CITY OF PEMBROKE PINES
CHARTER SCHOOLS

City of Pembroke Pines
Florida State University
Charter Elementary School
DISTRICT DIGITAL CLASSROOM PLAN

The purpose of the City of Pembroke Pines-Florida State University Charter Elementary School Digital Classroom Plan (DCP) is to ensure all students have a path to high quality digital learning. A team of dedicated educators and stakeholders worked to provide a perspective on what it considers to be vital and critically important in relation to digital learning implementation, student performance outcome improvement and how progress in digital learning will be measured. The plan shall meet the unique needs of students, schools and personnel in the district as required by ss.1011.62(12)(b), F.S.

To provide a personalized learning experience that prepares all students to become global citizens.

Table of Contents

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

Background

The FSUS-Broward district consists of one developmental research (lab) school sponsored by Florida State University called the Cityof Pembroke Pines-Florida State University Charter Elementary School (PPCES-FSU.) The school is located in Broward County, Florida and is a part of the Pembroke Pines Charter School (PPCS) system. PPCS is a municipally operated, public, tuition-free, nonprofit charter school system in Florida that provides a full K-12 education.

The school is located in a high socioeconomic area surrounded by a city park, YMCA, and housing developments. The school has one administrative building, two classroom buildings, and an annex, a separate structure which houses special area classes. Currently, the school serves 679 students in grades K-5. In addition, the Pembroke Pines-Florida State University Charter Elementary School houses a Center for Children with Autism designed to assist students with Autism and PDD disorders with the goal of mainstreaming these students into the general education classrooms.

The admissions process of the school is designed to create a diverse population that would be conducive for research. The students are admitted according to several demographic features, including ethnicity, gender, and socioeconomic status. The school tries to maintain target population percentages based on the demographics of Broward County. The demographics of the current student population are approximately 56.41% White, 29.60% Black/African American, 8.39% Asian, 1.03% American Indian/Alaskan Native, and .45% Native Hawaiian/Pacific Islander, and 4.12% Multi-racial, of which 37% are Hispanic/Latino ethnicity. The percentage of students who received Free or Reduced Lunch (FRL) was 27.09% for the 2014-2015 school year.

PPCES-FSU has maintained its high standards of academic performance and excellence. The school implements the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS) to prepare students for the state standardized assessments. The school follows all state mandates, district initiatives from Florida State University, and local school board policies to ensure alignment within the PPCS system. Disaggregated data is used continuously to evaluate the effectiveness of the various educational programs, to support teaching and learning, and to communicate documented results to all stakeholders. Parents and families are highly involved in the school. Parents of students in the school must commit to completing 30 service hours per school year and paying a school activity fee

Overall, PPCES-FSU is committed to providing an excellent education for students that focuses on educating the whole child. With a rigorous curriculum, a strong sense of community, and dedicated individuals, the school has experienced much success.

1.1 District Team Profile

Title/Role	Name:	Email:	Phone:
Information Technology District Contact	Michael Lockett	mlockett@ppines.com	954.435.6517
Curriculum District Contact	Judith Founds	jfounds@pinescharter.net	954.499.4244
Media/Technology District Contact	Mary Wassenaar	mwassenaar@pinescharter.net	954.499.4244
Finance District Contact	Aner Gonzalez	agonzalez@ppines.com	954.431.4884
District Leadership Contact	Dr. Lisa Libidinsky	llibidinsky@pinescharter.net	954.499.4244

1.2 Planning Process

The Digital Classroom Plan is annually revised by a core team consisting of school and system leaders to ensure effective implementation of technology integration into the classrooms. PPCES-FSU's mission is to provide a personalized learning experience that prepares all students to become global citizens. This mission drives innovative approaches to utilizing digital tools to improve students' academic performance as measured by the Florida State Assessments. All staff members are given the opportunity to participate in professional development to increase their technology skills in order to meet the target goals set by the school.

In the development of the 2015-16 Digital Classroom Plan, a core team met to review current school data on technology inventories and infrastructure, reevaluate last year's target goals, analyze professional development needs, and assess other requirements established by the state of Florida. The team of educators, parents, business leaders, and students collaborated to identify technology and training needs of PPCES-FSU. Thorough and extensive research was done to produce a plan that advances the digital learning implementations with evaluative tools to ensure success. In addition, the Universal Design for Learning (UDL) was reintroduced as a school-wide initiative to ensure teaching, curriculum development, and assessment using technology was addressing the needs of all children.

The technology committee consisting of teachers from every grade level, support staff, administration, and key stakeholders met to outline a strategy to ensure digital devices were made available and accessible to every student in every classroom. This team meets periodically to align with the goals of the District Strategic Plan, the school's Technology Plan, and the professional development needs of teachers and PPCES-FSU's commitment to high quality instruction.

1.3 Technology Integration Matrix (TIM)

Classroom integration of technology has been an intricate part of the lab school high quality instruction. Teachers and students utilized computer programs and web 2.0 tools to enhance the students' learning experiences. To meet the requirements of the DCP and use an effective evaluative tool to measure, the TIM will fully be incorporated as an evaluative tool this year. Selected staff participated in the Project Optimize Online Course to supplement an ongoing school-wide training initiative for educators to ensure successful implementation of the

DCP. This fall, Phase 1 will be implemented to provide teachers training on the TIM tools and the observation tool. By mid-year, the TIM will be used to evaluate the level of technology integration within classroom lessons.

1.4 Multi-Tiered System of Supports (MTSS)

The City of Pembroke Pines-Florida State University Charter Elementary School adopted Broward County's MTSS plan. To achieve the goal of providing every student with focused academic support, PPCES-FSU focuses on the differentiated needs of every student in every classroom. Implementation concentrates on accelerating and maximizing student academic achievement through the application of data-based problem solving and effective leadership at all levels.

The Collaborative Problem-Solving Team (CPST) uses multiple sources of data to track and monitor students' academic and behavior goals identified by screening tools. The CPST meets regularly to monitor student progress and evaluate the effectiveness of the student plans in relation to goals. Students who are performing below target goals are given intensive interventions and a meeting is scheduled with parents to view data and participate in developing new goals. An individual student plan for progress monitoring is created and more frequent monitoring is established to determine if a referral is appropriate.

PPCES-FSU is implementing a routines-based instructional model using data to constantly monitor and track students' academic and behavioral performance. The teachers will be using leveled literacy intervention lessons with students who need extra support in grade level standards.

The school will provide professional development and training to support the full implementation of this plan. This plan was a collaborative effort involving the Literacy Leadership Team, ESE, ESOL, and parents.

1.5 District Policy

Type of Policy	Summary	Web Address (optional)	Date of Adoption
Policy 5.8: Code of Student Conduct 2013-2016	Policy 5.8: Code of Student Conduct 2013-2016 in Section IV Technology Usage - details student data safety, security and privacy.	http://www.broward.k12.fl.us/sbbcpolicies/	PPCES-FSU follows Broward County Policy 5.8. Revised 4/15/2014
Policy 5306: School and District Technology Usage Policy 4009 Evaluations Instructional/Administrative…	Policy 5306 and Policy 4009 identify how the technology will be used to enhance student learning District teacher evaluation components relating to technology.	http://www.broward.k12.fl.us/sbbcpolicies/	PPCES-FSU follows Broward County Policy 5306. Amended 5/3-/12 Policy Adopted 1/17/2006
BYOD (Bring Your Own Device) Policy	**NA**		
Policy 5306: School and District Technology Usage	Policy 5306 provides for refresh of devices belonging to teachers and students.	http://www.broward.k12.fl.us/sbbcpolicies/	PPCES-FSU follows Broward County Policy 5306. Amended 5/3-/12 Policy
Policy 5.8: Code of Student Conduct 2013-2016	Policy 5.8: Code of Student Conduct 2013-2016 in Section IV Technology Usage - details how students are expected to use technology responsibly.	http://www.broward.k12.fl.us/sbbcpolicies/	PPCES-FSU follows Broward County Policy 5.8. Revised 4/15/2014.
Master Inservice Plan (MIP) technology components	Technology Applications Strategies 3-003-001 Assistive Technology 3-100-001 Technology In the Classroom /Digital Curriculum 3-408-001; 3-100-002 ESE	http://www.paec.org/mip.pdf	PPCES-FSU follows the Panhandle Area Educational Consortium MIP

Part II. DIGITAL CLASSROOMS PLAN – STRATEGY
STEP 1 – Need Analysis:

Highest Student Achievement
A. Student Performance Outcomes

Student Performance Outcomes		Baseline	Target	Date for Target to be Achieved *(year)*
II.A.1.	ELA Student Achievement	TBD from school year 2014-2015	TBD 2015-2016	
II.A.2.	Math Student Achievement	TBD from school year 2014-2015	TBD 2015-2016	
II.A.3.	Science Student Achievement – 5th and 8th Grade	71%	73%	2015-2016
II.A.4.	Science Student Achievement – Biology	NA	NA	NA
II.A.5.	ELA Learning Gains	TBD from school year 2014-2015	TBD 2015-2016	
II.A.6.	Math Learning Gains	TBD from school year 2014-2015	TBD 2015-2016	
II.A.7.	ELA Learning Gains of the Low 25%	TBD from school year 2014-2015	TBD 2015-2016	
II.A.8.	Math Learning Gains of the Low 25%	TBD from school year 2014-2015	TBD 2015-2016	
II.A.9.	Overall, 4-year Graduation Rate	NA	NA	NA
II.A.10.	Acceleration Success Rate	NA	NA	NA

Quality Efficient Services
B. Infrastructure Needs Analysis

Infrastructure Needs Analysis		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	3:1	5:4	1:1	2017-2018	.25
II.B.2.	Count of student instructional desktop computers meeting specifications	155	155	155	2017-2018	0
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	60	60	60	2017-2018	0
II.B.4.	Count of student web-thin client computers meeting specifications	0	315	415	2016-2017	100
II.B.5.	Count of student large screen tablets meeting specifications	5	5	65	2016-2017	60
II.B.6.	Percent of schools meeting recommended bandwidth standard	100%	100%	100%	2016-2017	0%
II.B.7.	Percent of wireless classrooms (802.11n or higher)	100%	100%	100%	2016-2017	0%
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	2016-2017	N/A

Skilled Workforce and Economic Development
C. Professional Development Needs Analysis

Professional Development Needs Analysis		**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)	Entry: 5 % Adoption:60 % Adaption:25 % Infusion: 8% Transform:2 %	Entry: 0% Adoption: 10% Adaption: 45% Infusion: 30% Transform: 15%	2016-2017
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	NA	Entry: 0% Adoption: 10% Adaption: 45% Infusion: 30% Transform:15 %	2017-2018

Seamless Articulation and Maximum Access
D. **Digital Tools Needs Analysis**

Digital Tools Needs Analysis		**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%	60%	100 %	2017-2018
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans.	100 %	60 %	100 %	2017-2018
II.D.3. (S)	A system that supports student access to online assessments and personal results.	100 %	85 %	100 %	2017-2018
II.D.4. (S)	A system that houses documents, videos, and	60%	10%	60 %	2017-2018

Digital Tools Needs Analysis		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	information for students to access when they have questions about how to use the system.				
II.D.5. (S)	A system that provides secure, role-based access to its features and data.	50%	50%	80%	2017-2018

Digital Tools Needs Analysis		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%	60%	100%	2017-2018
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100%	20%	85%	2017-2018
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 %	70%	100%	2017-2018
II.D.4. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	80 %	80%	100 %	2017-2018
II.D.5. (T)	A system that includes comprehensive student information that is used to	80%	90%	100%	2017-2018

Digital Tools Needs Analysis		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.				
II.D.6. (T)	A system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	90%	90%	100%	2017-2018
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%	40%	100%	2017-2018
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.	60%	40%	100%	2019-2020
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.	100%	80%	100 %	2017-2018

Digital Tools Needs Analysis		Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved *(year)*
	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.	100 %	50%	80%	2017-2018

Digital Tools Needs Analysis		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)	60%	90%	2017-2018
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that are digital format (includes purchases from prior years)	50%	90%	2017-2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	0%	80%	2017-2018
II.D.4. (IM)	Percentage of the materials in answer two above that are accessible and utilized by teachers	40%	90%	2017-2018
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	20%	80%	2017-2018
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.]	0%	50%	2017-2018

Quality Efficient Services
E. Online Assessment Readiness:

Online Assessments Needs Analysis		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	530	NA	2016-2017
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	2016-2017

STEP 2 – Goal Setting:
District Goals:

- **Highest Student Achievement:** To meet AMO benchmarks and meet expected growth on Florida Assessments.

- **Seamless Articulation and Maximum Access**: To provide a digital tool system for students and parents to have access to student instructional materials.

- **Skilled Workforce and Economic Development**: To provide differentiated support to all teachers in the implementation of digital learning.

- **Quality Efficient Services:** To ensure all classrooms have adequate and equitable technology resources.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Highest student achievement	Adopt and implement the Florida's Technology Integration Matrix (TIM)	• Technology Integration Matrix Observation Tool (TIM)	2015-2016
Seamless Articulation and Maximum Access	Implement a digital tool system	• GFOA PPCS Budget Book • Ensure digital curriculum is accessible through PPCES-FSU digital tool systems	2015 and ongoing
Skilled Workforce and Economic Development	Expand and develop training opportunities to assist with the integration of technology into classroom teaching	• Master In-service Plan • Professional Learning Communities • TIM	2015 and ongoing

Goal Addressed	Strategy	Measurement	Timeline
Quality Efficient Services	Create an infrastructure that supports the needs of digital learning and online assessments	• Computer Based Testing Certification Tool • FLDOE Technology Resources Inventory	2015 and ongoing

Part III. DIGITAL CLASSROOMS PLAN – ALLOCATION PROPOSAL

A) Student Performance Outcomes

Student Performance Outcomes		Baseline	Target
III.A.3.	Increase percent of third through fifth grade students performing at a proficiency level on the FSA ELA.	75%	78%
III.A.4.	Increase percent of third through fifth grade students performing at a proficiency level on the FSA Mathematics.	79%	80%

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.B.1.	Intrusion Prevention System IPS	2015-2016	$6,715	PPCES-FSU	NA
III.B.2.	44 Lenovo ThinkPad x250 Non-Touch 12.5" Laptops	2015-2016	$57,200	PPCES-FSU	NA
III.B.3.	44 ThinkPad x250 Docking Stations	2015-2016	$7,876	PPCES-FSU	NA
III.B.4.	10 Lenovo ThinkPad X1 Carbon Non-Touch 14.0"	2015-2016	$16,000	PPCES-FSU	NA
III.B. 5.	10 ThinkPad x1 Docking Stations	2015-2016	$1,790	PPCES-FSU	NA
III.B.6.	3 Projectors	2015-2016	$1,800	PPCES-FSU	NA
III.B.7.	3 Projector Ceiling Mounts	2015-2016	$279	PPCES-FSU	NA

III.B.8.	(3) Projector Reinforcement Speakers	2015-2016	$180	PPCES-FSU	NA
III.B.9.	Projector Installation (3)	2015-2016	$900	PPCES-FSU	NA
III.B 10.	2 Document Cameras	2015-2016	$800	PPCES-FSU	NA
III.B.11.	276 Chromebooks	2015-2016	$68,724	PPCES-FSU	NA
III.B.12.	15 Chromebook Carts	2015-2016	$24,000	PPCES-FSU	NA
III.B. 13.	(60) Apple iPads 16.6GB Wifi	2015-2016	$14,940	PPCES-FSU	NA
III.B.14.	(60) AppleCare+ 2Years	2015-2016	$4,800	PPCES-FSU	NA
III.B. 15.	6 Apple iPad Charging Stations	2015-2016	$5994	PPCES-FSU	NA
III.B. 16.	40 Google Chromecast	2015-2016	$1,800	PPCES-FSU	NA
III.B.17.	Expand bandwidth Internet Service Provider (ISP)	2015-2016	$1,715	PPCES/FSU	NA
III.B.18.	(9) Wireless Access Points (APs)	2015-2016	$6,201	PPCES-FSU	NA

Infrastructure Evaluation and Success Criteria		
Deliverable	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Intrusion Prevention System IPS will be purchased January 2016 (Finance Office).	After installation of devices, all students will have uninterrupted access to Internet and seamless technology integration. This will be measured by the Technology Integration Matrix and academic performance data.

C) Professional Development

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.C.1.	46 teachers participate in digital learning professional development aligned with MIP.	May 2016	$30,000	PPCES FSU	NA
III.C.2.	46 teachers participate in book study and lesson studies on STEM learning.	May 2016	NA	PPCES FSU	NA

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	46 elementary school teachers and support staff participates in professional development aligned with MIP will begin by October 2015.	After completion of training, staff members will use quality digital learning processes with all student. This will be measured by the Technology Integration Matrix and academic performance data.
III.C.2.	46 elementary school teachers and support staff participates in Professional Learning Communities on STEM learning will begin by October 2015.	After completion of training, staff members will integrate Science, Technology, Engineering, and Mathematics (STEM) into classroom lessons. This will be measured by the Technology Integration Matrix and academic performance data.

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap addressed from Sect. II
III.D.1.	TIM Tools	2015-2016	$500	PPCES-FSU	NA
III.D.2.	276 Chromebook Licenses	2015-2016	$5,520	PPCES-FSU	NA

Digital Tools Implementation					
III.D. 3.	60 Airwatch Licenses	2015-2016	$2,700	PPCES-FSU	NA

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.D.1 -17.	The above items will be purchased by January 2016. (Finance Office)	After installation of devices, all students will have uninterrupted access to Internet and seamless technology integration. This will be measured by the Technology Integration Matrix and academic performance data.

E) Online Assessments

Online Assessment Evaluation and Success Criteria		
Deliverable (refer to III.B.17.)	Monitoring and Evaluation and Process(es)	Success Criteria
III.E.1	Bandwidth Internet Service Provide (ISP) expansion will be purchased January 2016 (Finance Office).	After installation of devices, all students will have uninterrupted access to Internet and seamless technology integration. This will be measured by the Technology Integration Matrix and academic performance data.