Pathways
<b>Personalized Professional Development</b>	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"> <li>• Three two-hour site visits to each Lighthouse School during 18-19</li> <li>• 45 teachers visited during each cycle</li> <li>• Observations guided by <a href="#">Current State Visit</a> and <a href="#">Core 4 Look Fors</a></li> </ul>
<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"> <li>• Data from observations informs our focus for the time with Lighthouse Teams</li> <li>• Workshops found schools teams collaborating and building artifacts such as purpose statements, one-pagers and personalized classrooms</li> </ul>
<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"> <li>• We modeled the use of survey and observation data to demonstrate how to use learner needs to customize teaching and learning</li> <li>• Nearly all Lighthouse School Teams focused on increasing student ownership and using data to better meet needs</li> </ul>
<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"> <li>• Of the classrooms observed in the spring of 2019, majority had clear routines and procedures in place to support personalized models and targeted instruction</li> </ul>
<p>75% Growth Oriented Feedback to Students</p>	<p>Lighthouse classrooms facilitate a growth mindset</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

Spotlight on "Wave 1" Schools + Focus Areas

Support for School Based Initiatives

## Canvas Use @ Plantation High School (Science)

[Link to One Pager - Science](#)

*"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."*

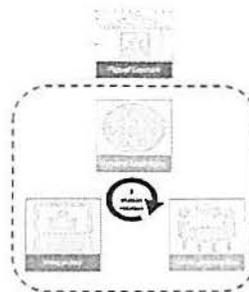


## Project Based Learning @ Parkway MS of the Arts

[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 | 101 Gators, Please | [gatorrun.k12fl.us](http://gatorrun.k12fl.us)

#### 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 as to 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 transitioning from traditional desks and chairs to flexible seating. In GenEd with a few classrooms using grass mats and other student-passioned self-learning centers and areas in the middle, this allowed for oral, physical freedom and 1:1 instruction 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**  
The next step in our personalized learning journey is to add a data-driven 4th and 5th grade classroom using personalized playlists. These playlists are a mix of articles for reading and specific content. The goal is to differentiate instruction and allow students to take ownership of their learning goals and progress.
- ★ 2019

**DATA TRACKERS/TEACHER CONFERENCES**  
Our next step in our personalized learning journey is to add a data tracker. Teachers will track student progress and use that data to 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

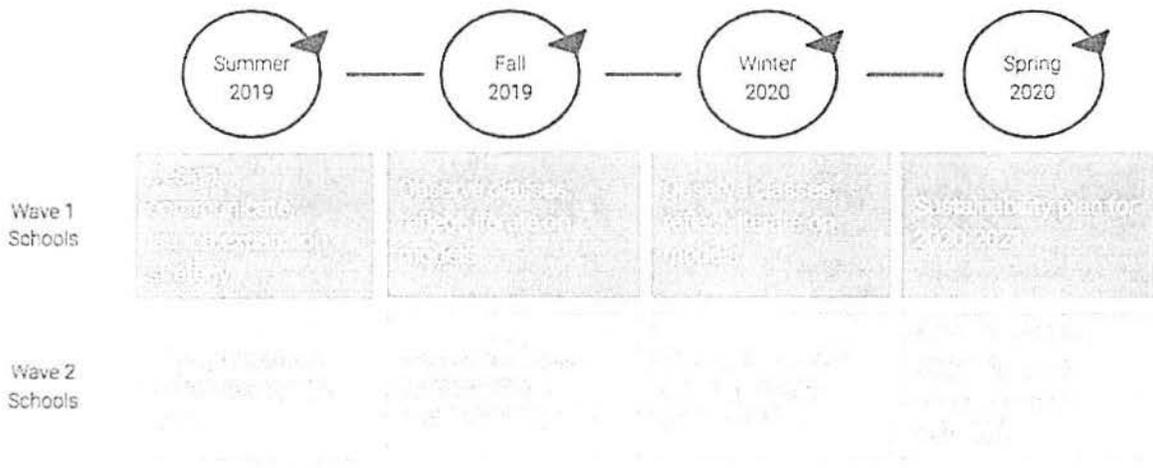


"I feel like I have ownership in my learning and it will make me more successful in life. Plus, it is fun!" - Student, Markham ES

**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)

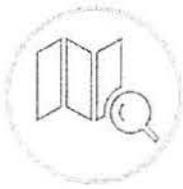
C. Robert Markham ES  
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Gator Run ES  
Lauderhill Paul Turner ES  
Pembroke Lakes ES  
Gifted Academy @ Plantation High School  
Lauderdale Lakes MS  
Attucks MS  
Parkway MS of the Arts

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

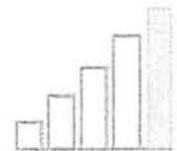
### Increased student engagement

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



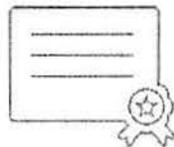
### Sustained academic growth

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



### Fewer failures

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



ELA proficiency grew by 17 points.



Math proficiency grew by 18 points.

&

### Increased morale

90% of teachers feel more effective.

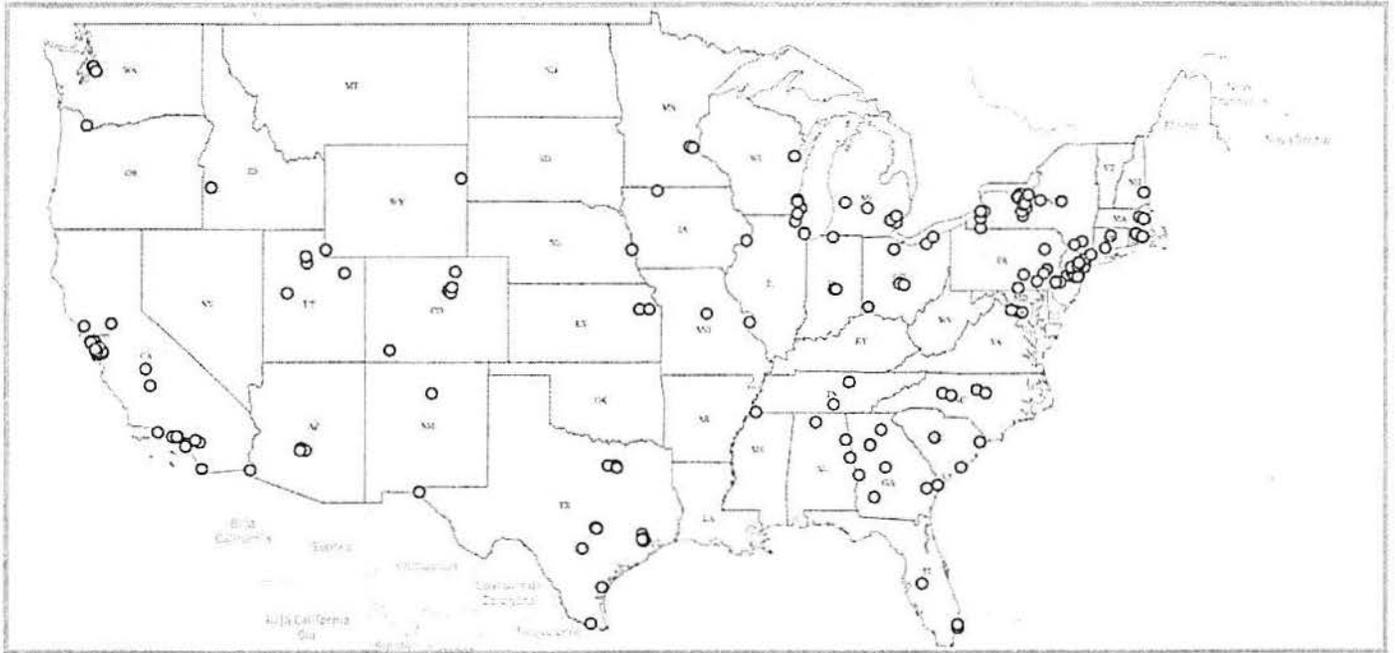


### Learning networks

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

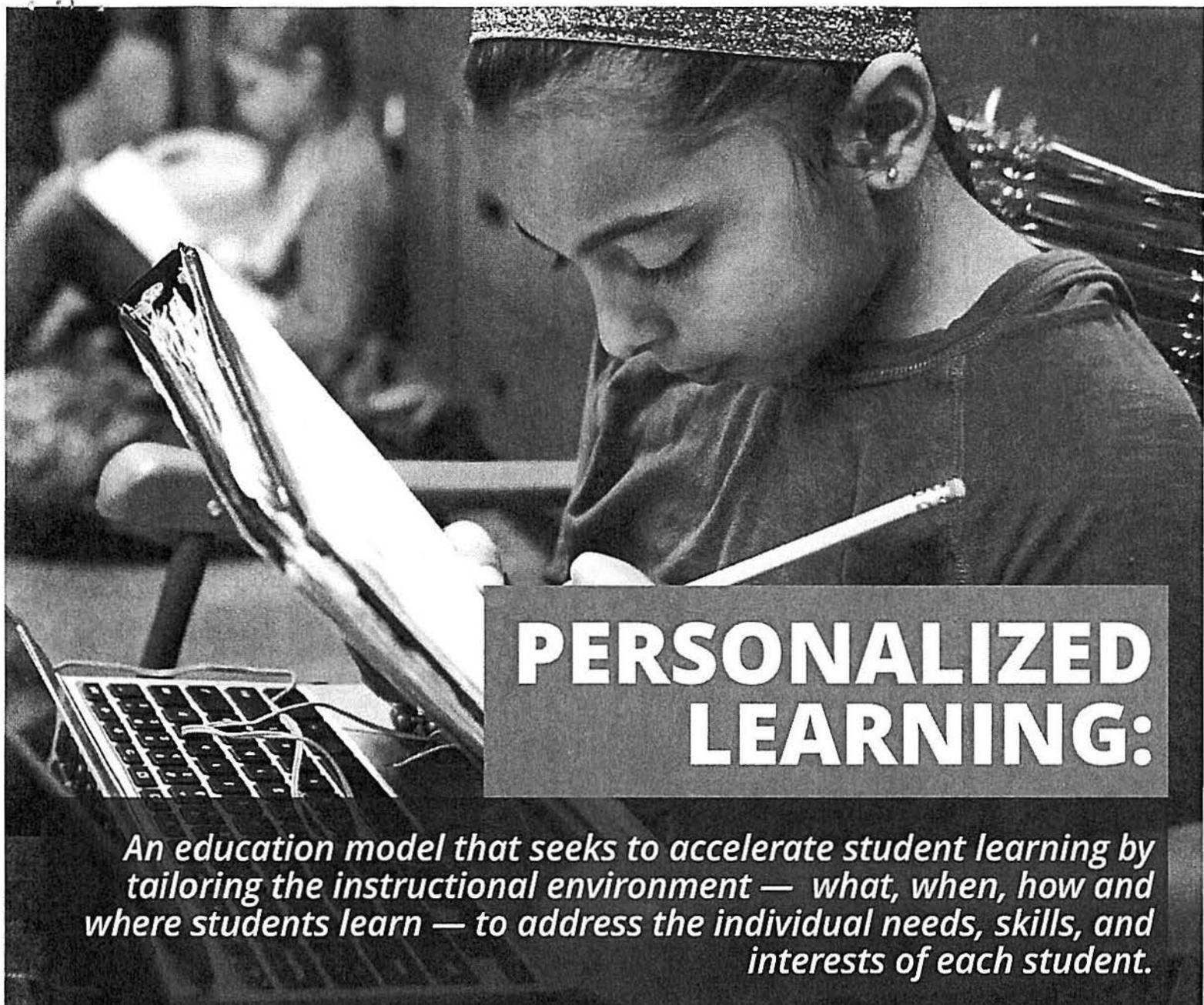


### League of Innovative Schools

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



## **PERSONALIZED LEARNING:**

*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 OVER THEIR OWN LEARNING**



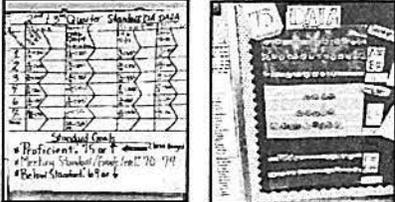
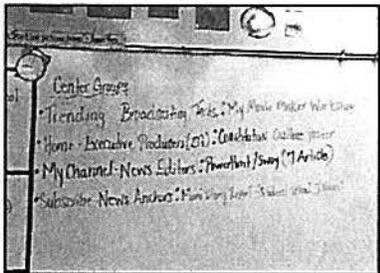
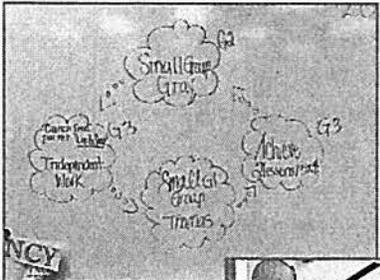
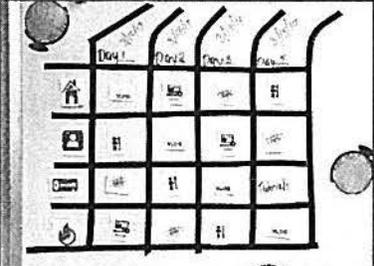
**while also developing  
deep, personal connections  
with each other, their teachers,  
and other adults.**

To learn more, visit <http://innovativelearning.browardschools.com>



With the vision of learning gains at the forefront of our vision to make students college, career and life ready, it is crucial to meet the needs of each student, capture and maintain his or her attention, and deliver personalized meaningful instruction to witness academic and social growth.

## Snapshot of Personalized Learning at Lauderdale Lakes Middle School

Instructional Models	Core 4 of Personalized Learning	What you can expect to see
 <p><b>Centers &amp; Station Rotations</b></p>		<p><b>Data Driven Instruction</b></p> 
<p>We are implementing personalized learning in social studies and science classes and are focusing on differentiated instructional models.</p>	<p>We are powering our models using the learner centered strategies of the Core 4.</p> <p>Our Core 4 strategy focuses on flexible content and tools</p>	<p>Students working in multi-modal learning environment, utilizing technology, hands-on activities and varied learning tools. PBL + PL + SEL. Learning using Newsela, Achieve 3000, Canvas, Stemscoptes, Discovery Education,</p>
	<p>"PL is great and I'm still learning the ins and outs of it but I will keep working to get better at it. I love how it gives students the chance to explore learning and content in different ways." -Ms. Z. Christopher - 6th Grade Teacher</p>	
<p>"Through Personalized Learning we are creating lifelong global learners and accountable citizens" -Ms. Rolle : Assistant Principal</p>		<p>"I do the center work because it's a grade but also because I need to know the standard" -Student</p>
 	<p><b>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.</b></p>	



# Planning Guide: 2019-2020

## Purpose:

*Why will you personalize learning for your students in 2019-2020 and beyond?*

At Lauderdale Lakes Middle, we believe all students should learn anyway they feel comfortable and successful. Personalized learning allows the learning to become relative and meaningful. Students are able to express themselves and not feel pressured to fit into a box. Personalized learning opens the door to innovation and in turn aid in the molding of global learners.

*What student needs do you hope to support?*

## Implementation Scope and Depth:

*Across what subject area, grade level or focus area (i.e., STEM, PBL, etc.) will you implement personalized learning this year? If you started last year, are you adding more teachers this year?*

We are continuing to implement in our 6th grade world History classes. We are expanding and now implementing in our 8th grade Biology class and Algebra classes.

*What model(s) and Core 4 practices will/might the team focus on next year?*

(add response)

## Support and Resources:

*How will you support Lighthouse Teachers (i.e., specific meetings, PLCs, coaching, etc.)?*

We will meet weekly to support planning and implementation.

*What support and/or resources do you need from the district?*

(add response)

## Strategic Alignment:

*How does personalized learning support, bolster, or intersect with existing school, teacher and student priorities?*

(add response)

## Communication:

*What are the 2-3 main messages you want to share with your stakeholders?*

(add response)



# Personalized Learning at Park Trails Elementary

Personalized learning offers all students an opportunity to be successful, increases ownership, builds empathy, confidence, relationships and creates a lifelong love of learning.

## Snapshot of Personalized Learning at Our School

Instructional Models	Core 4 of Personalized Learning	What you can expect to see
 <p>Student Choice is a critical aspect of our Instructional Model.</p>		 <p>Student ownership of their learning, increased engagement, and high quality instruction.</p>
<p>We are implementing personalized learning in all grade levels and are focusing on <b>Playlists</b> as our instructional model.</p> <p><i>(Students will engage in "Must Do" activities based on their needs, as well as, "Can Do" activities for enrichment.)</i></p>	<p>We are powering our models using the learner centered strategies of the Core 4.</p> <p><i>We are focusing on making <b>Data Driven Decisions</b> in order to deliver <b>Targeted Instruction</b>.</i></p>	<p>Meeting students' needs in order to maximize their potential.</p> <p><i>We do not teach curriculum, we teach children... That means we address their social, emotional and academic needs in order for them to thrive and grow in a positive learning environment.</i></p>

## Literacy Coach, Teacher and Student Perspective



"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 mind set that will encourage them to become lifelong learners."

-Arlene Manville, Principal



"Personalized learning allows students to work on activities that are engaging to them and on a level that is best suited for them. The students know what the expectations are, where to seek support if they are struggling and how to give feedback when supporting a friend."

- Teacher



Students using critical thinking and problem solving skills

"Different center activities are a fun way to learn things like our vocabulary words. I like how my teacher teaches us an easier way of doing things. I can learn more so it makes me happy to understand it better."

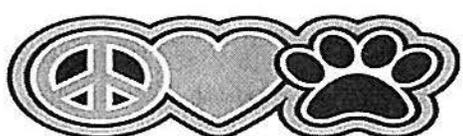
-Student

**Our Personalized Learning Story**

Once upon a time there was an amazing school filled with children who wanted to learn. Every day they eagerly entered the building and their teachers joyfully greeted them at the door. One day, a new principal came to the enthusiastic teachers and told them that because they were so exceptional they were going to build a plane in the air. With trust in their leader those high performing teachers jumped on board to be pioneers in the realm of personalized learning. The dynamic students with the guidance of their teachers embarked on a course of unique and individualized learning. Until finally, each students' needs were met, and they took responsibility and ownership of their own learning.

**Personalized Learning is:**

- Life-long Learners
- Engagement
- Authentic
- Reflective
- New experiences
- Individualized
- Needs of the students
- Growth oriented



# Planning Guide: 2019-2020

## Purpose:

*Why will you personalize learning for your students in 2019-2020 and beyond?*

Making learning meaningful and relevant to students not only helps them perform to the best of their ability, it also helps foster the love of learning.

*What student needs do you hope to support?*

Personalized learning helps address academic needs as well as social- emotional needs of our students by creating opportunities for them to be successful, to persevere and challenge themselves to work towards their full potential in a supportive environment.

## Implementation Scope and Depth:

*Across what subject area, grade level or focus area (i.e., STEM, PBL, etc.) will you implement personalized learning this year?*

*ALL students, in all classes will participate in a personalized learning approach, both in ELA and in Math.*

*What model(s) and Core 4 practices will/might the team focus on next year?*

**We are focusing on Using Data to Differentiate Instruction and will incorporate the use of Playlists that will embed choice in the selection of centers.**

## Support and Resources:

*How will you support Lighthouse Teachers (i.e., specific meetings, PLCs, coaching, etc.)?*

Teams were provided planning opportunities over the summer and PLC's will focus on the work.

*What support and/or resources do you need from the district?*

Access to resources that will help us differentiate instruction for the various levels we will be teaching in our classrooms.

## Strategic Alignment:

*How does personalized learning support, bolster, or intersect with existing school, teacher and student priorities?*

It aligns with our mission to provide high quality instruction to all students.

## Communication:

*What are the 2-3 main messages you want to share with your stakeholders?*

1. Personalized learning allows us to meet students where they are in order to help us meet their needs.
2. Personalized learning allows for students to be engaged in learning that is meaningful and relevant.