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DISTRICT
DIGITAL CLASSROOM PLAN

Part I.   DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1   <u>District Team Profile</u> -

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Tony Hunter, Chief Information Officer	Tony.hunter@browardschools.com	754 321 0400
Curriculum District Contact	Daniel Gohl, Chief Academic Officer	Daniel.gohl@browardschools.com	754 321 2618
Instructional District Contact	Dr. Daryl Diamond, Director Innovative Learning & Arts	Daryl.diamond@browardschools.com	754 321 2630
Assessment District Contact	Dr. Nathan Balasubramanian	nathan.balasubramanian@browardschools.com	754 321 2525
Finance District Contact	I.Benjamin Leong	Benjamin.leong@browardschools.com	754 321 1990
District Leadership Contact	Robert Runcie, Superintendent	Robert.runcie@browardschools.com	754 321 2600

General   introduction/background/district   technology   policies:

Vision: Broward's vision statement is, "Educating today's students to succeed in tomorrow's world". This statement vividly describes our ideal environment and outcomes – a picture of the future we want to create. It inspires, energizes, and provides a long-term view that concentrates on the future.

Mission Statement: Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential. Broward's mission statement defines our purpose – why we exit and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decisions. It reminds us why we do the work we do.

Over the last three years Broward County Public Schools took major steps to create a vision for Digital Education and to define key vital and critically important steps to improve student performance outcomes through the integration of digital tools, resources, and instructional strategies. The following is a summary of the steps taken and links to key documentation that further describes both the strategic direction and implementation priorities.

The District Strategic Plan (2012-2015): Goal One of the strategic plan, High Quality Instruction, specifically states that, "As we move toward new standards, today's student must demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably and understand other perspectives and cultures" (p. 10). A key tactic to achieving this goal is to integrate 21st century skill development into every student's learning path. In addition, Goal 2 (Continuous Improvement) and Goal 3 (Communication) rely on the effective use of technology for both the collection and analysis of student achievement data and the continuous and timely communication to all key stakeholders in the Broward education community. Web link to the plan: http://www.browardschools.com/About-Us/Strategic-Plan/home.

Broward County Public Schools Technology Strategic Plan (January 2014): Through extensive stakeholder involvement, the district developed and the Board approved a multi-year technology plan that provides a road map for the deployment of technology over the next three to five years. The plan describes the key technology objectives that support the District's strategic goals, assesses where the District is today, and prioritizes strategic initiatives and technology investments. This plan was developed over a three-month period and was based on extensive interviews with internal and external school district stakeholder, two district-wide surveys to teachers and students, and internal user survey and workshops with the Technology Advisory Council and the Information and Technology Strategic Planning Advisory staff. Because of the extensive stakeholder input obtained to develop the technology strategic plan, the Digital Classrooms Plan used this data and input to focus on the improvement of student performance outcomes including our ESE and ELL students.http://www.broward.k12.fl.us/erp/itsupport/docs/Strategic_Plan/I&T%20Strategic%20Plan_Updated%2004302014.pdf.

The above combined policies, plans, and funding sources; along with the funds made available through the FLDOE Digital Classrooms Plan will enable Broward to implement a comprehensive, long reaching plan of action aligned with student achievement and college and career readiness goals.

District Profile: Broward County Public School (BCPS) is the sixth largest public school system in the United States and the second largest in the state of Florida. BCPS is Florida's first fully accredited school system since 1962. BCPS has over 265,000 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 105 charter schools. BCPS serves a diverse student population. Students are from 198 different countries and speak 204 different languages. To stay current about BCPS, follow us on Twitter (@Browardschools) like us on Facebook and download the free Broward County Public Schools mobile app.

2015/16 DISTRICT PROFILE

Broward County Public Schools
YEARS

Number of Schools

Elementary	137
Middle	40
High	33
Combination	6
Centers	19
Colleges	3
Total	**238**
Charter Schools	105
Grand Total	**343**

Includes elementary, middle and high virtual schools.

2014/15 Enrollment

Pre-K	4,839
K – 5	97,960
6 – 8	47,827
9 – 12	69,393
Centers	5,330
Charter Schools	40,052
Total	**265,401**

(Benchmark Day Count - 9/8/14)

Includes elementary, middle and high virtual schools.

Personnel

Total instructional staff	14,088
Clerical, support staff, etc.	10,026
Administrators	1,379
Total number of permanent employees *(above groups combined)*	**25,493**
Total number of Substitute/Temporary	6,304
Total employees	**31,797**

(As of 8/17/15)

2014/15 Student Racial/Ethnic Distribution

White	50.8%	134,741
Black	40.7%	107,995
Asian	3.7%	9,738
Native American or Native Alaskan	1.3%	3,349
Native Hawaiian or Pacific Islander	0.2%	467
Multiracial	3.4%	9,111
Ethnically Hispanic	30.5%	81,027

BCPS serves a diverse student population. Students are from 198 different countries and speak 184 different languages.

*Due to rounding, numbers may not total 100 percent.

Career, Technical, Adult and Community Education

Approximately 175,000 adult students are served each year at BCPS Technical, Adult and Community Schools.

Average Pupil Expenditure

Basic K-12	$6,096
ESOL	$6,335
ESE	$10,833
Career Ed 9-12	$6,095

(As of school year ending June 30, 2014)

Broward County Public Schools
600 SE Third Ave • Fort Lauderdale
FL 33301 • 754-321-0000

2014 School Grades Breakdown

Elementary and middle schools

A	52
B	33
C	60
D	15
F	19

High schools

A	11
B	12
C	6
D	2
F	0

BCPS centers and colleges do not receive letter grades from the state.

2014 Public Charter School Grades Breakdown

Elementary and middle schools

A	31
B	8
C	13
D	8
F	5

High schools

A	4
B	1
C	2
D	0
F	2

Reflects information as of August 2015.

I.2   Planning Process -

Broward County Public Schools underwent an extensive planning process centered on the effective integration of technology district-wide in support of the strategic goals of high quality instruction, continuous improvement, and communication in January 2014. The data and recommendations from that process are essential parts of the Digital Classrooms Plan.

On November 4, 2014, Broward County voters approved a General Obligation Bond (GOB Bond) referendum that provides critically needed funding for Broward's students. Broward County Public Schools has committed to investing the funding to enhance students' learning environments by focusing on improvements in Safety, Music, Art, Athletics, Renovations and Technology (SMART). The GOB Bond addresses the following critical areas:
- School improvements to support student health, safety and security;
- Technology and technology infrastructure to support student learning, digital environments, and 21st century classroom instruction;
- Facility repair, renovation and replacement to ensure quality schools in the community.

With the development of the technology component of the GOB Bond, Broward completed an extensive needs assessment, which included an analysis of facilities, infrastructure, and computing device needs of every school. This data, along with the Technology Readiness Inventory (TRI) data collected in conjunction with the FLDOE, enabled Broward to determine very specific school needs related to the integration of technology into daily classroom practice.
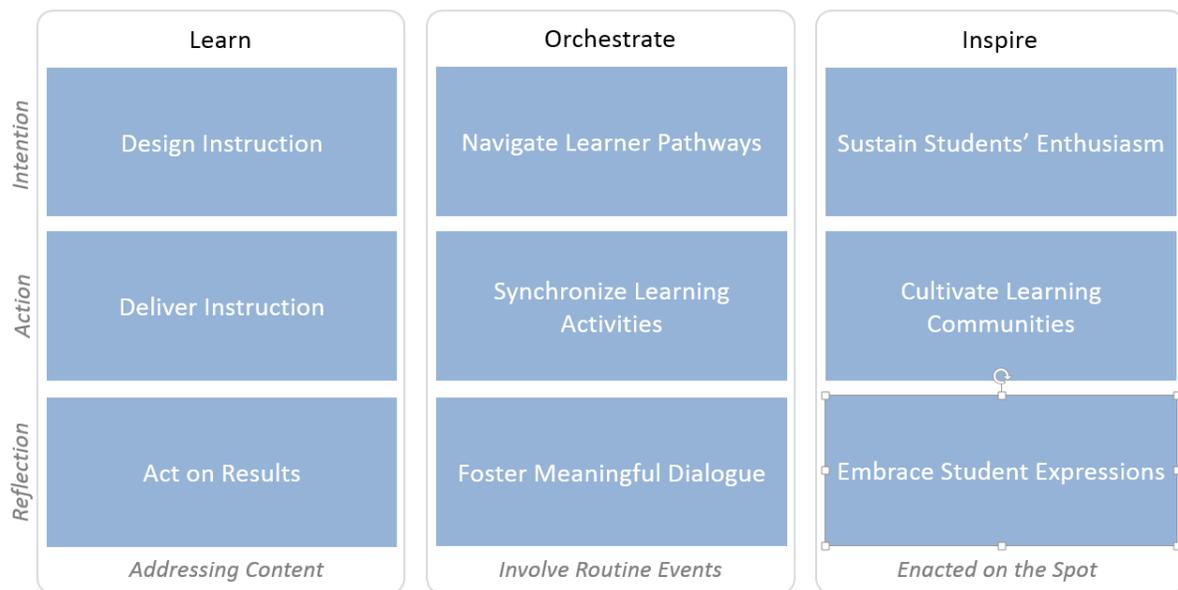
This initiative refreshes classroom technology, notably supporting the deployment of laptops for students and teachers in most need via a series of groups. Classroom technology is expected to be used by teachers to personalize the learning experience of BCPS students, therefore professional development options and resources will accompany the deployments. *The 21st Century Learner Qualification: Level 1* has been designed to provide a baseline of technology integration across Broward County Public Schools. Upon completion of Level 1, teachers will be awarded the *21st Century Learner Qualification.*

Broward County Public Schools' teachers and principals create the conditions for learning in schools by providing students with an environment that values growth, embraces failure as a growth experience, and provides the structure for a series of pathways for achieving success and demonstrating learning. Technology can be used to enhance learning by providing access to vast resources and collaboration opportunities, as well as a means of demonstrating student learning in a variety of ways. Technology is also the component that makes the widespread personalization of learning feasible and manageable.

One major aspect of this year's planning process was the creation of a Learning Management System Task Force divided into four sub-committees: Curriculum and Instruction; Data Analysis and Reporting; Data and System Integration; and Professional Learning, Documentation, and Support. The purpose of the Learning Management System Task Force was to begin the process of locating a learning management system for use district-wide by teachers, students, parents, and administrators. Input was provided from a cross-functional group including stakeholders from Academics, Information and Technology, Talent Development, Research Department, and schools. This group will select classroom based solutions that meet the district's personalized learning vision of providing each student with customized learning delivered through a blended learning model in which a learning management system contains the digital curriculum. Teachers will customize teaching and learning through the use of vetted digital resources housed in the learning management system and the learning object repository; containing instructional applications, instructional frameworks, unit and lesson plans, activities, and assessments items aligned to the Florida Standards.

Towards this purpose, the Office of Academics commissioned a study of BCPS teachers in the spring of 2015. Broward County Public Schools partnered with a technology consulting firm, Gartner, to determine the needs of teachers when using technology for instruction. Gartner consultants conducted observations of classrooms and teachers to assist in this needs assessment and then followed up with brief interviews with teachers after school. Based on the study, a digital framework was developed to highlight distinct activities that teachers and students engage in throughout the day as part of the learning process. This framework was drafted, with the goal of attaining vendor feedback through an RFI process. The district wanted to understand the landscape of tools available to support the following teaching and learning activities:

Common Processes and Activities of BCPS Teaching and Learning

	Learn	Orchestrate	Inspire
Intention	Design Instruction	Navigate Learner Pathways	Sustain Students' Enthusiasm
Action	Deliver Instruction	Synchronize Learning Activities	Cultivate Learning Communities
Reflection	Act on Results	Foster Meaningful Dialogue	Embrace Student Expressions
	Addressing Content	*Involve Routine Events*	*Enacted on the Spot*

2   Broward County Public Schools

Broward continues its standing Digital Projects Team and a Digital Projects Steering Committee with representation from key stakeholders including the Office of Academics, the Office of School Performance and Accountability, the Information and Technology Department, Talent Development, and key vendor partners. These committees provide input into the digital curriculum, digital classroom tools, professional learning, and curriculum and technical support initiatives. While the Digital Projects Steering Committee meets quarterly, the Digital Projects Team meets weekly to plan and implement the extensive digital learning projects currently underway and projected in Broward that are essential to the success of the District Strategic Plan, the District Technology Strategic Plan, and the vision for digital learning in Broward County Public Schools. The Digital Projects Team is led by the Office of Academics and includes representatives from the mathematics, science, literacy, ESOL and ESE departments, which provide direction in the instructional use of digital resources to support student achievement targets. Technology partners are also part of the Digital Projects Team. In addition to the Digital Project Team providing input into the Digital Classrooms Plan, the Broward Technology Advisory Committee discusses the Digital Classrooms Plan at each of its monthly meetings thereby obtaining external stakeholder input into the plan.

I.3   Technology Integration Matrix (TIM) – Summarize the process used to train, implement and measure classrooms using the TIM.

Measure Classrooms Using the TIM:

The Technology Integration Matrix (TIM) is used by BCPS as a comprehensive framework for evaluating technology integration in our schools. Its resources are used as a model of best practices, present a context for planning, and assist with choosing educator professional development. The matrix gives the District a foundation for organizing technology-related professional development and a common vocabulary regarding technology integration.

On an annual basis, schools reported through the Florida Innovates Technology Resources Survey the status of their teacher's progress towards the integration of technology into classroom instruction based on the TIM and identify the percentages of teachers who are at the following levels of integration:
- Entry: The teacher begins to use technology tools to deliver curriculum content to students.
- Adoption: The teacher directs students in the conventional and procedural use of technology tools.
- Adaptation: The teacher facilitates students in exploring and independently using technology tools.
- Infusion: The teacher provides the learning context and the students choose the technology tools to achieve the outcome.
- Transformation: The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

The Technology Integration Matrix (TIM) was utilized in determining how teachers in our BCPS classrooms use technology to enhance learning for K-12 students as part of our needs assessment process in relation to the procurement of a learning management system. Our technology partner, Gartner, conducted a *Teacher Experience Study* during the 2014-2015 school year. The study had some guiding research questions and hypotheses as listed below:

Question(s)	Hypotheses
What is the current user experience of BCPS teachers with regard to district technology/solutions? Where are teachers encountering the most pain? Where are teachers experiencing productivity and effectiveness?	Overall BCPS user experience is frustrating due to multitude/variety of applications and logins; however, many individual applications serve their purpose adequately.
Where can efficiencies be gained by more or less technology solutions?	A unified platform could simplify access to the wide variety of existing tools, and its implementation would streamline the user experience (and data) of instructional staff.

How do we characterize those typical tasks (journeys or scenarios) where technology may facilitate instruction and student-centered learning? How can we best communicate how teachers will fulfill these individual capabilities and responsibilities in the future?	Teachers wear many hats, some of which could be/are facilitated by digital solutions addressing specific needs.
How do teachers prefer to be equipped and prepared for changes brought on by digitalization and 21st century learning?	BCPS Teachers are at various stages of digital "readiness", though most understand its benefits – however, there is likely a device/asset shortage across the district to support digital learning environments. Teachers will also need ongoing professional learning, resources, and support.

Through the TIM's s five interdependent characteristics of meaningful learning environments: active, constructive, goal directed, authentic, and collaborative; along with the associated five levels of technology integration: entry, adoption, adaptation, infusion, and transformation; Gartner was able to create scenarios describing the varied technology integration levels of our teachers. See p. 51 for additional information.

Train Using the TIM:

Teachers and principals will receive new computer/laptop devices as a result of the GOB IT deployment. District professional development to train staff on effective instructional and operational use of the devices will be delivered in four levels: the *21st Century Learner Qualification: Level 1* will provide a baseline of technology integration across Broward Schools. Upon completion of Level 1, teachers and administrators will be awarded the 21st Century Learner Qualification. Subsequent levels of training will be offered to move teachers and administrators into more substantial and varied usage of technology in their classrooms and schools: the *21st Century Educator Qualification: Level 2*, *the 21st Century Collaborator: Level 3*, and *the 21st Century Innovator: Level 4*. The District's Level 1 through Level 4 training aligns with the five levels of teacher technology usage of the TIM: Entry and Adoption (Level 1), Adaptation (Level 2), Infusion (Level 3), and Transformation (Level 4).

Implement Using the TIM:

The TIM is currently used in our Digital Classrooms trainings to model for teachers how to best use technology tools in meaningful ways during daily instruction and for principals in how to best evaluate this type of instruction and recommend professional development. The District's Digital 5 and Digital Infusion Programs support the expansion of technology in classrooms. Students and their teachers receive digital devices, access to a learning management system, professional learning and curriculum resources to maximize student learning and engagement and create personalized learning environments in these Broward classrooms.

The first of these strategies, Digital 5, began with 27 elementary schools in 2013-2014. This program has now expanded to 84 elementary schools. Broward's middle schools are "infusing"

digital tools, resources and instructional strategies within the content areas of mathematics and English/Language Arts. Sixth grade English/Language Arts and mathematics classes have access to: a student laptop cart with 22 laptops for daily instructional use by students the following as part of daily instruction, teacher laptop to deliver curriculum, and a new digital curriculum aligned to Florida Standards in mathematics and English/Language Arts. In addition, every Intensive Reading class was given a laptop cart for daily instruction in 2013-2014. Broward's ninth grade students in English/Language Arts classes have access to a student laptop cart with 25 laptops for daily instructional use by students, a teacher laptop to deliver curriculum, and a new digital curriculum aligned to Florida Standards in English/Language Arts. Student laptops and teacher devices were distributed to D5 ESE special programs and 6th and 9th grade ESE programs. Devices were also distributed to D5 ESE ACCESS programs. Fourteen Broward middle and high schools participate in a new digitally-based curriculum program for students who are native speakers of languages other than English to develop and strengthen listening, speaking reading and writing skills and develop independent reading endurance while acquiring the English language (ELL students). Called Digital DLA, the goal of the project is to enable ELLs to control their pace, place and path of instruction by using digital devices and digital curriculum content for communication, collaboration, research, knowledge acquisition, and presentation of learning through assessments. The vision is to move ELLs towards a personalized learning environment in the Developmental Language Arts through a secondary ESOL - Reading course. *Digital DLA* incorporates digital tools, learning strategies and web-based applications in the creation of this personalized learning space.

During the 2015-2016 school year Broward County Public Schools will take advantage of the arrangement made between the Florida Center for Instructional Technology (FCIT) and the State of Florida Department of Education offering school districts an optional year-long subscription to the TIM Tools. The TIM Tools will assist our school district in its planning, implementing, and evaluating our school technology initiatives. Broward County Public Schools will also participate in the online TIM training courses providing instruction for administrators, teachers, and staff on how to effectively use the TIM.

I.4   Multi-Tiered System of Supports (MTSS) -

Describe the problem – solving process based on available district-specific data which were used for the goals and needs analysis established in the plan:

Broward has implemented an evidence-based model of instruction that uses data-based problem solving to integrate academic and behavioral instruction and intervention called the BEST Blueprint. BEST (Beyond Expected Student Targets) is a collaborative program that connects the work of the Office of Academics, the Office of School Performance and Accountability and the Office of Talent Development and led by the Superintendent and Senior Cabinet Leaders to create the following best practices:

- A focused and authentic professional learning community (PLC) process that focuses on student data to improve instructional practice

- An embedded high quality RtI process that establishes and ensures that early and appropriate interventions and progress monitoring are taking place

- Optimal internal/external relationships to engage municipalities, business partners and non-profit organizations in educating students

- Scaling up BEST practices in all schools

This comprehensive program is a unified effort to align student achievement expectations, provide real time data collection through common formative and summative assessments, examine on a monthly basis evidence of instruction and use of professional learning communities for teacher collaboration around student data, and provide differentiated support to principals and teachers aligned to individual school student needs. The BEST Blueprint provides essential data on a regular and ongoing basis needed to support the effective implementation and direction of the Digital Classrooms Plan and the continuous improvement of Broward's digital initiatives.

Explain the existing system used to monitor progress of the implementation plan:

The fidelity of Tier 1 is assessed through the use of walkthroughs by principals and peers and/or direct observation of the critical elements of the instructional process. Broward uses the Marzano Causal Teacher Model in its observation of teachers and support staff. The sufficiency of instruction for Tier 1 is monitored based on the degree in which teachers implement core instruction consistent with the time expectations for instruction in specific content areas each day. Fidelity in Tiers 2 and 3 is monitored through regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the interventions as intended. Professional development opportunities are varied and designed to directly support staff on how to assess fidelity at each tier and utilize identified strategies for ensuring fidelity of implementing evidence-based instruction through Professional Learning Communities at the school and district levels.

Behavioral & Academic Support Information System (**BASIS**) is the comprehensive District electronic tool providing ALL the data needed to drive decision-making and instruction in schools. BASIS enhances our continuing efforts to standardize student achievement and Response to Intervention (RtI) district-wide, and follows the Florida Continuous Improvement Model. Student assessment, academic, behavior, and demographic information are centrally located. Data is continually updated and current; enabling school administrators, teachers and staff the opportunity to gain a full grasp of their school and their students. By tracking and monitoring school-wide and individual student performance data, BASIS ensures fully informed decision-making and promotes high quality instruction to help all students succeed. Along with serving as an administrative tool for viewing school wide data needed for decision making, the system was designed to assist with:
- The early identification and assessment of at-risk students
- Streamlining of the Student Support referral process to ensure delivery of effective interventions across settings

Teachers and administrators upon entering into BASIS are able to:
- View interventions / activities provided to individual students by common teachers
- Enter interventions/ activities teachers/administrators provide to individual students
- Refer students for student support services (make a school social worker referral)

How the district intends to support the implementation and capacity described in the plan:

The District provides professional development and support (technical assistance and coaching), data support (data sources and technology), leadership support (policies, expectations, and evaluation) and program evaluation (ongoing data collection) to ensure integrity of implementation and support. For the 2015-2016 school year the Office of Academics Student Support Initiatives is implementing Zone Platform for Assistance & Collaboration (**Z-PAC**). School leaders, MTSS/RTI/CPS teams, instructional and support staff together will respond to the needs of all students through personalized learning and support to implement the BEST MTSS/RTI processes at all schools. Round 1 Z-PAC focus is specifically on the MTSS/RTI process described in this plan, Round 2 on Social-Emotional Learning, and Round 3 on Personalized Learning.

I.5   District Policy - The district should provide each of the policies listed below and include any additional digital technology relevant policy in the "other/open" category. If no district policy exists in a certain category, please use "N/A" to indicate that this policy is currently non-applicable. (This does not preclude the district from developing and including a relevant policy in the future.)
These policy types are suggestions, please complete as they are available or add additional if necessary.

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	The Pupil Accounting Department shall maintain a centralized system of information relating to all students enrolled in the Broward County school system.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P5008.000.pdf	11/13/69
District teacher evaluation components relating to technology (if applicable)	Elements 45 and 46 of Domain 2 – Planning and Preparing of the Marzano Causal Teacher Model as part of the Broward BrIDGES observation and teacher evaluation process.	http://www.broward.k12.fl.us/talentdevelopment/news/learning_maps/LearningMap_ClassroomTeacherD2.pdf	8/2012
Policy 4009	The Superintendent or designee of the School Board of Broward County, Florida shall be responsible for developing, organizing, updating and implementing a system wide program of assessing the competency of the instructional, administrative/supervisory, and non-instructional personnel.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P4009.000.pdf	3/13/69

BYOD (Bring Your Own Device) Policy	Bring your own device and BCPS Information Security Guidelines	http://www.broward.k12.fl.us/erp/itsupport/security.html	8/25/15
Policy for refresh of devices (student and teachers)	**N/A**		
Acceptable/Responsible Use policy (student, teachers, admin) Policy 5306	School and District Technology Usage- The policy provides guidance for appropriate technology utilization and integration into the curriculum as well as infusion into school/district administration and management	http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306,000.pdf	8/6/96
Master Inservice Plan (MIP) technology components	Master Plan and Innovation Configuration http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html Master Plan Digital Learning Curriculum Integration http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Learning_Curriculum_Integration.pdf Master Plan Technology Systems Operation http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Technology_Systems_Operations.pdf Master Plan Digital Personalized Learning http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Person_Learn.pdf Instructional Technology for 21st Century Teaching and Learning http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/21stCentTech_Learn.pdf		1/12/15 1/13/15 1/12/15 7/28/15
Other/Open Response			
Technology Advisory Committee	Committee to provide input, advice, assistance, and recommendation in the	http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306.1.000.pdf	8/3/10

Policy 5306.1	procurement and implementation of technology.		
Audiovisual Policy Policy 6100	The purpose of the policy is to establish clear direction and consistent procedures for the use of audiovisual materials for student instruction and classroom use.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P6100.pdf	4/29/03
Cell Phone, Media Devices & Electronic Devices Use and Operational Restrictions on District (Owned and Leased) Property- Policy 7015	The purpose of this policy is to establish guidelines to restrict the use of cell phones and other electronic devices for all drivers while operating a motor vehicle on district owned and leased properties	http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%207015.pdf	6/24/14
Distance Learning Policy 6744	Policy defined distance learning, gives its rationale, providers of distance learning, eligibility, registration and enrollment, courses, credits, instructional staff, student progress and grades, and NCAA eligibility	http://www.broward.k12.fl.us/sbbcpolicies/docs/P6744.pdf	6/17/03
Intellectual Property Policy 4214	Materials produced by School Board employees within the scope of their employment are the property of the School Board, which is the author and copyright holder and patent owner of the work.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P4212.000.pdf	4/4/14
Information Security Guidelines	The information security guidelines, in conjunction with appropriate state and federal statutes, will serve as a foundation and strategic framework for the protection of Broward County Public Schools (BC PS) data.	http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/Information%20Security%20Guidelines%20V04042014.pdf	4/4/14
Social Media Guidelines	Broward County Public Schools Social Media Use Guidelines Broward County Public Schools	http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard	4/4/14

	(BCPS) realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning. As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, BCPS has developed guidelines to provide direction for employees, students and the school district community when participating in online social media activities	%20Items/Security/BCPS_SocialMediaUseGuidelines_Final.pdf	
Personally Owned Devices – for Employees	Personally owned devices connected to the Broward County Public Schools (BCPS) network pose a risk for every other connected device and therefore users must abide by all BCPS Policies and Guidelines. Personally owned devices are defined as laptops, smartphones, tablets and other mobile Internet devices. The guidelines are designed for use by staff only and must be followed if the local administration decides to allow users to bring in personally owned devices.	http://www.broward.k12.fl.us/erp/ITStandards/docs/Standard%20Items/Security/PersonallyOwnedDeviceGuidelines%20v01102012.pdf	10/20/12

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Needs Analysis:

Districts should evaluate current district needs based on student performance outcomes and other key measurable data elements for digital learning.

   A) Student Performance Outcomes
   B) Digital Learning and Technology Infrastructure
   C) Professional Development
   D) Digital Tools
   E) Online Assessments

■ **Highest Student Achievement**

Student Performance Outcomes:
Districts shall improve classroom teaching and learning to enable all students to be digital learners with access to digital tools and resources for the full integration of the Florida Standards.

After completing the suggested activities for determining the student performance outcomes described in the DCP guidance document, complete the table below with the targeted goals for each school grade component. Districts may add additional student performance outcomes as appropriate. Examples of additional measures are District Improvement and Assistance Plan (DIAP) goals, district Annual Measurable Objectives (AMOs) and/or other goals established in the district strategic plan.

Data are required for the metrics listed in the table. For the student performance outcomes, these data points should be pulled from the school and district school grades published at http://schoolgrades.fldoe.org. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.1.	FSA ELA Student Achievement	53% *	65%	2019
II.A.2.	FSA Math Student Achievement (Excludes EOCs)	55% *	65%	2019
II.A.3.	Science Student Achievement – 5th and 8th Grade	5th – 50%* 8th – 46%*	5th – 65% 8th – 65%	2019
II.A.4.	Science Student Achievement – Biology	64%**	70%	2019
II.A.5.	ELA Learning Gains	N/A		
II.A.6.	Math Learning Gains	N/A		
II.A.7.	ELA Learning Gains of the Low 25%	N/A		
II.A.8.	Math Learning Gains of the Low 25%	N/A		
*Based on Total District Data, not limited to school grades data **Based on all first time test takers				
B. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.9.	Overall, 4-year Graduation Rate **Traditional High Schools:***	2012– 76.4 %	90 %	2019 ***

	2012 – 88.9% 2013 – 89.2% 2014 – 88.7% 2015 – 91.7% ***	2013-75.3% 2014–74.2% 2015 – Overall 76.6%*** Traditional Schools Only–91.7% ***		

*** The District, in its Strategic Plan, targeted 90% overall graduation rate by 2015. The traditional high schools have obtained that goal this year with the preliminary 2015 unofficial graduation rate estimates.

II.A.10.	Acceleration Success Rate	69% ***	72%	2016

***Average Acceleration Points earned by BCPS high schools from Florida School Grades Report.

A. Student Performance Outcomes (District Provided)		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.11. (D)	Increase percentage of fifth grade students in the Digital 5 Personalized Learning initiative performing at FSA proficiency levels in mathematics, reading, and science.	Math-55%**** ELA-48%**** Science-46%****	Math -65% ELA – 60% Science–60%	2019
II.A.12. (D)	Increase access to a learning management system to targeted schools and classrooms including D5 and Digital Infusion program students and teachers for instruction, assessment, and progress monitoring	35%	100%	2019
II.A.13. (D)	Increase percentage of targeted fifth grade elementary students with basic keyboarding skills	20%	100%	2019
II.A.14. (D)	Increase percentage of targeted D5 and Digital Infusion students meeting digital literacy standards as defined by ISTE national standards.	35%	100%	2019
****Based on 69 D5 Schools, Total School Data				

■ **Quality Efficient Services**

Technology Infrastructure:
Districts shall create a digital learning infrastructure with the appropriate levels of bandwidth, devices, hardware and software.

For the infrastructure needs analysis, the required data points can and should be pulled from the Technology Readiness Inventory (TRI). The baseline should be carried forward from the 2014 plan. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.1. Student to Computer Device Ratio	5:1	2.45:1	2:1	2018	.45:1
II.B.2. Count of student instructional desktop computers meeting specifications	17,200	26,202	33,402 (replacements in media centers)	2019	N/A
II.B.3. Count of student instructional mobile computers (laptops) meeting specifications	47,500	75,176	110,000	2019	27,676
II.B.4. Count of student web-thin client computers meeting specifications	N/A	N/A	N/A	N/A	N/A
II.B.5. Count of student large screen tablets meeting specifications	3,903	4,336	N/A	N/A	N/A
II.B.6. Percent of schools meeting recommended bandwidth standard	73.68%	81.71% *	100%	2019	18.29 %
II.B.7. Percent of wireless classrooms (802.11n or higher)	56 %	61 %	100 %	2019	39 %
*This number is different from what is being referenced in the 2015 District Infrastructure Survey. This percentage was obtained by using the PARCC Testing Guidelines from SEDTA.					

B. Infrastructure Needs Analysis (Required)	Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed *(Actual minus Target)*
II.B.8. District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A
II.B.9. District support of browsers in the last two versions	N/A	Y	Y	N/A	N/A

* Districts will complete the security assessment provided by the FDOE. However under s. 119.07(1) this risk assessment is confidential and exempt from public records.

■ **Skilled Workforce and Economic Development**

> Professional Development:
> Instructional personnel and staff shall have access to opportunities and training to assist with the integration of technology into classroom teaching.

Professional Development should be evaluated based on the level of current technology integration by teachers into classrooms. This will measure the impact of the professional development for digital learning into the classrooms. The Technology Integration Matrix (TIM) can be found at: http://fcit.usf.edu/matrix/matrix.php. Average integration should be recorded as the percent of teachers at each of the five categories of the TIM for the levels of technology integration into the classroom curriculum:

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. **Professional Development Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved** *(year)*
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
*The baseline (2015) will be determined using the electronic TIM tool. Observations will begin upon District approval of the DCP, conducted by trained district personnel. The DCP will be updated with results when observations are completed.				

C. **Professional Development Needs Analysis (District Provided)**		**Baseline (to be**	**Target**	**Date for Target to be Achieved**

		established in (2015)		*(year)*
II.C.3. (D)	Average Teacher technology integration via the TIM (Elementary School) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.4. (D)	Average Teacher technology integration via the TIM (Middle Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.4. (D)	Average Teacher technology integration via the TIM (High Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.7. (D)	Average Teacher technology integration via the TIM (Combination Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.8. (D)	Personalized learning (Digital 5) Project: Needs Analysis based on project goals *	To be deter9mined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45%	2019

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				Transform: 20%	
*The baseline (2015) will be determined using the electronic TIM tool. Observations will begin upon District approval of the DCP, conducted by trained personnel. The DCP will be updated with results when observations are completed.						

■ **Seamless Articulation and Maximum Access**

Digital Tools:
Districts shall continue to implement and support a digital tools system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

A key component to digital tools is the implementation and integration of a digital tool system that assists district instructional personnel and staff in the management, assessment and monitoring of student learning and performance. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools. For the required metrics of the digital tool system need analysis, please use the following responses:

D. **Digital Tools Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
	Student Access and Utilization (S)	**% of student access**	**% of student utilization**	**% of student access**	School Year
II.D.1. (S)	A system that enables access and information about standards/benchmarks and curriculum.	100% (CPALMS)	70 %	100 %	2019
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100% (CPALMS)	85 %	100%	2019
II.D.3. (S)	A system that supports student access to online assessments and personal results.	50 % (Online programs, BEEP)	70%	100 %	2019
II.D.4. (S)	A system that houses documents, videos, and information for students to access when they have questions about how to use the system.	25 % (Online programs, Atomic Learning)	25 %	100 %	2019
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	85 % (Online programs, BEEP)	85 %	100 %	2019

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	Teachers/Administrators Access and Utilization (T)	% of Teacher/ Admin access	% of Teacher/ Admin Utilization	% of Teacher/ Admin access	
II.D.1. (T)	A system that enables access to information about benchmarks and use it to create aligned curriculum guides.	100% (CPALMS through BEEP)	80% (includes dept. chairs, grade level chairs, coaches, administrators, and teachers who create guides)	100%	2019
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	25 % (Online programs)	25 %	100 %	2019
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	25% (Online programs)	25 %	100 %	2019
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 % (MyLearningPlan, SAP)	100 %	100 %	Achieved
II.D.5. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	95 % (BASIS, Virtual Counselor, TERMS)	90%	100 %	2019
II.D.6. (T)	A system that leverages the availability of data about students, district staff,	60% (BASIS, Virtual	80%	100 %	2019

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	benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Counselor, BEEP, TERMS) Disparate systems not integrated			
II.D.7. (T)	A system that houses documents, videos and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.	60 % (BEEP, Defining the Core, Eduvision, Online programs) Disparate systems not integrated	60 %	100 %	2019
II.D.8. (T)	A system that includes or seamlessly shares information about students, district staff, benchmarks, courses, assessments and instructional resources to enable teachers, students, parents and district administrators to use data to inform instruction and operational practices.	50 % (BASIS, TERMS, BEEP, Virtual Counselor) Disparate systems not integrated	80 %	100 %	2019
II.D.9. (T)	A system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	90 % (Online programs, BEEP, Virtual Counselor, TERMS) Disparate systems not integrated	90 %	100 %	2019

D. Digital Tools Needs Analysis (Required)	Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*

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	Parent Access and Utilization (P)	% of parent access	% of parent utilization	% of parent access	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	80 % (Virtual Counselor, Online programs) Need Internet to access	80 %	100 %	2019

D. Digital Tools Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
(IM)	Instructional Materials	Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	100% (Supplemental and elective course material may not be in digital format)	100 % (All course material will be in digital format)	2019
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	97 % (Supplemental and elective course material may not be in digital format)	100 % (All course material will be in digital format)	2019
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100 % (BEEP) (Supplemental and elective course material may not be in digital format)	100% (All course material will be in digital format and integrated into a new learning management system)	2019
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	80 %	100 %	2019
II.D.5. (IM)	Percentage of the materials in answer 2 that are accessible and utilized by students	80 %	100 %	2019
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students instructional materials [ss. 1006.283(2)(b)11, F.S.]	50 % (BEEP, Virtual Counselor)	100 %	2019

■ **Quality Efficient Services**

Online Assessment Readiness:
Districts shall work to reduce the amount of time used for the administration of computer-based assessments.

Online assessment (or computer-based testing) will be measured by the computer-based testing certification tool and the number of devices available and used for each assessment window.

D. **Online Assessments Needs Analysis (Required)**		**Baseline** (to be established in 2015)	**Target**	**Date for Target to be Achieved** *(year)*
II.E.1.	Computers/devices available for statewide FSA/EOC computer-based assessments	75,176	110,000	2018
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	14 % (High Schools)	75 %	2019

STEP 2 – Goal Setting:

Provide goals established by the district that support the districts mission and vision. These goals may be the same as goals or guiding principles the district has already established or adopted.

These should be long-term goals that focus on the needs of the district identified in step one. The goals should be focused on improving education for all students including those with disabilities. These goals may be already established goals of the district and strategies in step three will be identified for how digital learning can help achieve these goals.

Districts should provide goals focused on improving education for all students, including those with disabilities. These goals may be previously established by the district.

Enter district goals below:
    A. Broward County Public School's Three-Year Strategic Plan 2012-2015
Broward County Public Schools has identified three major and overarching goals for the district as established in the District's Three Year Strategic Plan (2012-2013). These goals guide and direct the academic and operational direction for the school district and support the district's vision and mission. The Broward goals are provided in this document along with a link to the web site: http://bcps.browardschools.com/strategicplan/index.html. While the overarching district goals of high quality instruction, continuous improvement and communications reflect Broward's strategic vision, the current strategic plan delineates student performance targets in math, reading and science based on FCAT student achievement results. Broward recognizes that with the state's adoption of the new FSA assessment, all school districts will need to establish new student performance baselines. Accordingly, BCPS will re-calibrate its strategic goals and objectives and update its strategic plan when FSA assessment data are available during the school year. In addition, the School District is currently developing its new Strategic Plan 2016 - 2019.

Goal 1: High Quality Instruction: Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.
College and Career Readiness: Increase graduates who meet college/career readiness to 80% by 2015.
Graduation Success: Increase four-year graduation rate to 90% by 2015 *
Middle School Readiness: Increase grade 5 combined proficiency (Level 3+ in reading, math, and science) to 69% by 2015.
Early Childhood (grade 3): Increase grade 3 combined proficiency (Level 3+ in reading and math) to 84% by 2015.
High School Readiness: Increase grade 8 combined proficiency (Level 3+ in reading, math, and science) to 57% by 2015.
*The 90% graduation rate by 2015 target was established in 2012. The attached Focus on Graduation Success chart shows that the traditional high schools have nearly obtained that goal

as of 2013-14 school year with an 88.7% graduation rate. The district is continuing to strive towards a 90% overall graduation rate by 2019.

Goal 2: Continuous Improvement: Align resources and develop an organized structure that supports operational effectiveness and efficiency to implement the District's priorities focusing on improving student achievement and business processes.

Goal 3: Effective Communication: Increase the effectiveness of internal and external communication with stakeholders to improve the District's image and develop marketing initiatives that will lead to greater understanding and trust among the District, community, and School Board.

B. Broward Technology Strategic Plan – Goals aligned to the District goals of high quality instruction, continuous improvement and effective communication.

Technology will support **Goal 1: High Quality Instruction** by:
1. Providing the technology that enables the transformation of teaching and learning through personalized learning.
2. Providing technology to ensure effective and continuous provision of professional development through online, blended, and face-to-face options designed to deliver learning opportunities that integrate technology, curriculum, and pedagogy.
3. Maintaining a consistent and sustainable baseline standard of technology infrastructure and support in every school that is accessible by every student and is continually updated.
4. Meeting the specialized technical requirements of District education programs such as magnet schools, ESE programs, ESOL/ELL programs, Virtual Schools, Adult Education, Career Technical Education, and STEM.
5. Providing access to the breadth and depth of student information and instructional decision-making data maintained at the classroom level, school-level and District-level in a user friendly and secure manner.
6. Developing and maintaining close collaborative relationships between academic and I&T operational areas.

Technology will support **Goal 2: Continuous Improvement** by:
1. Increasing District-wide productivity through increased administrative efficiency enabled by reliable technology systems to all schools and within all departments.
2. Providing departments, parents, students, and the community user-friendly access to student and administrative data and information to positively impact administrative and academic decision-making at all levels within the District.
3. Supporting District-wide operational resiliency through effective security practices, disaster preparedness and business continuity planning.
4. Building and utilizing effective project management practices to ensure timely, cost-effective and quality employment of academic, administrative and technological projects.
5. Assessing and aligning I &T staff resources, partnerships and third party contracts to facilitate timely delivery and support of technology initiatives.

Technology will support **Goal 3: Effective Communication** by:

1. Ensuring a reliable and secure core communications infrastructure for the District-telephony, data networks, video, and web services.
2. Providing a technology platform that supports community engagement and collaboration (this includes parent engagement and education, business partnerships and community relationships).
3. Supporting innovative use of technology for District-wide communication, e.g., use of social media and social collaboration platforms.
4. Deploying a platform for the communication of student and administrative data and information to those that need it.
5. Providing technology tools that enable robust but user friendly analytics.

STEP 3 – Strategy Setting:

Districts will outline high-level digital learning and technology strategies that will help achieve the goals of the district. Each strategy will outline the districts theory-of-action for how the goals in Step 2 will be addressed. Each strategy should have a measurement and timeline estimation.

Enter the district strategies below:

STRATEGIES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
High Quality Instruction (Elementary)	Continue to implement the Digital 5 Personalized Learning Project until all 5th grade students and teachers are included in this 1:1 initiative. Baseline: 69 schools in 2014-2015. Total schools - 140 Update: 84 schools in 2015-2016. Total schools - 137	• Capital Budget Plan and GOB are aligned to purchase digital devices for students and teachers in this project. • Project is fully implemented by 2016-2017 school year. • All program components are budgeted including professional learning, earning management system, and digital curriculum content. *Measurement: Outside Evaluation by 3rd party evaluator. Goals focused on increasing student engagement, increasing achievement in math and reading*	• 2015-2016: Additional 15 schools added to the Digital 5 initiative • 2016-2017 school year: Additional 38 elementary schools will be implementing the Digital 5 program. • 2016-2017: Goal met of all elementary schools having a Digital 5 program
High Quality Instruction (Middle and High)	Continue to roll out digital devices for the classroom in conjunction with the adoption of new Florida Standards aligned digital curriculum. Program name is: **Digital Infusion.** **Status: 2014-2015** Grade 6 Math, ELA, and Intensive Reading Grade 7, 8 – ELA Grade 9, ELA, Intensive Reading Grade 10 – Intensive Reading Grade 6 and 9 ESE ACCESS	Capital Budget Plan and GOB are aligned to purchase digital devices for this project • Continue to purchase instructional materials in digital format • Ensure digital curriculum is accessible through Broward learning management systems • Professional learning is aligned to project goals *Measurement: FSA student achievement results in ELA, Reading, and Math (baseline year – 2015)*	• 2015-2016 Continue to add content areas including world languages, math, science, and social studies • 2016-2018 Continue to add content areas including world languages, math, science and social studies
High Quality Instruction and Continuous Improvement	Continue to upgrade the infrastructure to support the expanding needs of digital learning and online assessment.	• Bandwidth amount • Wireless access for all classrooms *Measurement: Utilization reports from Network Operations Center (NOC)* *Measurement: Number of schools with completed upgrades as part of the IT Bond Deployment*	2015 - 2019
High Quality Instruction	Meet the specialized technical requirements of District education programs such as magnet schools, ESE programs, ESOL/ELL programs, Virtual Schools, Adult Education,	• Collaboration between Information and Technology and Academics is structured and regular.	2015-2019

	Career Technical Education, and STEM	• Academic program needs are met *Measurement: GOB, Capital Budget Plan, Professional Learning Plan and Academic Plan are collaboratively developed and implemented.*	
High Quality Instruction	Professional learning related to digital and personalized learning initiative is available through online, blended and face-to-face options. Professional learning communities support digital learning initiatives.	• Professional learning is regularly scheduled and accessible to Broward teachers. • Professional Learning Communities are providing opportunities for teachers to collaborate and share best practices on digital learning. *Measurement: Classroom observations show digital learning instructional strategies are evident.* *Measurement: Student work reflects the use of digital tools for learning* *Measurement: Number of teachers who complete the four levels of 21st century teaching and learning: Level 1: Learner Level 2: Educator Level 3: Collaborator Level 4: Innovator* *Measurement: Number of administrators/coaches participating in training on how to utilize the Technology Integration Matrix (TIM) in classroom walkthroughs*	2015 - ongoing
High Quality Instruction, Continuous Improvement, and Communication	Create, curate, and procure Broward's learning management system with digital curriculum, focused units of study, aligned assessments, and exemplary unit and lesson plans aligned to Florida Standards	• Standardize on a learning management system for K-12 as evidenced by selected Learning Management System. • Milestones and targets in LMS implementation plan are met.	2015-2016: Selection 2016-2017: Pilot 2017-2019: Implementation
Continuous Improvement	Provide additional resources to integrate single sign on application through the selected Learning Management System	• Single Sign On integration work complete and in alignment with learning management system implementation plan.	2015-2016: Integration strategy and planning including selection of vendor(s). 2016-2019: Pilot and implementation
High Quality Instruction, Continuous Improvement and Communication	Procure consultant services from an IT consultant to assist with the needs assessment and implementation of the Learning Management System project, including teacher professional learning.	• Milestones and targets in consultant services agreement are met.	August 2015: Consultant Service Contract is completed. Revised continued contract received 9/10/15.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

The DCP and the DCP Allocation must include five key components as required by ss.1011.62(12)(b), F.S. In this section of the DCP, districts will outline specific deliverables that will be implemented in the current year that are funded from the DCP Allocation. The five components that are included are:

- A) Student Performance Outcomes
- B) Digital Learning and Technology Infrastructure
- C) Professional Development
- D) Digital Tools
- E) Online Assessments

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:
- <u>Implementation Plan</u> – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- <u>Evaluation and Success Criteria</u> – For each step of the implementation plan, describe the process for evaluating the status of the implementation and once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts are not required to include in the DCP the portion of charter school allocation or charter school plan deliverables. In ss. 1011.62(12)(c), F.S., charter schools are eligible for a proportionate share of the DCP Allocation as required for categorical programs in ss. 1002.33(17)(b).

Districts may also choose to provide funds to schools within the school district through a competitive process as outlined in ss. 1011.62(12)(c), F.S.

A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to a individual school site, grade level/band, subject or content area, or district wide. These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2015-16 school year.

Enter the district student performance outcomes for 2015-16 that will be directly impacted by the DCP Allocation below:

Student Performance			
Student Performance Outcomes		**Baseline**	**Target**
III.A.1	Increase percentage of fifth grade students in the Digital 5 Personalized Learning initiative performing at FSA proficiency levels in mathematics, reading and science	Baseline Year – 2015 * FSA Math (excluding EOCs)- 55%* FSA ELA – 48%* Science – 46%*	FSA Math – 60% FSA ELA-55% Science- 55%
III.A.2	Increase access to learning management system to targeted D5 and Digital Infusion program students and teachers for instruction, assessment, and progress monitoring	35%	80%
III.A.3	Increase percentage of targeted fifth grade elementary students with basic keyboarding skills	20%	80%
III.A.4	Increase percentage of targeted D5 and Digital Infusion program students meeting digital literacy standards as defined by ISTE national standards	35%	80%
III.A.5	Create personalized learning paths for students within a learning management system, in each grade level and program of study, aligned to the Florida Standards.	Baseline Year – 2015 with pilot ELA and Mathematics courses	80%
*Based on 69 D5 schools, Total School Data			

B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at
http://www.fldoe.org/BII/Instruct_Tech/pdf/Device-BandwidthTechSpecs.pdf. These
specifications are recommendations that will accommodate the requirements of state
supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

B. Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	N/A				
III.B.2.					
III.B.3.					
III.B.4.					

If no district DCP Allocation funding will be spent in this category, please briefly describe
below how this category will be addressed by other fund sources.

Brief description of other activities		Other funding source	
Deliverables	Estimated Completion Date	Estimated Cost	School/District
Ensure higher bandwidth wireless access in all classrooms by moving an all 802.11N or 802.11AC standard by installing one access point in every classroom (doubling current density)	2017-2018	Funded with GOB/District Capital Budget/eRate resources	All classrooms in Broward County
Upgrade LAN network equipment where needed to support new wireless access points and to ensure a 2 gbps campus backbone.	2017-2018	Funded with GOB/District Cpaital Budget/eRate resources	All campuses in Broward County
Upgrade all WAN circuits to 1 gbps to the district's network core.	2016-2017	Funded by district operational	All campuses in Broward County
Upgrade core network electronics to manage the district's WAN/Data Center/Internet convergence	2017-2018	Funded with GOB/District Capital Budget/eRate resources	District
Upgrade bandwidth provisioning on the district's Internet circuits to an estimated 40 to 80 gbps based on utilization analysis.	2017-2018	Funded by district operational funds and eRate support	District
IMS Global Learning Consortium member enabling a plug and play architecture enabling rapid deployment of innovative products working together.	June, 2016 and annually	Funded by district operational funds	District

Evaluation and Success Criteria for B) Digital Learning and Technology Infrastructure:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

B. **Infrastructure Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Routine reporting and analysis of network traffic data obtained from the district's Network Operations Center (NOC)	• Network availability at levels greater than 99.9% • Applications and online services perform at high quality levels • Customer experience as shown by satisfaction surveys indicates highly satisfactory levels
III.B.2.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	• Network availability at levels greater than 99.9% • Applications and online services perform at high quality levels • Customer experience as shown by satisfaction surveys indicates highly satisfactory levels
III.B.3.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	• Network availability at levels greater than 99.9% • Applications and online services perform at high quality levels • Customer experience as shown by satisfaction surveys indicates highly satisfactory levels
III.B.4.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	• Network availability at levels greater than 99.9% • Applications and online services perform at high quality levels • Customer experience as shown by satisfaction surveys indicates highly satisfactory levels
III.B.5	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	• Network availability at levels greater than 99.9% • Applications and online services perform at high quality levels • Customer experience as shown by satisfaction surveys indicates highly satisfactory levels

Additionally, if the district intends to use any portion of the DCP allocation for the technology and infrastructure needs area B, ss.1011.62(12)(b), F.S., requires districts to submit a third-party evaluation of the results of the district's technology inventory and infrastructure needs. Please describe the process used for the evaluation and submit the evaluation results with the DCP.

C) Professional Development

Broward's professional learning program that supports digital learning is implemented through a series of strategies that facilitate the teacher's commitment to continuous professional improvement. The BCPS professional learning system, as outlined in the Master In-service Plan, is aligned to the Standards established by Learning Forward, the national professional learning organization and the Third Cycle-Florida Professional Development System Evaluation Protocol from the FLDOE. The BCPS PL System also aligns to any relevant Florida Statutes and State Board of Education Rules. The collective vision is to "develop employees to improve performance." In relating to the infusion of digital learning, the Academics and Talent Development Departments support teacher professional learning for all teachers leading to the creation of personalized learning environments that support all student needs, including ESE and ESOL student. To achieve the digital learning vision, BCPS addresses the following:

- School leadership "look-fors" on quality digital learning processes in the classroom via the TIM
- Educator capacity to use available technology
- Instructional lesson planning using digital resources; and
- Student digital learning practices

The following links provides an overview of the BCPS Master In-Service Plan and the individual Innovation Configuration documents that specifically support digital learning:

http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html
http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Learning_Curriculum_Integration.pdf
http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Technology_Systems_Operations.pdf
http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Person_Learn.pdf
http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/21stCentTech_Learn.pdf

C. Professional Development Implementation

	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	Provide stipends for qualified teachers to complete professional learning and to develop curriculum content for LMS content repository. 238 facilitators for LMS project (one per school)	August 2019	$120,000 (238 X $500)	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.2.	An instructional staff position for digital learning professional development support and interface directly with teachers and students in the classroom	August 2019	Annual salary X 3 years $231,000	District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.3.	Provide stipends to staff (district and school-based including media specialists, teachers, coaches, and administrators) to complete the one month online TIM training offered by the DOE through iTeach modules.	August 2016	$25,000 50 staff x $500 to begin building capacity at school	District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6

					II.C.7 II.C.8
III.C.4.	Deliver Levels 1- 4 Training towards a 21st Century Teaching credential: Level 1: 21st Century Learner Qualification (TIM Entry/Adoption) Level 2: 21st Century Educator Qualification (TIM Adaptation) Level 3: 21st Century Collaborator Qualification (TIM Infusion) Level 4: 21st Century Innovator Qualification (TIM Innovating)	August 2019	$200/teacher X 2,500 teacher per year

Upon completion of all four levels of training

$500,000 per year | School/District | II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8 |
| III.C.5. | Electronic TIM Tool usage training from vendor partners for administrators, instructional coaches, and instructional technology team | May 2016 | $7,500

($1,500 per session X 5 sessions) | School/District | II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8 |
| III.C.6. | Procure consultant services to assist with comprehensive planning including a professional learning and technical support plan, organizational change management, and communication strategies. | 2015-2016 | $280,000 | District | II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8 |

While the DCP will partially support professional learning, other on-going activities are addressed below:

Brief description of other activities	Other funding source
Expert conversations on digital learning through live-streamed and interactive webinars. Experts are Broward teachers or principals with proven success in leading and implementing digital learning in Broward schools and classrooms, as well as vendor partners. Focus is to create a professional social and learning network.	N/A
Professional Learning directly aligned to project implementation and targeted to the needs of the project. For example, Digital 5 and Digital Infusion projects	School budgets for substitutes, if needed
Digital Trailblazers are three different professional learning conferences offered by BCPS Instructional Technology Department and held throughout the school year. Its audience contains digital classroom teachers, media specialists, and LEEO teachers.	School budgets for substitutes, if needed
Pathways to Personalized Learning are courses and professional learning opportunities for teachers and has levels based on the number of years a teacher has been participating in the Digital Classrooms programs.	School budgets for substitutes, if needed
Professional Learning Communities focused on student achievement	N/A

Evaluation and Success Criteria for C) Professional Development:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

C. Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	School facilitators will monitor professional learning implementation at each school site.	Documentation of teacher movement on the Technology Integration Matrix (TIM) from baseline level to next level on scale through peer observations.
III.C.2.	Instructional staff position for digital learning professional development support will monitor implementation at assigned school sites.	Documentation of teacher movement on the Technology Integration Matrix (TIM) from baseline level to next level on scale through peer observations.
III.C.3.	Instructional Technology staff and school based administrators will participate in TIM training through iTeach online modules and will be responsible for observing teachers throughout the school district using the tool.	Fidelity of implementation based on inter-rater reliability of teacher observations using the TIM. The School District will be able to validate (or update) the baseline TIM data presented in this plan to get a clearer picture of technology integration in the school district.
III.C.4.	Administrators will use the TIM tool in their classroom walkthroughs to determine teacher technology integration level. Teachers will complete the Technology Use and Perception Survey	Comparison between the TIM classroom walkthrough results and the results from the Technology Use and Perception Survey.
III.C.5.	Online facilitators will monitor and support teachers as they progress through each level of the 21st Century Teacher credentialing.	• Number of teachers completing each level of the training • TIM walkthroughs of teachers completing each level of training to verify implementation strategies in the classroom are appropriate for level of credentialing • Number of schools reaching Level 4: 21st Century Innovator Qualification
III.C.6.	Observations of teachers implementing technology into the classroom in a random sampling of schools across the district	Updating of the baseline TIM data for 2015 school year based on the data from observations conducted during 2015-2016 school year.

Implementation Plan for D) Digital Tools:

Broward will use its DCP allocation to procure a standard Learning Management System (LMS) for K-12 students and teachers. The LMS is a key digital resource in a personalized learning environment as it provides individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs, including ESE and ESOL students. The LMS will meet digital learning platform specifications as defined by key stakeholders, and guide the integration of instructional applications, instructional frameworks, unit and lesson plans, activities and assessment items aligned to Florida Standards.

Through a district LMS Task Force and in conjunction with purchasing procurement processes, Broward will select the appropriate LMS along with a content repository to meet the K-12 personalized learning vision of providing each student with access to their own learning system. The selected LMS will incorporate Universal Design principles to ensure that students with disabilities can access and use the system as part of their educational program.

The funds from the DCP will be used to procure the LMS, a content repository, implementation services, and professional learning for teachers needed for effective implementation. Currently, there is a gap in available funding for the purpose of procuring, designing, and incorporating an LMS. Therefore, this strategy would be an appropriate way to leverage these funds and align with the implementation plans for the GOB and capital budget.

D. **Digital Tools Implementation**					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D. 1.	Procure a standard LMS for K-12 and procure a Learning Object Repository (LOR) and services to be used in conjunction with the LMS to store digital materials, able to ingest and import content, with meta-tagging capabilities, and allow users to contribute to and rate/rank objects in the repository.	2015-2016	$1,820,000 (yearly fee)	District	II.D.1 – II.D.5 (S) II.D.1 – II.D.9 (T) II.D.1 (P) II.D.1 – II.D.6 (IM)
III.D. 2.	Phase 1 of the selected LMS	2016-2017	Stipends for teacher PD in section III C	District	II.D.1 – II.D.5 (S) II.D.1 – II.D.9 (T) II.D.1 (P) II.D.1 – II.D.6 (IM)
III.D. 3.	Create, curate, and procure digital content Including: Learning.com (Digital Literacy and Keyboarding) Newsela (Reading Vocabulary, Comprehension, and Fluency)	2019 and ongoing	$750,000 (annually)	District	II.D.1-II.D.5 (S) II.D.1 –II.D.3 (T) II.D.5 –II.D.9 (T) II.D.1 (P) II.D.1 – II.D.6 (IM)

	Vocabulary.com (Vocabulary)				

Evaluation and Success Criteria for D) Digital Tools:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

D. **Digital Tools Evaluation and Success Criteria**		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1.	RFI and RFP process is used to select LMS for BCPS	Selection of LMS is completed by June 2016
III.D.2.	Consultant contract scope of work, milestones, goals, and objectives	Contract, milestones, and goals are met by targeted dates
III.D.3.	Content repository system works compatibly with the LMS and learning objects are properly tagged.	Online curriculum developers are able to successfully utilize the content repository system to locate and use learning objects in their course creation. Ability to separate content into learning objects for meta-tagging and placement into the content repository system.
III.D.4.	Documentation and management of Phase 1 of the LMS including installation, professional learning, content integration, support and lessons learned	Successful Phase 1 of LMS implies that teachers, students, and parents are using the LMS and that reports can be generated to support teacher, student, and parent usage.
III.D.5.	Seamless integration of LMS and content repository system.	III.A.2 – Increase access to learning management system to targeted D5 and Digital Infusion program students and teachers for instruction, assessment, and progress monitoring III.A.5 – Create personalized learning paths for students within a learning management system, in each grade level and program of study, aligned to the Florida Standards.
	Digital content and student data is integrated in an efficient and timely manner	III.A.1 - Increase percentage of fifth grade students in the Digital 5 Personalized Learning initiative performing at FSA proficiency levels in mathematics, reading and science III.A.2 - Increase access to learning management system to targeted D5 and Digital Infusion program students and teachers for instruction, assessment, and progress monitoring III.A.3 - Increase percentage of targeted fifth grade elementary students with basic keyboarding skills III.A.4 - Increase percentage of targeted D5 and Digital Infusion program students meeting digital literacy standards as defined by ISTE national standards III.A.5 - Increase percentage of targeted D5 and Digital Infusion program students meeting digital literacy standards as defined by ISTE national standards
III.D.6.	Team of online curriculum developers will evaluate digital content for procurement, create digital content, and curate free digital tools to be used in the content repository and to develop blended courses.	Annual completion of quality blended learning courses for district-wide use.

E) Online Assessments

Technology infrastructure and devices required for successful implementation of local and statewide assessments are considered in this section. In our analysis of readiness for computer-based testing, we examined network, bandwidth, and wireless needs that coincide with an increased number of workstations and devices. We reviewed current technology specifications for statewide assessments (available at www.FLAssessments.com/TestNav8 and www.FSAssessments.com/) and schedule information distributed from the K-12 Student Assessment bureau when we determined potential deliverables.

Implementation Plan for E) Online Assessments:

E. Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.E.1.	Computer-based Testing Readiness Certification	February 2016	N/A	District	N/A
III.E.2.					
III.E.3.					
III.E.4					

If no district DCP Allocation funding will be spent in this category, please briefly describe below how this category will be addressed by other fund sources.

Brief description of other activities	Other funding source
Continue to procure digital devices to support online assessment	GOB, Capital Budget, Operating Budget
Continue to update the network, bandwidth, and wireless infrastructures to meet FLDOE technology specifications	GOB, Capital Budget, Operating Budget

Evaluation and Success Criteria for E) Online Assessments:

Describe the process that will be used for evaluation of the implementation plan and the success criteria for each deliverable. This evaluation process should enable the district to monitor progress toward the specific goals and targets of each deliverable and make mid-course (i.e. mid-year) corrections in response to new developments and opportunities as they arise.

E. Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Computer-Based Assessment Certification Tool completion rate for Broward schools	100% Readiness 100% Completion
E.2.		