

The **Broward Teachers Union**  
Innovative Teacher

# IDEA EXPO



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**Office  
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**28th  
Annual  
Teacher IDEA  
Catalog**



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# WELCOME



## Welcome to the 28th Annual Innovative Teacher IDEA EXPO!

I'm thrilled to extend a warm welcome to all Broward County Public School educators to the Broward Education Foundation's 28th Annual Innovative Teacher IDEA EXPO!

This event is a celebration of the extraordinary impact you have on our students. Your remarkable ability to create dynamic learning experiences, drive impressive educational outcomes, and inspire the next generation of leaders is nothing short of awe-inspiring.

You are the heartbeat of our community—your talent and dedication are building a brighter, more successful future for us all. This is a priceless gift for our children and a testament to the power of great education.

The Expo, along with the many other innovative initiatives of the Broward Education Foundation, is designed to support your efforts and recognize your incredible achievements in the classroom. As a shining example for other districts, the Expo has been an overwhelming success in showcasing the groundbreaking curriculum that meets the diverse needs of our students.

I also want to express my heartfelt gratitude to the many businesses and partners who help make the Broward Education Foundation's programs such a success. Together, we're building the foundation for a skilled, talented workforce and a vibrant community where everyone can thrive—whether in the classroom, the workplace, or at home.

Here's to many more years of collaboration and success, creating a future we can all be proud of!

**Dr. Howard Hepburn**  
Superintendent of Schools  
Broward County Public Schools



## Celebrating Innovation in Education: Broward Education Foundation's 28th IDEA EXPO

Every year, the Broward Education Foundation shines a spotlight on the groundbreaking, visionary curriculum crafted by some of Broward Schools' most innovative educators at the 28th In-novative Teacher IDEA EXPO. The passion, creativity, and dedication demonstrated by these grant-winning teachers are not just inspiring—they are directly connected to transformative student outcomes and immersive, hands-on learning experiences.

Having personally benefited from the support of BEF teacher grants, I understand the importance of these awards. The ideas showcased in this catalog are key to keeping students energized, engaged, and on a path to academic success. These initiatives spark curiosity and excitement, offering fresh and creative ways to inspire the next generation of leaders, thinkers, and creators.

We extend our heartfelt congratulations to the 2025 Innovative Teachers featured in this catalog. Your ingenuity and commitment to excellence inspire us all. We hope your ideas ignite a wave of enthusiasm that spreads throughout classrooms across Broward County.

We encourage all educators to attend the 2025 Innovative Teacher IDEA EXPO and keep this catalog as a year-round source of creative, dynamic teaching strategies. A special thank you to the Broward Education Foundation for their unwavering support of both students and educators within Broward County Public Schools.

**Debra Hixon, Chair**  
The School Board of Broward County, Florida



The Broward Education Foundation is delighted to present the **28th Annual Innovative Teacher IDEA EXPO, proudly hosted by the Broward Teachers Union and presented by Office Depot.**

Through our Innovative Teaching program, the Broward Education Foundation is on a mission to empower educators by offering a wealth of resources, transformative conferences, cutting-edge professional development opportunities, and unforgettable experiences like the IDEA EXPO.

At the heart of our work are teacher grants—an invaluable resource for educators striving to inspire their students and elevate academic achievement. These grants fuel the creativity and innovation that push students to reach new heights.

Thanks to the generosity of public-private partnerships, visionary business and community leaders, and the committed donors to our Education First Employee Giving Campaign, these grants are made possible. Their contributions play a pivotal role in shaping the future of our community's students, helping them grow into engaged, empowered adults.

We invite all educators to join us on Saturday, February 1st, for an incredible day of curriculum exploration at the IDEA EXPO. It's a chance to dive into proven, peer-to-peer best practices and discover innovative ways to transform teaching and learning.

On behalf of the Broward Education Foundation Board and our dedicated team, we extend our deepest congratulations to the outstanding 2025 grant-winning Innovative Teachers featured in this catalog. Your vision and dedication are shaping the future of education!

**Dustin Jacobs, Chair**  
Broward Education Foundation





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# WHAT ARE INNOVATIVE TEACHER GRANTS?



**Broward Education Foundation** awards monetary grants to Innovative Teachers who have developed classroom curriculum that engages and propels students in Broward County Public Schools to succeed and increase their learning outcomes.

**The Broward Teachers Union 28th Annual Innovative Teacher IDEA EXPO** is an excellent opportunity to learn about unique projects at workshops and to learn from the grant-winning Disseminators who have created them.



BROWARD TEACHERS UNION

Attend the 28th Annual  
INNOVATIVE TEACHER IDEA EXPO  
Register Now at  
[browardedfoundation.org/expo](http://browardedfoundation.org/expo)

**Office  
DEPOT.**

Educators may apply for two types of Innovative Teacher Idea Grants:

**Disseminator Grants-** Innovative Teacher IDEA EXPO projects featured in this catalog are proven and tested with measurable outcomes. Innovative Teacher Disseminators receive a grant to package and market their teaching strategy through curriculum packets, visual displays and workshops. The Disseminator Grant application can be found at [browardedfoundation.org/expo](http://browardedfoundation.org/expo) – applications are accepted from **January 6 - April 11th, 2025**. Grant-winning educators receive \$1,000 from Broward Education Foundation and will be featured in the 2025 Innovative Teacher IDEA EXPO catalog.

**Adapter Grants-** Educators inspired by Innovative Teacher Ideas in this or prior catalogs may adapt and receive funding to purchase materials and implement a project in their classrooms. To apply for an Adapter grant, select a project from the catalog, attend the IDEA EXPO or directly contact the Teacher Disseminator, and apply online at [browardedfoundation.org/expo](http://browardedfoundation.org/expo). Applications are due by **February 28, 2025**.

**For more information on Innovative Innovative Teaching Grants,  
contact Broward Education Foundation  
at 754.321.2032 or visit [browardedfoundation.org/expo](http://browardedfoundation.org/expo)**







# ADD A SPARK OF CREATIVITY TO YOUR CLASSROOM!



## EXPLORE the Innovative Teacher IDEA EXPO Catalog!

The projects presented here were developed by Innovative Teachers in Broward County Public Schools. These creative educators received Broward Education Foundation Disseminator Grants to package and share their successful teaching strategies with you through their curriculum packets, visual displays and workshops. Use the catalog as an idea file and keep it handy for easy reference throughout the year.



## ATTEND the Broward Teachers Union 28<sup>th</sup> Annual Innovative Teacher IDEA EXPO

Jam packed with great workshops, exciting presentations, and cool raffle prizes, the best part is the ability to interact with more than 30 grant-winning Disseminators and their project displays. You'll receive expanded course outlines, lesson plans, resource lists, student worksheets and tools for each project featured here to help you adapt a project for your classroom!



BROWARD TEACHERS UNION

The 28<sup>th</sup> ANNUAL INNOVATIVE TEACHER IDEA EXPO

February 1, 2025 • 7:30 am – 3:30 pm

[browardedfoundation.org/expo](http://browardedfoundation.org/expo)



## APPLY for an Adapter Grant!

To purchase materials to adapt an Innovative Teacher IDEA EXPO project featured in this catalog, apply for an Adapter grant. Simply select a project from this catalog, attend the IDEA EXPO, chat with the grant-winning Disseminator about your ideas for implementing the project, check out the expanded materials and apply by **February 28, 2025** at [browardedfoundation.org/expo](http://browardedfoundation.org/expo).



## DISSEMINATE YOUR OWN INNOVATIVE TEACHER PROJECT IN 2025!

Become an Innovative Teacher Idea Disseminator and you'll be featured in next year's catalog. Broward Education Foundation awards \$1,000 Disseminator Grants to educators willing to share the successful teaching strategies that they designed and implemented in their classrooms. All Broward County Public Schools and charter school educators may apply to be a Disseminator. Apply for a Broward Education Foundation Disseminator Grant by **April 11, 2025** at [browardedfoundation.org/expo](http://browardedfoundation.org/expo).





## **...CELEBRATING 41 YEARS OF SERVICE**

For 41 years, Broward Education Foundation has been the only 501(c)3 fundraising and direct support organization dedicated to the success of all students and teachers in the nation's sixth-largest school district- Broward County Public Schools. Broward Education Foundation is proven adept, agile, and responsive to shifting needs in education and our community.

## **...FOSTERING INNOVATIVE TEACHING**

Some of the best teaching methods come from the county's best assets, Broward County Public School teachers. Broward Education Foundation fosters innovative teaching in the district with a multi-faceted K-12 "best practices" model. Innovative Teacher grants recognize and reward educators for developing new and modifying existing programs to enhance student curriculum and increase positive outcomes. Broward Education Foundation awards grant funds to educators solely for use in the classroom and for the benefit of students.

## **...EQUIPPING STUDENTS FOR SUCCESS**

Choosing between purchasing school supplies for their children and putting food on the table is an unfortunate reality for many parents. Broward Education Foundation helps alleviate that burden and assures Title I school teachers, or those with high percentages of children from low-income families, are able to equip these students to succeed. Through the generosity displayed in Broward's largest back-to-school supply drive; and by corporations, foundation partnerships, grants, and individual donors, Broward Education Foundation provides school supplies for our county's most vulnerable children.

## **...STEWARDED SCHOLARSHIPS**

As many of Broward's children look to their future, college can seem a distant dream. But with assistance from Broward Education Foundation, it becomes a reality. Broward Education Foundation awards scholarships primarily based on need, as well as on merit and academic achievement. Thanks to generous donors, qualified seniors pursuing a university, college or vocational education are awarded scholarships through Broward Education Foundation ranging from \$1,000 to four-year Florida Prepaid tuitions.

### **BROWARD EDUCATION FOUNDATION**

**600 SE Third Ave, 1<sup>st</sup> Floor**

**Fort Lauderdale, FL 33301**

**754.321.2032**

**BEInfo@browardschools.com**

**browardedfoundation.org.**





STEM - Science, Technology, Engineering & Math

**OUTCOME:**

Students are engaged and excited about learning and have a sense of pride and accomplishment. Students better retain content area standards learned and reinforced through robotics activities. Students' 21st century skills such as problem solving, persistence, creativity, collaboration, and communication are also improved. Students will be evaluated with survey, observation, and students' work samples.



## CODING ACROSS THE CURRICULUM WITH ROBOTICS

**QUOTE:**

"Computer science empowers students to create the world of tomorrow."

—Satya Nadella, CEO, Microsoft

**THE PROJECT:**

This project will give teachers of all grade levels the resources, strategies, and tools needed to meaningfully integrate robotics with content area instruction.

Many teachers see the value in teaching their students computer science (CS) and robotics. Computing is one of the fastest growing and highest paid fields. Students need to be exposed at an early age to CS to see themselves as computer scientists and possibly pursue the (highly in demand) CS degree. Even if students don't pursue a CS degree or career, it is a "new basic" skill used all around and in virtually every field. It's foundational knowledge that helps to build 21st century skills such as problem-solving, persistence, collaboration, and communication—skills that ALL students need for success in life, college, and career.

Research shows students enjoy computer science and the arts the most of all subjects and through integration, can help to engage students in the other subject areas as well. Additionally, parents see the value in computer science education and 93% report they want their child's school to teach computer science.

**THE STUDENTS:**

All students in grades K–12

**THE DISSEMINATOR:**

Debra Kelly Thomas serves as a computer science (CS) instructional specialist for Broward County Public Schools (Applied Learning Department - STEM+CS Programs), training and supporting teachers in STEM and CS. In

this role, she has been working on several research practice partnerships (RPPs) that are focused on equity and inclusion of students in STEM and critical thinking, including the UDL4CS project with the University of Florida, funded by the National Science Foundation (NSF) and Google. Prior to her current position, Kelly served as STEM magnet coordinator and science coach for Colbert Elementary in Hollywood, Florida. She obtained both her bachelor's and master's degrees from the University of Florida in elementary education and an Educational Specialist (Ed.S) degree in curriculum and instruction from Florida International University. Kelly is also a professional development provider for Code.org, Engineering is Elementary, and LEGO Education.

**MATERIALS & FACILITIES:**

- Computers/tablets
- Internet
- Projector screen
- Various robots: Beebot, VEX 123 Robot, Dash from Make Wonder
- Robotics Accessories, e.g., bulldozer, launcher or gripper attachment, pen holder, etc.

**RESOURCES:**

- Sphero Edu
- Sphero Play
- Root Robot online programming platform: <https://code.irobot.com/#/>
- Code Dash or Cue online on PC: <https://code.makewonder.com/landing/>
- Dash apps: Blockly, Wonder, Path, Go, Xylo, Blockly Pro

**WEBSITES:**

- Bee-Bot/Blue-Bot Curriculum Resource: [https://drive.google.com/file/d/1biuZz2EIEKUnG7VA\\_sBYQg4J2rKtx2eK/view](https://drive.google.com/file/d/1biuZz2EIEKUnG7VA_sBYQg4J2rKtx2eK/view)
- Bee-Bot/Blue-Bot Resources: <https://sites.google.com/wcpss.net/digital-learning-buggmagnet/coding-robotics/bee-bot-blue-bot>
- Sphero robot lesson resources: <https://sphero.com/pages/activities>  
More resources are available in the IDEA Packet.

Sponsored by:

**MORE INFORMATION:****DEBRA KELLY THOMAS**

Applied Learning Dept., STEM+ Computer Science Programs

754-321-1880

[kelly.thomas@browardschools.com](mailto:kelly.thomas@browardschools.com)

Supervisor: Dr. Lisa Milenkovic



**OUTCOME:**

Math choice boards provide students with autonomy and agency in their learning process. As a result, students are more likely to be engaged and motivated to participate in mathematical activities, leading to higher levels of interest and investment in their learning. By providing students with opportunities for choice and autonomy in their mathematical learning, choice boards can help foster positive attitudes towards mathematics. Students may develop a greater appreciation for the relevance and applicability of mathematical concepts in their everyday lives, leading to increased confidence and enthusiasm for the subject.



## UNLOCK THE POWER OF NUMBERS: YOUR PATH, YOUR CHOICE!

**QUOTE:**

“Student choice is more than simply picking a task. It’s about owning the entire learning process.”

—John Spencer

**THE PROJECT:**

This project focuses on providing mathematical choice boards that are providing students with opportunity to practice mathematical concepts. Math choice boards are instructional tools used in mathematics education to provide students with a range of activities or tasks related to specific mathematical concepts or skills. The choice board activities included on a math choice board can vary widely in format and complexity, catering to diverse learning styles, interests, and ability levels. This project includes problem-solving tasks which present students with mathematical problems or puzzles to solve, requiring them to apply their knowledge and problem-solving skills. There are hands-on activities: activities that involve manipulatives, games, or real-world contexts to explore mathematical concepts in a tangible way. The choice board also has collaborative tasks which includes activities that promote collaboration and communication among students, such as group projects, peer teaching, or cooperative learning tasks.

**THE STUDENTS:**

The students are Title I middle school students from diverse background and cultural settings, who have all been sheltered in their homes with minimal interactions for extended times during the pandemic and who need additional structure and guidance to understand appropriate interactions and engagement with their peers and adults.

**THE DISSEMINATOR:**

Tawanna Rowe, a math educator and department head, has served Broward County Public Schools for six years. As a second career she saw the need for educators who could provide instruction but also real-world experiences to students. “T. Rowe,” as she is affectionally known at Crystal Lake, is a rich teacher — “rich” meaning that she possesses an abundance of knowledge and is cultured and well versed, and that’s the exact experience she provides to her students.

**MATERIALS:**

- Choice board templates
- Journals
- Markers
- Highlighters
- Mathematical PowerPoint presentations

**RESOURCES:**

- Savvas
- enVision
- District handouts
- Mastery Connect



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**MORE INFORMATION:****TAWANNA ROWE**

Blanche Ely High School  
1201 NW 6TH Ave.  
Pompano Beach, FL 33060  
754-322-0950

[tawanna.rowe@browardschools.com](mailto:tawanna.rowe@browardschools.com)

Principal: Mr. Tavures Williams





**OUTCOME:**

Through participation in this program, students will develop confidence while destigmatizing that math is difficult. This will result in positive attitudinal changes and improved test scores.



## THE PATH FOR SUCCESS IN MATH

**QUOTE:**

“Why do children dread mathematics? Because of the wrong approach.”

—Leonardo da Vinci

**THE PROJECT:**

Since elementary math lays the groundwork for more advanced mathematical concepts, understanding basic arithmetic, geometry, and problem-solving is essential for tackling more complex topics in higher grades. As elementary teachers, it is our job to teach math concepts rather than math procedures in the most innovative way possible. This will give students an interest and confidence in math. The project presents appealing, hands-on activities for elementary math concepts that reinforce grade level state standards and engage student learning.

**THE STUDENTS:**

This project can be modified or enriched based on the level of student K-5. The disseminator currently teaches at Title 1 school with a class population of twenty-one students: 11 boys/7 girls ages 5-6 years old with the following demographics: 6 Black, 6 White, 3 Hispanic, 2 Multi-racial, 1 Other.

**THE DISSEMINATOR:**

Jeannie Krouch has been teaching for over 20 years. She earned her Bachelor’s degree from Barry University and her Master’s degree from Nova Southeastern University. She achieved National Board Certification in 2006. Jeannie was the proud recipient of the award for Excellence in Creative Teaching from the Florida Association for Gifted Teachers in 2018 and again in 2023.

She was named Broward County’s Social Studies Teacher of the Year in 2020 and was recognized by the Florida Council for Economics Education as the first place winner for outstanding original curriculum. In 2021, Jeannie was named Westchester Elementary’s Teacher of the Year. Most recently, Jeannie was inducted into the Broward Education Foundation's Hall of Fame!

**MATERIALS & FACILITIES:**

Math manipulatives utilized during the project lessons include but are not limited to:

- Unifix cubes
- Rulers
- Timers
- Ten frames
- Two-sided counters
- Dominoes
- Number generators
- Attribute bears
- Tangrams
- Foam geometric flats and Solids
- Craft sticks
- Dowel rods
- Number lines
- Fraction tiles
- Balance scales
- Mini clocks and plastic coins

**RESOURCES:**

Florida State Standards were used as a resource to create teaching targets, learning goals and objectives for the lessons and activities. Amazon and Lakeshore Learning Store were used to purchase grade level appropriate math manipulatives. Book titles will be listed in the bibliography/suggested reading list.



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**MORE INFORMATION:**

**JEANNIE KROUCH**  
Westchester Elementary  
12405 Royal Palm Blvd.  
Coral Springs, FL 33065

754-322-8900

[jeannie.krouch@browardschools.com](mailto:jeannie.krouch@browardschools.com)

Principal: Ms. Melissa Geraine





**OUTCOME:**

AR/VR can simulate real-world environments and situations, allowing students to practice skills in a safe and controlled setting, which enhances readiness for real-world applications. These technologies provide dynamic, modern methods of teaching that align with the skills students will need in the future, particularly in STEM fields.



## VR AND AR ADVENTURES

**QUOTE:**

“Augmented reality (AR) and virtual reality (VR) technologies have the potential to revolutionize education by providing immersive, interactive learning experiences that engage students in new ways and help them better understand complex concepts.”  
— Richard Culatta, CEO of the International Society for Technology in Education (ISTE)

**THE PROJECT:**

Students will use ready-made kits as well as Merge Cubes and other resources to enhance student engagement and motivation in STEM subjects through immersive AR and VR experiences.

The goal is to foster a deeper understanding of science concepts by providing hands-on, interactive learning opportunities that encourage collaboration, critical thinking, and critical thinking skills among students through AR and VR exploration. This project will increase access to cutting-edge technology and prepare students for future careers in STEM fields.

For example, the solar system unit will teach related science concepts such as planetary motion, space exploration, and the composition of planets. The aim is to engage students through immersive learning experiences that foster a deeper understanding of astronomy while enhancing their curiosity and critical thinking skills.

**THE STUDENTS:**

The project was implemented with third graders but can be implemented by any grade level or group.

**THE DISSEMINATOR:**

Tara Dukanauskas has been a grant writer and disseminator for many years. She is National Board Certified and has taught grades K-5.

**MATERIALS & FACILITIES:**

AR and VR kits, Merge Cubes

**RESOURCES:**

- Books
- Templates
- Websites
- Lesson plans and more



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**MORE INFORMATION:**

**TARA DUKANAUSKAS**  
North Andrews Gardens Elementary  
345 NE 56th Street  
Oakland Park, FL 33319

754-322-7300

[tara.dukanauskas@browardschools.com](mailto:tara.dukanauskas@browardschools.com)

Principal: Ms. Catrice Duhart





**OUTCOME:**

The primary outcome of this initiative is to enhance students’ problem-solving, critical thinking, and collaborative skills. By engaging in hands-on, project-based learning, students will develop a deeper understanding of STEAM concepts and how they apply to the real world. Additionally, the program will foster creativity and innovation, preparing students for future success in the 21st-century workforce.



## BRICK BY BRICK: IGNITING STEM WITH LEGO SPIKE

**QUOTE:**

“LEGO Spike Education transforms learning by igniting creativity, encouraging critical thinking, and turning education into an exciting journey of exploration for students.”

**THE PROJECT:**

Incorporating LEGO SPIKE Education into the curriculum will transform the manner in which students acquire 21st century skills. This pioneering program merges tactile LEGO construction with user-friendly coding software, offering students a distinctive opportunity to immerse themselves in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education.

LEGO SPIKE Education kits can be used virtually through Microsoft Teams meetings. Students can also interact with the LEGO website and access the online community to share their creations and learn from other builders. This makes it easy for students to stay engaged and continue to learn even when they are not in the classroom. By using the kits virtually, students can still get hands-on experience and develop important skills that will serve them well in the future. With the ability to access the LEGO website and online community, students can also connect with other builders from around the world and collaborate on projects.

**THE STUDENTS:**

The total enrollment at Pembroke Lakes Elementary is 679 students in grades kindergarten to 5th grade. Pembroke Lakes is a Title I school with 79.5% of students

being from minority groups. Statistics show that 43% of students at the school are economically disadvantaged. Introducing more STEAM activities, such as LEGO SPIKE Education, can provide all students with equal opportunities to explore, learn, and excel in the 21st century skills.

**THE DISSEMINATOR(S):**

Katrina Fossella is the proud media specialist at Pembroke Lakes Elementary School. Her passion has always been education, even from an early age, but adding to that passion are now librarianship, technology, and advocacy. Her daily goal is to make a difference in the world and the lives of others, especially children, as they are the future.

In 2019, she was honored to be awarded Teacher of the Year. She currently serves as a Broward County Association of Media Specialists executive board member. She holds many ambassadorships, such as Microsoft Innovative Educator Expert, Buncee, Wakelet, Nearpod, Newsela, and Flipgrid. Her love for learning is ever-growing and she hopes that it resonates with students and educators.

**MATERIALS & FACILITIES:**

- LEGO SPIKE Prime Sets: These sets include colorful LEGO bricks, a programmable Hub, sensors, and motors that students can use to build and code their own interactive models.
- LEGO SPIKE App: This easy-to-use coding software allows students to bring their LEGO creations to life. It supports both block-based and text-based coding, making it suitable for learners at different levels.

**RESOURCES:**

- LEGO SPIKE Education Set
- Computers or tablets
- Internet connection
- Curriculum-aligned lesson plans
- Teacher guides and tutorials

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**MORE INFORMATION:**

**KATRINA FOSELLA**  
Pembroke Lakes Elementary  
11251 Taft Street  
Pembroke Pines, FL 33026

754- 323-6950

[katrina.fossella@browardschools.com](mailto:katrina.fossella@browardschools.com)

Principal: Ms. Marsha Wagner





**OUTCOME:**

Students will apply critical thinking skills and mathematical reasoning to tackle a series of math challenges. They will engage in two types of task-driven activities: a whodunnit mystery and an open-ended financial scenario that requires critical thinking. By participating in these activities, students will benefit from meaningful discussions and real-world decision-making experiences. Both types of tasks are designed to enhance engagement and make math more relevant and enjoyable.



## AWESOME POSSUM TASK-BASED REAL-WORLD MATH

**QUOTE:**

“Mathematics is the art of solving problems by turning complex puzzles into elegant solutions, one step at a time.”

**THE PROJECT:**

- Task 1: Awesome Possum and the Case of Larry the Lizard (A Whodunnit Mystery) — Students will answer a series of questions that provide clues to identify the culprit, their last known whereabouts, and their method. Using deductive reasoning, students will eliminate options and figure out “whodunnit.”
- Task 2: Awesome Possum Plans a Ski Vacation (An Open-Ended Task) — Students will design the ultimate ski vacation for Awesome Possum, choosing from a variety of real-world options. They will select appropriate skiing gear, decide on a shipping method to ensure timely delivery, book hotel accommodations, and handle insurance matters. Throughout this task, students will encounter real-world issues such as refunds, booking errors, and lottery winnings, prompting discussions about choices and consequences.

**STUDENTS:**

Students have the opportunity to review previously taught concepts as well as apply them to engaging real-world situations. Tasks are adaptable for all mathematical concepts from K-12.

**THE DISSEMINATOR:**

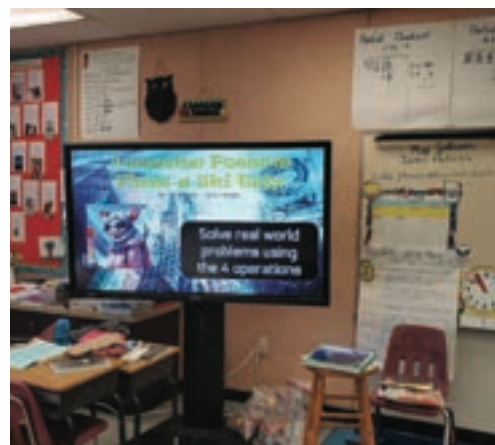
Lesia DeFelice is a math coach at Oakridge Elementary School. She has been an educator for over eight years but has a strong background in business and accounting. Coming from this background, Lesia feels it is important for students to understand real-world applications of mathematics.

**MATERIALS & FACILITIES:**


- Computers/tablets
- PowerPoint software
- Internet
- Projection device (if completing any aspects whole group)
- Paper/whiteboard to calculate
- Dry-erase markers

**RESOURCES:**

- Microsoft PowerPoint
- Printer



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**MORE INFORMATION:**

**LESIA DEFELICE**  
**Oakridge Elementary**  
 1507 N 28th Avenue  
 Hollywood, FL 33020

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754-323-6700

---

[lesia.defelice@browardschools.com](mailto:lesia.defelice@browardschools.com)

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[bernard.golden@browardschools.com](mailto:bernard.golden@browardschools.com)

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Principal: Ms. Teanka Pinder



**OUTCOME:**

In the past, students have learned these concepts with great success. Students have shown greater proficiency in science in the benchmarks than other students at the school.



## IT'S ELEMENTARY (SCIENCE)

**QUOTE:**

“Science is a hallway to enlightenment.”  
— Matshona Dhliwayo

**THE PROJECT:**

Students will discover that sound is caused by vibration, while making a soda straw oboe. Furthermore, they will discover how the shorter straw will cause a higher pitch as they cut the length down two centimeters at a time. A second investigation with sound will take place when students use a Styrofoam ball, a rubber band, a Popsicle stick and some string to create a “Busy Buzzer.” When the student twirls the buzzer through the air, it will create a humming noise from the rubber band vibrating.

Students will learn about refraction by creating a pair of “cheapie reading glasses.” They will use black construction paper and a tack to poke three rows of holes where the lenses would be in a pair of glasses. Then, they will hold a sheet of tiny newspaper print too close to their eyes, thus making the image blurry. When they look through their paper glasses, however, the paper will block most of the light rays from each point on the newsprint and only allow those rays passing through the pinholes to form an image. The image “magically” will appear clearly. Finally, students will view a penny through the side of an empty plastic cup. When they pour water in the cup, they will see that the coin disappears. Refraction has bent the light rays, since the rays slow down when traveling from air to water.

**THE STUDENTS:**

The students who are targeted for this project are elementary-age science students. However, the project can be scaled up to middle grades or even high school physics students.

**THE DISSEMINATOR:**

Judy Bremner has been a science teacher since 1998. She started her career as a physical science and biology teacher at Northampton Area School District in Pennsylvania. Judy moved to Broward County in 2005 and taught oceanography. In the past, the disseminator has taught these concepts with great success. Last year, her students demonstrated greater proficiency on the end-of-the-year final exam than any other teacher’s students. Judy taught physical science until 2018; from 2018 to 2021, she worked in the district offices of Broward Schools as the Broward STOPS Violence grant facilitator. However, she missed the students and went back into the classroom in 2021.

**MATERIALS & FACILITIES:**

- Straws
- Styrofoam balls
- Rubber bands
- Popsicle sticks
- String
- Black construction paper
- water
- pennies
- plastic cups

**RESOURCES:**

- Teacher-created handouts
- PowerPoint



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**MORE INFORMATION:****JUDY BREMNER**

Sawgrass Springs Middle  
12500 West Sample Road  
Coral Springs, FL 33065

754-322-4500

[judy.bremner@browardschools.com](mailto:judy.bremner@browardschools.com)

Principal: Ms. Melinda Wessinger



**OUTCOME:**

Students will be able to understand the math concepts that pertain to the design, construction, and flight of a model rocket.

Students will be able to identify basic aerodynamics concepts pertaining to rocket flight.



## BLASTING OFF WITH ROCKETRY!

**QUOTE:**

“What is it that makes a man willing to sit up on top of an enormous Roman candle, such as a Redstone, Atlas, Titan or Saturn rocket, and wait for someone to light the fuse?”  
— Tom Wolfe, *The Right Stuff*, 1979

**THE PROJECT:**

The “Blasting Off with Rocketry!” program will be implemented in phases, each scaffolded for the appropriate grade level.

Students will begin with “stomp” rockets to get used to the idea of conducting experiments with flight by alternating the angle of trajectory and the force used to launch the foam rockets. The goal is for students to understand the relationship between the two concepts and be able to utilize them to “shoot” their rocket across the room to score a goal.

With the foundation set for more advanced concepts, students will be able to assemble their own rockets. Each part of the rocket will be explained, from the engines to the parachute, to the Electron Beam Launch Controller. Students will then be able to experiment with utilizing different size engines to analyze how each affects the rocket’s flight.

As a culminating activity, each student in the afternoon club will be expected to mentor a class and explain how the rocket works, teach them to fly it, and lead an activity to solidify the students’ learning.

**THE STUDENTS:**

Students in grades K–5 will have the opportunity to experience the rocketry program through their daily STEM/computer applications special and through an afternoon club.

**THE DISSEMINATOR:**

Joseph Fursetzer  
Computer applications teacher  
Pre-K–5

**MATERIALS & FACILITIES:**

- Estes Saturn V Model Rocket Starter Set - Includes assembled rocket, launch pad & controller, four AA batteries, recovery wadding, and three engines
- Estes 5322 Colonizer Model Rocket Starter Set - Includes beginner skill level rocket kit, launch pad + controller, glue, 4 AA batteries, three engines and much more

**RESOURCES:**

NASA. Beginner’s Guide to Rockets (n.d.), [www.nasa.gov/stem-content/beginners-guide-to-rockets/](http://www.nasa.gov/stem-content/beginners-guide-to-rockets/)

Science Learning Hub. Getting rockets into space (2011), [www.sciencelearn.org.nz/resources/394-getting-rockets-into-space](http://www.sciencelearn.org.nz/resources/394-getting-rockets-into-space)

and much more.

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**MORE INFORMATION:**

**JOSEPH FURSETZER**  
North Lauderdale Elementary  
7500 Kimberly Boulevard  
North Lauderdale, FL 33068

754-322-7400

[Joseph.Fursetzer@browardschools.com](mailto:Joseph.Fursetzer@browardschools.com)

Principal: Ms. Nichele Williams



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**Adapted by the Florida Legislature in 2000,  
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contributes substantially to the success of  
students and teachers in  
Broward County Public Schools.  
On behalf of the students we serve,  
Broward Education Foundation sincerely thanks  
Florida legislators for their continued and  
unwavering commitment to education.**

**OUTCOME:**

Students cited feeling more prepared mentally for Assessment Period 3 and motivated to read further. The school's academic performance grade moved from a C to a B during the year of implementation. No one can say that students did not feel stressed or pressured by testing; however, they did report that the strategies to navigate and cope with anxiety were successful. This project represents a model for how schools can combine literacy initiatives with emotional wellness to support the whole child, preparing students not just for academic success, but for life's challenges as well.



## READ WELL

**QUOTE:**

"We read to know we are not alone."  
—C.S. Lewis

**THE PROJECT:**

Do students experience heightened anxiety during "testing season?" Come to this session and get everything needed to leverage the power of story to support student resiliency during "crunch time." A Canvas course houses resources that enable the involvement of family and friends throughout the community. Each read-aloud page in the Canvas course features a read-aloud story related to the Broward County Character Traits, Broward Standards for Life Skills and Wellness, and the Florida Resiliency Toolkit. Discussion prompts and follow-up activities that are appropriate for families are included for each book. The course also includes resource pages on Life Skills and Wellness, Kids of Character Traits, Resiliency, and use of the Beanstack app (for logging reading). The project was a collaboration amongst staff led by the media specialist. Staff members chose picture books that have a positive message for students during "crunch time" and testing. The whole staff got involved, and families deeply appreciated the support. The Canvas is truly turnkey and ready for adaptors to make their own. Quickly customize and publish in time for PM3!

**THE STUDENTS:**

Students attend an authorized International Baccalaureate Primary Years Programme at a public PK-8 Title I school in Miramar, Florida. Most students come from the immediate neighborhood, which enjoys rich diversity, especially from South and Central America and the Caribbean. The students are bright, eager, and curious about the world and

their place in it. The families are supportive, caring, and involved.

**THE DISSEMINATOR:**

Laura McCarthy has enjoyed various positions within Broward County Schools during her 33-year career. She is currently a media specialist and finds the Innovative Learning Commons offers her unique opportunities to share her passions for literacy, communication, collaboration, and STEAM education.

**MATERIALS & FACILITIES:**

Adaptors may find they need the following materials to implement this project in their context:

- Novel Effect app subscription (\$99, but often on sale for \$49/year)
- Picture books that support resiliency
- Tubs or display racks
- Processing supplies (for a library collection)
- iPads, digital cameras, or other means of recording
- A laptop or desktop computer
- Speakers, microphones, tripods, or other AV accessories
- Printer, ink, and paper (to promote the program)
- Poster Maker paper (if a poster maker is available)
- Supplies for Cricut, if available for promotional materials
- An online platform is necessary to share with families

**RESOURCES:**

The Canvas itself contains all the instructional and family involvement resources. "Words of Wellness" is a specific page on the "Read Well" Canvas that helps caretakers interweave the concepts from the Broward Life Skills and Wellness Standards, the Broward Kids of Character, and the Florida Resiliency Toolkit. A template of the course is available on Canvas Creative Commons.

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**MORE INFORMATION:****LAURA MCCARTHY**

Annabel C Perry PK-8  
6850 SW 34th Street  
Miramar, FL 33023

754-323-7050

[laura.mccarthy@browardschools.com](mailto:laura.mccarthy@browardschools.com)

Principal: Ms. Jennifer O'Neal





**OUTCOME:**

This project has been HUGELY successful. The students look forward to it each time it is open. They strive to earn their tickets and they encourage their friends to earn tickets so they can go together. There seems to be more and more kids in attendance each time the room is opened.



## THE PANTHER PLAY DEN

**QUOTE:**

“Motivation, communication and human interaction are keys to students’ growth and success.”

**THE PROJECT:**

This project is a game room. The project was begun to help the students have a reward system to work towards that would also build SEL skills. Students are being guided to develop better people skills when interacting with peers. Using board games, students can learn a variety of skills such as problem solving, communication, and turn taking, among other skills that may include math, reading and science. This project has been implemented during the school day. The students get to attend the Panther Play Den about once per month and sometimes more often. Students can learn about interacting with others using board games. So often they are behind a screen and interacting with a fictional virtual character and they are losing out on true life skills that are necessary for working with others. This project has been further used as a reward when students are demonstrating the use of great people skills as well as academic achievements. They are allowed a “ticket” to the game room where they can go as a reward. The students can earn tickets through a variety of avenues. The teachers can gift a ticket for personal academic growth, personal behavioral growth, Kid of Character, honor roll, etc. The students can also purchase tickets through the Panther Buck Store. (Panther Bucks are school currency that can be earned through doing good things and demonstrating exceptionality). A ticket costs 25 Panther Bucks. Students are also able to earn tickets from their teachers if the teacher feels that the student is deserving for reaching

personal goals or demonstrating great effort even if it falls short of a goal. The bottom line is that the students must EARN their tickets. Improvement has been noted in many areas of behavior and academic efforts.

**THE STUDENTS:**

This project has been implemented with all of the school’s students in grades K–5, including IND students in the Special program.

**THE DISSEMINATOR:**


Racquel House is an ESE support facilitator at Hollywood Park Elementary. She is currently in her 20th year of teaching.

**MATERIALS & FACILITIES:**

The materials for this room include board games, puzzles, floor games (games on rugs such as Candy Land), life-size Jenga, life-size Connect 4, a pool table, air hockey, foosball, a basketball challenge set, LEGO, flexible seating, LED lights, etc. A full-size classroom is utilized for the setup of this room, along with several tables, chairs and rugs. Over time, two TVs and two Nintendo Switches with Mario Kart (a partner game that can't be played alone) have been added.

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**MORE INFORMATION:**

**RACQUEL HOUSE**  
 Hollywood Park Elementary  
 901 N 69th Way  
 Hollywood, FL 33024

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754-323-6250

---

[racquel.house@browardschools.com](mailto:racquel.house@browardschools.com)

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Principal: Ms. Maria Elena Menendez





**OUTCOME:**

The students not only learned to calm themselves, but they also returned to their seats with more enthusiasm and excitement to complete their work. As a result, their academic test scores improved, and they seemed less stressed during the tests.



## MINDFULNESS THROUGH CALMING CORNERS

**QUOTE:**

“The best way to take care of the future is to take care of the present moment.”  
—Thich Nhat Hanh

**THE PROJECT:**

The project covers life skills and wellness standards for students K–12. The idea is to create several corners in the classroom for students to go to whenever they need a break from daily routine and demanding work. Weekly tests and routine work can frustrate the students which in turn makes them act out. Some of the students can express that they need a break; others cannot. By providing visually and sensory stimulating corners, students can experience mindfulness; as a result, when returned to their seats, they perform better. Some of the examples for calming corners are fidget toys, a sensory corner with sensory fabric on the wall, a coloring bulletin board, and a reading corner.

**THE STUDENTS:**

This project was implemented with 19 first grade students. This project can be adapted to meet the needs of any classroom or grade (Pre-K–12).

**THE DISSEMINATOR:**

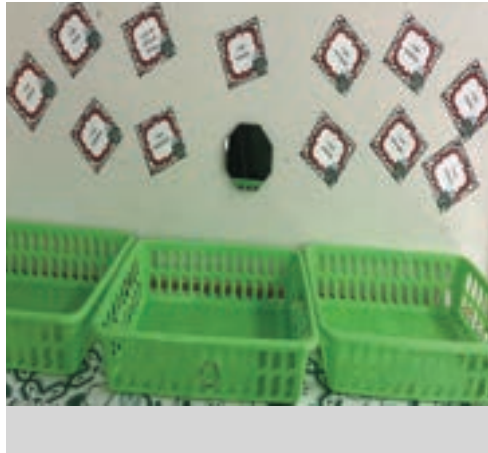
Dolly Garg is a first-grade teacher at Park Trails Elementary school. She previously taught at Westchester Elementary school for 15 years. Dolly went to FIU and graduated with a B.S. in early childhood education. Teaching and being around children are her passion; she truly believes that teachers must love learning and mold themselves to meet the needs of today’s children. Today’s students come from various cultural and socio-economic backgrounds. Teachers must make sure that they not only differentiate their teaching to meet the needs of each student, but also make it fun and engaging for them.

**MATERIALS & FACILITIES:**

SEL books, Spot books of feelings, fidget toys, electronic candles, sensory toys and fabric

**RESOURCES:**

- YouTube for calming music and SEL books
- Amazon and online stores for sensory toys



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**MORE INFORMATION:**

**DOLLY GARG**  
 Park Trails Elementary  
 10700 Trails End  
 Parkland, FL 33076

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754-322-8700

---

[dolly.garg@browardschools.com](mailto:dolly.garg@browardschools.com)

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Principal: Ms. Arlene Manville

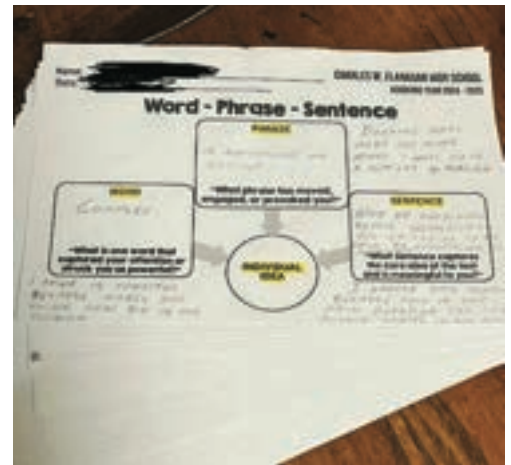






### OUTCOME:

- Students will be able to apply their critical thinking skills in learning new concepts/ topics.
- Students will be able to apply their critical thinking skills in tests.
- Students will be more engaged and involved in the learning progress.
- Students will have an increase in achievement in terms of test scores.



## LET'S MAKE THINKING VISIBLE!

### QUOTE:

“Effective thinkers make their thinking visible, meaning they externalize their thoughts through speaking, writing, drawing, or some other method. They can then direct and improve those thoughts.”  
—Ron Ritchhart and David Perkins

### THE PROJECT:

The project will utilize different thinking routines to help students externalize their thoughts, ideas, emotions, and misconceptions in the classroom. Visible Thinking Routines (VTRs) are widely regarded as excellent methods for involving students in the learning process. The use of these routines will create different opportunities for students to hone their critical thinking skills in the hopes of increasing student engagement in classroom discussions (Dajani, 2016).

In the classroom, visible thinking routines may be utilized in three ways: as tools to assist particular thinking movements, as frameworks in which each step builds on and expands the preceding one's thinking, or as behavioral patterns (Gholam, 2019). Thus, it helps students be more engaged and involved in classroom instruction.

### THE STUDENTS:

The project is intended for students at the high school level; however, it can be adapted for any grade level or age group. It can also be adapted for any classroom subject area.

### THE DISSEMINATOR:

Adriel Domingo is currently in his 10th year of teaching. He has earned his master's degree in teaching English. He currently teaches English 1 at Charles W. Flanagan High School. Being in the teaching profession for 10 years has been incredibly instrumental in his personal and professional growth. With this,

he has rediscovered his purpose as to why he has been called to be a teacher. In his years of teaching, he has learned how to address various learning styles of different students since he was able to handle students from grades 4 to 12, and he has learned how to use various approaches, methodologies, and pedagogies, including brain-based learning, project-based learning, visible thinking routines, and the use of Kagan structures to make English more authentic, relevant, fun, and purposeful for his students.

### MATERIALS & FACILITIES:

Materials would depend on what kind of thinking routine a teacher will choose for a specific lesson, but most of the strategies require the following:

- White copy paper
- Construction paper
- Coloring materials
- Permanent marker
- Pencils/colored pencils
- Pens
- Scissors
- Interactive PPT presentation
- Post-its
- Easel pads
- Laptops
- Board/Promethean board
- Laminated materials (if applicable)
- Graphic organizers (if applicable)

Materials are usually generic for most thinking routines, but should a teacher choose to adapt and adjust it based on his or her needs, some materials may be added.

### RESOURCES:

- “Project Zero's Thinking Routine Toolbox” by Harvard Graduate School of Education
- Graphic organizers of thinking routines

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### MORE INFORMATION:

#### ADRIEL DOMINGO

Charles W. Flanagan High  
12800 Taft Street  
Pembroke Pines, FL 33028

754-323-0650

[adriel.domingo@browardschools.com](mailto:adriel.domingo@browardschools.com)

Principal: Mr. Brad Fatout





**OUTCOME:**

- 5% improved attendance during the testing period
- 15% greater student-teacher engagement
- 5% attendance rates during Tea Times
- 5% increase test days attendance
- 25% increase in effectiveness of the communication

Implement surveys to measure changes in student attitudes toward testing and school engagement.



## BRAIN BOOST: TEACHER TEATIME

**QUOTE:**

A good education can change anyone; a good teacher can change everything!"  
—Unknown

**THE PROJECT:**

The Brain Boost Teacher Teatime program is an innovative initiative designed to enhance student engagement and attendance, particularly during the critical winter testing window. The program encourages students to participate in weekly teatime sessions with their teachers, where they can discuss academic and personal topics over tea, which is known for promoting brain health. These sessions can be conducted virtually via video chat, allowing flexibility and ease of access for both students and teachers. To incentivize participation, students who attend at least four sessions are rewarded with a Luxury Lunch, which must be attended in person. This special lunch not only celebrates students' commitment but also reinforces the importance of in-person community building and interaction. The program effectively integrates educational and nutritional elements with the goal of improving student performance and attendance during testing periods.

**THE STUDENTS:**

Henry D. Perry's minority student enrollment is 88%. The student-teacher ratio is 35:1. The student population is made up of 35% female students and 65% male students.

**THE DISSEMINATOR:**

Auriel Carter is a seasoned testing coordinator for Broward County Public Schools, currently overseeing the Henry D. Perry Education Center's off-campus

learning program. Holding a bachelor's degree in accounting and a master's in business administration, Auriel combines her expertise in finance and management to enhance educational outcomes. With a profound love for data collection and analysis, she meticulously utilizes these insights to refine and improve testing processes. Her dedication has yielded consistent improvements in student engagement and participation across a decade of service. Auriel's success in her role has sparked a passion for mentoring, as she eagerly shares effective strategies with fellow educators to elevate testing standards throughout the Broward County public school system.

**MATERIALS & FACILITIES:**

- Keurig
- Tea pods
- Lemon tea, green tea, lavender tea
- Catering \$250
- Classroom

**RESOURCES:**

- Focus to access test results

**Study resources for students**

[https://login4.cambiumtds.com/student\\_core/V129/Pages/LoginShell.aspx?c=Florida\\_PT&a=Student](https://login4.cambiumtds.com/student_core/V129/Pages/LoginShell.aspx?c=Florida_PT&a=Student)

<https://www.khanacademy.org/digital-sat>

<https://satsuite.collegeboard.org/media/pdf/sat-practice-test-1-digital.pdf>

<https://www.vocabulary.com/>

<https://www.cltxam.com/tests/practice-test/>



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**Bright Star**  
CREDIT UNION

**MORE INFORMATION:**

**AURIEL CARTER**  
Henry D. Perry Education Center  
3400 Wildcat Way  
Miramar, FL 33023

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754-321-7050

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[Auriel.Carter@Browardschools.com](mailto:Auriel.Carter@Browardschools.com)

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Principal: Ms. Keirsten Baltazar





**OUTCOME:**

The outcome of this project will be students that are able to read, comprehend, analyze, and create products from the material that they have learned. Students will also be fully engaged by thinking critically, reflecting, and impacting the community by sharing the information within and outside of the classroom. This project will fulfill the state mandates within the classrooms for the state of Florida. Students will work collaboratively, independently, and share their content with the class. This will directly impact their ability to increase their test scores on standardized tests such as the FAST that require them to read, analyze, comprehend, and evaluate articles on the assessment.



## CULTURE AND HISTORY IMPACTS

**QUOTE:**

“Never judge someone by the way he looks or a book by the way it’s covered; for inside those tattered pages, there’s a lot to be discovered.”  
—Stephen Cosgrove

“Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity.”  
—Robert Alan

“Every man’s ability may be strengthened or increased by culture.”  
—John Abbott

**THE PROJECT:**

The project will use lessons based on diverse cultures and the state mandates of Hispanic contributions to the U.S., women’s contributions to the U.S., Holocaust history, African and African American history, and Asian American and Pacific Islander history. The project will use lessons from Newsela, selections from the Into Literature textbooks, biographies, and supplemental content. Students will learn this information by presenting their findings, making connections to various cultures, and creating pathways to connect with others in the school, community, and globally. This can be done virtually using Microsoft Teams. It can be done using OneNote, Forms, and other apps and websites such as Kahoot!, Flipgrid, and Blooket. The project will consist of past vs. present contributions and how the various persons or cultures persevered despite obstacles placed before them.

1. Students will read, annotate, take notes, and make questions, and create projects based on the contributions of those who contributed to the U.S. in the past through reading Newsela

articles provided by the teacher, along with Internet research.

**THE STUDENTS:**

The project was designed for 9th grade students; however, this can be adapted for any grade level or age group. It can also be adapted for any classroom subject area.

**THE DISSEMINATOR:**

Candace Blake has been teaching in Broward County Schools since 2003, and is an educator at Coral Springs High School. She received her Bachelor of Arts in English from Florida Atlantic University. Mrs. Blake holds two master’s degrees. She has a master’s degree in educational leadership from Florida Atlantic University, and another master’s degree in English from Grand Canyon University. Mrs. Blake was the Broward Holocaust Educator of the Year for the 2023–2024 school year through Florida Atlantic University. She is a former Disseminator Grant recipient for Broward Education Foundation and Innovative Teacher Idea Adapter Grant recipient.

**MATERIALS & FACILITIES:**

The following materials are needed: Computers/laptops, Elmo projector and/or LCD projector, colored printer (EcoTank), Post-it notes, white and colored printer paper, chart paper, filler paper and pencils

**RESOURCES:**

- Flipgrid account
- Kahoot! account
- Newsela account
- Blooket account
- OneNote notebook for rubrics and other documents
- Canvas account



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**MORE INFORMATION:**

**CANDACE BLAKE**  
Coral Springs High  
7201 W Sample Road  
Coral Springs, FL 33065

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754-322-0500

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[candace.blake@browardschools.com](mailto:candace.blake@browardschools.com)

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Principal: Mr. Dwayne Dixon





Cancer



Heart



Accident



Disability



Hospital



Critical Illness

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**OUTCOME:**

Students from cybersecurity and art programs became very interested in learning about cybersecurity and the art process; they were all very involved in creating mural ideas for the new cybersecurity program and felt that they would leave a legacy on the school’s walls. This way they beautify the school and teach about the new program. A beautiful cybersecurity mural is currently being painted in the CTE (Tech II) building.



## THE CYBERSECURITY MURAL – A CROSS-DISCIPLINARY FUSION OF TECHNOLOGY & ART

**QUOTE:**

“Coming together as a community to create a mural for future cyber defenders has paved away for new memories; that in itself was a victory.”  
—Melekha M, *Cyber 1 - Computer and Network Security Fundamentals Honors*

**THE PROJECT:**

In this interdisciplinary project, students from the cybersecurity program and the art department at Nova High School will collaborate to create a mural that celebrates cybersecurity awareness. The mural will be displayed on the cybersecurity building wall, serving as a visual representation of the program’s importance and impact.

both fields uniquely position them to guide students through this collaborative learning experience.

**MATERIALS & FACILITIES:**

- Construction paper
- Watercolor paint
- Brushes
- Wall paint

**RESOURCES:**

- eBoard
- AI tools
- Tables and desks
- Above-mentioned materials



- **Cybersecurity Knowledge:** Students will gain a basic understanding of cybersecurity concepts, including threats, protection measures, and ethical considerations.
- **Artistic Expression:** Students will explore creative expression through visual art, using the mural as a canvas to convey cybersecurity themes.
- **Collaboration and Communication:** Students will work together across disciplines, learning to communicate effectively and appreciate diverse perspectives.

**THE STUDENTS:**

Cybersecurity and art students.

**THE DISSEMINATOR:**

Hermes Abrantes, an experienced educator with a background in Cybersecurity, will lead this innovative project. Professor Abrantes has been instrumental in developing interdisciplinary curricula that bridge the gap between technology and art. His expertise in



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**MORE INFORMATION:**

**HERMES ABRANTES**

Nova High  
3600 College Avenue  
Davie, FL 33314

754-323-1650

[hermes.abrantes@browardschools.com](mailto:hermes.abrantes@browardschools.com)

Principal: Ms. Olayemi Awofadeju





#### OUTCOME:

The outcome of this project is that students will learn about the power to make rhythms with their bodies and to play percussion instruments with confidence and joy. They will develop their fine and gross motor skills, coordination, and sense of beat and rhythm. Research shows that active rhythmic engagement will also lower their stress and anxiety while increasing students' sense of belonging to a community of learners.



## RHYTHM GIVES YOU SUPERPOWERS!

#### QUOTE:

*"Music is a whole-brain-whole-body experience that can address physiological, cognitive, and emotional function without the need to know anything about music!"*  
-Berger

#### THE PROJECT:

"Rhythm Gives you Superpowers" will unlock students' power to learn and to express their full musical potential with rhythm and movement. They will fully experience beat and rhythm by moving and making sounds with different parts of their body, playing drums and percussion instruments while singing chants and following a variety of music. This project is a whole-body experience based on well researched and proven activities.

#### THE STUDENTS:

This project is focused on the primary grades, but can be easily expanded to older students.

As most activities are non-verbal and physically engaging, ELL students, as well as students with special needs can fully participate and feel successful.

#### THE DISSEMINATOR:

Eduardo Lis has been teaching in Public Schools for twenty-two years, teaching music to elementary students and conducting a drum club and school chorus afterschool. He is also a professional drummer and percussionist with extensive performing experience. His project "All Together Drum Circle", has received a Grant from the Broward Cultural Division and has done shows for libraries, community centers, after-school programs and summer camps.

#### MATERIALS & FACILITIES:

The implementation of this project is flexible. Some activities only require body percussion. For the drumming and percussion activities djembes, tubanos and other hand drums can be used. Making shakers and other recycled instruments is encouraged. An open space to move is best.

#### RESOURCES:

Many of the activities are inspired by the work of Kalani Das and Arthur Hull, as well as the Remo Health RHYTHMS © protocol.

#### OUTCOME:

The outcome of this project is that students will learn about the power to make rhythms with their body and to play percussion instruments with confidence and joy. They will develop their fine and gross motor skills, coordination, and sense of beat and rhythm. Research shows that active rhythmic engagement will also lower their stress and anxiety while increasing students' sense of belonging to a community of learners.



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#### MORE INFORMATION:

**EDUARDO LIS**  
Fox Trail Elementary  
1250 S Nob Hill Road  
Davie, FL 33324

754-323-5800

[eduardo.lis@browardschools.com](mailto:eduardo.lis@browardschools.com)

Principal: Ms. Stephanie Reyes





**OUTCOME:**

The outcome will be a completed performance project which could be shared with younger students, parents, etc. (Night of the Arts)



## GLOW UP WITH A GLOW DAY!

**QUOTE:**

"Fun, engaging and rewarding for all!"

**THE PROJECT:**

Musical concepts are learned and reinforced through singing, chanting, dance, movement and rhythmic games with the use of kickballs, scarves, ribbons, blacklight and more!.

**THE STUDENTS:**

This project is intended for all students (Pre-K-5) as a culmination of a larger rhythmic unit prior to Spring Break.

**THE DISSEMINATOR:**

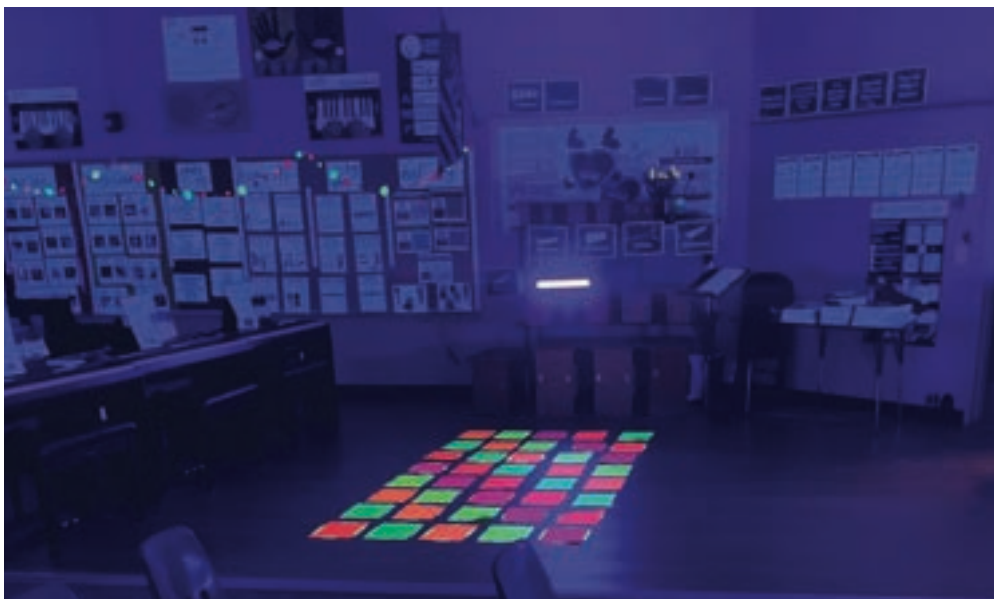
Jess Gronberg, Hawkes Bluff Elementary

**MATERIALS & FACILITIES:**

Blacklights, drumsticks, finger lights, fluorescent tape and streamers, glow in the dark tape, glow in the dark bracelets/necklaces and other party supplies, movement scarves, movement ribbons, rainbow playground balls

**RESOURCES:**

Singing Fun and Games by Artie Almeida



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**MORE INFORMATION:**

**JESS GRONBERG**

Hawkes Bluff Elementary  
5900 SW 160th Avenue  
Davie, FL 33331

754-323-6100

[jessica.gronberg@browardschools.com](mailto:jessica.gronberg@browardschools.com)

Principal: Ms. Melinda Cunningham







**OUTCOME:**

Students will strengthen their interpersonal and communication skills by working collaboratively with others. Student motivation and achievement will be improved because of high expectations and weekly practice. Students will have an opportunity to take on leadership roles throughout the course of the school year.



## BROADWAY ON A BUDGET

**QUOTE:**

“Music, dance, painting, and theater are all keys that unlock profound human understanding and accomplishment.”  
—William Bennett, Former US Secretary of Education

**THE PROJECT:**

Drama Club is an extracurricular activity where young stars shine bright and imaginations take center stage. Through games, improvisation, and storytelling, students not only discover their creative talents but also build confidence and teamwork skills that will last a lifetime. During weekly rehearsals, students practice lines and acting skills that build their confidence. Drama Club is a space filled with laughter, learning, and endless fun.

**THE STUDENTS:**

The club is comprised of second, third, fourth, and fifth graders.

**THE DISSEMINATOR:**

Monica Alfonso Cepeda is a teacher at Pembroke Lakes Elementary School. She enjoys designing lessons and projects that incorporate art and educational technology to increase student engagement and motivation. She is a graduate of Florida International University and has been teaching third grade for 21 years. She has previously received the Adapter Grant.

Christina Shearer is a teacher at Pembroke Lakes Elementary. She enjoys incorporating music and song in her daily lessons. She believes in positivity and seeing the best in everyone. She is a graduate of Florida Atlantic University and has been teaching for six years. This is her first time presenting at the IDEA EXPO.

**MATERIALS & FACILITIES:**

All meetings will take place at the school site. Materials include laptops/tablets, projector and screen, scripts, casters and moving dollies, props, and costumes. Consumable materials include paper and art supplies.

**RESOURCES:**

Theater and visual arts standards and drama activities book; a list of online resources will be provided.



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**MORE INFORMATION:**

**MONICA ALFONSO CEPEDA & CHRISTINA SHEARER**

Pembroke Lakes Elementary  
11251 Taft Street  
Pembroke Pines, FL 33026

754-323-6950

[monica.alfonsocepeda@browardschools.com](mailto:monica.alfonsocepeda@browardschools.com)

[christina.shearer@browardschools.com](mailto:christina.shearer@browardschools.com)

Principal: Ms. Marsha Wagner





## **Keeping it Interesting -**

### **Complementary Professional Development & Classroom Opportunities**

Presenter: Sam Glyn, Grand Canyon University

Broward Education Foundation has partnered with Grand Canyon University in order to provide all Broward teachers with a plethora of complementary professional development offerings, complementary Live Lessons for your classroom, hundreds of dual enrollment options for juniors and seniors as well as opportunities for juniors, seniors and staff

to visit campus in Phoenix at no cost. Information will also be provided on fulfilling certification needs and online higher education options for teachers and staff with scholarships available. Open to teachers of all grade levels, with certain components specific to high school educators.

TEA Garden Food Forest program is an in-depth model to educate students, teachers, and their communities on how and why they can sustainably grow edible food together in their neighborhoods.



Seed funding initially provided by the Frederick A. DeLuca Foundation, in partnership with Broward Education Foundation and BCPS, Applied Learning, STEM+CS, the TEA program Integrates schoolyard edible gardening in classrooms, cafeterias, and afterschool programs, the Broward TEA Garden Food Forests also incorporate technology used in the agriculture industry, such as drones, sensors, artificial intelligence, and digital data collection.



Students engage in real-world, culturally relevant STEM project-based learning to create environmentally sustainable solutions utilizing a range of technological innovations. Broward Education Foundation is indebted to the Miami-Dade’s Education Fund Food Forest Team for its guidance in developing Broward’s TEA Garden Food Forest program.

*\*Facilitating the development of these following Food Forest projects is educator Adrian Carter, a dedicated advocate for integrating the natural world into education. In leveraging her educational background in landscape architecture, she has lead the installation of 23 food forest programs in Broward County along with her colleague James English.*



**OUTCOME:**

While the program requires in-person participation for the hands-on aspects, it also incorporates digital resources. Videos are created to demonstrate the techniques for extracting seeds from plants, ensuring that students can visually understand the processes involved even if they cannot physically be on site. This multimedia approach allows for a broader reach and accessibility, making it easier for students to grasp complex concepts and apply them practically.



## SEED CAPITAL: BANKING ON BOTANY

**QUOTE:**

“Don’t judge each day by the harvest you reap but by the seeds you plant.”

**THE PROJECT:**

The Seed Bank program is an innovative educational initiative designed to teach students about plant reproduction and environmental stewardship through hands-on activities and curriculum integration. The program primarily involves fifth graders who learn about the reproduction of plants as part of their science curriculum. They further their knowledge by engaging with English language arts standards, researching, and developing guides on how to collect seeds from plants in both dry and wet forms.

Students actively participate in the collection and packaging of seeds, which are then distributed within the school community. This process not only increases the variety and volume of plants available for the school's food forest, but also provides a practical learning experience in seed germination and plant care.

**THE STUDENTS:**

The student population is made up of 44% female students and 56% male students. The school enrolls 86% economically disadvantaged students. Student diversity is 98.3%. The minority enrollment is 59.6% Black or African American, 37.8% Hispanic/Latino, 1.7% White, and 0.9% Two or more races

**THE DISSEMINATOR:**

Marlie Sylvestre was the dedicated science coach at Charles Drew Elementary, where she combines her deep passion for gardening with her commitment to innovative education. Driven by her love for nature, Marlie leads

the school’s food forest initiative, pioneering new methods to integrate gardening into the curriculum. Her efforts focus on enhancing student engagement and learning through hands-on environmental education.

**MATERIALS & FACILITIES:**

- seed packets
- pencils
- soil
- pruners
- jars
- compost
- plants

**RESOURCES**

- STEM and computer science department
- University of Florida Extension office
- 4-H



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**MORE INFORMATION:**

**MARLIE SYLVESTRE**

Elementary Learning  
600 SE 3rd Avenue  
Fort Lauderdale, FL 33301

754-321-1850

[marlie.sylvestre@browardschools.com](mailto:marlie.sylvestre@browardschools.com)

Administrator: Ms. Melissa Holtz





**OUTCOME:**

- Attendance Records: 73% increase in attendance through program participation
- Behavioral Reports: 85% decrease in referrals
- Academic Performance: 35% increase in students' academic assessments in ELA and Math
- Student Surveys and Interviews: 95% Qualitative Survey



## GREEN GROWTH: NURTURING WELLNESS THROUGH OUR FOOD FOREST

**QUOTE:**

"A garden is a magnificent mentor. It imparts the virtues of patience and meticulous observation; it fosters diligence and frugality; and most importantly, it instills complete trust."

**THE PROJECT:**

The "Green Growth" program is an innovative, in-person initiative designed to integrate environmental therapy and a life skills and wellness curriculum within a school-based food forest. Operating year-round, this program offers hands-on learning experiences that are tailored to the changing seasons, with activities ranging from planting and harvesting to sustainability planning and maintenance. Central to the program's mission is the use of the food forest as a dynamic classroom where students can directly apply their learning in real-world contexts, enhancing their understanding and engagement. This practical approach has proven effective in improving attendance and behavior among students, contributing to higher life skills and wellness improvement. The program requires physical presence in the garden, making it a uniquely immersive educational experience that fosters a deeper connection to the environment and promotes personal and academic growth.

**THE STUDENTS:**

34% female students and 66% male students. The school enrolls 73% economically disadvantaged students. Student demographics: Black - 80%; Hispanic - 11%; White - 7%; Two or more races - 1%; Asian or Pacific Islander - <1%.

**THE DISSEMINATOR:**

Zuwania Smith is a dedicated MS RMFT school-based family counselor with a rich 15-year history in the educational sector. At Whiddon-Rogers Education Center, Zuwania has been instrumental in advancing social emotional learning (SEL), impacting both students and staff positively.

Zuwania's academic journey took her from Barry University to Nova Southeastern University, where she honed her skills in family therapy. Her transition from Henderson Behavioral Health Center to Whiddon-Rogers reflects her deep commitment to supporting at-risk youth, particularly those in alternative education and juvenile detention centers.

**MATERIALS & FACILITIES:**

Plants, soils, planters, pruning shears, seeds, fertilizers, gloves, journals, aeroponic towers, mulch, pavers, and lumber

**RESOURCES:**

STEM, computer science department, University of Florida Extension office, and 4-H



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**MORE INFORMATION:**

**ZUWANIA SMITH**

Whiddon-Rogers Education Center  
700 SW 26th Street  
Fort Lauderdale, FL 33315

754-321-7550

[zuwania.smith@browardschools.com](mailto:zuwania.smith@browardschools.com)

Principal: Mr. Wylie Howard





**OUTCOME:**

The program has boosted engagement among Spanish-speaking students by 15%, reflected in improved ELA skills by 20%, and increased participation 40% in class activities. Evaluation involves tracking changes in language proficiency and public speaking confidence, attendance records during the program, and feedback from students and parents about their learning experience.



## VERDE VOICES: BILINGUAL EDUTOURS IN THE FOOD FOREST

**QUOTE:**

“La naturaleza es el mejor maestro.”

“Nature is the best teacher.”

—Leonardo da Vinci

“Breathe. Let go. And remind yourself that this very moment is the only one you know you have for sure”

— Oprah Winfrey

**THE PROJECT:**

The “Verde Voices” program is a bilingual educational initiative designed to engage students, particularly Spanish speakers, in environmental learning through a food forest at their school. Centered around both live and recorded bilingual tours, the program provides students the opportunity to gain experience about local plants and biodiversity directly within their natural environment. Key features include bilingual signage and phonetic guides to ensure accurate pronunciation of plant names, and creatively designed signage and costumes for the tour guides, enriching the educational experience.

Students use their English Language Arts (ELA) skills to research plant facts, plan, write, and present educational scripts in both English and Spanish. The program also integrates art, allowing students to design signage and costumes for the tour guides, enriching the educational experience.

**THE STUDENTS:**

The student population is made up of 45% female students and 55% male students. The school enrolls 60% economically disadvantaged students.

The demographics are 34% Black students, 34% Hispanic students, and 24% White students.

**THE DISSEMINATOR:**

Ines Sanchez-Sosner is a dedicated and innovative educator specializing in Spanish language instruction. As an educator for 27 years, she is fluent in Spanish, Italian, and English, skillfully incorporating her multilingual abilities into enriching educational experiences.

Ines holds a master’s degree in ESOL from Florida International University and a bachelor’s degree in education from St. Thomas University. Certified in Spanish K-12, she has not only excelled in her own academic pursuits, but has also successfully secured over 20 grants.

**MATERIALS & FACILITIES:**

Signage, yard signs, garden attire, garden tools, camera & microphone and plants

**RESOURCES:**

- STEM and computer science department
- UF Extension
- 4-H



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**MORE INFORMATION:**

**INES SANCHEZ-SOSNER**

Ramblewood Elementary  
8950 Shadow Wood Boulevard  
Coral Springs, FL 33071-6699

754-322-8150

[ines.sanchez-sosner@browardschools.com](mailto:ines.sanchez-sosner@browardschools.com)

Principal: Ms. Dacyany Ibarondo





**OUTCOME:**

- 83% improvement in students' understanding of science and nutrition concepts, reflected in higher test scores
- 67% increase in food forest attendance and participation rates
- 80% increase in teacher and student feedback on the program's impact



## STORYBOARDS IN THE FOOD FOREST: AN EDUCATIONAL JOURNEY

**QUOTE:**

“Reading can be a road to freedom or a key to a secret garden, which, if tended, will transform all of life.”

—Katherine Peterson

**THE PROJECT:**

The “Storyboards in the Food Forest” program is an innovative educational initiative designed to enhance student engagement and learning within a school's food forest. This program utilizes curriculum-aligned storyboards that are strategically placed in the food forest to teach third and fourth graders, as well as other grades, about science, nutrition, and citizenship through structured physical activities. These storyboards serve as both a learning tool and a method to appropriately utilize the food forest, shifting its use from a mere playground to an educational resource.

Implemented throughout the school year, the program caters specifically to each semester, aligning with the curriculum to support academic success. While the primary engagement with the storyboards is intended to be in-person to fully experience the interactive and physical aspects of learning in the food forest, the program also allows for the creation of recordings. These recordings can capture the storyboard narratives and activities, making the content accessible virtually. This feature ensures that students who cannot physically be in the food forest still can benefit from the educational content, and it also allows for broader sharing within and beyond the school community. The student population is made up of 48% female students and 52% male students. The school enrolls 31% economically disadvantaged students.

**THE STUDENTS:**

- 56.5% Minority Enrollment
- 56.5% Minority Enrollment
- 45.2% Hispanic/Latino
- 43.5% White
- 5.6% Black or African American
- 2.9% Two or more races
- 2.7% Asian.

**THE DISSEMINATOR:**

Jacqueline Sanchez is the dedicated technology specialist at Griffin Elementary, where she combines her expertise in technology with a passion for gardening to enhance educational programs. Driven by a commitment to environmental education, Jacqueline leads the school's food forest initiative, innovatively integrating it into the curriculum to foster hands-on learning experiences. Her efforts extend beyond the food forest as she spearheads various environmental initiatives at the school, aiming to cultivate a deeper understanding and appreciation of sustainability among students. Jacqueline's innovative approaches not only enrich the school's educational offerings, but also inspire students and staff to engage more actively with nature.

**MATERIALS & FACILITIES:**

- plant signs
- seeds
- soil
- plants
- planter

**RESOURCES:**

- STEM and computer science
- UF Extension office
- 4-H



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**MORE INFORMATION:**

**JACQUELINE SANCHEZ**

Griffin Elementary  
5050 SW 116th Avenue  
Cooper City, FL 33330

754-323-5900

[jacqueline.sanchez@browardschools.com](mailto:jacqueline.sanchez@browardschools.com)

Principal: Ms. Angie Moodliyar-Jones





**OUTCOME:**

Green Career Week has led to increased student engagement and attendance during the event, with heightened interest in environmental courses and extracurricular activities.



## GROWING FUTURES: GREEN CAREER WEEK

**QUOTE:**

“Shaping a greener future, one career at a time”

**THE PROJECT:**

Green Career Week aims to educate, inspire, and empower individuals to pursue careers that contribute to environmental sustainability. Through a series of events, workshops, and resources, participants will gain insights into various green career paths, learn about current trends and opportunities, and connect with professionals in the field.

**THE STUDENTS:**

Students in science classes at school and in science clubs, including Environmental Club, STEM Club, and Science National Honor Society

**THE DISSEMINATOR:**

Richard Lamarre is a passionate teacher of 10 years, teaching a variety of subjects in science such as biology, chemistry, environmental science, AP environmental science, IB environmental systems and societies, AP chemistry, IB chemistry, as well as SAT/ACT Prep. Richard brought the classroom outside, sparking the students’ interest in creating an irrigation system and butterfly and vegetable garden, which was three years in the making. He wants to create an outdoor classroom across from the garden for students and faculty to enjoy the outdoors and learn about the importance on green spaces in the community.

**MATERIALS & FACILITIES:**

- Classroom
- laptop
- projector or smartboard

**RESOURCES:**

- Youth Environmental Alliance
- 4-H
- Master Gardeners
- American Society of Landscape Architects



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**MORE INFORMATION:**

**RICHARD LAMARRE**  
**Miramar High**  
 3601 S Douglas Road  
 Miramar, FL 33025

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[richard.lamarre@browardschools.com](mailto:richard.lamarre@browardschools.com)

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754-323-1350

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Principal: Mr. Winfred Porter





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**OUTCOME:**

- Improvement in science and ELA academic improvement increased 15%
- Attendance records to track increased engagement by 15%
- Behavioral social and emotional development improvements noted in a reduction of referrals by 10%



## BLOOMS AND BLOSSOMS

**QUOTE:**

“The growth of a seed is a reminder that even in the harshest condition, beauty and life can flourish.”

**THE PROJECT:**

The program has led to noticeable improvements in student engagement, behavior, and academic performance. Its effectiveness will be evaluated through

- pre- and post-assessments in science and ELA to measure academic improvement;
- attendance records to track increased engagement; and
- behavioral observations and student self-reports to assess social and emotional development.

- Garden tools
- Mulch
- Plant labels
- Water misting containers
- Facilities will include school grounds

**RESOURCES:**

- UF/IFAS
- STEM and computer department
- 4-H Program

**THE STUDENTS:**

The program will be open to students currently enrolled in Forest Glen Middle School.

**THE DISSEMINATOR:**

Olivia Creary  
Adrian Carter

**MATERIALS & FACILITIES:**

- Greenhouse
- Greenhouse shelving
- Seeds
- Developed fruit tree
- Seed trays
- Nursery pods
- Seed starting soil

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**MORE INFORMATION:**

**OLIVIA CREARY**  
Forest Glen Middle  
6501 Turtle Run Boulevard  
Coral Springs, FL 33067

[olivia.creary@browardschools.com](mailto:olivia.creary@browardschools.com)

754-322-3425

Principal: Ms. Claire Norris





**OUTCOME:**

Enhanced community and sponsor involvement in the food forest project that will ensure its sustainability and growth. The focus will be on educational and community engagement, creating a comprehensive campaign that utilizes ELA skills for real-world applications like sponsor communication, food forest tours/info sessions and event planning. The goal is to build a partnership with the community and foster the first PTA at Park Ridge Elementary in many years.



## THE FARM-TO-DESK-TO-TABLE INITIATIVE

**QUOTE:**

“The glory of gardening: hands in the dirt, head in the sun, heart with nature. To nurture a garden is to feed not just the body, but the soul.”

—Alfred Austin

**THE PROJECT:**

The need is to enhance community and sponsor involvement in the school’s food forest project to ensure its sustainability and growth. Initially inspired by traditional farm-to-school programs, the approach was adapted to include a dual focus on educational and community engagement, creating a comprehensive campaign that utilizes ELA skills for real-world applications such as sponsor communication, food forest tours/info sessions and event planning.

**THE STUDENTS:**

- Title I School
- Ethnic Breakdown/Total Percentage
- White: 172 / 32.95%
- Black/African American: 334 / 63.98%
- Hispanic: 170 / 32.565
- Multiracial: 14 / 2.68%
- Asian: 1 / 0.19%
- Native American or Native Indian: 0 / 0.00%
- Native Hawaiian or Pacific Islander: 1 / 0.19%

**THE DISSEMINATOR:**

Rikki Braton has been an elementary school teacher for 24 years. Rikki grew up on a dairy farm in Minnesota with her grandparents, second-generation farmers who had a very successful dairy farm and who worked very

hard to be innovative and organic. Rikki has the love of growing a sustainable and organic food forest and teaching it to others. She feels that it is important to teach healthy eating habits and grow organic food to support self-sustainability — not only for students but also the community.

**MATERIALS & FACILITIES:**

Park Ridge Food Forest, soil, mulch, plants, cooking materials for parent nights, gloves, cooking utensils, storage unit for tools, print materials for advertising, irrigation

**RESOURCES:**

- Teachers
- Students
- Parents
- Local business partners — Home Depot, Aldi, Walmart, Target, Sprouts



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**MORE INFORMATION:**

**RIKKI BRATON**  
Deerfield Beach Elementary  
650 NE First Street  
Deerfield Beach, FL 33441

754-322-6150

[rikki.braton@browardschools.com](mailto:rikki.braton@browardschools.com)

Principal: Mr. Andrew Gerlach





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## Exploring Innovative Education:

Unleashing Creativity with MODS,  
a LEGO Playful Learning Museum

Presenter: Lance Cutrer

Educators from across Broward County are invited to embark on a transformative journey with MODS as we delve into the dynamic world of Learning through Play. This workshop empowers teachers to enrich their curricula by reimagining learning experiences and redefining the concept of play. With more than a decade of evidence supporting the efficacy of the playful learning framework, this workshop equips educators with insights into how children learn best and ways to cultivate a playful mindset. Participants will gain practical strategies for integrating the five key characteristics—meaningful, joyful, iterative, actively engaging and socially interactive—into their teaching practices. Join us for an inspiring exploration of education that sparks creativity and transforms the classroom experience.



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*/noun/*

*to cause a change, make an impact,  
have an effect; to matter.*

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**OUTCOME:**

Students will be exposed to award-winning novels, increase their enjoyment of studying, and ultimately foster a greater love and deeper sense of appreciation of reading.



## FLASHLIGHT FRIDAY: SPARKING A LOVE OF READING

**QUOTE:**

“Books are a uniquely portable magic.”  
—Stephen King

**THE PROJECT:**

This project can be implemented in person and in a virtual setting. In person, students would be given class time to read in a specific setting, called “Flashlight Friday” (however, it can be implemented at any time in the school week/day). In this setting, the teacher would set up a digital fireplace, turn off the lights, and allow students to use flashlights and flashlight headbands to read/study. In this project, there is a focus on the Sunshine State Young Readers Award list, which is released each year for students in 3rd–5th grade and 6th–8th grade. Teachers could purchase books from this list and encourage students to use this time to read them. Other options for this project include allowing students to work together to study for an assessment or read collaboratively. Teachers can make this activity as simple or complex as they please — from basic flashlights to the construction of classroom forts! Virtually, students can participate in this project from the comfort of their learning environment. Teachers can use funds to purchase reading materials and prizes for AR Point Earners. The project also focuses on the social and emotional benefits of this reading time. The possibilities are endless! With Flashlight Friday, students can truly spark a love of reading.

**THE STUDENTS:**

This project has been implemented with 4th grade gifted/high achieving students.

**DISSEMINATOR:**

Allison Unger-Fink has disseminated and adapted several projects with the Broward Education Foundation. She is a 4th-grade teacher and robotics coach at Hawkes Bluff Elementary School.

**MATERIALS AND FACILITIES:**

- Flashlights
- SSYRA books
- Fort materials
- Headphones
- Laptop
- Project

**RESOURCES:**

Digital Fireplace [https://www.youtube.com/watch?v=UgHKb\\_7884o&t=3557s](https://www.youtube.com/watch?v=UgHKb_7884o&t=3557s)

SSRYA List 2024-2025 <https://www.floridamediaed.org/ssyra.html>

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**MORE INFORMATION:**

**ALLISON UNGER-FINK**

Hawkes Bluff Elementary

5900 SW 160th Avenue

SW Ranches, FL 33331

754-323-6100

[allison.unger-fink@browardschools.com](mailto:allison.unger-fink@browardschools.com)

Principal: Ms. Melinda Cunningham





**OUTCOME:**

Professional educators will add new and/or improved student engagement strategies to their toolkit. As a result, students will increase engagement in the classroom, which will help close the achievement gap. The positive results of using these engagement strategies will build confidence, excitement, & foster favorable relationships within the classroom environment.



## ENGAGE OR NOT TO ENGAGE: THAT IS THE QUESTION!

**QUOTE:**

"Lifelong Learning is Imperative!"  
—Dr. Shashu Taylor

**THE PROJECT:**

This program has benefited students' academic achievement through the increase of student Lexile levels, student motivation, and student engagement. Students can articulate their goals in depth as the school year progresses. Students are excited to come to class and learn because they know that they will be actively engaged as well as earn recognition for their hard work. Students' Lexile levels from the beginning (August/September), middle (December/January), and end (May) of the year will be utilized as evidence of progress.

**THE STUDENTS:**

The disseminator teaches reading to struggling 10th grade students.

**DISSEMINATOR:**

Dr. Shashu Taylor is a reading professional educator at Coral Springs High. She has been an educator in Broward County for the past 21 years teaching elementary, middle, and high school. She earned a bachelor's degree in elementary education, a master's in reading, Specialist in curriculum, administration and management, and her Doctor of Education in instructional leadership. She is the president of a nonprofit that she established in 2016. She is the owner of her own professional development company. She has had various leadership roles, launched clubs, sponsored clubs, and coached soccer as well as volleyball during her career at the School Board of Broward County. She has won Teacher of the Year, Read 180 Outstanding Educator Award & Coach of the Year. She has been nominated



for other awards as well. She was a recipient of Broward Education Foundation Teacher Technology Grant. She has written and received grants from Donors Choose as well as grants for her nonprofit.

**MATERIALS AND FACILITIES:**

- Printing paper
- Printer
- Construction paper
- Prizes
- Prize bags
- Tissue paper

**RESOURCES:**

- Food items
- Goal sheet
- Prize ideas

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**MORE INFORMATION:**

**DR. SHASHU TAYLOR**  
 Coral Springs High School  
 7201 W Sample Road  
 Coral Springs, FL 33065

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754-322-0500

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[Shashu.Taylor@BrowardSchools.com](mailto:Shashu.Taylor@BrowardSchools.com)

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Principal: Mr. Dwayne Dixon





**OUTCOME:**  
My 6th and 7th grade students increased proficiency on the FAST test from 63% to 72%.



## TAKING APART TEXT: DESIGNING HANDS-ON ACTIVITIES THAT ACTIVELY ENGAGE STUDENTS

**QUOTE:**

When students use manipulatives, “they confidently test new knowledge in a relaxed atmosphere, relate it intuitively to existing knowledge, and store that information for future use.”

—Mari Blaustein

**THE PROJECT:**

“Taking Apart Text” is a way to break down text so that students can interact with it. Activities include cloze, sorts, matching, and categorizing. This method focuses the cognitive load so that students maintain focus on the text and task to do the work as active participants rather than passive recipients. The activities are created using paper, but digital platforms can be used as well. H5P, Canvas, and Nearpod can be used to make sorts and fill-in the blank activities.

To create the activities, teachers identify their objectives and then identify the critical content. For example, after reading an autobiography and biography of the same person, students will sort information to identify the source. Another way to take apart the text is to cut apart a Newsela article and have students reconstruct it. These activities require that students read text and make cognitive decisions, therefore engaging them in the text as an active participant and increasing reading quantity.

**THE STUDENTS:**

This project was completed with students of varying academic abilities and grade levels, from below grade level to gifted, in grades 6-8.

**DISSEMINATOR:**

Jennifer Wilson has taught in Broward Jennifer Wilson has taught language arts and science at Tequesta Trace Middle School for 10 years. This is her third disseminator grant. Her teaching goal is to create inquisitive lifelong learners. She enjoys creating

activities that actively engage students to take ownership of their learning.

**MATERIALS & FACILITIES:**

- White copy paper (for student copies)
- Variety of colorful copy paper and/or cardstock (to create manipulatives)
- Access to laminator or home laminator with lamination sheets
- Class set of scissors
- Glue sticks and tape
- Resealable plastic bags
- Pens/pencils
- Rubrics/ collaboration rubric
- Construction paper (12x18)
- Markers

**RESOURCES**

- Access to technology, such as Nearpod, H5P, Canvas
- Copies of text- textbook, CommonLit, Newsela, novels, short stories, articles



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**MORE INFORMATION:**

**JENNIFER WILSON**  
Tequesta Trace Middle  
1800 Indian Trace  
Weston, FL 33326

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754-323-4400

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[jennifer.wilson@browardschools.com](mailto:jennifer.wilson@browardschools.com)

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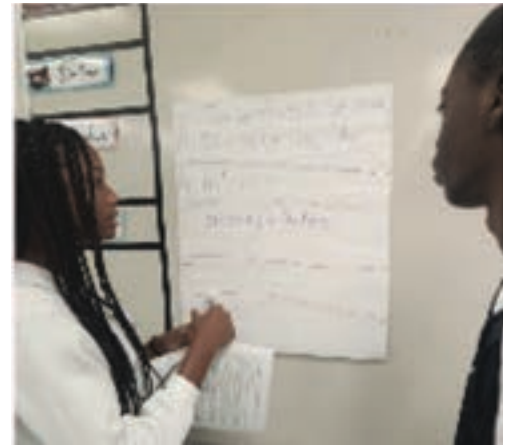
Principal: Mr. Robert Rivera





**OUTCOME:**

Students will increase their ability to read and comprehend, cite textual evidence, explain supporting evidence, and elaborate.



## ROUND AND ROUND WE GO! PAIRING ENGAGEMENT AND ELABORATION

**QUOTE:**

“Words are a lens to focus one’s mind.”  
—Ayn Rand

**THE PROJECT:**

In this project, students will be posed with a text-related question. Students will then be paired and required to respond to said question using the effective constructed response format known as RACES. RACES is a writing strategy in which students must Restate the question; Answer the question; Cite textual evidence; Explain how the evidence supports their response; and Sum it up. As a means of increasing student engagement, collaboration, and accountability, students will respond to each component of the RACES format one at a time in a rotational manner using oversized poster paper placed about the classroom. Students will be allotted a set amount of time to write their portion of the response before moving on to the next segment. This movement-friendly activity is easily adaptable for any grade level and content area, requiring students to answer questions while providing textual support.

**THE STUDENTS:**

This project can be adapted for students in multiple grade levels but is most beneficial for those who are reading to learn vs. those learning to read. Grades 3–12.

**THE DISSEMINATOR:**

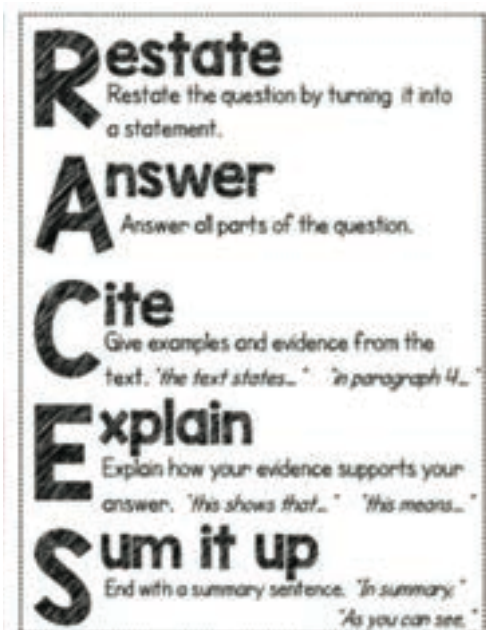
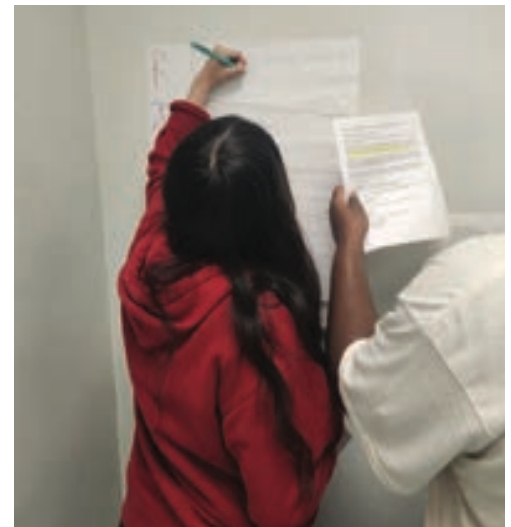
Brittany N. Smith, M.S. Ed., is a literacy coach at Coral Springs High School with over 10 years of experience working with striving readers across all grade levels.

**MATERIALS & FACILITIES:**

- Text selection (multiple copies)
- Extended response question
- RACES constructed response graphic organizer
- Oversized Post-it Super Sticky easel pad
- Markers
- Highlighters

**RESOURCES:**

- Anchor text
- Extended response prompt/question
- RACES constructed response graphic organizer
- Colored paper
- Interactive display boards



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**MORE INFORMATION:****BRITTANY N. SMITH**

Coral Springs High  
7201 W. Sample Road  
Coral Springs, FL 33065

754-322-0587

[brittany.n.smith@browardschools.com](mailto:brittany.n.smith@browardschools.com)

Principal: Mr. Dwayne Dixon





**OUTCOME:**

By 2025, students who participate in the SSYRA reading program will have read an additional three to fifteen books to support the ELA goals as shown on the FAST PM3.



## MAKE READING FUN WITH SSYRA!

**QUOTE:**

“Reading is dreaming with your eyes open.”  
—Anonymous

**THE PROJECT:**

Book Battles is a grade-level competition using Kahoot! Working with third-, fourth-, and fifth-grade teachers, four books are selected for third grade, five books for fourth grade, and another five books for fifth grade from the SSYRA 3-5 list. In Canva, a poster is created that is on every student’s Canvas page and featured in the disseminator’s monthly newsletter The Hub, where the list is prominently featured along with the Book Battle dates. The list is distributed to all families in May using Parent Link. Students can read their books over the summer and during the following school year. After completing their AR quiz and passing, students earn a brag tag. When a student has read all their grade-level specific books, they earn a spot on the Book Battles.

**THE STUDENTS:**

This project can be used for elementary, middle and high school.

**THE DISSEMINATOR:**

Dione Mila

**MATERIALS & FACILITIES:**

- Brag Tags
- SSYRA books
- Poster Maker
- Printer
- Computer
- Medals
- Pins
- Display area in the media center or classroom

**RESOURCES:**

- Brag Tags
- SSYRA Books
- Poster Maker
- Printer
- Computer
- Medals
- Pins
- Display area in the media center or classroom



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**MORE INFORMATION:**

**DIONE MILA**  
 Indian Trace Elementary  
 400 Indian Trace  
 Weston, FL 33326

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754-323-6300

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[dione.mila@browardschools.com](mailto:dione.mila@browardschools.com)

---

Principal: Ms. Amy Winder





**OUTCOME:**

Through participation in “Cybersecurity and Law: Bridging the Gap,” students will develop a comprehensive understanding of the interplay between technology and law.

Through in-depth exploration of complex topics, students will hone their ability to gather, analyze, and synthesize information from diverse sources.



## CYBERSECURITY AND LAW: BRIDGING THE GAP

**QUOTE:**

“Cybersecurity lawyers make a lot of money; I think that this could inspire me towards my future path in potentially even becoming a lawyer in cybersecurity fields.”  
—Marley A. law student

**THE PROJECT:**

“Cybersecurity and Law: Bridging the Gap” is an innovative interdisciplinary project designed to foster a deep understanding of the intricate relationship between cybersecurity and law. This project empowered cybersecurity students with crucial knowledge about the legal landscape affecting their field, while equipping law students with practical insights into the implementation and impact of laws on technology-driven industries like cybersecurity.

The project involved collaborative research, analysis, and presentation of key topics at the intersection of cybersecurity and law. Student teams, comprising both cybersecurity and law students, delved into subjects such as data protection regulations, cybercrime legislation, intellectual property in the digital age, and ethical considerations in cybersecurity practices.

**THE STUDENTS:**

This project brings together 66 students from two distinct disciplines:

- 28 students from Cyber 1 - Computer and Network Security Fundamentals Honors
- 38 students from Comprehensive Law Honors

This diverse group of students benefited from cross-disciplinary collaboration, gaining valuable insights from each other's perspectives and expertise.

**THE DISSEMINATOR:**

Hermes Abrantes, an experienced educator with a background in cybersecurity, and Paul Mathos, an experienced educator with a background in law, lead this innovative project. Professors Mathos and Abrantes have been instrumental in developing interdisciplinary curricula that bridge the gap between technology and legal studies. Their expertise in both fields uniquely position them to guide students through this collaborative learning experience.

**MATERIALS & FACILITIES:**

- Detailed project plan and timeline
- High-performance computers with necessary software
- Reliable high-speed internet access
- Interactive eBoard for presentations
- Collaborative online platforms for team communication and document sharing
- Access to legal databases and cybersecurity resources

**RESOURCES:**

- Online legal databases (e.g., LexisNexis, Westlaw)
- Cybersecurity journals and publications
- Government websites (e.g., NIST, FTC, EU data protection authorities)
- Industry reports and white papers
- Academic textbooks on cybersecurity law and policy



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**MORE INFORMATION:**

**HERMES ABRANTES/PAUL MATHOS**

Nova High  
3600 College Avenue  
Davie, FL 33314

754-323-1650

[hermes.abrantes@browardschools.com](mailto:hermes.abrantes@browardschools.com)

[paul.mathos@browardschools.com](mailto:paul.mathos@browardschools.com)

Principal: Ms. Olayemi Awofadeju





**OUTCOME:**

Students do better when they like and enjoy what they are doing. With the introduction to high-interest stories, the students will gain a new appreciation for reading. Following the completion of the projects, their learning goals will be assessed and modified as needed to help them achieve their learning goals, as well as to promote improvement on the FAST, ACT, and SAT exams.



## READ, RESEARCH AND CREATE!

**QUOTE:**

“My favorite was Jean Michel Basquiat because I learned a lot about an artist I was unfamiliar with.” —K.J., 11th-grade student

“I enjoyed reading and researching Jean Michel Basquiat. I was able to take a deep dive into his artwork and tragic life.” —A.L., 11th-grade student

“It’s not who you are that holds you back, it’s who you think you’re not.”  
—Jean-Michel Basquiat

**THE PROJECT:**

Students read and research diverse artists that have a positive and lasting impact in the art world. Students will use research databases to assist them in gathering vetted information for their notes. Students will have several activities to share the information they have learned. They will create a Bio Poem, add information to a Doodle Notes page and create a one-of-a-kind piece of art inspired by the artist studied.

Virtual options are included, allowing the students to create Doodle Notes using Canva, PowerPoint, or Sway to share their information. For the individual art pieces, students can use the art materials they have access to at home to create artwork inspired by the featured artist.

**THE STUDENTS:**

Students in grades K–12 can participate in “Read, Research and Create!” The lessons are flexible to meet the needs of the learner.

**THE DISSEMINATOR:**

In her 27 years as a Florida educator, Jennell Lozin has been privileged to work with students and teachers in a variety of K–12 settings.

She has worked as a classroom teacher, reading specialist/coach, literacy coordinator, and teacher librarian. Her goal is to create academically engaging learning experiences through an environment that fosters reading, growth mindset, and kindness. Committed to sharing her passion for literacy and learning, she also has presented innovative projects at the annual Innovative Teacher IDEA EXPO. Jennell is a proud Little Free Library steward, providing books for the families in her community. She is a planner addict who loves reading, baking and raising butterflies.

**MATERIALS & FACILITIES:**

- Laptops
- Notebook paper
- Pens/pencils
- Biographies for featured artists
- Crayola markers
- Colored pencils
- Art paper
- 11x17 copy paper
- Paint
- Paint brushes
- Rulers
- Black Sharpie markers (medium point)
- Pencil sharpener

**RESOURCES:**

- Classroom laptops
- Gale database
- Media center
- Literacy coach
- Media specialist



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**MORE INFORMATION:**

**JENNELL LOZIN**

Charles W. Flanagan High  
12800 Taft Street  
Pembroke Pines, FL 33028

754-323-0650

[jennell.lozin2@browardschools.com](mailto:jennell.lozin2@browardschools.com)

Principal: Mr. Brad Fatout





**OUTCOME:**

- By the end of the project, 80% of participating children will be able to define key financial terms such as budget, savings, and interest.
- At the completion of the project, 75% of children will demonstrate an understanding of how to effectively budget and save money by creating a personal budget and setting a savings goal.
- As a result of the project, 90% of children will be able to identify and analyze the importance of making wise financial decisions, such as distinguishing between needs and wants, and the impact of those decisions on their future financial stability.



## SHOW ME THE MONEY

**QUOTE:**

“Learn to earn, save, and make money behave!”

**THE PROJECT:**

This project is for children to gain literacy about finances. Financial literacy is an essential skill that is crucial for children to develop to make informed and responsible financial decisions as adults. Many adults struggle with managing their finances due to a lack of understanding about basic financial concepts. The goal of this project is to educate children about financial literacy through interactive activities and games. The target audience for this project is children between the ages of 8–12, as they are at a crucial stage in their development where they can begin to understand and apply financial concepts.

**THE STUDENTS:**

35 fifth graders

**THE DISSEMINATOR:**

Tavauna Grimes Owens has been a dedicated educator at North Side Elementary for three years. She is a beloved teacher who is known for her passion for teaching and her love for the students.

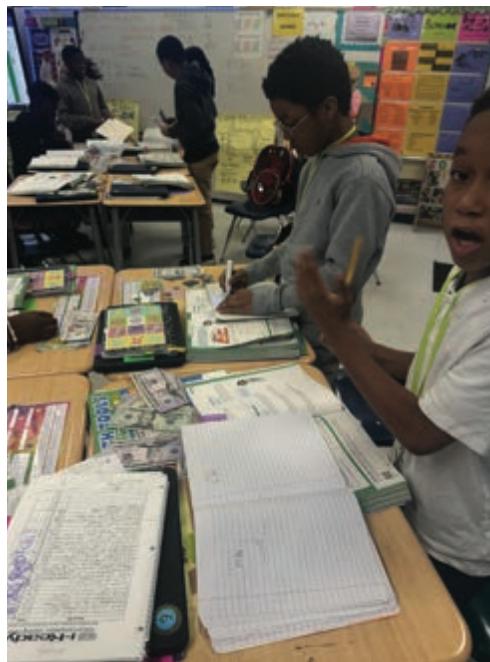


**MATERIALS & FACILITIES:**

- Technology
- Paper
- Created documents
- Presentation
- Classroom
- Fake money
- DIY crafts

**RESOURCES:**

- Textbooks
- Learning programs



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**MORE INFORMATION:**

**TAVAUNA GRIMES OWENS**

North Side Elementary  
120 NE 11th Street  
Fort Lauderdale, FL 33304

754-322-7450

[tavauna.owens@browardschools.com](mailto:tavauna.owens@browardschools.com)

Principal: Ms. Heilange Porcena





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**Fort Lauderdale High School  
1600 NE 4 Ave., Ft. Lauderdale FL 33305**



## Making the Most of the AI Opportunity

AI is not just a technological trend; it's a paradigm shift that could reshape how we teach, learn, and think about education. Since late 2022, AI has been the world's most popular professional learning topic across multiple sectors, and the incorporation of AI in education has caused us to rethink long-held traditions such as testing, homework, and even why we teach certain topics and skills. There is a sense that to adapt to an age of AI, everyone, including teachers and students, must learn how to use AI and understand how AI works.

Yet many educators have legitimate concerns about safety, privacy, and academic integrity and feel overwhelmed by the pace of technological change. The session will address these anxieties by discussing the challenges and ethical considerations of integrating AI in education, including issues of overreliance, the digital divide, and school policies. Education leaders will walk away with practical principles for helping their schools and education systems navigate an age of AI.

Join us to understand why AI in education a technological advancement is more than just – it's a critical step toward shaping a smarter, more inclusive, and innovative future.

## KEYNOTE SPEAKER



**Pat Yongpradit**  
Chief Academic Officer  
[Code.org](http://Code.org)



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Broward Teachers Union  
Bank of America  
Grand Canyon University  
JM Family Enterprises  
Lenovo  
Memorial Healthcare System  
Museum of Discovery & Science

Office Depot  
Publix  
Saint Thomas University  
Seacoast Bank  
University of West Florida  
WahooBay  
Gift baskets created by Judy Marini  
And plenty of surprises!





# BROWARD EDUCATION FOUNDATION'S INNOVATIVE TEACHER IDEA EXPO



**A** = Art  
**CE** = Character Education  
**CI** = Community Involvement  
**CM** = Classroom Management  
**D** = Drama  
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## CODES

**I** = Interdisciplinary  
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## SESSION A

### 1A Coding Across the Curriculum with Robotics

(2025) LA, STEM, T, K-12

Debra Kelly Thomas

*Applied Learning Department*

This project will give teachers of all grade levels the resources, strategies, and tools needed to meaningfully integrate robotics with content area instruction.

### 2A Flashlight Friday: Sparking a Love of Reading

(2025) LA, LS, Resilience, S, SS, 2-6

Allison Unger-Fink

*Hawkes Bluff Elementary*

In this setting, the teacher would set up a digital fireplace, turn off the lights, and allow students to use flashlights and flashlight headbands to read/study.

### 3A It's Essential

(2024) LA, LS, Resilience, 6-12

Dona Maggio

*Coral Springs High*

In this project students created a research paper using two sides or points of view of a topic by identifying a leading issue with a global perspective. Students learned to use the research process model - identify topic/issue, develop basic knowledge about the issue, select a focus, separate fact and opinion, write a thesis statement, use supporting evidence from valid sources, draw conclusions and apply the knowledge in a well-organized research paper.

### 4A Learning through Play with MODS a LEGO Museum of Discovery & Science

(2025) LA, LS, M, Resilience,

Lance Cutrer

*MODS*

Teachers will learn and further enhance their curriculums by re-imagining learning and re-defining play. Learning through play framework has over ten years of evidence on how children learn best and how to foster a playful mindset. Teachers will learn how to engage children in learning with these five characteristics: meaningful, joyful, iterative, actively engaging, and socially interactive.

### 5A Making the Most of the AI Opportunity

(2025) LA, T, K-12

Pat Yongpradit

*Code.org*

Learn why AI in education is more than just a technological advancement – it's a critical step toward shaping a smarter, more inclusive, and innovative future. Questions and answers.

### 6A Panther Play Den

(2025) LA, LS, M, S, K-5

Racquel House

*Hollywood Park Elementary*

This project is a game room. Using board games, students can learn a variety of skills such as problem solving, communication, and turn taking, among other skills that may include math, reading and science.

### 7A Storyboards in the Food Forest: An Educational Journey

(2025) H, LA, LS, S, SS, K-6

Jacqueline Sanchez

*Griffin Elementary*

This program utilizes curriculum-aligned storyboards that are strategically placed in the food forest to teach third and fourth graders, as well as other grades, about science, nutrition, and citizenship through structured physical activities.

### 8A The Cybersecurity Mural – Fusion of Technology & Art

(2025) A, Cybersecurity, T, 5-12

Hermes Abrantes

*Nova High*

In this interdisciplinary project, students from the cybersecurity program and the art department will collaborate to create a mural that celebrates cybersecurity awareness.

### 9A The Farm-to-Desk-to-Table Initiative

(2025) H, LA, PS, S, SS, 2-8

Rikki Braton

*Deerfield Beach Elementary*

This project has a dual focus on educational and community engagement, creating a comprehensive campaign that utilizes ELA skills for real-world applications such as sponsor communication, food forest tours/info sessions and event planning.

### 10A VR and AR Adventures

(2025) I, LA, T, 3-8

Tara Dukanauskas

*North Andrews Gardens Elementary*

Students will use ready-made kits as well as Merge Cubes and other resources to enhance student engagement and motivation in STEM subjects through immersive AR and VR experiences.







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## SESSION B

### **1B Blooms and Blossoms** (2025) H, LA, LS, Resilience, 4-8 Olivia Creary *Forest Glen Middle*

The "Blooms and Blossoms" program was developed to address specific needs in our middle school population, particularly students affected by trauma, mental illness, and maladaptive behaviors. The program was inspired by idea of horticultural therapy and education research showing the benefits of hands-on, nature-based learning.

### **2B Brick by Brick: Igniting STEM with LEGO Spike** (2025) A, LA, STEAM, T 2-8 Katrina Fossella *Pembroke Lakes Elementary*

This pioneering program merges tactile LEGO construction with user-friendly coding software, offering students a distinctive opportunity to immerse themselves in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education.

### **3B It's Elementary (Science)** (2015) A, LA, S, 4-12 Judy Bremner *Sawgrass Springs Middle*

Students will discover that sound is caused by vibration, while making a soda straw oboe. They will discover how the shorter straw will cause a higher pitch as they cut the length down two centimeters at a time.

### **4B Keeping it Interesting – Complementary Professional Development & Classroom Opportunities** (2025) LA, STEM, Resilience, Perseverance, Problem Solving, Self-Awareness Sam Glyn *Grand Canyon University*

Broward Education Fund has partnered with Grand Canyon University to provide all Broward teachers with a plethora of complementary professional development offerings, complementary Live Lessons for your classroom, hundreds of dual enrollment options for juniors and seniors as well as opportunities for juniors, seniors and staff to visit campus in Phoenix at no cost.

### **5B Read, Research and Create!** (2025) A, LS, LS, S, SS, T, K-12 Jennell Lozin *Charles W. Flanagan High*

Students read and research diverse artists that have a positive and lasting impact in the art world. Students will use research databases to assist them in gathering vetted information for their notes.

### **6B Show Me the Money** (2025) LA, LS, M, S, T, 4-12 Tavauna Grimes Owens *North Side Elementary*

This project is for children to gain literacy about finances. Financial literacy is an essential skill that is crucial for children to develop to make informed and responsible financial decisions as adults.

### **7B Taking Apart Text** (2025) LA, M, S, SS, 6-8 Jennifer Wilson *Tequesta Trace Middle*

"Taking Apart Text" is a way to break down text so that students can interact with it. Activities include cloze, sorts, matching, and categorizing.

### **8B To Engage or Not to Engage: That Is the Question!** (2025) LA, LS, T 9-12 Shashu Taylor *Coral Springs High*

Professional Educators will add new and or improved student engagement strategies to their toolkit. As a result, students will increase engagement in the classroom, which will help close the achievement gap. The positive results of using these engagement strategies will build confidence, excitement, & foster favorable relationships within the classroom environment.

### **9B Verde Voices: Bilingual Edutours in the Food Forest** (2025) A, FL, H, LA, LS, MC, S, K-6 Ines Sanchez-Sosner *Ramblewood Elementary*

The "Verde Voices" program is a bilingual educational initiative designed to engage students, particularly Spanish speakers, in environmental learning through a food forest at their school.

### **10B The Path for Success in Math** (2025) LA, M, K-5 Jeannie Krouch *Westchester Elementary*

"The Path for Success in Math" will enhance lessons by allowing students to utilize manipulatives, thus providing conceptual math instruction rather than procedural. Through hands-on activities, students will gain a deeper understanding of math concepts.





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## SESSION C

### 1C Blasting Off with Rocketry!

(2025) LA, STEM, T, K-5

Joseph Fursetzer

*North Lauderdale Elementary*

Students will begin with “stomp” rockets to get used to the idea of conducting experiments with flight by alternating the angle of trajectory and the force used to launch the foam rockets. The goal is for students to understand the relationship between the two concepts and be able to utilize them to “shoot” their rocket across the room to score a goal.

### 2C Broadway On a Budget

(2025) A, D, LA, PS, 2-8

Monica Alfonso Cepeda & Christina

Shearer

*Pembroke Lakes Elementary*

Through games, improvisation, and storytelling, students not only discover their creative talents but also build confidence and teamwork skills that will last a lifetime.

### 3C Culture and History Impacts

(2025) A, LA, MC, SS, T, 5-12

Candace Blake

*Coral Springs High*

The project will use lessons based on diverse cultures and the state mandates of Hispanic contributions to the U.S., women’s contributions to the U.S., Holocaust history, African and African American history, and Asian American and Pacific Islander history.

### 4C Cybersecurity and Law: Bridging the Gap

(2025) Cybersecurity, LA, SS, T, 9-12

Hermes Abrantes & Paul Mathos

*Nova High*

This project will empower cybersecurity students with crucial knowledge about the legal landscape affecting their field, while equipping law students with practical insights into the implementation and impact of laws on technology-driven industries like cybersecurity.

### 5C Glow Up with a Glow Day!

(2025) D, LA, Music, PreK-5

Jess Gronberg

*Hawkes Bluff Elementary*

Musical concepts are learned and reinforced through singing, chanting, dance, movement and rhythmic games with the use of kickballs, scarves, ribbons, blacklight and more!

### 6C Green Growth: Nurturing Wellness Through Our Food Forest

(2025) H, LA, LS, M, Resilience, S, K-12

Zuwania Smith

*Whiddon-Rogers Education Center*

The “Green Growth” program is an innovative, in-person initiative designed to integrate environmental therapy and a life skills and wellness curriculum within a school-based food forest.

### 7C Let’s Make Thinking Visible!

(2025) I, LA, LS, 6-12

Adriel Domingo

*Charles W. Flanagan High*

The project will utilize different thinking routines to help students externalize their thoughts, ideas, emotions, and misconceptions in the classroom. Visible Thinking Routines (VTRs) are widely regarded as excellent methods for involving students in the learning process.

### 8C Maximize Potential

(2024) LA, LS, Resilience, K-12

Diana Haneski, M.S.

*Marjory Stoneman Douglas High*

Teaching students to recognize signals of stress and anxiety can allow them to use their skills to feel better, many times with mindful breathing, writing, drawing, walking, and creating. It will “Maximize Potential” and all in the school community will benefit.

### 9C Read Well

(2025) LA, LS, S, SS, T, 2-8

Laura McCarthy

*Annabel C Perry PK-8*

Do students experience heightened anxiety during “testing season?” Come to this session and get everything needed to leverage the power of story to support student resiliency during “crunch time.”





# BROWARD EDUCATION FOUNDATION'S VIRTUAL INNOVATIVE TEACHER IDEA EXPO



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## SESSION D

### 1D Awesome Possum Task-Based Real-World Math

(2025) LA, LS, M, 3-6

Lesia DeFelice

*Oakridge Elementary*

Students will use problem-solving skills and mathematical reasoning to solve a series of math problems related to the given topic. Each correct answer will provide a clue to help them identify the culprit, their last known whereabouts, and their method.

### 2D Brain Boost: Teacher Teatime

(2025) H, LA, LS, Resilience, 5-12

Auriel Carter

*Henry D. Perry Education Center*

The program encourages students to participate in weekly teatime sessions with their teachers, where they can discuss academic and personal topics over tea, which is known for promoting brain health.

### 3D Growing Futures: Green Career Week

(2025) LA, LS, S, 6-12

Richard Lamarre

*Miramar High*

Green Career Week aims to educate, inspire, and empower individuals to pursue careers that contribute to environmental sustainability. Through a series of events, workshops, and resources, participants will gain insights into various green career paths, learn about current trends and opportunities, and connect with professionals in the field.

### 4D Make Reading Fun with SSYRA!

(2025) LA, LS, T, 3-12

Dione Mila

*Indian Trace Elementary*

Book Battles is a grade-level competition using Kahoot. Working teachers, we select four books for third grade, five books for fourth grade, and another five books for fifth grade from the SSYRA 3-5 List. The list is distributed to all families in May using Parent Link. Students can read their books over the summer and during the following school year.

### 5D Mindfulness through Calming Corners

(2025) H, LS, Resilience, K-12

Dolly Garg

*Park Trails Elementary*

The project covers life skills and wellness standards for students K-12. The idea is to create several corners in the classroom for students to go to whenever they need a break from daily routine and demanding work.

### 6D Round and Round We Go! Pairing Engagement and Elaboration

(2025) LA, LS, M, S, SS, 3-12

Brittany Smith

*Coral Springs High*

Students will be posed with a text-related question. Students will then be paired and required to respond to said question using the effective constructed response format known as RACES.

### 7D Rhythm Gives You Superpowers!

(2025) D, H, LA, LS, Music, PreK-5

Eduardo Lis

*Fox Trail Elementary*

"Rhythm Gives You Superpowers" will unlock students' power to learn and to express their full musical potential with rhythm and movement. This project is a whole-body experience based on well-researched and proven activities.

### 8D Seed Capital: Banking on Botany

(2025) H, LA, S, K-5

Marlie Sylvestre

*Elementary Learning*

The Seed Bank program is an innovative educational initiative designed to teach students about plant reproduction and environmental stewardship through hands-on activities and curriculum integration.

### 9D Unlock the Power of Numbers: Your Path, Your Choice!

(2025) LA, LS, M, T, 5-12

Tawanna Rowe

*Blanche Ely High*

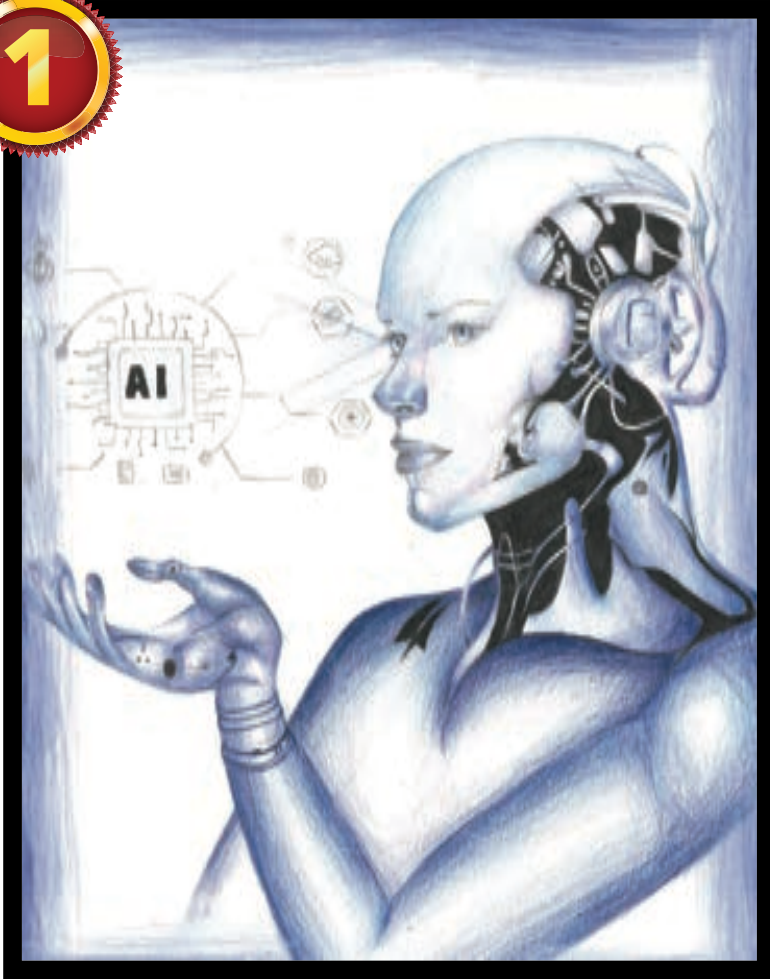
This project focuses on providing mathematical choice boards that are providing students with opportunity to practice mathematical concepts.

There are hands-on activities: activities that involve manipulatives, games, or real-world contexts to explore mathematical concepts in a tangible way.



# 2024 INNOVATIVE TEACHER IDEA EXPO CATALOG COVER STUDENT ART WINNERS

1



**Ilvina Khalikova**

Hollywood Academy of Arts & Science  
8th grade  
Art Teacher - Mr. Fonseca

2



**Mariia Sukhenko**

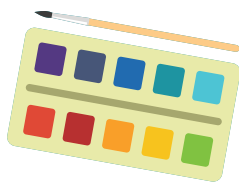
Hollywood Academy of Arts & Science  
7th grade  
Art Teacher - Mr. Fonseca

3



**Fernanda Batista**

Hollywood Academy of Arts & Science  
7th grade  
Art Teacher - Mr. Fonseca



Congratulations to Ilvina, Mariia and Fernanda on these award-winning designs! Their teachers receive gift certificates for use in their classrooms. These amazingly talented students will each be awarded a backpack filled with art supplies to fuel their future creativity!



# BROWARD EDUCATION FOUNDATION'S INNOVATIVE TEACHING PROGRAM IMPORTANT DATES



## JANUARY/FEBRUARY

Broward Education Foundation's **Innovative Teacher IDEA EXPO catalog**, a fabulous year-round resource, filled with proven teaching strategies to ignite student learning, is distributed to ALL teachers in Broward County Public Schools upon return from Winter break.

**February 1, 2025 - The Broward Teachers Union 28th Annual Innovative Teacher IDEA EXPO presented by Office Depot**, showcasing grant-winning projects highlighted in the IDEA EXPO catalog. Held in person at Fort Lauderdale High School, this fun and informative event is designed "by teachers, for teachers." Networking, brainstorming, prizes, and more. The cost to attend is \$50, and the day of fee is \$60- this includes breakfast, lunch, snack, and a goody bag.

**Adapter Grants** - Apply to adapt a project from the Innovative Teacher IDEA EXPO for your classroom. **Applications are due February 28, 2025.**

IDEA EXPO Teachers **Workshop-on-Workshops** - Disseminators learn about the IDEA EXPO workshops and how to give a precise and to-the-point presentation.

## MARCH

**Adapter Grant** applicants will be notified.

## APRIL

The **Broward Teacher's Union HOOTENANNY!** presented by **Office Depot** honors all grant-winning Innovative Teachers on **April 3, 2025**, at Marando Farms in Davie.

**2026 Disseminator Grants** - Do you have a creative, proven teaching strategy that helps students achieve? If you'd like to share it with your peers, you can receive grant funding to spend in your classroom! **Applications due April 11, 2025.**

## MAY

**BrightStar Credit Union's SPEAKEASY Roaring 20's themed event presented by Office Depot.** Broward Education Foundation's signature fundraising event will happen on **Friday, May 2, 2025**, at The WESTIN Fort Lauderdale Beach Resort.

**2026 Disseminator Grant** applicants will be notified.

## JUNE/JULY

**2026 Disseminator Grant Winners Orientation Meeting** - Disseminators learn how to assemble their curriculum "Idea Packets" for marketing to their peers.

**All 2024-25 Grant Final Reports are due by July 30th.**

Nominate an outstanding graduate of Broward County Public Schools to be considered for **Broward Education Foundation's Distinguished Alumni Hall of Fame!**

## AUGUST/SEPTEMBER/OCTOBER

**2025-26 Innovative Teacher Grant applications** - Apply for an Innovative Teacher Grant to fund your new, unproven project.

## NOVEMBER

**2025-26 Innovative Teacher Grant applications are due.**

## DECEMBER

**2025-26 Innovative Teacher Grant Selections** - submitted grants are reviewed and rated by an impartial panel of judges.

*\*Dates are subject to change*



Hands-on.  
Inquiry-Based.  
Standards-Driven.

Student-Led  
Community  
Conservation

## Educational Offerings

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Broward Education Foundation is proven agile, adept and responsive to shifting needs in education and our community.

JOIN US

### BROWARD EDUCATION FOUNDATION

600 SE Third Ave.

Fort Lauderdale, FL 33301

754.321.2032

BEInfo@browardschools.com

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**INNOVATION  
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**TURN YOUR  
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