FLORIDA DEPARTMENT OF EDUCATION
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Broward County Public Schools
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

General introduction/background/District technology policies:

1.1 District Mission and Vision statements:

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 exist 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 two 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 plan:
http://www.browardschools.com/About-Us/Strategic-Plan/home
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 once FSA assessment data are available.

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 stakeholders, 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.
http://www.broward.k12.fl.us/erp/itsupport/docs/Strategic_Plan/I&T%20Strategic%20Plan_Updated%2004302014.pdf

Digital and Personalized Learning Projects: Starting in May 2013, Broward County Public Schools began implementing a personalized learning project called "Digital 5" to (1) maximize learning outcomes for all students, (2) personalize instruction for the wide differentiation of learners, (3) increase student engagement and collaboration, and (4) enable students to perform real-world, complex learning experiences in multiple settings. Broward County Public Schools rolled out 1:1 devices in 27 elementary school 5th grade classrooms as the vehicle to (1) drive more rigorous, purposeful, and differentiated student learning, and (2) enable teachers to expand their impact by creating online resources, using technology to free them up to focus on differentiating for all learners, transform approaches to distilling rigorous and purposeful curricula, and streamline data management. Students were given access to copious high-quality opportunities to acquire knowledge and demonstrate mastery, with students controlling the place, pace, and path of instruction. Due to the initial success of this project, which has received national recognition, the project expanded in the 2014 to 2015 school year to include a suite of projects that address students in grades K-12. These projects are the focus of the Digital Classroom Plan, which will support the continuation of these implementations for all students.

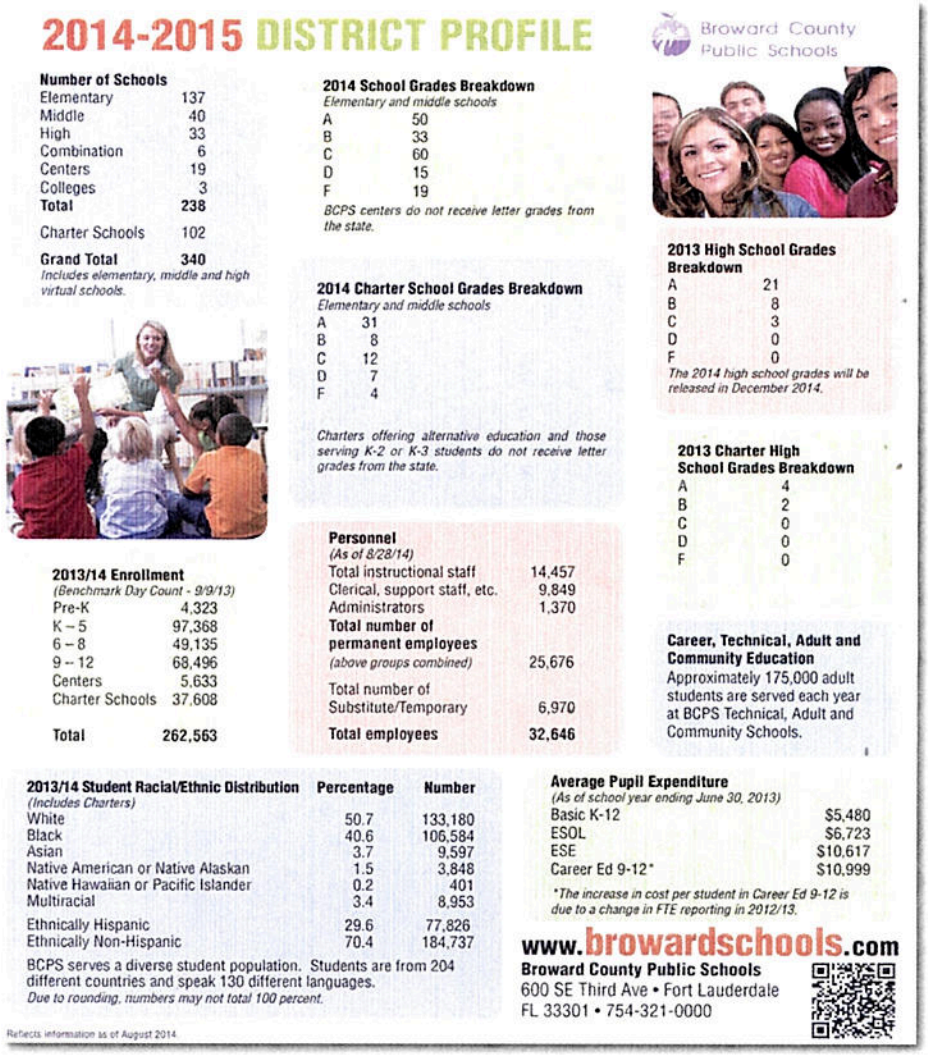
General Obligation Bond: On November 4, 2014, Broward County voters approved a General Obligation Bond (GOB) referendum that provides critically needed funding for Broward students. Funding from the GOB is enabling Broward to address safety, music, art, athletics, renovations and technology (SMART BOND). In terms of technology, the GOB has approximately $80 million dollars to enable Broward to address infrastructure and digital devices needs over the next five years. This funding is significant and will enable Broward to transform its classrooms to digital learning environments that are both connected and interconnected to a rapidly changing, highly mobile, global world.

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

1.2 District Profile:

Broward County Public Schools (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 260,000 students and approximately 175,000 adult students in 238 schools, centers and technical colleges, and 102 charter schools. BCPS serves a diverse student population. Students are from 204 different countries and speak 135 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.



2014-2015 DISTRICT PROFILE

Broward County Public Schools

Number of Schools

Elementary	137
Middle	40
High	33
Combination	6
Centers	19
Colleges	3
Total	**238**
Charter Schools	102
Grand Total	**340**

Includes elementary, middle and high virtual schools.

2014 School Grades Breakdown
Elementary and middle schools

A	50
B	33
C	60
D	15
F	19

BCPS centers do not receive letter grades from the state.

2014 Charter School Grades Breakdown
Elementary and middle schools

A	31
B	8
C	12
D	7
F	4

Charters offering alternative education and those serving K-2 or K-3 students do not receive letter grades from the state.

2013 High School Grades Breakdown

A	21
B	8
C	3
D	0
F	0

The 2014 high school grades will be released in December 2014.

2013 Charter High School Grades Breakdown

A	4
B	2
C	0
D	0
F	0

2013/14 Enrollment
(Benchmark Day Count - 9/9/13)

Pre-K	4,323
K – 5	97,368
6 – 8	49,135
9 – 12	68,496
Centers	5,633
Charter Schools	37,608
Total	**262,563**

Personnel
(As of 8/28/14)

Total instructional staff	14,457
Clerical, support staff, etc.	9,849
Administrators	1,370
Total number of permanent employees *(above groups combined)*	25,676
Total number of Substitute/Temporary	6,970
Total employees	**32,646**

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

2013/14 Student Racial/Ethnic Distribution *(Includes Charters)*	Percentage	Number
White	50.7	133,180
Black	40.6	106,584
Asian	3.7	9,597
Native American or Native Alaskan	1.5	3,848
Native Hawaiian or Pacific Islander	0.2	401
Multiracial	3.4	8,953
Ethnically Hispanic	29.6	77,826
Ethnically Non-Hispanic	70.4	184,737

BCPS serves a diverse student population. Students are from 204 different countries and speak 130 different languages.
Due to rounding, numbers may not total 100 percent.

Average Pupil Expenditure
(As of school year ending June 30, 2013)

Basic K-12	$5,480
ESOL	$6,723
ESE	$10,617
Career Ed 9-12*	$10,999

**The increase in cost per student in Career Ed 9-12 is due to a change in FTE reporting in 2012/13.*

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Reflects information as of August 2014.

1.3 District Team Profile:

Title/Role	Name:	Email/Phone:
District Leadership Contact	Brian Kingsley, Acting Chief Academic officer	Brian.kingsley@browardschools.com
Information Technology District Contact	Ed Hineline, Director, Business Applications	Ed.hineline@browardschools.com
Curriculum District Contact	Lynne Oakvik, Curriculum Supervisor, Library Media	Lynne.oakvik@browardschools.com
Instructional Technology District Contact	Jeanine Gendron, Senior Process Analyst	Jeanine.gendron@browardschools.com
Finance District Contact	Oleg Gorokhovsky, Director, Budget	Oleg.gorokhovsky@browardschools.com

1.3 Planning Process:

As previously stated, Broward underwent an extensive planning process centered around 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 this plan are an essential part of the Digital Classroom Plan. With the development of the technology component of the General Obligation Bond (GOB), 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. In conjunction with this process, Broward has a 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. This team meets weekly to plan and implement the extensive digital learning projects currently underway and projected in Broward and 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 lead 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. Input into this plan and actual data presented was obtained from members of the digital projects team, along with other staff members as needed. Technology business partners are also members of the digital project team. The Digital Project Team provided input into the Digital Classroom Plan and, combined with the prevailing initiatives, projected initiatives and anticipated needs, lead to the development of the final Digital Classroom Plan being submitted to the FLDOE for approval. To obtain external stakeholder input into the Digital Classroom Plan, the Broward Technology Advisory Committee has discussed the Digital Classroom Plan at each of its monthly meetings since September 2014.

1.4 Multi-Tiered System of Supports (MTSS):

Broward is implementing 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 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 in place
- Optimal internal/external relationships to engage municipalities, business partners and on-profit organizations in educating students

- Scaling up of 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 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 will provide essential data on a regular and ongoing basis needed to support the effective implementation and direction of the Digital Classroom Plan and the continuous improvement of Broward's digital initiatives.

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

Districts should identify 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.

Student Performance Outcomes (Required)		**Baseline FCAT % Proficient (2013-2014)**	**Target FSA % Proficient (2014-2015)**	**Date for Target to be Achieved** *(year)*
1.	ELA Student Achievement	59%	Baseline Year – 2015*	N/A
2.	Math Student Achievement	61%	Baseline Year – 2015*	N/A
3.	Science Student Achievement	55%	Baseline Year – 2015*	N/A
4.	ELA Learning Gains	68%	Baseline Year – 2015*	N/A
5.	Math Learning Gains	67%	Baseline Year – 2015*	N/A
6.	ELA Learning Gains of the Low 25%	66%	Baseline Year – 2015*	N/A
7.	Math Learning Gains of the Low 25%	62%	Baseline Year – 2015*	N/A
8.	Overall, 4-year Graduation Rate	2011 - 71.6% 2012 – 76.4% 2013 – 75.3% 2014 – 74.2%	90%	2019**
* BCPS cannot establish a definitive target until baseline results on the FSA are available. The district will re-calibrate its strategic goals and objectives and update its strategic plan once FSA assessment data are available.				
**The overall graduation rates for the past three years are provided on the attached Focus on Graduation Success chart. The District, in its Strategic Plan had targeted a 90% overall graduation rate by 2015. As shown on the chart, the traditional high schools have nearly obtained that goal as of the 2013-14 school year with 88.7%. The district is continuing to strive towards a 90% overall graduation rate by 2019 with targeted 4 percentage point overall annual increases.				
9.	Acceleration Success Rate	69%	72%	2016

	*Average Acceleration Points earned by BCPS high schools from Florida School Grades Report.			
Student Performance Outcomes (BCPS Provided)		**Baseline**	**Target**	**Date for Target to be Achieved**
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	Baseline Year – 2015*	N/A
2.	Increase access to learning management system to targeted D5 and Digital Infusion students and teachers for instruction, assessment and progress monitoring.	35%	80%	2018
3.	Increase percentage of targeted fifth grade elementary students with basic keyboarding skills.	20%	50%	2017
4.	Increase percentage of targeted D5 and Digital Infusion students meeting digital literacy standards as defined by ISTE national standards.	35%	60%	2017
* BCPS cannot establish a definitive target until baseline results on the FSA are available. The district will re-calibrate its strategic goals and objectives and update its strategic plan once FSA assessment data are available.				

Quality Efficient Services

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

Infrastructure Needs Analysis (Required)		**Baseline (2013-2014)**	**Target**	**Date for Target to be Achieved *(year)***
1.	Student to Computer Device Ratio	5:1	2:1	2018
2.	Count of student instructional desktop computers meeting specifications*	17,200	N/A	N/A
3.	Count of student instructional mobile computers (laptops) meeting specifications*	47,500	110,000	2018
4.	Count of student web-thin client computers meeting specifications	N/A	N/A	N/A
5.	Count of student large screen tablets meeting specifications	4,000	N/A	N/A
6.	Percent of schools meeting recommended bandwidth standard	54%	100%	2018
7.	Percent of wireless classrooms (802.11n or higher)	54%	100%	2018
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved *(year)***
8.	Wireless Network Upgrades	76%	100%	2018

9.	Core Infrastructure Upgrades	Infrastructure supporting aggregate WAN Bandwidth @ 60 gbps. Internet service @ 10 gbps.	Infrastructure supporting aggregate WAN Bandwidth @ 250 gbps. Internet service @ 40 to 80 gbps.	2018
*This number identifies those devices meeting the current minimum technical specifications identified by the FLDOE for both instruction and online assessment. Note: The BOND will enable BCPS to reach a 3.5:1 student to computer ratio in all schools with devices that meet the minimum technical specifications identified by the FLDOE.. Additional funding sources will assist BCPS to attaining a 2:1 ratio, which is the FLDOE target for online assessment.				

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.

Average integration should be recorded as the percent of teachers at each of the 5 categories of the Technology Integration Matrix (http://fcit.usf.edu/matrix/) for the levels of technology integration into the classroom curriculum. The Technology Integration Matrix (TIM) illustrates how teachers can use technology to enhance learning for K-12 students. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (i.e., reflective), authentic, and collaborative (Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. The TIM :

- Provides a framework for defining and evaluating technology integration
- Sets a clear vision for effective teaching with technology
- Gives teachers and administrators a common language for setting goals
- Helps target professional development resources effectively

On an annual basis, schools report 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 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.

See Attachment 1: The Technology Integration Matrix Table of Teacher Descriptors

Baseline data reported below is from the October 2014 FLDOE Florida Innovates Survey results.

Professional Development Needs Analysis (Required)		**Baseline (2014-2015)**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Average Teacher technology integration via the TIM	EN=35 AD=10 ADA=35 INF=10 TRAN=10	EN=15 AD=15 ADA=50 INF=10 TRAN=10	2018
2.	Average Teacher technology integration via the TIM (Elementary Schools)	EN=40 AD=10 ADA=30 INF=10 TRAN=10	EN=10 AD=10 ADA=60 INF=10 TRAN=10	2018
3.	Average Teacher technology integration via the TIM (Middle Schools)	EN=40 AD=10 ADA=30 INF=10 TRAN=10	EN=10 AD=10 ADA=60 INF=10 TRAN=10	2018
4.	Average Teacher technology integration via the TIM (High Schools)	EN=20 AD=20 ADA=40 INF=10 TRAN=10	EN=10 AD=10 ADA=60 INF=10 TRAN=10	2018
5.	Average Teacher technology integration via the TIM (Combination Schools)	EN=35 AD=10 ADA=35 INF=10 TRAN=10	EN=10 AD=10 ADA=60 INF=10 TRAN=10	2018
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
6.	Personalized learning (Digital 5) Project: Needs Analysis based on project goals	EN= 30 AD=30 ADA=30 INF-10 TRANS=0	EN=5 AD=10 ADA=70 INF=10 TRAN=10	2017

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.

Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Implementation status of a system that enables	Partially	Fully	2018

	teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Implemented	Implemented	
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Partially Implemented	Fully Implemented	2018
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially Implemented	Fully Implemented	2018
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully Implemented	Fully Implemented	N/A
5.	Implementation status of 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.	Partially Implemented	Fully Implemented	2018
6.	Implementation status of 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.	Fully Implemented	Fully Implemented	N/A
7.	Implementation status of 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.	Partially Implemented	Fully Implemented	2018
8.	Implementation status of 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.	Partially Implemented	Fully Implemented	2018
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Partially Implemented	Fully Implemented	2018
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.	Implementation of a district standard Learning Management System to support K-12 instruction that is integrated with digital curriculum, assessments, professional learning, and reporting systems.	Partially Implemented	Fully Implemented	2018

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.

Online Assessments Needs Analysis (Required)		**Baseline (2013-2014)**	**Target**	**Date for Target to be Achieved** *(year)*
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	N/A
2.	Computers/devices required for assessments (based on schedule constraints)*	47,500	110,000	2018
*This number identifies those devices meeting the current minimum technical specifications identified by the FLDOE for both instruction and online assessment. Note: The BOND will enable BCPS to reach a 3.5:1 student to computer ratio in all schools with devices that meet the minimum technical specifications identified by the FLDOE.. Additional funding sources will assist BCPS to attaining a 2:1 ratio, which is the FLDOE target for online assessment.				

STEP 2 – Goal Setting:

District Goals:

Broward County Public Schools has identified three major and overarching goals for the district as established in the District Strategic Plan. These goals guide and direct the academic and operational direction for the school district and support the district vision and mission. The Broward goals are provided in this document along with a link to the web site: http://www.browardschools.com/About-Us/Strategic-Plan/Goal. 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 once FSA assessment data are available.

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:

Graduation Success: Increase four-year graduation rate to 90% by 2015*.

Early Childhood (Grade 3):

Middle School Readiness:

High School Readiness:

*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 the 2013-14 school year with a 88.7% graduation rate. The district is continuing to strive towards a 90% overall graduation rate by 2019 with targeted four (4) percentage point overall annual increases.

GOAL 2: Continuous Improvement: Align resources and develop an organized structure that supports operational effectiveness and efficiency to implement the District's priorities focused 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.

Special Areas of Focus Identified in the District Strategic Plan:

1. Exceptional Student Education
2. Gifted and Talented Student Initiative
3. English for Speakers of Other Languages (ESOL)
4. Black Males and the Achievement Gap
5. Early Childhood Education

Broward Technology Strategic Plan Goals Aligned to 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 al 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 deployment 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:

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	• 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, learning 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 36 schools added to the Digital 5 initiative • 2016-2017 school year: Additional 35 elementary schools will be implementing the Digital 5 program.[1] • 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	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	• 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.

STRATEGIES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
	Reading Grade 10: Intensive Reading	*Measurement: FSA student achievement results in ELA, Reading and Math (baseline year – 2015)*	
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)*	2014-2019
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, Career Technical Education and STEM.	• Collaboration between Information and Technology and Academics is structured and regular. • Academic program needs are met. *Measurement: GOB, Capital Budget Plan, Professional Learning Plan and Academic Plan are collaboratively developed and implemented*	2015-2019
High Quality Instruction	Professional learning related to digital and personalized learning initiatives 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.* *Student work reflects the use of digital tools for learning.*	2014-on-going
High Quality Instruction, Continuous Improvement and Communication	Procure and populate Broward 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.	2014-2015: Selection 2015-2016: LMS Pilot 2016-2018: Implementation
Continuous Improvement	Provide additional	•Single Sign on integration	2015-2016: Integration

STRATEGIES			
Goal Addressed	**Strategy**	**Measurement**	**Timeline**
	resources to integrate single sign on applications through the selected Learning Management System.	work complete and in alignment with learning management system implementation plan.	strategy and planning including selection of vendor 2016-2018: 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.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

Broward's DCP will focus on the following components in alignment with its District Strategic Plan, District Technology Strategic Plan and General Obligation Bond (GOB) plan. All of the components below will be comprehensively addressed, although the funding available through the DCP allocation will focus on areas that are not funded through either the GOB or the capital budget.

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

The following section will provide more information on:

- Implementation Plan – Details on the planned deliverables and/or milestones for the implementation of each activity for the component area specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria –Process for evaluating the status of the implementation and once complete, how successful implementation will be determined aligned to the student performance outcome goals established in component A.

A) Student Performance Outcomes

The student performance outcomes below are aligned to the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP Allocation for the 2014-15 school year.

Student Performance			
Student Performance Outcomes		**Baseline**	**Target**
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	Baseline Year – 2015*
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%
3.	Increase percentage of targeted fifth grade elementary students with basic keyboarding skills.	20%	50%
4.	Increase percentage of targeted D5 and Digital Infusion program students meeting digital literacy standards as defined by ISTE national standards.	35%	60%
*BCPS cannot establish a definitive target until baseline results on the FSA are available. The district will re-calibrate its strategic goals and objectives and update its strategic plan once FSA assessment data are available.			

B) Digital Learning and Technology Infrastructure

Broward's strategy is based on a recognition that in order to provide all of the support mechanisms involved in personalized learning, the transition from print to digital resources, and the increased use of online assessment, the district needs to increase the capacity, the reliability and the quality of the user experience for all network resources. To achieve this objective, expenditures will be made on goods and services that build the connections all the way from the Internet to the end user device in the classroom. More specifically, attention is being paid to upgrading bandwidth capacity on its Internet and WAN circuits, expanding the core network infrastructure that manages and interconnects that traffic, and upgrading both wired and wireless network services in our schools. The plan to achieve this engages a variety of departments, technology solutions and funding streams including district capital and operational expenditures, a newly passed community bond initiative and eRate support where available.

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.1	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	Outcome 1,2,3,4
B.2	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 Capital Budget/eRate resources	All campuses in Broward County	Outcome 1,2,3,4
B.3	Upgrade all WAN circuits to 1 gbps to the district's network core.	2016-2017	Funded by district operational	All campuses in Broward County	Outcomes 1,2,3,4

			funds and eRate support.		
B.4	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	Outcomes 1,2,3,4
B.5	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	Outcomes 1,2,3,4

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**
Activities described above.	Funding sources described above.

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
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.
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.
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.
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.
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.

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 relation to the infusion of digital learning, the academics and talent development departments supports teacher professional learning for all teachers leading to the creation of personalized learning environments that support all student needs, including ESE and ESOL students. To achieve the digital learning vision, BCPS addresses the following:

- School leadership "look-fors" on quality digital learning processes in the classroom
- Educator capacity to use available technology
- Instructional lesson planning using digital resources
- 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 supports 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

Implementation Plan for C) Professional Development:

School Facilitator Model to support Learning Management System Implementation: The DCP funds allocation will be used to provide stipends for one teacher for each BCPS school to be the professional learning facilitator for that site.

PROFESSIONAL DEVELOPMENT IMPLEMENTATION					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcomes 1,2,3,4
C.1	Provide stipends for teachers to complete professional learning and to develop curriculum content for LMS content repository. 232 facilitators for LMS project (one per school).	September 2018	$120,000	District	Outcomes 1,2,3,4

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. Focus is to create a professional social and	PD for Digital Learning Grant (TAPS Number 15AT63).

learning network.	
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 as needed.
Professional Learning Communities focused on student achievement.	N/A

Evaluation and Success Criteria for C) Professional Development:

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
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 the scale.

D) Digital Tools

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 digital curriculum content. The vision is to have a standard learning object repository of instructional applications, instructional frameworks, unit and lesson plans, activities and assessment items aligned to Florida Standards. From this searchable repository, teachers and students will have access to educational content that has been vetted by curriculum experts to meet content quality 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 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.

DIGITAL TOOLS IMPLEMENTATION					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.1.	Procure a standard LMS for K-12	2015-2016	$1,000,000 (yearly fee)	District	Outcomes 1,2,3,4
D.2	Procure consultant services to assist with comprehensive planning including a professional learning and technical support plan	2015-2016	$280,000	District	Outcomes 1,2,3,4
D.3	Procure a content repository system to be used in conjunction with the LMS	2015-2016	$600,000 (yearly fee)	District	Outcomes 1,2,3,4
D.4	Pilot selected LMS	2015-2016		District	Outcomes 1,2,3,4
D.5	Roll-out LMS to all schools based on implementation schedule	2017-2018		District	Outcomes 1,2,3,4

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.

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.1.	RFP process is used to select LMS for BCPS	Selection of LMS is completed by June 2015
D.2.	Consultant contract scope of work milestones, goals and objectives.	Contract milestones and goals are met by targeted dates.
D.3.	Documentation and management of the piloting of LMS including installation, professional learning, content integration, support and lessons learned.	Successful piloting of LMS
D.4.	Seamless integration of LMS and content repository system. Digital content and student data is integrated in an efficient and timely manner.	Content repository system is selected and aligns to LMS. Digital content integration process is effective. Project is delivered on time and on schedule.

E) Online Assessments

Supporting online assessment is an important aspect of providing personalized learning environments in all Broward classrooms that seamlessly provide digital devices for instruction and assessment. Broward's strategy is to comprehensively monitor the essential components needed for a reliable and consistent student experience throughout the testing process whether it occurs throughout the school year or during the identified state testing timeframes. To achieve

successful implementation of online assessments, both technology infrastructure and digital devices are prioritized. The GOB is directly focused on improving both of these components and includes the improvement of the network, bandwidth, wireless infrastructures along with acquiring more digital devices for instruction and assessment. Broward regularly reviews the FLDOE current technology specifications for statewide assessments and aligns its implementation plans to attaining these specifications. Broward is not requesting to use Digital Classroom Plan (DCP) funds for online assessment, as other funding sources are available.

Implementation Plan for E) Online Assessments:

ONLINE ASSESSMENT IMPLEMENTATION					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1	Computer-based Testing Readiness Certification	February 2015	N/A	District	Outcome 1

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:

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

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301-3125

Robert W. Runcie
Superintendent of Schools
www.browardschools.com

TO: Commissioner Pam Stewart, Florida Department of Education

FROM: Robert W. Runcie
Superintendent of Schools

DATE: February 18, 2015

SUBJECT: **Digital Classrooms Plan – District Superintendent Certification Form**

Attached is the Broward County Public School Digital Classroom Plan, along with required attachments.

Certification One:

Broward County School Board has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district.

Signature | Robert W. Runcie (Name) | 2/4/15 (Date)

Certification Two:

Broward County School district superintendent has approved the Digital Classrooms Plan of the charter schools on the attached list:

Charter School Name	Charter School Number	Date Approved
See attached list	See attached list	1/12/15

Signature | Robert W. Runcie (Name) | 2/4/15 (Date)

Certification Three:

Broward County School district has provided teachers, administrators, students and parents access to:

1. Instructional materials in digital or electronic format, as defined in Section 1006.29, Florida Statutes (F.S).
2. Digital materials, including those digital materials that enable students to earn certificates and industry certifications pursuant to s. 1003.4203 and s.1008.44, F.S.
3. Teaching and learning tools and resources, including the ability for teachers and administrators to manage, assess and monitor student performance data.

Signature	Robert W. Runcie Name	2/4/15 Date

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5028	Academic Solutions High School	9-12	Y
5421	Alpha International Academy	K-5	Y
5029	Atlantic Montessori Charter School	K-3	Y
5791	*Avant Garde Academy (new school)	6-12	**N**
5410	Ben Gamla	K-8	Y
5001	Ben Gamla Charter School North Broward	K-8	Y
5005	Ben Gamla Charter High School	9-12	Y
5025	Ben Gamla Charter School Hallandale	K-8	Y
5392	Ben Gamla Charter School South Broward	K-8	Y
5116	*BridgePrep Academy of Hollywood Hills **(new school)**	K-5	**N**
5403	Broward Community Charter West	K-5	Y
5038	*Broward Math and Science Schools **(new school)**	K-12	Y
5041	Central Charter School	K-6	Y
5361	Championship Academy of Distinction at Hollywood	K-5	Y
5422	Championship Academy of Distinction at Davie	K-8	Y
5031	Charter School of Excellence	K-5	Y
5394	Charter School of Excellence Fort Lauderdale 2	K-5	Y
5281	Charter School of Excellence - Riverland Campus	K-5	Y

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5271	Charter School of Excellence at Davie	K-5	Y
5026	Charter School of Excellence at Davie 2	K-5	Y
5397	Charter School of Excellence Campus Riverland 2	K-5	Y
5201	Charter School of Excellence Tamarac 1 Campus	K-5	Y
5291	Charter School of Excellence Tamarac 2 Campus	K-5	Y
5091	City of Coral Springs	6-12	Y
5051	City of Pembroke Pines Central	K-5	Y
5051	City of Pembroke Pines East	K-5	Y
5051	City of Pembroke Pines West	K-5	Y
5081	City of Pembroke Pines Middle Central	6-8	Y
5081	City of Pembroke Pines Middle West	6-8	Y
5121	City of Pembroke Pines High	9-12	Y
5412	Discovery Middle Charter School	6-8	Y
5331	Dolphin Park High School	9-12	**N**
5355	Eagles' Nest Elementary Charter School	K-5	**N**
5356	Eagles' Nest Middle Charter School	6-8	**N**
5407	Everest Charter School	K-8	Y
5393	Excelsior Charter of Broward	K-5	Y
5032	Flagler High	9-12	**N**
5059	Florida Virtual Academy at Broward County	K-12	**N**

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5012	Franklin Academy A	K-8	Y
5010	Franklin Academy B	K-8	Y
5037	Franklin Academy E	K-8	**N**
5046	Franklin Academy F	K-8	**N**
5130	*Greentree Prep Charter School **(new school)**	K-5	Y
5418	Henry McNeal Turner Learning Academy	K-5	Y
5325	Hollywood Academy of Arts and Science Elementary	K-5	Y
5362	Hollywood Academy of Arts and Science Middle	6-8	Y
5417	iGeneration Empowerment Academy of Broward	6-12	**N**
5024	Imagine Schools at Broward	K-8	Y
5171	Imagine Elementary at North Lauderdale Charter School	K-5	Y
5044	Imagine Schools - Plantation Campus	K-8	Y
5111	Imagine Charter School at Weston	K-5	Y
5042	Imagine Middle School - West	6-8	Y
5416	International School of Broward	6-12	**N**
5409	Kidz Choice Charter	K-5	Y
5351	Lauderhill High School	9-12	**N**
5481	Mavericks High of Central Broward County	9-12	Y
5009	Mavericks High School of North Broward	9-12	Y
5323	Melrose High	9-12	**N**

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5390	N.E.W. Generation Preparatory High School of Performing Arts	9-12	**N**
5852	*New Life Charter Academy **(new school)**	K-5	**N**
5161	North Broward Academy of Excellence Elementary	K-5	**N**
5371	North Broward Academy of Excellence Middle	6-8	**N**
5341	North University High School	9-12	**N**
5801	*Panacea Prep Charter School **(new school)**	K-5	**N**
5381	Paragon Academy of Technology	6-8	Y
5372	Pathways Academy Charter School	K-8	Y
5322	Pivot Charter School	6-12	Y
5049	Renaissance Charter School at Cooper City	K-8	Y
5710	*Renaissance Charter Schools at Pines **(new school)**	K-8	**N**
5014	*Renaissance Charter Middle School at Pines **(new school)**	K-8	**N**
5023	Renaissance Charter School of Plantation	K-6	Y
5048	Renaissance Charter School at University	K-8	Y
5020	Renaissance Charter School of Coral Springs	K-8	Y
5420	RISE Academy School of Science and Technology	K-8	Y
5396	Somerset Academy Charter Conservatory High	9-12	Y
5007	Somerset Academy Charter High School Miramar Campus	9-12	Y
5405	Somerset Academy Charter School Miramar	K-5	Y

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5211	Somerset Academy Davie Charter School	K-5	Y

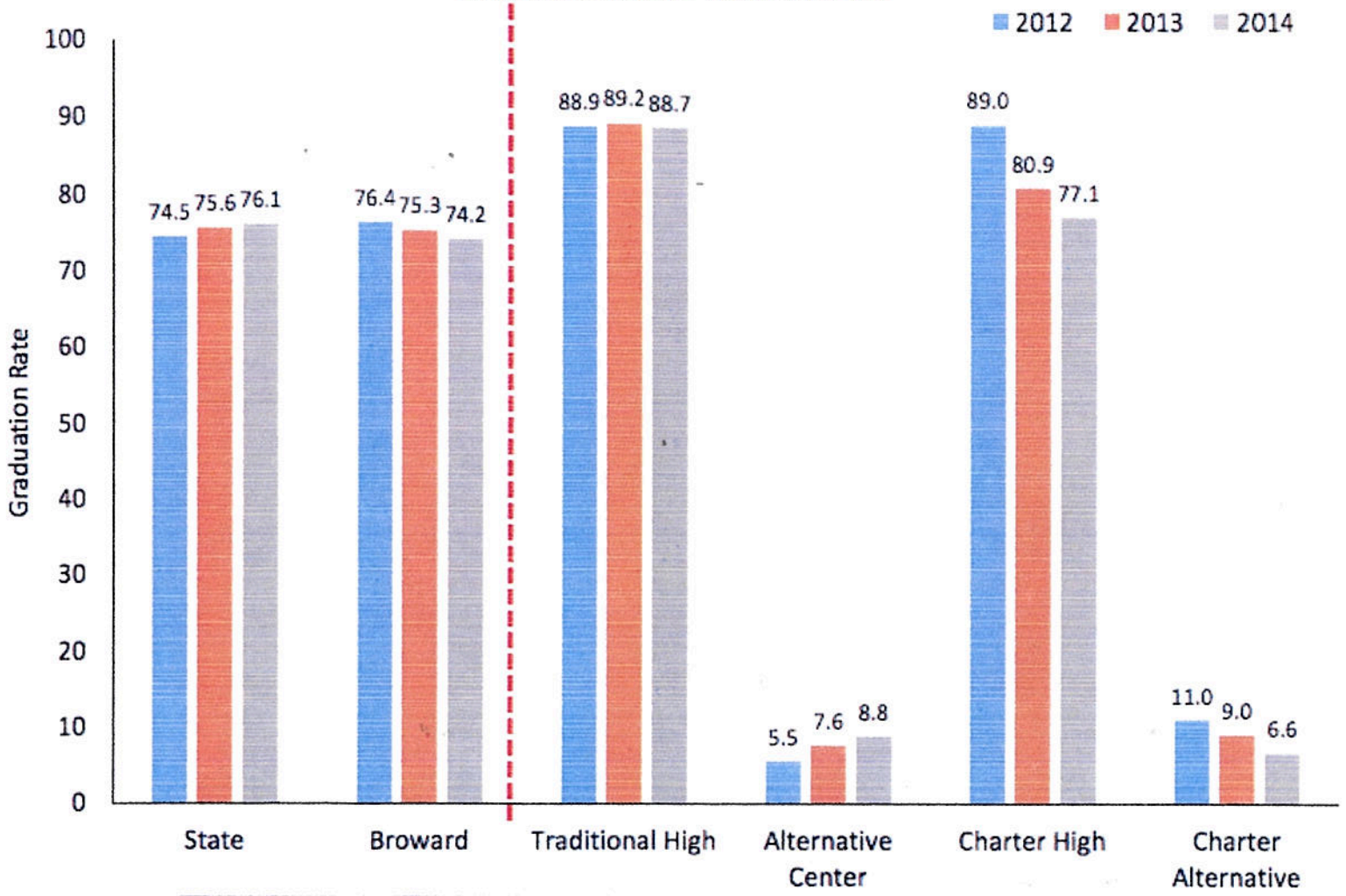
Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5391	Somerset Academy East Preparatory	K-6	Y
5141	Somerset Academy Elementary	K-5	Y
5221	Somerset Academy High	9-12	Y
5387	Somerset Academy Hollywood	K-5	Y
5419	Somerset Academy Hollywood Middle School	6-8	Y
5151	Somerset Academy Middle	6-8	Y
5406	Somerset Academy Miramar Middle	6-8	Y
5021	Somerset Academy Neighborhood	K-5	Y
5388	Somerset Academy Pompano	K-5	Y
5413	Somerset Academy Pompano Middle	6-8	Y
5002	Somerset Academy Village Charter Middle School	6-8	Y
5003	Somerset Charter Academy @ North Lauderdale	K-8	Y
5054	Somerset Miramar South	K-5	Y
5030	Somerset Pines Academy	K-8	Y
5006	Somerset Prep Charter High Broward Campus	9-12	Y
5441	Somerset Preparatory Charter Middle School	6-8	Y
5004	Somerset Village Academy	K-5	Y
5717	South Broward Montessori Charter School	K-5	Y
5060	SunEd High School	9-12	**N**
5861	*SunEd High of North Broward **(new school)**	9-12	**N**
5400	Sunshine Elementary	K-5	Y

Charter School DCP Submittal
2014-2015

Broward County Public Schools (BCPS) Charter Schools: Status of Digital Classroom Plan Submissions, 2014-2015			DCP
Loc #	**School Name**	**Grades**	
5431	The Obama Academy for Boys	K-8	N
5434	The Red Shoe Charter School for Girls	K-8	N
5052	West Broward Academy at Excelsior	K-8	Y

Focus on Graduation Success



Number of Students in the Cohort			
	2012	2013	2014
Broward	19,074	19,848	19,233
Traditional High	15,176	15,530	14,739
Alternative Center	1,971	2,198	1,997
Charter High	983	1,020	1,207
Charter Alternative	879	1,037	1,251

District Learning Management Systems (LMS) Implementation Plan & Milestones: 2015-2018	
Description: The following milestones have been identified related to the implementation of a district standard Learning Management System (LMS) to support K-12 instruction. The LMS will provide digital curriculum, assessments, professional learning, and reporting capabilities to students and teachers.	
Lead: Brian Kingsley, Acting Chief Academic Officer Office of Academics in collaboration with Office of School Performance and Accountability, Office of Talent Development, and Department of Information and Technology	
Milestones	**Target**
Milestone 1: Board Approval of Digital Classroom Plan (DCP) as required FLDOE Board Approval of Consultant Agreement (Needs Assessment for School Readiness, Implementation Plan for LMS)	February 2015
Milestone 2: Request for Information (RFI) for Learning Management System	March 2015
Milestone 3: Request for Procurement (RFP) for Learning Management System	May 2015
Milestone 4: Selection of Learning Management System	July 2015
Milestone 5: Purchasing Dept. to bring item to the Board requesting approval of selected LMS	August 2015
Milestone 6: Selection of schools for Learning Management System Pilot	July 2015
Milestone 7: Professional Learning Plan implementation for Pilot Schools	2015-16
Milestone 8: Implementation of Learning Management System with Pilot Schools (Phase 1) Selection of schools for Learning Management System (Phase 2) Implementation	2015-16
Milestone 9: Evaluation of Pilot and re-adjustment of implementation based on results.	June 2016
Milestone 10: Professional Learning Plan implementation for Phase 2 Schools	Summer 2016
Milestone 11: Implementation of Learning Management System for Phase 2 Schools. Professional Learning Plan implementation for Phase 3 (all remaining schools)	2016 -17
Milestone 12: Implementation of Learning Management System (Phase 3)	2017-18
Milestone 13: Implementation of Learning Management System with 100% of Broward Schools	2017 -18
Milestone 14: Final Evaluation	June 2018

Learning Management System (LMS) Benefits

Students

- Provides a Personal Learning Space for Each Student
- Enables Students to Communicate and collaborate with Teachers and Peers
- Provides anytime-anywhere access to Learning
- Enables Students to Access Learning Materials though a wide variety of Me Formats
- Enables Students to monitor their own progress

Parents

- Provides a forum for parent and teacher interaction
- Provides real-time reporting on Student Performance
- Enables parents to access student activities, lessons and assignments

Teachers

- Ability to create Blended Learning Courses aligned to Florida Standards
- Ability to create and conduct Online Assessments
- Provides real-time reporting on Student Performance
- Facilitates communication between Teachers and Students and Teachers and Parents
- Provides a platform for Collaborative Planning
- Ability to take blended/online professional learning
- Ability to adapt instruction to meet individual

Administrators

- Ability to Create, Customize and Update Curriculum Content
- Provides real-time reporting on Student Performance
- Ability to Create and Push-out Online Assessments
- Ability to provide a single location for all District approved curriculum, content and instructional applications
- Increases communication and collaboration among administrators

The Technology Integration Matrix
Table of Teacher Descriptors

This table contains teacher descriptors for each cell of the Technology Integration Matrix (TIM). Other available resources include a tables detailing student activity, instructional settings, and a table of summary indicators for each TIM cell.

Levels of Technology Integration into the Curriculum

Characteristics of the Learning Environment	Entry	Adoption	Adaptation	Infusion	Transformation
Active	The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete "drill and practice" activities on computers to practice basic skills, such as typing.	The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.	The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools.	The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed.	The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices.
Collaborative	The teacher directs students to work alone on tasks involving technology.	The teacher directs students in the conventional use of technology tools for working with others.	The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.	Teacher encourages students to use technology tools collaboratively.	The teacher seeks partnerships outside of the setting to allow students to access experts and peers in other locations, and encourages students to extend the use of collaborative technology tools in higher order learning activities that may not have been possible without the use of technology tools.

Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Constructive	The teacher uses technology to deliver information to students.	The teacher provides some opportunities for students to use technology in conventional ways to build knowledge and experience. The students are constructing meaning about the relationships between prior knowledge and new learning, but the teacher is making the choices regarding technology use.	The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept. The teacher gives the students access to technology tools and guides them to appropriate resources.	The teacher consistently allows students to select technology tools to use in building an understanding of a concept. The teacher provides a context in which technology tools are seamlessly integrated into a lesson, and is supportive of student autonomy in choosing the tools and when they can best be used to accomplish the desired outcomes.	The teacher facilitates higher order learning opportunities in which students regularly engage in activities that may have been impossible to achieve without the use of technology tools. The teacher encourages students to explore the use of technology tools in unconventional ways and to use the full capacity of multiple tools in order to build knowledge.
Authentic	The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.	The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting.	The teacher creates instruction that purposefully integrates technology tools and provides access to information on community and world problems. The teacher directs the choice of technology tools but students use the tools on their own, and may begin to explore other capabilities of the tools.	The teacher encourages students to use technology tools to make connections to the world outside of the instructional setting and to their lives and interests. The teacher provides a learning context in which students regularly use technology tools and have the freedom to choose the tools that, for each student, best match the task.	The teacher encourages innovative use of technology tools in higher order learning activities that support connections to the lives of the students and the world beyond the instructional setting.
Goal-Directed	The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the students' progress and sets goals for each student.	The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.	The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. For example, in a given project, the teacher may select a spreadsheet program that students use independently to plan and monitor progress. The teacher may provide guidance in breaking down tasks.	The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher facilitates students' selection of technology tools.	The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.

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