PERSONALIZED PUBLIC EDUCATION:
NO BOUNDARIES FOR LEARNING IN BIRDVILLE ISD

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Explore the driving forces that led to our becoming a District of Innovation

Share our journey in becoming a District of Innovation

Provide examples of implementation

Share what we have learned and what’s next

PURPOSE OF PRESENTATION
DRIVING FORCES

Innovation

Personalization

Responsiveness

Ubiquitous Learning
DRIVING FORCES

Portrait of a Graduate and Learning Platform

Need to personalize learning
Myth of Average Video

Blended Learning Grant

Disruptive innovation – a new pedagogy

Analytic vs Systemic

Trends in future careers

Loss of students

Competition
DISTRICT OF INNOVATION PROCESS

House Bill 1842 passed by 84th Legislative session

Committee researched & brainstormed problems and potential solutions

Sub-committee reviewed problems/solutions with district stakeholders

Plan drafted by sub-committee and full committee provided feedback

Committee identified relief needed to employ solutions

Plan revised by sub-committee

TEE Committee reviewed actions and provided feedback

Plan revised by sub-committee

Board of Trustees approved final DOI plan
Birdville ISD will...

- use the DOI process to maximize learning for all students based on a mastery learning approach where exposure to content is limitless and not time bound or location specific.
- embrace, implement, and support innovative approaches that expand the opportunity for students and staff to personalize and enrich learning based on a multiple-tiered indicator system that goes beyond state accountability measures.
- operate efficiently to maximize resources and empower teachers to address student identified needs that produce optimal learning.
MARKETING AND BRANDING

Understand Your Brand Values
Create a Personal Connection
Tap Into the Power of Community
Keep It Consistent and Simple
Share Your Story
Birdville ISD believes that all students should experience educational opportunities that go beyond the required academic curriculum in areas where their interests and passions can be connected to authentic learning. In an effort to provide families and their students with an expanded curricular focus, campuses have been encouraged to develop and brand an area of specialization that can be easily integrated into the curriculum. This focus will also provide opportunities for parents and community members to become actively engaged as the students expand their learning through projects, community service, clubs, and specialized curricular activities.
Schools with a Specialization in Birdville ISD describes an array of program offerings beyond the required state curriculum. These campuses will provide students and their families an opportunity to expand and enhance the curriculum by concentrating time and integrating content and specialized activities into the regular course of study.
1. To broaden the educational experience through concentrated study in an area of interest;

2. To increase the academic and social engagement of the student and family in the educational process; and

3. To attract and increase enrollment of students residing outside the District’s boundaries.
NORTH RICHLAND MIDDLE SCHOOL

THE ONLY NATIONALLY STEM-CERTIFIED MIDDLE SCHOOL CAMPUS
WHAT IS STEM?

- Science, Technology, Engineering, and Mathematics
- STEM – A personalized approach to teaching and learning
- Actively engages students in their learning
- Centered around the learning styles and interests of individual students

PROFILE OF A STEM STUDENT

- Active Learner
- Creative
- Innovative
- Problem Solver
- Collaborative
- Explorer
IMPLEMENTATION UPDATE

Spring 2017
- Teachers undergoing over 100 hours of training and certification
- Create NRMS STEM Vision and Student Profile
- Create STEM website to communicate with all stakeholders
- STEM awareness with feeder elementary schools
- Curriculum Development

Fall 2017
- STEM Curriculum Night with community
- Curriculum Development

Curriculum Development
- Year 1 (2017-18): One STEM unit per semester – establish business partners to support STEM in the classroom
- Year 2 (2018-19): One additional STEM unit per semester
- Year 3 (2019-2020): Full integration of STEM units in Math and Science curriculum
# FORM & FUNCTION: DESIGN TO SUPPORT STEM

<table>
<thead>
<tr>
<th>BISD Campus Practice</th>
<th>Facility Needs</th>
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<tbody>
<tr>
<td><strong>PLC (Professional Learning Collaborative) Meetings</strong></td>
<td>• Meeting space that is available at all times of day</td>
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<td></td>
<td>• Projector, computer and screen</td>
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<td></td>
<td>• Wall space for displaying long-term data and reference documents</td>
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<td><strong>Workshop Model</strong></td>
<td>• Guided Reading meeting tables in each classroom</td>
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<td>• Storage for leveled readers</td>
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<td></td>
<td>• Flexible arrangements of furniture and space for student work stations in each classroom</td>
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<tr>
<td><strong>80%-50% hands-on science investigations</strong></td>
<td>• Designated campus science lab</td>
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<td>• Safety equipment</td>
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<td>• Sink</td>
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<td>• Storage for materials-intensive labs for 6 grade levels</td>
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<td><strong>Transformation from library to a Learning Commons</strong></td>
<td>• Makerspace area</td>
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<td></td>
<td>• Flexible arrangements of furniture to support collaboration</td>
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<tr>
<td>Facility Design</td>
<td>Supports</td>
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<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Open usage year round</td>
<td>• STEM programs during traditional school year as well as summer</td>
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| Flexibility of Space                                 | • Collaborative grouping within space (i.e. classroom) and outside of space (i.e. hallway, pod space, outdoor learning areas)  
  • Space for communication between teacher to groups as well as groups to groups |
| Open and larger spaces                               | • Options for increased storage for equipment-intensive learning  
  • Space for active learning in a safe manner for all students (i.e. Pre-K to the largest students) |
| Mobile, flexible-use furnishings and common areas    | • Options for integration for self-contained as well as departmentalized classes  
  • On the spot learning  
  • Offers more options for projects/investigations access |
FORM & FUNCTION: NEW DESIGN SUPPORTS STEM
FORM & FUNCTION: DESIGNED TO SUPPORT STEM AND CURRICULUM INTEGRATION

Classes open to hallways for collaboration and easy monitoring
MAKERSPACE VIEW
FORM & FUNCTION: DESIGNED TO SUPPORT STEM
FORM & FUNCTION: DESIGNED TO SUPPORT STEM

Technology Availability and Ease of Student Access
BIRDVILLE ELEMENTARY SCHOOL
FINE ARTS SPECIALIZATION
FINE ARTS VISION
The arts will be integrated into the academic classrooms in such a manner as to positively impact student achievement and success across all content areas, while providing opportunities for students to further participate in and explore areas within the Fine Arts.

FINE ARTS CAMPUS
Music, visual arts, dance, and theater arts/drama
Black box theater, dance studio, music room, and a visual arts room
Performance-based groups
Additional instrument classes will be offered
Semi-annual “showcases” to exhibit the talents of all students

BIRDVILLE ELEMENTARY SCHOOL
FINE ARTS SPECIALIZATION

https://www.youtube.com/watch?v=Oe0yU0SkPMA&feature=youtu.be
Develop a three-year plan for the campus to expand a fine arts program

Added full-time, certified Visual Arts and Theatre Arts teachers

Identified rooms to become visual arts room, dance studio, and a black box theater for practice and performance space.

Developed list of specialized equipment required to deliver curriculum

Made decisions about what instruments to select and introduce to students

Involved community around this specialization for people to donate time and resources

Developing curriculum for elementary theatre arts
RICHLAND MIDDLE SCHOOL
LEADERSHIP SPECIALIZATION
LEADERSHIP VISION
We believe that within each student lies the ability to lead. The Richland Middle School Leadership program will provide a dynamic learning experience, promoting critical thinking, inspiring confidence, developing problem-solving skills, encouraging service to others, and nurturing the intellectual and social development necessary to fulfill the characteristics of the BISD Portrait of a Graduate.

LEADERSHIP DEVELOPMENT
• Rigorous curriculum and high expectations
• Emphasis on 21st Century leadership skills such as:
  - Teaming, collaboration, interpersonal skills
  - Personal, social, and civic responsibility
  - Higher-order thinking and sound reasoning
  - Adaptability, managing complexity, self-direction
  - Curiosity, creativity, risk-taking
  - Interactive communication
  - Prioritizing, planning, managing for results
• Targeted leadership development opportunities
• Project-based learning opportunities
Develop a three-year plan for the campus to expand its leadership focus

Write curriculum units that incorporate leadership skills during Humanities courses and advisory period

Develop opportunities for students to practice authentic leadership, such as Student Senate, model UN, Student Ambassadors

Design opportunities for students to serve the community so they can apply leadership skills to address community needs

Engage community leaders to serve as speakers, mentors and role models

IMPLEMENTATION UPDATE
OTHER SPECIALIZATIONS UNDER CONSIDERATION

Environmental Science
College Prep
21st Century
### Schools with Specialization Approval Request

**Idea for Specialization**

Describe what the specialization would look like once implemented on your campus. Think about how it will impact scheduling, your staff and the daily experiences of your students.

**Has this specialization been approved by your LOL and site-based committee? Please describe the process you have been through to determine your campus specialization.**

**Do you have evidence that your community supports this specialization? Please describe.**

**Resources already available that will help you with implementation (materials, human resources, etc.)**

**Consult the Director of Teaching and Learning regarding the curricular implications and summarize your discussion below.**

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### Flowchart

1. **Site-based development and approval of specialization proposal**
2. **Consultation with Teaching & Learning about curricular implications**
3. **Complete approval form**
4. **If approved, task force to develop plan for implementation (at least one year out)**

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**OTHER SPECIALIZATIONS UNDER CONSIDERATION**
We believe gifted students have unique learning needs.

We believe gifted students have the right to a personalized educational experience which fosters academic, social, and emotional growth.

We strive to provide an engaging learning environment which allows gifted students the opportunity to work together.
Offers a challenging curriculum and learning experiences which provide depth and complexity beyond the foundation curriculum

Allows students the opportunity to work with other gifted students under the guidance of a certified GT teacher for extended periods of time

Provides opportunities for students to develop sophisticated and innovative products, such as capstone research projects

Addresses the social and emotional needs of gifted learners

Provide professional learning and summer enrichment opportunities through partnership with UNT

KEY ELEMENTS OF BIRDVILLE ISD GATE PROGRAM
LEVELS OF GATE: PRIMARY (GRADES K–2)
SERVICES PROVIDED AT EACH ELEMENTARY CAMPUS

Offer a challenging curriculum built on universal concepts, generalizations, and dispositions.

Focus on critical thinking, creative thinking, and problem-solving.

Expand efforts to identify traditionally underserved and under-identified populations, including a universal screener at first grade.

Target students who demonstrate potential for being identified to receive services at second grade.

Expose all students to creative and critical thinking to develop a portfolio for identification through push-in lessons.
Intensify efforts to offer a challenging curriculum built on universal concepts, generalizations, and dispositions.

Provide GATE services at intermediate grades one day per week at a central location by high school feeder pattern (Porter, Green Valley, West Birdville)

Offer additional educational opportunities that include:
- Strategic gaming and creative problem-solving
- Math Olympiad competitions
- Online Latin program
- Logic, novel studies, Makerspace tasks, and engineering design challenges

LEVELS OF GATE: INTERMEDIATE (GRADES 3–5) SERVICES PROVIDED AT CENTRAL LOCATIONS IN EACH FEEDER PATTERN
BIRDVILLE ONLINE LEARNING
LEARNING ANYTIME, ANYWHERE
ONLINE LEARNING VISION
To expand learning opportunities for all students.

MISSION
BISD will offer choice and flexibility in rigorous online courses through a personalized, competency-based approach that allows our students to actively direct their own learning.
SUMMER SCHOOL MODEL
A STORY OF SUCCESS

92%
Credit Recovery has maintained 92% passing rate at high school for all three years of the program

98%
Accelerated Credit success rate at 98%

87%
Middle School Credit Recovery success rate at 87%

200+
Over 200 students registered for accelerated courses the summer of 2017 due to expanded course offerings

2,200+
Our middle and high school students have earned over 2,200 credits through online credit recovery and acceleration since the summer of 2014
2018-19 Online Learning Implementation Goals

High School
- 53 online courses
- 9 online AP courses

Middle School
- Speech
- Health
- Edmentum
- CTE

Learning Support
- Credit Recovery
- Grade Repair
- Acceleration/Original Credit
- Blended
- GATE

Virtual Tutor/Test Prep
- Homebound
- DAEP
- Newcomers
- Transfer Students

BIRDVILLE ONLINE LEARNING
LEARNING ANYTIME, ANYWHERE
What's happening in Online Learning in 2017?

Online Learning Task Force

Sub-Committees:
- Acceleration/Original Credit
- Credit Recovery
- Grade Repair
- Special Populations
- Virtual Tutors/AP

- Explored Opportunities, Concerns, Constraints, and Ideas for Implementation
- Researching and Designing Handbook
- Defining Roles and Responsibilities

Pilot Programs

- Middle School CTE
- 5th Grade Latin
- Environmental Systems
- Speech and Health Acceleration

BIRDVILLE ONLINE LEARNING
LEARNING ANYTIME, ANYWHERE
What will be completed by the end of the 17-18 school year?

- Online Learning Handbook, including all policies and procedures
- Course customization and vetting
- All implementation concerns: alignment of campuses, staffing, budgeting
- Professional Learning
- Develop orientation for students and parents

BIRDVILLE ONLINE LEARNING
LEARNING ANYTIME, ANYWHERE
ARRAY OF EXPANDED LEARNING OPPORTUNITIES
WHAT'S NEXT?

Expand Online Learning opportunities

Establish Early College High School

Update DOI for CTE certification exemption to expand course offerings and bring in more industry experts
Any Questions?