

## DISTRICT DIGITAL CLASSROOM PLAN

The intent of the District Digital Classroom Plan (DCP) is to allow the district 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 s. 1011.62(12)(b), F.S. For additional assistance completing the District DCP, please use the checklist and accompanying instructions to ensure you have included all requested components. The components provided by the district will be used to monitor long-range progression of the District DCP and may impact funding relevant to digital learning improvements.

### Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

The district's overview component of the plan should document the district's overall focus and direction with respect to how the incorporation and integration of technology into the educational program will improve student performance outcomes.

The **general introduction/background/district technology policies** component of the plan should include, but not be limited to:

- I.1 District Team Profile - Provide the following contact information for each member of the district team participating in the DCP planning process. The individuals that participated should include but not be limited to:
- The digital learning components should be completed with collaboration between district instructional, curriculum and information technology staff as required in s.1011.62(12)(b), F.S.;
  - Development of partnerships with community, business and industry; and
  - Integration of technology in all areas of the curriculum, English for Speakers of Other Languages (ESOL) and special needs including students with disabilities.

<b>Title/Role</b>	<b>Name:</b>	<b>Email:</b>	<b>Phone:</b>
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**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 define our purpose – why we exist and what we do to achieve our vision. It provides direction and focus, and helps guide all goals and decision. It reminds us why we do the work we do.

**District Profile:** 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 268,000 students and approximately 175,000 adult students in 236 schools, centers, and technical colleges, and 101 charter schools. BCPS serves a diverse student population. Students are from 198 different countries and speak 181 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.

## 6<sup>th</sup>

Largest Public School System in the Nation

## 2<sup>nd</sup>

Largest Public School System in Florida

## 1<sup>st</sup>

Fully Accredited School System in Florida Since 1962

## 181

Different Languages Spoken by BCPS Students

## 236

Schools, Centers and Technical Colleges

**OUR VISION:** Educating today's students to succeed in tomorrow's world.

**OUR MISSION:** Broward County Public Schools is committed to educating all students to reach their highest potential.



### Number of Schools

Elementary	136
Middle	38
High	33
Combination	7
Centers	19
Colleges	3
<b>Total</b>	<b>236</b>
Charter Schools	100
<b>Grand Total</b>	<b>336</b>

*Includes elementary, middle and high virtual schools.*

*Source: Demographics & Student Assignments*



BCPS serves over 35.8 million breakfast, lunch, supper and snack meals each year.

*Source: Nutritional Education and Training*

### 2016/17 Enrollment



Pre-K	5,731
K - 5	97,264
6 - 8	47,147
9 - 12	70,404
Centers	5,194
Charter Schools	45,365
<b>Total</b>	<b>271,105</b>

*(Benchmark Day Count - 9/12/16) Includes elementary, middle and high virtual schools.*

*Source: Demographics & Student Assignments*

### Personnel

Total instructional staff	14,640
Clerical, support staff, etc.	10,362
Administrators	1,389
<b>Total number of permanent employees (above groups combined)</b>	<b>26,391</b>
Total number of Substitute/Temporary	6,508
<b>Total employees</b>	<b>32,899</b>

*(As of 7/7/16) Source: Compensation and HR Information Systems*

### Career, Technical, Adult & Community Education



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

*Source: Career, Technical, Adult & Community Education*



BCPS has the largest debate program in the nation with over **12,000** elementary, middle and high school students actively competing in debate.

### Average Pupil Expenditure

Basic K-12	\$6,176
ESOL	\$6,490
ESE	\$10,219
Career Ed 9-12	\$5,605

*(As of school year ending June 30, 2016)*

*Source: Accounting & Financial Reporting Department*



BCPS is the 1st Florida school district to partner with code.org to offer computer science in **all BCPS high schools.**

## 2016/17 Student Racial/ Ethnic Distribution

White	51.3%	138,954
Black	40.4%	109,427
Asian	3.8%	10,169
Native American or Native Alaskan	0.9%	2,383
Native Hawaiian or Pacific Islander	0.2%	523
Multiracial	3.6%	9,649
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Ethnically Hispanic	32.9%	89,073
Non Ethnically Hispanic	67.1%	182,032

Source: Demographics & Student Assignments

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

BCPS serves a diverse student population. Students are from 208 different countries and speak 181 different languages.

Source: Bilingual/ESOL Department



**Broward County Public Schools**  
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## 2016/17 School Grades Breakdown



### Elementary and middle schools

A	29
B	42
C	69
D	26
F	5

### High schools

A	7
B	7
C	15
D	1
F	1

### Combination schools

A	1
B	0
C	4
D	2
F	2

Combination schools include grades K-8 or 6-12.

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

Source: Student Assessment & Research



BCPS school buses travel more than **16 million** miles annually.

Source: Transportation Operations

## 2016 Public Charter School Grades

### Elementary and middle schools

A	19
B	8
C	14
D	6
F	4

### High schools

A	1
B	1
C	3
D	1
F	0

### Combination schools

A	5
B	5
C	6
D	3
F	0

Combination schools include grades K-8 and 6-12.

Source: Source: Student Assessment & Research



I.2 Planning Process - Summarize the process used to write this plan including but not limited to:

**How parents, school staff and others were involved;**

Multiple cross-disciplinary meetings took place with internal stakeholders to determine this year's digital goals based on an analysis of last year's progress. These meetings enabled representation from the departments of the Office of Academics, Information & Technology, Assessment, Professional Development Support Services, Instructional Technology, Charter Schools, Library Media, and Instructional and Digital Materials. In addition to the meetings that pertained specifically to the development of the Digital Classrooms Plan for this current school year, many of the same internal staff participate in meetings with principals, assistant principals, media specialists, micro technologists, and custodial staff as we upgrade the wiring in all of our schools and assist schools with the purchasing of their devices as a result of the second year of the General Obligation Bond (GOB) IT deployment. The Digital Classrooms Plan is presented for input from external stakeholders through the various district committees including, but not limited to the: Technology Advisory Council (TAC), District Advisory Council (DAC), ESE Advisory Council (ESEAC), and the Gifted Advisory Council (GAC).

All goals associated with the 2016-2017 Digital Classrooms Plan align with our district's recalibrated 2016-2019 Strategic Plan. The plan focuses on three goals: (1) high quality instruction, (2) continuous improvement, and (3) effective communication. Goal 1 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". A key tactic to achieving this goal is to integrate 21<sup>st</sup> 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. To access the recalibrated strategic plan go to: <http://browardschools.com/SiteMedia/Docs/Info/pdf/2016-BCPS-Strat-Plan-10-26-16.pdf>

Our Digital Classrooms Plan also aligns with the strategic plan from the Information & Technology Department. Its vision and mission represents the ideal future and purpose of technology deployment in the District. Information & Technology has as its vision statement: Technology, enabling learning for all - any time, any place. The department's mission is to proactively provide current, sustainable and resilient information technology needed to facilitate high quality instruction, continuous improvement and effective communications across the district. Because of the extensive stakeholder input obtained to develop the technology strategic plan, the Digital Classrooms Plan used this data and input to focus on the improvement of student performance outcomes including our ESE and ELL students. The Digital Classrooms Plan also aligns with the Career Technical Education (CTACE) department goals of preparing students for college and career readiness through digital tool and industry certifications within

various career pathway options. A detailed description of all technology initiatives to support the district's Strategic Plan, and the timeline for delivery can be found at: [http://www.broward.k12.fl.us/erp/itsupport/docs/Strategic\\_Plan/I&T%20Strategic%20Plan\\_Updated%2004302014.pdf](http://www.broward.k12.fl.us/erp/itsupport/docs/Strategic_Plan/I&T%20Strategic%20Plan_Updated%2004302014.pdf).

With the development of the technology component of the GOB Bond, Broward completed an extensive needs assessment, which included an analysis of facilities, infrastructure, and computing device needs of every school. This data, along with the Technology Readiness Inventory (TRI) data collected in conjunction with the FLDOE, enabled Broward to determine very specific school needs related to the integration of technology into daily classroom practice. This initiative refreshes classroom technology, notably supporting the deployment of laptops for student and teachers in most need via a series of groups. Classroom technology is expected to be used by teachers to personalize the learning experience of BCPS students and ensure that they have the opportunity and access to improve their digital literacy that will prepare them for college and career readiness. Therefore, professional development options and resources accompany the deployment of devices. As a result of the IT GOB, the district will bring each school to a minimum of 3.5:1 student to device ratio. This allows us to use a good portion of our DCP allocation for the procurement of a learning management system (Canvas) which provides all of our teachers with an online presence in which their students are rostered.

For the 2016 – 2017 school year, Broward County Public Schools rolled out its mobile app with new features especially for parents. Once parents register, they gain personalized access to information regarding their child's nutrition and wellness including meal menus, account balances, and account alert. Transportation information is given that details their child's bus route assignment, bus stop pick-up and drop-off times, and bus stop locations. Parents are able to view their child's daily attendance, course schedules, and library obligations. In November, 2016 parents will be able to see course grades and student daily assignments. The BCPS app affords parents a secure, personalized access to student-specific information that is pertinent and timely. This technology enables parents to see their child's information through their smart device anytime, anywhere, and they can receive this information via text, email or by phone.

### **Relevant training and instruction for district leadership and support personnel;**

See Attachment A – Relevant Training and Instruction for District Leadership and Support Personnel

### **Development of partnerships with community, business and industry;**

Broward continues its standing Digital Projects Team with representation from key stakeholders including the departments of the Office of Academics, the Office of School Performance and Accountability, the Information and Technology Department, school instructional staff and key vendor partners. This committee provides input into the digital curriculum, digital classroom tools, professional learning, and curriculum and technical support initiatives. While the Digital Projects Steering Committee meets quarterly, the Digital Projects team meets weekly to plan and implement the extensive

digital learning projects currently underway and projected in Broward that are essential to the success of the District Strategic Plan and the District Technology Strategic Plan.

In a collaborative effort between the Information & Technology Department and the Office of Academics, Broward is continuing to define the types of technologies that should be included in an interactive classroom to support high quality teaching and learning. Towards that effort, the district is promoting the ***Interactive Classroom Project*** that will be providing Interactive Flat Panels and multiple peripherals to all district schools. Professional learning focused on the integration of this system with other digital classroom tools into daily instructional practice will be provided to media specialists and teachers. As BCPS moves forward with many digital initiatives that support its strategic academic and continuous improvement goals, we will be standardizing and providing consistent classroom interactive systems.

Broward County Public Schools continues to implement a collaborative partnership with ***Innovations for Learning*** (IFL), an Illinois-based nonprofit organization, to infuse a primary literacy program that integrates classroom instruction, technology, and community-based tutors to deliver high quality instruction to kindergarten and first-grade classrooms. The IFL learning model capitalizes on student application of 21<sup>st</sup> century skills through the use of mobile devices during literacy instruction, full-time literacy coaches to help facilitate and support classroom implementation, and corporate executives serving as volunteer tutors to enrich student learning and help close the literacy achievement gap for our youngest students. Neighborhood companies, including Broward County Public School employees, participate as volunteer tutors to support this program.

Through our partnership with Microsoft, instructional staff across the district are able to participate in the ***Microsoft Innovative Educator*** (MIE) programs. These programs are designed to help educators move along a pathway from those who are just beginning to integrate Microsoft tools into the classroom to becoming leaders of innovation in education. Microsoft has developed these programs to recognize global educator visionaries who are using technology to pave the way for their peers towards better learning and student outcomes. This is the first step on a journey of joining a professional learning network of enthusiastic educators who come together to learn, share, and grow. In the summer of 2016 there were 238 educators who earned the MIE recognition by completing the necessary training. In addition, two of our district schools, Maplewood Elementary School and Sheridan Technical High School, became ***Microsoft Showcase Schools***.

Broward's ***Global Scholars*** initiative connects seventeen (17) participating middle school students to other participating schools around the world. This partnership with Global Cities, Inc. (a program of Bloomberg Philanthropies), uses Internet-based educational activities, project-based learning and other instructional strategies as an elective or within a specific content area. The goal is applied learning to develop students' global citizenship while enhancing critical 21<sup>st</sup> century skills. Successful implementation includes subject content mastery, English language communication, and technology proficiency. This blended learning program provides access to

an interactive, multimedia online classroom and original curriculum materials, enabling students to learn and communicate about important issues with their international peers. Teachers gain year-round professional development and a connection to a worldwide network of educators.

In 2013, BCPS became the first school district in Florida to partner with *Code.org* to increase access to computer science courses, curriculum and resources in schools. As a result, the number of schools providing computer science courses, curriculum or resources increased from nine schools to 180 schools (and growing), currently impacting more than 11,500 BCPS students. Broward County Public Schools (BCPS) led the world in 2013 with student participation in the Hour of Code. This year, 100% of the schools in BCPS are taking part in the weeklong events. The Hour of Code is a national campaign organized by Code.org, a non-profit organization dedicated to expanding computer science programs in schools.

Broward County's Career and Technical Education (CTACE) department collaborates with **CareerSource Broward** and the **Greater Fort Lauderdale Alliance** as well as with postsecondary institutions such as Broward College, Florida International University, Embry Riddle, University of Florida, and BCPS technical colleges (Atlantic, McFatter, and Sheridan Technical Colleges), to maintain a local and global perspective of industry needs and career focused technology development that will impact our students upon graduation. This effort results in support of our industry credentialing efforts as well as provides us with information needed to support teachers to deliver 21<sup>st</sup> century college and career development to students.

### **Integration of technology in all areas of the curriculum, ESOL and special needs including students with disabilities.**

The district's *Digital Classrooms Program* began with Digital 5 (D5) classrooms in 2013 – 2014 with 27 elementary schools. The current 2016 – 2017 school year starts off with 100 elementary and middle schools participating and spans from grades 2 through 7. See attached list of our Digital Schools and the participating grade levels in Attachment B. Broward's middle schools are infusing digital tools, resources, and instructional strategies within the content areas of mathematics and English/Language Arts in our *Digital Infusion Programs*. Sixth grade English/Language Arts and mathematics classes have access to: a student laptop cart with 22 laptops for daily instructional use by students as part of daily instruction, teacher laptop to deliver curriculum, and digital curriculum aligned to Florida Standards in mathematics and English/Language Arts. In addition, every Intensive Reading class was given a laptop cart for daily instruction. Broward's ninth grade students in English/Language Arts classes have access to a student laptop cart with 25 laptops for daily instructional use by students, a teacher laptop to deliver curriculum, and a digital curriculum aligned to Florida Standards in English/Language Arts. Student laptops and teacher devices were distributed to D5 ESE special programs and 6<sup>th</sup> and 9<sup>th</sup> grade ESE programs. Devices were also distributed to D5 ESE ACCESS programs.

The District's Digital 2, 3, 4, 5, 6, and 7, as well as our Digital Infusion Programs support the expansion of technology in classrooms. Students and their teachers receive digital devices, access to a learning management system, professional learning and curriculum resources



to maximize student learning and engagement and create personalized learning environments in these Broward classrooms.

Fourteen Broward middle and high schools participate in a digitally-based curriculum program funded by Title III for students who are native speakers of languages other than English (ELL students) to develop and strengthen listening, speaking, reading, and writing skills and develop independent reading endurance while acquiring the English language. Called Digital DLA, the goal of the project is to enable ELLs to control their pace, place, and path of instruction by using digital devices and digital curriculum content for communication, collaboration, research, knowledge acquisition, and presentation of learning through assessments. Twenty-seven (27) other schools have expressed that they have laptop carts in the DLA ESOL-Reading course supported by the school. These teachers are participating in our professional learning communities. The vision is to move ELLs towards a personalized learning environment in the Developmental Language Arts through a secondary ESOL –Reading course. Digital DLA incorporates digital tools, learning strategies, and web-based applications in the creation of this personalized learning space.

There are thirteen (13) schools who selected to continue using *iLIT* by Pearson as a supplement to the core textbook. Schools include elementary, middle, and high. Middle and high schools also use *ESL Reading Smart* by Edmentum. We have a few elementary and middle schools with a large number of recently arrived immigrant students and ELLs using *Imagine Learning*. *InSync K-12* is an online tool for our ELL families, students, and educators available 24/7 from any computer or mobile device. There are activities for homework help, learning important life skills, or reinforcing skills. Students can read or listen to activities in English, Spanish, or Haitian Creole.

There are currently 35 schools offering a dual language program for a total of 94 classrooms using *Istation* in both English and Spanish. *Istation* is free as part of a grant through the University of Central Florida.

To assist teachers in their work with ELLs, the School District is now using a digital platform called *Ellevation*. The platform offers educators a detailed look at English learners. By using *Ellevation*, educators can review a student's proficiency level, accommodations and more, and monitor current, reclassified, and exited students. All of the information is found in one place, available to instructors anytime/anywhere.

*Ellevation InClass* is offered to 100 schools. It provides a number of tools that let classroom teachers quickly identify their ELLs, their recently-exited monitored students, their newcomers and more. Using the **My Students** list, *InClass* teachers can quickly group their students by proficiency level, or filter and sort them to find a particular subset. For example, an *InClass* user can use their My Students list to find their level 1 ELLs who entered the program within the past few months.

*InClass* provides a **Data Dashboard**, giving teachers a graph that groups their students by proficiency level, even in an individual language domain. The “Students Needing Attention” view of the Dashboard can be used to identify students who have shown limited growth in a

domain over their recent ELP assessments. Finally, *InClass* provides powerful differentiation tools with the **My Groups** function, allowing classroom teachers to create their own custom groups of ELLs based on class period, proficiency level, tasks required, or anything else they would like to use.

Broward County Public Schools has partnered with *Naviance Family Connection* to assist students and parents with college and career preparation. It is a web-based service designed especially for students and parents that can be used to help make decisions about colleges, scholarships and careers. *Naviance Family Connection* is linked with our student information system to allow students to use personalized data to develop, track, and fulfill college and career plans. The tool empowers students and families to connect learning to life by allowing students to create a personalized plan that helps them make the right decisions throughout their academic journey.

The district uses a digital tool called *Easy IEP* for our exceptional student education (ESE) management. It helps the school district achieve federal and state compliance while improving processes and services in our special education program.

The goal is to integrate these digital platforms with our Canvas learning management system so as teachers are designing instruction they can make the necessary modifications and accommodations for general education, ESE, and ELL students within Canvas. In this manner, our learning management system becomes the one-stop shop for our teachers, saving them time and effort.

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

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

On an annual basis, schools reported through the Florida Innovates Technology Resources Survey the status of their teacher's progress towards the integration of technology into the classroom based on the TIM and identify the percentages of teachers who are at the following levels of integration:

- Entry: The teacher begins to use technology tools to deliver curriculum content to students.
- Adoption: The teacher directs students in the conventional and procedural use of technology tools.
- Adaptation: The teacher facilitates students in exploring and independently using technology tools.
- Infusion: The teacher provides the learning context and the students choose the technology tool 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.

For the 2015-2016 school year the district Instructional Technology staff, the district Library Media staff, and the online curriculum designers were all trained on how to utilize the TIM. They participated in the one-month online training delivered by the state, as well as received face-to-face training on the TIM-O tool from a district vendor-partner, Promethean. With this team, observations were conducted consisting of 1000 randomly selected classrooms/teachers to determine baseline data regarding technology usage in the school district. In order for the School District to bring this process to scale it is necessary to enlist the assistance of school-based personnel to conduct TIM observations.

The plan for the 2016 – 2017 school year is to train a cadre of TIM observers, having them first participate in the one-month online training. Once that training is completed they will participate in a face-to-face training to learn how to use the TIM-O tool, thereby modeling what was conducted last year. At the time of this writing, we have trained 50 instructional staff from across the district, and have an additional 30 participants currently taking the online course delivered by the state. We have a TIM-O application process that can be accessed from <http://www.innovativelearning.browardschools.com>. Through this process we plan to develop sufficient personnel to gather enough data to accurately reflect the levels of technology integration within our classrooms.

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

The TIM is currently used in our Digital Classrooms trainings to model for teachers how to best use technology tool in meaningful ways during daily instruction and for principals in how best to evaluate this type of instruction and recommend professional development.

I.4 Multi-Tiered System of Supports (MTSS) - By using an MTSS in the planning process, the district will provide a cohesive and comprehensive approach to meeting the needs of all learners. The DCP requires districts to summarize the process used to write this plan including but not limited to:

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

Broward has implemented an evidence-based model of instruction that use 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 led by the Superintendent and Senior Cabinet Leaders to create the following best practices:

- A focused and authentic professional learning community (PLC) process that focuses on student data to improve instructional practice
- An embedded high quality RtI process that establishes and ensures that early and appropriate interventions and progress monitoring are taking place
- Optimal internal/external relationships to engage municipalities, business partners, and non-profit organizations in educating students, and
- Scaling up BEST practices in all schools

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

**Explain the existing system used to monitor progress of the implementation plan;**

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

Behavioral & Academic Support Information System (BASIS) is the comprehensive District electronic tool providing ALL the data needed to drive decision-making and instruction in school. BASIS 3.0 enhances our continuing efforts to standardize student achievement and Response to Intervention (RtI) district-wide, and follows the Florida Continuous Improvement Model. Student assessment, academic, behavior, and

demographic information are centrally located. Data is continually updated and current enabling information are centrally located. Data is continually updated and current enabling school administrators, teachers and staff the opportunity to gain a full grasp of their school and their students. By tracking and monitoring school-wide and individual student performance data, BASIS ensures fully informed decision-making and promotes high quality instruction to help all students succeed. Along with serving as an administrative tool for viewing school-wide data needed for decision making, the system was designed to assist with:

- The early identification and assessment of at-risk students, and
- Streamlining of the Student Support referral process to ensure delivery of effective interventions across settings.

Teachers and administrators upon entering into BASIS are able to:

- View interventions/activities provided to individual students by common teachers
- Enter interventions/activities teachers/administrators provide to individual students, and
- Refer students for student support services (make a school social worker referral)

### **How the district intends to support the implementation and capacity described in the plan.**

The District provides professional development and support (technical assistance and coaching), data support (data sources and technology), leadership support (policies, expectations, and evaluation) and program evaluation (ongoing data collection) to ensure integrity of implementation and support.

During the 2015-2016 school year the Office of Academics Student Support Initiatives provided a process called Zone Platform for Assistance & Collaboration (Z-PAC). School leaders, MTSS/RTI/CPS teams, instructional and support staff together responded to the needs of all students through personalized learning and support to implement the BEST MTSS/RTI processes at all schools. Z-PAC focused on the MTSS/RTI process, social – emotional learning, and personalized learning.

This year as we train staff on the use of Canvas, our learning management system, we have designed the **360° Teaching with Technology Model**. Teachers and students at Broward County Public Schools engage in a kaleidoscope of activities and experiences throughout the day. Technology has increasingly become a useful means of expanding options and accelerating learning at BCPS. How teachers and students take advantage of the opportunities and changes brought on by ubiquitous technology and information is an individual journey. By asking instructional staff to think through a series of “how might I?” questions around key topics, we will learn, orchestrate and inspire from a collective vision that reaches all students. All professional development and ongoing support will revolve around helping teachers answer the questions found on the next page. In this manner, the technology that we are procuring will be used in answer to these questions, and each Teacher’s journey will be unique and will require a personalized approach to professional development. The TIM observations across the next few years will assist us in determining the impact of our professional development.

# The 360° Teaching with Technology Model

Teachers and students at Broward County Public Schools engage in a kaleidoscope of activities and experiences throughout the day. Technology will increasingly become a useful means of expanding options and accelerating learning at BCPS. How teachers and students take advantage of the opportunities and changes brought on by ubiquitous technology and information is an individual journey. By asking a series of “how might I?” questions around key topics, we will learn, orchestrate and inspire from a collective vision that reaches all students.



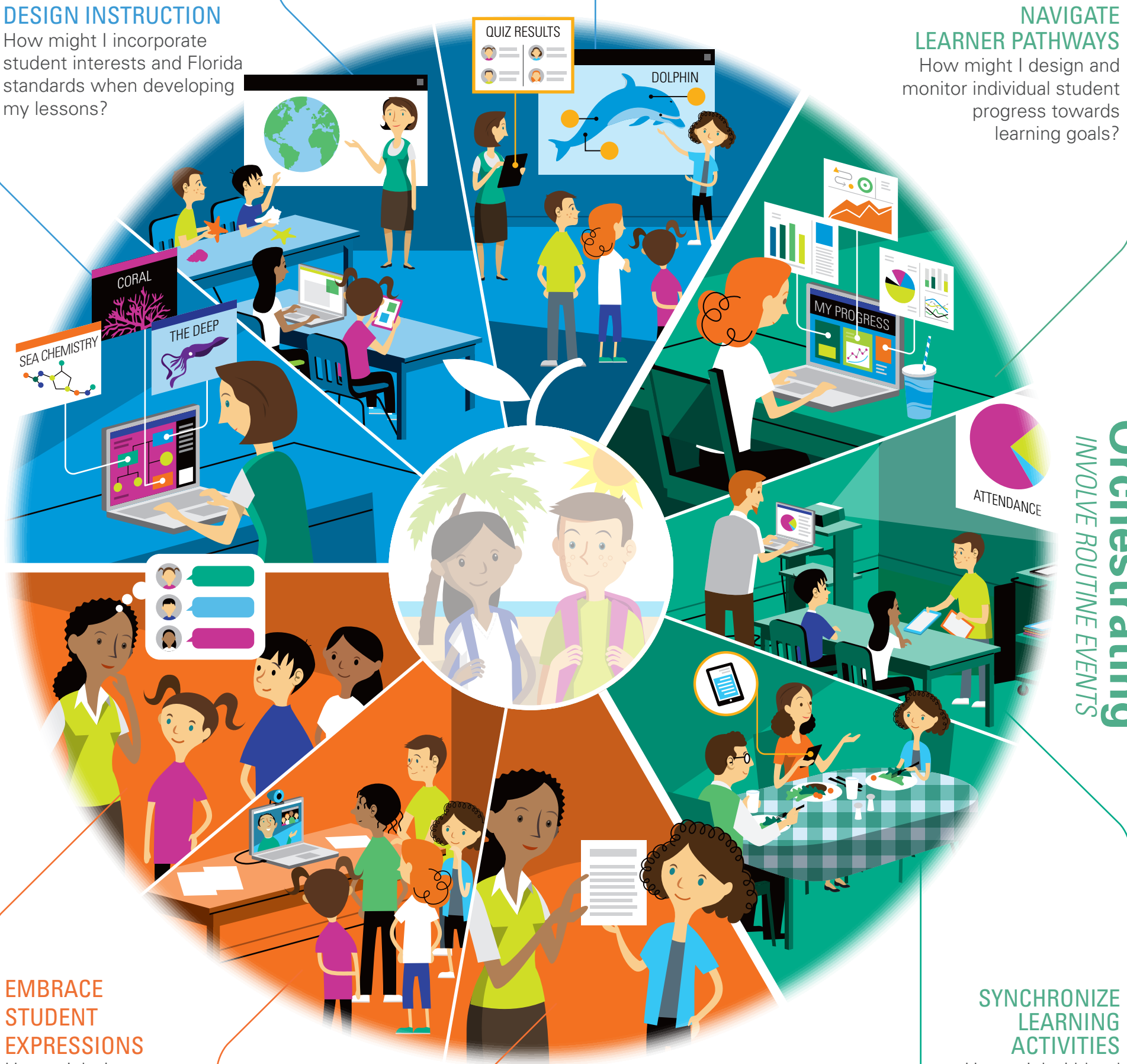
## Learning *ADDRESSING CONTENT*

**DELIVER INSTRUCTION**  
How might I deliver lessons and assignments in consideration of the whole class and individual learners?

**ACT ON RESULTS**  
How might I use assessment results and student work to address individual learning needs?

**DESIGN INSTRUCTION**  
How might I incorporate student interests and Florida standards when developing my lessons?

**NAVIGATE LEARNER PATHWAYS**  
How might I design and monitor individual student progress towards learning goals?



## Orchestrating *INVOLVE ROUTINE EVENTS*

**EMBRACE STUDENT EXPRESSIONS**  
How might I grasp and reflect on the needs and interests of my individual students?

**CULTIVATE LEARNING COMMUNITIES**  
How might I participate in peer, community and global networks to broaden and deepen learning?

**SUSTAIN STUDENTS' ENTHUSIASM**  
How might I notice and fuel engagement in everyday activities? How might I apply students' interests and choice?

**FOSTER MEANINGFUL DIALOGUE**  
How might I share accomplishments and celebrate success? How might I share other pertinent information?

**SYNCHRONIZE LEARNING ACTIVITIES**  
How might I blend the physical and digital, classroom and external learning environments?

## Inspiring *ENACTED ON THE SPOT*

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

**These policy types are suggestions, please complete as they are available or add additional if necessary.**

Type of Policy	Brief Summary of Policy	Web Address	Date of Adoption
Student data safety, security and privacy	The Pupil Accounting Department shall maintain a centralized system of information relating to all students enrolled in the Broward County school system.	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P5008.000.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P5008.000.pdf</a>	11/13/69
District teacher evaluation components relating to technology (if applicable)  Policy 4009	Elements 45 and 46 of Domain 2 – Planning and Preparing of the Marzano Causal Teacher Model as part of the Broward BrIDGES observation and teacher evaluation process.  The Superintendent or designee of the School Board of Broward County, Florida shall be responsible for developing, organizing, updating, and implementing a system wide program of assessing the competency of the instructional, administrative/supervisory, and non-instructional personnel.	<a href="http://www.broward.k12.fl.us/talentdevelopment/news/learning_maps/LearningMap_ClassroomTeacherD2.pdf">http://www.broward.k12.fl.us/talentdevelopment/news/learning_maps/LearningMap_ClassroomTeacherD2.pdf</a>  <a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P4009.000.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P4009.000.pdf</a>	8/2012  3/13/69
BYOD (Bring Your Own Device) Policy	Bring your own device and BCPS Information Security Guidelines  BYOD - Student and Parent Guidelines	<a href="http://www.broward.k12.fl.us/erp/itsupport/security.html">http://www.broward.k12.fl.us/erp/itsupport/security.html</a>  <a href="http://www.broward.k12.fl.us/erp/ITStandards/docs/Security/BYOD_StudentGuidelines08252015.pdf">http://www.broward.k12.fl.us/erp/ITStandards/docs/Security/BYOD_StudentGuidelines08252015.pdf</a>	8/3/10  8/25/15
Policy for refresh of devices (student and teachers)	N/A		

Acceptable/Responsible Use policy (student, teachers, admin)	School and District Technology Usage –  The policy provides guidance for appropriate technology utilization and integration into the curriculum as well as infusion into school/district administration and management.	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306.000.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306.000.pdf</a>	8/6/96
Master Inservice Plan (MIP) technology components	Master Plan and Innovation Configuration	<a href="http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html">http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html</a>	N/A
	Master Plan Digital Learning Curriculum Integration	<a href="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/Digital_Learning_Curriculum_Integration.pdf</a>	1/12/15
	Master Plan Technology Systems Operation	<a href="http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Technology_Systems_operations.pdf">http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Technology_Systems_operations.pdf</a>	1/13/15
	Master Plan Digital Personalized Learning	<a href="http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Person_Learn.pdf">http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Person_Learn.pdf</a>	1/12/15
	Instructional Technology for 21 <sup>st</sup> Century Teaching and Learning	<a href="http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/21stCentTech_Learn.pdf">http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/21stCentTech_Learn.pdf</a>	7/28/15
Other/Open Response			
Technology Advisory Committee  Policy 5306.1	Committee to provide input, advice, assistance, and recommendations in the procurement and implementation of technology	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306.1.000.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306.1.000.pdf</a>	8/3/10
Audiovisual Policy  Policy 6100	The purpose of the policy is to establish clear direction and consistent procedures for the use of audiovisual materials for student instruction and classroom use.	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P6100.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P6100.pdf</a>	4/29/03



Cell Phones, Media Devices & Electronic Devices Use and Operational Restrictions on District (Owned and Leased) Property  Policy 7015	The purpose of this policy is to establish guidelines to restrict the use of cell phones and other electronic devices for all drivers while operating a motor vehicle on district owned and leased properties	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%207015.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%207015.pdf</a>	6/24/14
Distance Learning  Policy 6744	Policy defined distance learning, gives its rationale, providers of distance learning, eligibility, registration and enrollment, courses, credits, instructional staff, student progress and grades, and NCAA eligibility	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P6744.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P6744.pdf</a>	6/17/03
Intellectual Property  Policy 4214	Materials produced by School Board employees within the scope of their employment are the property of the School Board, which is the author and copyright holder and patent owner of the work.	<a href="http://www.broward.k12.fl.us/sbbcpolicies/docs/P4212.000.pdf">http://www.broward.k12.fl.us/sbbcpolicies/docs/P4212.000.pdf</a>	4/4/14
Information Security Guidelines	The information security guidelines, in conjunction with appropriate state and federal statutes, will serve as a foundation and strategic framework for the protection of Broward County Public Schools (BCPS) data	<a href="http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/Information%20Security%20Guidelines%20V04042014.pdf">http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/Information%20Security%20Guidelines%20V04042014.pdf</a>	4/4/14
Social Media Guidelines	Broward County Public Schools Social Media Use Guidelines Broward County Public Schools realizes that part of 21 <sup>st</sup> century learning is adapting to the changing methods of communication. The importance of teachers, students, and parents engaging, collaborating, learning and sharing in these digital environments is a part of 21 <sup>st</sup> century learning. As such educational standards are now requiring the use of online educational tools to demonstrate	<a href="http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/BCPS_SocialMediaUseGuidelines_Final.pdf">http://www.broward.k12.fl.us/ERP/ITStandards/docs/Standard%20Items/Security/BCPS_SocialMediaUseGuidelines_Final.pdf</a>	4/4/14

	such, educational standards are now proficiency. To address related issues, BCPS has developed guidelines to provide direction for employees, students and the school district community when participating in online social media activities.		
Personally Owned Devices – for employees	Personally owned devices connected to the Broward County Public Schools (BCPS) network pose a risk for every other connected device and therefore users must abide by all BCPS Policies and Guidelines. Personally owned devices are defined as laptops, smartphones, tablets, and other mobile Internet devices. The guidelines are designed for use by staff only and must be followed if the local administration decides to allow users to bring in personally owned devices.	<a href="http://www.broward.k12.fl.us/erp/ITStandards/docs/Standard%20Items/Security/PersonallyOwnedDeviceGuidelines%20v01102012.pdf">http://www.broward.k12.fl.us/erp/ITStandards/docs/Standard%20Items/Security/PersonallyOwnedDeviceGuidelines%20v01102012.pdf</a>	10/20/12

## **Part II. DIGITAL CLASSROOMS PLAN –STRATEGY**

### **STEP 1 – Needs Analysis:**

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

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

## ■ Highest Student Achievement

### Student Performance Outcomes:

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

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

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

<b>A. Student Performance Outcomes (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.A.1.	ELA Student Achievement	55%	60 %	(06/2017)
II.A.2.	Math Student Achievement	56%	60 %	(06/2017)
II.A.3.5*	Science Student Achievement - 5 <sup>th</sup> Grade	45%	50%	(06/2017)
II.A.3.8*	Science Student Achievement - 8 <sup>th</sup> Grade	44%	50 %	(06/2017)
II.A.4.*	Science Student Achievement - Biology	65%	70 %	(06/2017)
II.A.5.	ELA Learning Gains	54%	60 %	(06/2017)
II.A.6.	Math Learning Gains	53%	60 %	(06/2017)
II.A.7.	ELA Learning Gains of the Low 25%	43%	45 %	(06/2017)
II.A.8.	Math Learning Gains of the Low 25%	40%	45 %	(06/2017)
II.A.9.	Overall, 4-year Graduation Rate	78.7% 92.2% **	80 %	(06/2017)
II.A.10.	Acceleration Success Rate	55%	60 %	(06/2017)

Much of this information was derived from the District School Grade (<http://schoolgrades.fldoe.org/xls/1516/DistrictGrades16.xls>). The indicators with \* were pulled from the state's edstats information portal (<http://edstats.fldoe.org/SASPortal/main.do>)

\*\* Traditional high school graduation rate

■ **Quality Efficient Services**

Technology Infrastructure:

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

For the infrastructure needs analysis, the required data points can and should be pulled from the most recent Technology Resources Inventory (TRI). This information is used to compile data points for Legislative reporting purposes and should be accurate. The baseline should be carried forward from the 2014 plan and targets for full implementation should be identified as current year or extended. Please describe below if the district target has changed. Districts may choose to add any additional metrics that may be appropriate.

<b>A. Infrastructure Needs Analysis (Required)</b>		<b>Baseline from 2014</b>	<b>Actual from Spring 2016</b>	<b>Target For 2016-2017 School Year</b>	<b>Date for Target to be Achieved (Mo/Year)</b>	<b>Gap to be addressed (Actual minus Target)</b>
II.B.1.	Student to Computer Device Ratio	5:1	1.83:1 *2.36:1	2:1	(Mo/Year)	.36:1
II.B.2.	Count of student instructional desktop computers meeting specifications	17,200	22,205	N/A	N/A	N/A
II.B.3.	Count of student instructional mobile computers (laptops) meeting specifications	47,500	111,883	135,552	6/2018	23,669
II.B.4.	Count of student web-thin client computers meeting specifications	N/A	504	N/A	N/A	N/A
II.B.5.	Count of student large screen tablets meeting specifications	3,903	4,161	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>• 1.83:1 – Based on last year’s enrollment, acceptable devices and charter school data</li> <li>• 2.36:1 – Based on FSA computer-based assessment certification that devices do not impact</li> </ul>						

II.B.6.	Percent of schools meeting recommended bandwidth standard **	73.68%	78.69%	100%	12/2017	N/A
II.B.7.	Percent of wireless classrooms (802.11n or higher) **	56%	93.62%	100%	12/2017	N/A
II.B.8.	District completion and submission of security assessment *	N/A	N/A	N/A	N/A	N/A

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

\*\*II.B.6 and II.B.7 gaps are being filled through the District's General Obligation Bond where 100% of all of our schools will meet recommended bandwidth standard and 100% of all classrooms will be wireless by June 2017.

■ **Skilled Workforce and Economic Development**

Professional Development:

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

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

- Entry
- Adoption
- Adaption
- Infusion
- Transformation

<b>B. Professional Development Needs Analysis (Required)</b>		<b>Baseline (established in 2016)</b>	<b>Target</b>	<b>Date for Target to be Achieved (Mo/Year)</b>
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations)	Entry: 63% Adoption: 23% Adaption: 10% Infusion: 3% Transform: 1%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Entry: 73% Adoption: 12% Adaption: 11% Infusion: 3% Transform: 1%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)

Baseline data for 2016 are the results from TIM observations conducted during the 2015-2016 school year from a random sample of 1000 classrooms. Through TIM-0 training to staff throughout the district, we plan on observing 3000 classrooms this school year. We plan on developing a cadre of district-wide staff over the next few years with the anticipation that each school will have a “resident TIM observer” to gather school-wide data on technology integration.

<b>C. Professional Development Needs Analysis (Required)</b>		<b>Baseline</b>	<b>Target</b>	<b>Date for Target to Achieved (Mo/Year)</b>
I.I.C.3. (D)	Average Teacher technology integration via TIM (Elementary School)	Entry: 70% Adoption: 19% Adaption: 7% Infusion: 3% Transform: 1%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
I.I.C.4. (D)	Average Teacher technology integration via TIM ( Middle Schools)	Entry: 69% Adoption: 20% Adaption: 7% Infusion: 4% Transform: 0%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
I.I.C.5. (D)	Average Teacher technology integration via TIM ( Middle Schools)	Entry: 70% Adoption: 19% Adaption: 7% Infusion: 3% Transform: 1%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
I.I.C.6. (D)	Average Teacher technology integration via TIM ( High Schools)	Entry:72% Adoption: 15% Adaption: 10% Infusion: 2% Transform: 1%	Entry: 5% Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
I.I.C.7. (D)	Average Teacher technology integration via TIM ( Combination Schools)	Entry: 88% Adoption: 10% Adaption: 2% Infusion: 0% Transform: 0%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)



II.C.8. (D)	Personalized Learning (D2, D3, D4, D5) Project)	Entry: 58% Adoption: 14% Adaption: 21% Infusion: 6% Transform: 1%	Entry: 5% Adoption: 10% Adaption: 10% Infusion: 55% Transform: 20%	(06/2019)
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Baseline data for 2016 are the results from TIM observations conducted during the 2015-2016 school year from a random sample of 1000 classrooms. Through TIM-O training to staff throughout the district, we plan on observing 5000 classrooms this school year. We plan on developing a cadre of district-wide staff over the next few years with the anticipation that each school will have a “resident TIM observer” to gather school-wide data on technology integration.

■ **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.

Please complete the chart below to indicate the digital tool components your district currently has access to and utilizes. Districts may also add metrics for the measurement of CAPE (Career and Professional Education) digital tools.

<b>C. Digital Tools Needs Analysis Students (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of students with access to this type of tool</b>	<b>Target % of students with access to this type of tool by 2017-2018</b>	<b>Baseline % of students who use this type of tool on a regular basis</b>	<b>Target % of students who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (S)	A system that supports student access to online assessments and personal results.	100 % Canvas LMS	100 %	40 %	100 %
II.D.2. (S)	A system that houses documents, videos, and information for students to access.	100 % Canvas LMS	100 %	40 %	100 %
II.D.3. (S)	A system that supports student access to individualized instruction.	100 % Canvas LMS	100 %	40 %	100 %

<b>D. Digital Tools Needs Analysis Teachers (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of teachers with access to this type of tool</b>	<b>Target % of teachers with access to this type of tool by 2017-2018</b>	<b>Baseline % of teachers who use this type of tool on a regular basis</b>	<b>Target % of teachers who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring.	100 % Canvas LMS	100 %	40 %	100 %
II.D.2. (T)	A system that houses documents, videos and information for teachers to access.	100 % Canvas LMS BCPS e - Portal	100 %	40 %	100 %
II.D.3. (T)	A system that provides teachers with the ability to individualize instruction.	100 % Canvas LMS	100 %	40 %	100 %
II.D.4. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans.	100 % Canvas LMS	100 %	40 %	100 %
II.D.5. (T)	A system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	100 % MyLearnin gPlan and SAP	100 %	100 %	100%
II.D.6. (T)	A system that includes comprehensive student information that is used to inform instructional decisions in the classroom for analysis, and for communicating to students and parents about classroom activities and progress.	100 % BASIS 3.0, Virtual Counselor, TERMS, Naviance	100 %	85 %	100 %

<b>D. Digital Tools Needs Analysis Parents (Required)</b>		<b>Access</b>		<b>Utilization</b>	
		<b>Baseline % of parents with access to this type of tool</b>	<b>Target % of parents with access to this type of tool by 2017-2018</b>	<b>Baseline % of parents who use this type of tool on a regular basis</b>	<b>Target % of parents who use this type of tool on a regular basis by 2017-2018</b>
II.D.1. (P)	A system that includes comprehensive student information to inform parents about instructional decisions, classroom activities, and student progress.	80 % Virtual Counselor (need Internet Access) BCPS Mobile App	100 % Through BCPS Mobile App	80 %	100 % Through BCPS Mobile App

<b>D. Digital Tools Needs Analysis Instructional Materials (Required)</b>		<b>Baseline % established in 2016</b>	<b>Target % by 2017-2018</b>
II.D.1. (IM)	Percentage of instructional materials purchased 2016-2017)	100 % (Supplemental and elective course material may not be in digital format)	100%
II.D.2. (IM)	Percentage of total instructional materials Implemented and utilized that are digital Format (includes purchases from prior years)	97% (Supplemental and elective course material may not be in digital format)	100%
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	100% Canvas LMS and BCPS e-Portal	100%
II.D.4. (IM)	Percentage of the materials in answer II.D.2. above that are accessible and utilized by teachers	100% Canvas LMS and BCPS e- Portal	100%
II.D.5. (IM)	Percentage of the materials in answer II.D.2. that are accessible and utilized by students	100 % Canvas LMS and BCPS e- Portal	100%
II.D.6. (IM)	Percentage of parents that have access via an LIIS to their students' instructional materials [s.1006.283(2)(b)11, F.S.]	100 % *parent must log on with child's credentials	100% *Anticipated through the parent access to BCPS e-Portal

■ **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.

Districts will use the attached device worksheet to calculate the target for this category. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation as defined in s. 1011.62(12)(g), F.S. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use.

<b>D. Online Assessments Needs Analysis (Required)</b>		<b>Baseline established in 2016</b>	<b>Target</b>	<b>Date Target to be Achieved (Mo/Year)</b>
I.I.E.1. (D)	Computers/devices available for statewide FSA/EOC computer-based assessments	97,606	99,959	07/2017
I.I.E.2. (D)	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	14 % (High Schools)	75%	03/2019

## **STEP 2 – Goal Setting:**

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

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

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

Enter district goals below:

Our Values:

- All students will learn when their individual needs are met
- Learning is a lifelong process
- Every student has a right to a high-quality educational option
- Engaged families combined with highly effective teachers and school leaders are the core components of a successful school
- Positive character education is essential to whole child development
- The diversity of our community is valuable and must be embraced
- Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy
- High-quality customer service is a critical component of high-quality education
- Positive stakeholder involvement enhances student achievement
- Everyone must be held to the highest ethical standards to achieve excellence
- Everyone must contribute to and be held accountable for student achievement
- An equitable education provides all necessary resources to meet student needs
- All District services must clearly tie to student achievement
- Respect and dignity are critical, both in and out of the classroom
- Public education is the foundation of a democratic society
- It is essential that the District develops an informed, engaged, and responsible citizenry

The District's 2016-19 Strategic Plan will enable us to fulfill our mission with maximum efficiency and impact. It focuses on improving the instructional core while leveraging the input of collaborative teams that include our administrators, teachers, students, and stakeholders. This plan articulates specific goals and describes the action steps and resources needed to accomplish them. The District determined that for 2016-19 we would recalibrate our existing Strategic Plan. Recalibration involves establishing new baselines and a new path forward incorporating elements of our 2012-15 Strategic Plan. The 2016-19 Strategic Plan utilizes a shorter planning

horizon with an emphasis on execution, monitoring, and reporting, which enables more frequent reviews and course corrections.

Year 1 – Deal with areas that provide the greatest performance improvement opportunities using existing resources.

Year 2 – Pursue opportunities requiring improved capabilities and investments.

Year 3 – Leverage outcomes and discoveries from previous years while targeting programs in specific challenge areas.

We have three goals for the District:

1) High-Quality Instruction – We must address challenges in the external environment and internal organization to ensure all students receive instruction that addresses not only their academic success, but also their social and emotional needs, and serves as a catalyst to student achievement beyond current expectations. We will focus on (1) Literacy and Early Learning, (2) Middle Grades Learning, and (3) College and Career Readiness.

2) Continuous Improvement – In addition to our primary focus on high-quality instruction, continuous improvement requires collaboration and alignment across financial capital (budgets), human capital (people) and operational efficiencies.

3) Effective Communication – We strive to increase the effectiveness of internal and external communication with stakeholders, to convey out District’s vision and goals. Additionally, we work diligently to implement marketing strategies to improve public perception of BCPS.

For a more detailed description of our 2016-19 Strategic Plan please go to <http://browardschools.com/SiteMedia/docs/info/pdf/2016-BCPS-strat-plan-10-26-16.pdf>.

### STEP 3 – Strategy Setting:

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

Enter the district strategies below:

Goal Addressed	Strategy	Measurement	Timeline
High Quality Instruction (Elementary)	Continue to implement the Digital 5 Personalized Learning Project until all 5 <sup>th</sup> grade students and teachers are included in this 1:1 initiative.  Baseline: 100 schools in 2016-2017 Total Schools – 137	<ul style="list-style-type: none"> <li>• Capital Budget Plan and GOB are aligned to purchase digital devices for students and teachers in this project.</li> <li>• Project is fully implemented by 2016-2017 school year.</li> <li>• All program components are budgeted including professional learning, learning management system, and digital curriculum content.</li> </ul> <p><i>Measurement: Outside Evaluation by 3<sup>rd</sup> party evaluator. Goals focused on increasing student engagement, increasing achievement in math and reading</i></p>	<p>2016-2017 – Increase in the number of D5 classrooms/schools</p> <p>Increase in the number of D2, D3, and D4 classrooms in the existing D5 schools</p> <p>2017-2018 meet the goal for all elementary schools to have a Digital 5 program *Additional funding source other than the DCP will need to be identified to complete 1-1 fifth grade classrooms in all elementary schools</p>
High Quality Instruction (Middle and High)	Continue to roll out digital devices for the classroom through GOB in conjunction with the adoption of new Florida Standards aligned digital curriculum. Program name is: <b>Digital Infusion. Courses Include:</b> Grade 6 Math, ELA, and Intensive Reading Grade 7, 8 – ELA Grade 9, ELA, Intensive Reading Grade 10 – Intensive Reading Grade 6 and 9 ESE ACCESS  Canvas for HS Teacher Training Plan to increase the use of digital tools in high school curriculum through the learning management system. See Attachment C	<p>Capital Budget Plan and GOB are aligned to purchase digital devices for this project</p> <ul style="list-style-type: none"> <li>• Continue to purchase instructional materials in digital format</li> <li>• Ensure digital curriculum is accessible through Broward learning management systems</li> <li>• Professional learning is aligned to project goals</li> </ul> <p><i>Measurement: FSA student achievement results in ELA, Reading, and Math (baseline year – 2015)</i></p> <p><i>Number of high school teachers utilizing Canvas as a learning management system.</i></p>	<p>2016-2018 Continue to add digital content in curriculum areas including world languages, math, science and social studies</p>
High Quality Instruction and Continuous	Continue to upgrade the infrastructure to support the expanding needs of digital learning and online assessment.	<ul style="list-style-type: none"> <li>• Bandwidth amount</li> <li>• Wireless access for all classrooms</li> </ul> <p><i>Measurement: Utilization reports</i></p>	2016 – 2019



Improvement		<p><i>from Network Operations Center (NOC)</i></p> <p><i>Measurement: Number of schools with completed upgrades as part of the IT Bond Deployment</i></p>	
High Quality Instruction	<p>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</p>	<ul style="list-style-type: none"> <li>• Collaboration between Information and Technology and Academics is structured and regular.</li> <li>• Academic program needs are met</li> </ul> <p><i>Measurement: GOB, Capital Budget Plan, Professional Learning Plan and Academic Plan are collaboratively developed and implemented.</i></p> <p><i>Integration of EasyIEP, Ellevation, and Naviance within the Canvas LMS</i></p>	2016-2019
High Quality Instruction	<p>Professional learning related to digital and personalized learning initiative is available through online, blended and face-to-face options. Professional learning communities support digital learning initiatives.</p>	<ul style="list-style-type: none"> <li>• Professional learning is regularly scheduled and accessible to Broward teachers.</li> <li>• Professional Learning Communities are providing opportunities for teachers to collaborate and share best practices on digital learning.</li> </ul> <p><i>Measurement: Classroom observations show digital learning instructional strategies are evident.</i></p> <p><i>Measurement: Student work reflects the use of digital tools for learning</i></p> <p><i>Measurement: Number of teachers who complete the four levels of 21<sup>st</sup> century teaching and learning: Level 1: Learner Level 2: Educator Level 3: Collaborator Level 4: Innovator</i></p> <p><i>Measurement: Number of administrators/coaches participating in training on how to utilize the Technology Integration Matrix (TIM) in classroom walkthroughs</i></p>	2016 - ongoing
High Quality Instruction, Continuous Improvement, and Communication	<p>Create, curate, and procure digital assets for Broward's learning management system with digital curriculum, focused units of study, aligned assessments, and exemplary unit and lesson plans aligned to Florida Standards</p>	<ul style="list-style-type: none"> <li>• Milestones and targets in LMS implementation plan are met.</li> <li>• Online curriculum development team creates online and blended courses of study with school-based staff</li> </ul> <p><i>Measurements: Data on online resources usage across the district Number of online courses developed Development of the learning object repository in the LMS</i></p>	2016 - ongoing

Continuous Improvement	Provide additional resources to integrate single sign on application through the selected Learning Management System and BCPS e-Portal	<ul style="list-style-type: none"> <li>Single Sign on intergration work complete and in alignment with learning management system implementation plan. <i>Measurement:</i></li> </ul>	2016 – Pilot and Implement Ongoing
High Quality Instruction, Continuous Improvement and Communication	Procure consultant services from an IT consultant to assist with the triangulation of data obtained via TIM observations, Technology Resources Inventory, and consultant services data to determine how well the district is utilizing digital tools to improve academic achievement.	<ul style="list-style-type: none"> <li>Milestones and targets in consultant services agreement are met. <i>Measurement:</i> <i>Data analysis of triangulation</i></li> </ul>	2016 - ongoing

In addition, if the district participates in federal technology initiatives and grant programs, please describe below a plan for meeting requirements of such initiatives and grant programs.

### **Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL**

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

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

This section of the DCP will document the activities and deliverables under each component. The sections for each component include, but are not limited to:

- Implementation Plan – Provide details on the planned deliverables and/or milestones for the implementation of each activity for the component area. This should be specific to the deliverables that will be funded from the DCP Allocation.
- Evaluation and Success Criteria – For each step of the implementation plan, describe the process for evaluating the status of the implementation and how successful implementation will be determined once completed. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

Districts will complete a budget worksheet to determine areas of need for online assessment. This worksheet calculates the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. Specific items indicated below:

- Sum of Deliverables across component areas will be included.
- Additional line for charter school allocations.

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

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

## A) Student Performance Outcomes

Districts will determine specific student performance outcomes based on district needs and goals that will be directly impacted by the DCP allocation. These outcomes can be specific to an individual school site, grade level/band, subject or content area, or district wide.

These outcomes are the specific goals that the district plans to improve through the implementation of the deliverables funded by the DCP allocation for the 2016-17 school year.

Enter the district student performance outcomes for 2016-17 that will be directly impacted by the DCP Allocation below:

A. Student Performance Outcomes		Baseline	Target
III.A.1.	Increase percentage of fifth grade students in the Digital 5 Personalized Learning initiative performing at FSA proficiency levels in mathematics, reading and science	Baseline Year – 2016 * FSA Math (excluding EOCs)- 58 %* FSA ELA –52 %* Science – 45 %*	FSA Math – 63 % FSA ELA-58 % Science- 50 %
III.A.2.	Increase access to and usability within a learning management system to targeted D5 and Digital Infusion program students and teachers for instruction, assessment, and progress monitoring	100 % - all digital 5 classrooms have access to the LMS  Digital Infusion Programs – 35%	100 %  50% - 2016-2017
III.A.3.	Increase percentage of targeted fifth grade elementary students with basic keyboarding skills	20%**	80%
III.A.4.	Increase percentage of targeted D5 and Digital Infusion program students meeting digital literacy standards as defined by ISTE national standards	35%**	80%
III.A.5.	Students ability to access personalized learning paths within a learning management system, in each grade level and program of study, aligned to the Florida Standards.	45%	100% - 2018-2019

\*Based on 99 D5 schools, Total School Data

\*\*Selected schools are going to be implementing Learning.com that teaches basic keyboarding skills and digital literacy in the 2016-2017 school year. Results will be reported out for next year's Digital Classrooms Plan

## B) Digital Learning and Technology Infrastructure

State recommendations for technology infrastructure can be found at <http://www.fldoe.org/core/fileparse.php/5658/urlt/0097849-device-bandwidthtechspecs.pdf>. These specifications are recommendations that will accommodate the requirements of state supported applications and assessments.

Implementation Plan for B) Digital Learning and Technology Infrastructure:

<b>B. Infrastructure Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.B.1.	N/A				
III.B.2.					
III.B.3.					
III.B.4.					

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>B. Infrastructure Implementation</b>			
Brief description of other activities	Other funding source	Estimated Amount	Estimated Completion Date Mo/Year
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)	District's General Obligation Bond/District Capital Budget/eRate resources	N/A	2017-2018
Upgrade LAN network equipment where needed to support new wireless access points and to ensure a 2 gbps campus backbone.	District's General Obligation Bond/District Capital Budget/eRate resources	N/A	2017-2018
Upgrade all WAN circuits to 1 gbps to the district's network core at all schools	Funded by district operational funds	N/A	Complete
Upgrade core network electronics to manage the district's WAN/Data Center/Internet convergence	District's General Obligation Bond/District Capital Budget/eRate resources	N/A	2017-2018
Upgrade bandwidth provisioning on the district's Internet circuits to an estimated 40 to 80 gbps based on utilization analysis.	Funded by district operational funds and eRate support	N/A	2017-2018
IMS Global Learning Consortium member enabling a plug and play architecture enabling rapid deployment of innovative products working together.	Funded by district operational funds	\$5,000	Annually

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

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

<b>B. Infrastructure Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.B.1.	Routine reporting and analysis of network traffic data obtained from the district's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>
III.B.2.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>
III.B.3.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>
III.B.4.	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>
III.B.5	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>
III.B.6	Routine reporting and analysis of network traffic data obtained from the District's Network Operations Center (NOC)	<ul style="list-style-type: none"> <li>• Network availability at levels greater than 99.9%</li> <li>• Applications and online services perform at high quality levels</li> <li>• Customer experience as shown by satisfaction surveys indicates highly satisfactory levels</li> </ul>

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

## C) Professional Development

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

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

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

[http://www.broward.k12.fl.us/talentdevelopment/html/ic\\_masterplan.html](http://www.broward.k12.fl.us/talentdevelopment/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/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/Technology_Systems_Operations.pdf)

[http://www.broward.k12.fl.us/talentdevelopment/news/mp\\_ic/Digital\\_Person\\_Learn.pdf](http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Digital_Person_Learn.pdf)

[http://www.broward.k12.fl.us/talentdevelopment/news/mp\\_ic/21stCentTech\\_Learn.pdf](http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/21stCentTech_Learn.pdf)

Implementation Plan for C) Professional Development

<b>C. Professional Development Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.C.1.	Provide stipends for qualified teachers to complete professional learning and to develop curriculum content for LMS content repository including but not limited to the 10-module online Canvas course	August 2019	\$120,000 (238 X \$500)	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.2.	Provide stipends to staff (district and school-based including media specialists, teachers, coaches, and administrators) to complete the one month online TIM training offered by the DOE through iTeach modules	August 2017	\$25,000 50 staff X \$500 to begin building capacity at school sites	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.3.	Deliver Levels 1 -4 Training towards 21 <sup>st</sup> Century Teaching Credentials Level 1: 21 <sup>st</sup> Century Learner (TIM Entry/Adoption) Level 2: 21 <sup>st</sup> Century Educator (TIM Adaptation) Level 3: 21 <sup>st</sup> Century Collaborator (TIM Infusion) Level 4: 21 <sup>st</sup> Century Innovator (TIM Innovating)	August 2017	N/A  Inservice points and qualifications awarded to staff upon completion of each level of training.	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.4.	Electronic TIM Tool usage training costs to train administrators, instructional coaches, and instructional staff	August 2017	\$7,500  5 trainings throughout the year at	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5



			\$1,500/training		II.C.6 II.C.7 II.C.8
III.C.5.	Procurement and usage of 21 <sup>st</sup> Century Teaching (Redbird) credential online training	August 2017	\$150,000  \$100/user 3,000 users  \$150,000 funded through Title IIA	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8
III.C.6.	<b><i>Interactive Classroom</i></b> professional development to include:  -Development and delivery of grade level and content specific training that highlight the potential of the Interactive Classroom - \$185,000  -Integration of new and existing digital classroom tools with the Interactive Classroom Project - \$250,000  -Development and delivery of technical training to school and district technical staff - \$65,000	August 2017	\$500,000	School/District	II.C.1 II.C.2 II.C.3 II.C.4 II.C.5 II.C.6 II.C.7 II.C.8

If additional funding will be spent in this category, other than this year's DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>C. Professional Development Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
Expert conversations on digital learning through	N/A	N/A	June 2017

live-streamed and interactive webinars. Experts are Broward or principals with proven success in leading and implementing digital learning in Broward Schools and classrooms, as well as vendor partners. Focus is to create a professional social and learning network.			
Professional Learning directly aligned to project implementation and targeted to the needs of the project. For example, Digital 5 (2, 3, and 4) and Digital Infusion projects, as well as training on specific targeted software.	School budgets for substitutes, if needed	\$250,000	August 2017
Digital Trailblazers are three different professional learning conferences offered by BCPS Instructional Technology unit and held throughout the school year. Its audience contains digital classroom teachers, media specialists, and LEEO teachers.	School budgets for substitutes, if needed	Varies	June 2017
Professional Learning Communities (PLCs) focused on student achievement	N/A	N/A	June 2017

Evaluation and Success Criteria for C) Professional Development:

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

**C. Professional Development Evaluation and Success Criteria**

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	Instructional Technology Specialists will monitor professional learning implementation at each school site.	Number of teachers using a blended learning environment through the Canvas LMS. Number of online modules being developed and placed into the Canvas Commons
III.C.2.	Instructional staff position for digital learning professional development support will monitor implementation at assigned school sites.	Documentation of teacher movement on the Technology Integration Matrix (TIM) from baseline level to next level on scale through peer observations Creation of online content within Canvas by teachers to support teaching and learning
III.C.3.	School-based personnel participate in the TIM online training module through iTeach and will be responsible for observing teachers throughout the school district using the tool.	Fidelity of implementation based on inter-rater reliability of teacher observations using the TIM. School district will be able to update the baseline TIM data from last year. A large cadre of TIM observers trained and conducting the observations (N=100)
III.C.4.	Online facilitators will monitor and support teachers as they progress through each level of the 21 <sup>st</sup> Century Teacher credentialing	*Number of teachers completing each level of the training *TIM walkthroughs of teachers completing each level of training to verify implementation of strategies in the classroom are appropriate for the level of credentialing *Number of schools reaching Level 4: 21 <sup>st</sup> Century Innovator qualification
III.C.5	Teachers will complete the Technology Use and Perception Survey	Comparison between the TIM classroom walkthrough results and the results from the Technology Use and Perception Survey
III.C.6	Identify TIM levels of individuals who participate in and complete the various levels of the 21 <sup>st</sup> Century Teacher credentialing program	TIM levels of participants in this professional learning should align with the four levels of training. Participants in the professional learning should all be at TIM levels of adaptation, infusion, and transformation
III.C.7	Deliver training on specific digital tools purchased through the DCP with follow up visits to determine levels of usage.	5 <sup>th</sup> grade student keyboarding skills 5 <sup>th</sup> grade student digital literacy skills TIM level of teachers using digital tools

## D) Digital Tools

Digital Tools should include a comprehensive digital tool system for the improvement of digital learning. Districts will be required to maintain a digital tools system that is intended to support and assist district and school instructional personnel and staff in the management, assessment and monitoring of student learning and performance.

Digital tools may also include purchases and activities to support CAPE digital tools opportunities and courses. A list of currently recommended certificates and credentials can be found at: <http://www.fldoe.org/workforce/fcpea/default.asp>. Devices that meet or exceed minimum requirements and protocols established by the FDOE may also be included here.

Implementation Plan for D) Digital Tools:

<b>D. Digital Tools Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.D.1.	Renewal and expansion to more schools of software purchased through last year's DCP Learning.com –Keyboarding and Digital Skills Vocabulary.com – English Language Arts and Reading Newsela – English Language Art, Reading, and other curriculum areas	6/2018	\$1,050,000	Districtwide	II.A.1. II.A.5. II.A.7. II.A.9. III.A.3. III.A.4.
III.D.2.	Canvas Learning Management System annual cost	6/2019	\$1,500,670	School/District	II.A.1. II.A.2. II.A.3.5. II.A.4. II.A.5. II.A.6. II.A.7. II.A.8. II.A.9.

If additional funding will be spent in this category, other than this year’s DCP allocation, please briefly describe below how the target gaps will be addressed by other fund sources.

<b>D. Digital Tools Implementation</b>			
<b>Brief description of other activities</b>	<b>Other funding source</b>	<b>Estimated Amount</b>	<b>Estimated Completion Date Mo/Year</b>
N/A			

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.

<b>D. Digital Tools Evaluation and Success Criteria</b>		
<b>Deliverable (from above)</b>	<b>Monitoring and Evaluation and Process(es)</b>	<b>Success Criteria</b>
III.D.1.	Evaluate the district’s usage of the digital tools implementation during the 2015-2016 school year to determine impact and expand to all schools depending on results of the evaluation	Student data in regards to ELA and Reading scores Student data in regards to Keyboarding scores Student data in regards to Digital Literacy scores High School students’ Verbal scores on 2016 PSAT and SAT
III.D.2.	Evaluate student scores in Mathematics through a comparison between all third and fifth grade mathematics classrooms against D3 and D5 mathematics classrooms Evaluate student scores in Science grade 5 against D5 Science classrooms. Monitor grade 8 Science scores comparison between those classrooms using Science digital tools and those that are not.	Student end of year data in mathematics and science grades 3, 5, and 8  Student performance tasks during the school year in mathematics and science grades 3, 5, and 8  Teacher survey data regarding student achievement in mathematics and science in correlation with using the digital tools

## E) Online Assessments

Districts will use DCP funds to be compliance with s. 1011.62(12)(g), F.S., which indicates that each district's digital classrooms allocation plan must give preference to funding the number of devices that comply with the requirements of s. 1001.20(4)(a)1.b., and that are needed to allow each school to administer the Florida Standards Assessment to an entire grade at the same time. This will be calculated by the district completing the device worksheet that accompanies the DCP template. The device worksheet will calculate the amount of devices and funds necessary to meet the statutory requirements for the Digital Classrooms Plan allocation. The worksheet provides the number of FTE students per school based on the 2015-16 4th FTE calculation and determines the maximum count of students across grades 3-10. This number of students equates to the number of devices that must be available at each school to administer the FSA to an entire grade at the same time. The worksheet provides the number of devices reported available for testing at each school based on the 2015-16 FSA Computer-Based Assessment Certification Tool. The district may update the number of computers available at each school if additional devices are available that do not impact instructional use. The worksheet will then calculate a total number of devices needed for each school. The district will be required to include a deliverable to meet this requirement as part of the DCP plan in Section III. Online Assessment Support.

Implementation Plan for E) Online Assessments:

<b>E. Online Assessment Implementation</b>					
	Deliverable	Estimated Completion Mo/Year	Estimated Cost	School/District	Gap addressed from Sect. II
III.E.1.	2,353 computer devices to meet the state device worksheet	3/2018	\$600,000	School/District	II.E.1 (D)
III.E.2.	Installation costs for computer devices to meet the state device worksheet	3/2018	\$90,000	School/District	II.E.1 (D)

Evaluation and Success Criteria for E) Online Assessments:

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

<b>E. Online Assessment Evaluation and Success Criteria</b>		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Completion of the device worksheet identifies the schools needing additional devices and the number of devices necessary to deliver assessments across an entire grade level	Ensure that all schools have the required number of devices to have the ability to deliver annual assessments across an entire grade level without impacting teaching and learning
E.2.	Monitor installation of devices at schools	Each school reports that they have the requisite number of devices to deliver assessments across each grade level.

## **Attachment A – Relevant Training and Instruction for District Leadership and Support Personnel**

The School Board of Broward County is designing professional development opportunities for instructional staff that will enable them to receive: (1) Qualifications, (2) Certificates, and (3) Badges. The following are a list of professional development opportunities that are available for instructional staff:

1 - **Blended Learning qualification** is achieved through a web-based resource that is available to teachers, school administrators, and school district personnel 24/7 from a PC, laptop, or internet-enabled device. The Level 1 - 21st Century Learner Qualification provides professional development pathways for technology integration across Broward County Public Schools. As we move to integrate the ISTE Educational Technology Standards, the program will prepare instructional personnel for their journey to 21st Century Teaching and Learning. After schools complete the initial **Level 1 -Learner** professional development aligned with their receipt of digital devices, the following professional development opportunities are available:

<b>Redbird</b>	<b>Qualification</b>	<b>Levels:</b>
	<b>Level 2</b> – 21 <sup>st</sup> Century Educator Credentialing - Introduction to Blended Learning	– 3 -5 hours
	<b>Level 3</b> – 21 <sup>st</sup> Century Collaborator Credentialing - Technology Integration	– 4 – 5 hours
	<b>Level 4</b> – 21 <sup>st</sup> Century Innovator Credentialing - Advanced Blended Learning	– 4 – 5 hours
	<b>Office 365</b> – helping teachers learn about all of the tools that make up Office 365	
	<b>Project-based Learning</b> – 3- 5 hours (optional)	

2- **Canvas Training** – After the initial two-day, 6-hour each day training on how to use Canvas as a learning management system to deliver a personalized, blended learning environment to all grade levels, teachers will be able to complete a ten – module online course. This course can be completed totally online at a pace and place that is convenient for each participant. It can also be completed through monthly webinars where participants can login from anywhere and be led through the monthly module by an online facilitator. Last, participants can attend a monthly face-to-face training opportunity delivered at a school location across the school district.

3- **Canvas/TIM Training for Administrators** – Administrators, both school-based and district-based, learn how to use Canvas as both an instructional and communication tool. This 3-hour informational session is followed by a 3-hour Technology Integration Matrix (TIM) observation training designed to assist administrators in understanding the levels of technology integration taking place within their schools.

4- **Technology Integration Matrix (TIM) Observation Training**- 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. 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.



Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells, each with a description of the types of activities and technology tools used.

Broward County Public School is offering training opportunities for administrators, teachers, magnet coordinators, media specialist, and district support staff on how to effectively use the TIM- O tool when observing classrooms using technology. Participants in this training will learn how to identify the various technology integration levels and the different learning environments. This training will help to develop a cadre of observers able to determine the levels at which our teachers are in relation to technology integration into the classroom. This will inform us regarding the types of professional development opportunities that need to be developed and delivered to move more teachers to the upper levels of the TIM.

**5- Microsoft Innovative Educator (MIE)** - Microsoft Innovative Educator (MIE) programs are designed to help educators move along a pathway from those who are just beginning to integrate Microsoft tools into the classroom to becoming leaders of innovation in education. Microsoft has developed these programs to recognize global educator visionaries who are using technology to pave the way for their peers towards better learning and student outcomes. This is the first step on a journey of joining a professional learning network of enthusiastic educators who come together to learn, share, and grow.

MIEs are educators that are using Microsoft tools in the classroom and have learned the fundamentals of some of these tools, such as Windows 10, Edge, OneDrive, Word online, PowerPoint online, Excel online, Sway, One Note, and OneNote Class Notebook. Participants will learn how to use the Office 365 applications for student collaboration and about 21st Century Learning Design to help set the foundation for technology integration in their classrooms. To become a Microsoft Innovative Educator, you need to attend a 2 day, face-to-face training and join the Microsoft Educator Community. Upon completion, participants will receive a MIE certificate and digital badge.

**6- Global Scholars Teacher (only for participating schools)** - Broward's Global Scholars initiative connects participating middle school students to other participating schools around the world. Using Internet-based educational activities, project-based learning and other instructional strategies as an elective or within a specific content area, the goal is applied learning to develop students' global citizenship while enhancing critical 21st century skills. Successful implementation includes subject content mastery, English language communication, and technology proficiency. This blended learning program provides access to an interactive, multimedia online classroom and original curriculum materials, enabling students to learn and communicate about important issues with their international peers. Teachers gain year-round professional development and a connection to a worldwide network of educators.

**7- Digital Programs Teacher** - The Digital Programs (D2/3/4/5/6/7) provide a 1:1 blended learning environment to students who have access to their Windows device throughout the school day and at home (in most cases). This 24/7 access to their math, reading, and science digital curriculum, a learning management system, and other digital resources provide

opportunities for students to personalize their learning. Teachers, media specialists, and micro-technologists are provided extensive professional learning opportunities to understand how to implement the program.

**8- Innovations for Learning** - Broward County Public Schools continues to implement a collaborative partnership with Innovations for Learning (IFL), an Illinois-based nonprofit organization, to infuse a primary literacy program that integrates classroom instruction, technology, and community-based tutors to deliver high quality literacy instruction to kindergarten and first grade classrooms. The IFL learning model capitalizes on student application of 21st century skills through the use of mobile devices during literacy instruction, full-time literacy coaches to help facilitate and support classroom implementation, and corporate executives serving as volunteer tutors to enrich student learning and help close the literacy achievement gap for our youngest students.

**9 – Newsela, Learning.com, and Vocabulary.com Training** – These three software applications have been chosen for the 2016-2017 school year to help make an impact in reading and writing, as well as developing skills in both digital citizenship and keyboarding. Newsela and Learning.com have been rolled out to specific schools, while vocabulary.com is being offered to all 6-12 schools. Funding for these applications came from the 2015-2016 Digital Classrooms Plan. These products are being used to improve vocabulary, reading, and writing; as well as development of keyboarding skills and digital citizenship skills.

**10- Videoconferencing and Desktop Conferencing Qualification** – Teachers learn how to use the various conferencing systems that are offered within the district. This will include proper videoconferencing etiquette and strategies to deal with multiple site locations at one time.

**11- SharePoint Controller Training** – Learn how to manage the various functionalities within SharePoint ranging from Intranet Sites, Team Sites, Initiatives, and Groups. The participants include school-based Micro Technologists, Technology Liaison Contact (TLCs), and department technology personnel.

**12-** Through Career and Technical Education, teachers are provided the opportunity to receive training and certification in **Microsoft Office Specialist (MOS)** in order to facilitate industry certification for our students in career pathway courses, for career exploration and to meet state and federal guidelines under Perkins funding.

## Attachment B

## BCPS 2016-17 Digital 1:1 Program Schools

	<u>School Building</u>	<u>Loc No.</u>	<u>GR 2</u>	<u>GR 3</u>	<u>GR 4</u>	<u>GR 5</u>	<u>GR 6</u>	<u>GR 7</u>
1	Bayview ES	0641			Y	Y		
2	Bennett ES	0201			Y	Y		
3	Bethune ES	0341		Y	Y	Y		
4	Boulevard Heights ES	0971				Y		
5	Broadview ES	0811			Y	Y		
6	Broward Estates ES	0501				Y		
7	Central Park ES	2641		Y	Y	Y		
8	Chapel Trail ES	2961			Y	Y		
9	Coconut Creek ES	1421				Y		
10	Coconut Palm ES	3741				Y		
11	Colbert ES	0231			Y	Y		
12	Coral Cove ES	2011			Y	Y		
13	Coral Park ES	3041		Y	Y	Y		
14	Coral Springs ES	2551			Y	Y	Y	
15	Country Hills ES	3111				Y		
16	Country Isles ES	2981				Y		
17	Cresthaven ES	0901				Y		
18	Cypress ES	1781			Y	Y		
19	Davie ES	2801				Y		
20	Deerfield Beach ES	0011				Y		
21	Deerfield Park ES	0391				Y		
22	Dillard ES	0271			Y	Y		
23	Dolphin Bay ES	3751			Y	Y		
24	Drew, Charles ES	3221				Y		
25	Driftwood ES	0721				Y		
26	Eagle Point ES	3461	Y	Y	Y	Y		
27	Eagle Ridge ES	3441			Y	Y		
28	Embassy Creek ES	3191				Y		
29	Everglades ES	2942			Y	Y		
30	Fairway ES	1641				Y		
31	Forest Hills ES	2631		Y	Y	Y		
32	Fox Trail ES	3531		Y	Y	Y		
33	Gator Run ES	3642		Y	Y	Y		
34	Griffin ES	2851				Y		
35	Hallandale ES	0131		Y	Y	Y		
36	Harbordale ES	0491			Y	Y		
37	Hawkes Bluff ES	3131			Y	Y		
38	Hollywood Hills ES	0111			Y	Y		
39	Hollywood Park ES	1761		Y	Y	Y		
40	Hunt, James S ES	1971				Y		
41	Indian Trace ES	3181		Y	Y	Y		
42	Lakeside ES	3591				Y		
43	Larkdale ES	0621			Y	Y		
44	Lauderhill P. T. ES	1381			Y	Y		
45	Lloyd Estates ES	1091				Y		
46	Manatee Bay ES	3841			Y	Y		
47	Maplewood ES	2741			Y	Y		
48	Markham ES	1671				Y		
49	Martin Luther King ES	1611				Y		
50	McNab ES	0841				Y		
51	Meadowbrook ES	0761				Y		
52	Miramar ES	0531			Y	Y		
53	Mirror Lake ES	1841			Y	Y		
54	Morrow ES	2691			Y	Y		
55	North Andrews Gardens ES	0521			Y	Y		
56	North Fork ES	1191				Y		
57	North Lauderdale ES	2231				Y	Y	

58	Nova Blanche Forman ES	1282			Y	Y				
59	Nova Eisenhower ES	1271			Y	Y				
60	Oakland Park ES	0031				Y				
61	Palm Cove ES	3311			Y	Y				
62	Palmview ES	1131				Y				
63	Panther Run ES	3571				Y				
64	Parkside ES	3631			Y	Y				
65	Parkway MS	0701				Y				
66	Pasadena Lakes ES	2071				Y				
67	Pembroke Lakes ES	2661		Y	Y	Y				
68	Pembroke Pines ES	1221			Y	Y				
69	Perry ES	1631			Y	Y	Y	Y		
70	Peters ES	0931			Y	Y				
71	Pinewood ES	2811			Y	Y				
72	Plantation ES	0941				Y				
73	Plantation Park ES	1251				Y				
74	Pompano Beach ES	0751				Y				
75	Quiet Waters ES	3121			Y	Y				
76	Riverglades	2891			Y	Y				
77	Riverland ES	0151				Y				
78	Riverside ES	3031			Y	Y				
79	Rock Island ES	3701			Y	Y				
80	Royal Palm ES	1851		Y	Y	Y				
81	Sanders Park ES	0891				Y				
82	Sandpiper ES	3061			Y	Y				
83	Sawgrass ES	3401				Y				
84	Sea Castle ES	2871			Y	Y				
85	Sheridan Park ES	1321				Y				
86	Silver Lakes ES	3371		Y	Y	Y				
87	Silver Lakes MS	2971					Y			
88	Silver Shores ES	3581				Y				
89	Stephen Foster ES	0921			Y	Y				
90	Stirling ES	0691			Y	Y				
91	Sunset Lakes ES	3661			Y	Y				
92	Tradewinds ES	3481				Y				
93	Tropical ES	0731				Y				
94	Virginia Shuman Young ES	3321				Y				
95	Walker ES	0321		Y	Y	Y				
96	Watkins ES	0511			Y	Y				
97	West Hollywood ES	0161			Y	Y				
98	Westchester ES	2681		Y	Y	Y				
99	Westwood Heights ES	0631			Y	Y				
100	Wilton Manors ES	0191			Y	Y				
		<b>TOTALS</b>	<b>1</b>	<b>15</b>	<b>59</b>	<b>99</b>	<b>4</b>	<b>1</b>		
		<b>TOTAL</b>	179							



# BCPS Canvas High School Support Plan

The Innovative Learning department has designed the following Canvas training options to support the needs of high school teachers.

*It is highly recommended that all teachers participate in the Canvas 360 10 Module online course for in-depth training on blended learning with Canvas. To learn more about all training options, visit the [Broward Canvas Training Paths](#) website.*

1. **Canvas One-Hour Introduction (In-service points not available)** The [One-Hour Introduction](#) is a *quick-learn hands-on* demonstration of the basic components teachers and students most often use in Canvas-based courses. Participants will leave understanding how Canvas supports teaching and learning. All high schools will be offered the One-Hour Introduction before the winter holiday break. Calendar invites will be sent directly to principals.
  1. **Delivery:** The One-Hour Introduction can be presented to teachers in one of two ways.
    - **Prep Times:** Repeated during each prep periods throughout the day and before/after school for those without prep periods.
    - **Half Days:** Half days with school provided subs in which teachers share subs to attend a two-three hour introduction. The two-three hour introduction provides teachers additional guided time to develop their own Canvas course.
  2. **Follow-up:** It is recommended that this training be followed-up with the two-day face-to-face training or the Canvas 360 10 module blended course which is delivered in three ways:
    - independently, teacher progresses at own pace with no facilitation
    - monthly webinars where one module at a time is presented and facilitated by a remote moderator
    - monthly face-to-face meetings with a trainer
2. **Canvas Two-Day Fundamentals Training: (In-service Points Available)** The [Two-Day Fundamentals Training](#) is an in-depth overview designed to provide an understanding of blended learning, an introduction to the many functions of Canvas for teaching and learning, and allow time to build relevant course content in Canvas.
  1. **Delivery:** The Two-Hour Introduction can be presented to teachers in one of two ways.
    - **Two Consecutive Days with Canvas Trainers**
      1. September 19/20, 21/22, 26/27, 28/29
      2. November 14/15, 16/17

3. January 24/25, 26/27
4. June 12/13, 12/15, 19/20, 21/22, 26/27, 28/29

- **Pompano Fridays: Delivered at Pompano Beach High School**

1. October 7/21
2. December 2/16
3. February 3/17

2. **Follow-up:** It is recommended that this training be followed-up with the Canvas 360 10 module blended course which is delivered in three ways:
  1. independently, teacher progresses at own pace with no facilitation
  2. monthly webinars where one module at a time is presented and facilitated by a remote moderator
  3. monthly face-to-face meetings with a trainer
3. **Canvas 360:** Starting October 2016 is an online 10 module course to explore the many possibilities of Canvas by focusing on one aspect of the Teaching with Technology 360 approach each month. Available on the 1st of every month the course also includes a webinar and face-2-face options.
4. **Canvas Webinars:** [Unlimited and Recurring Canvas Webinars](#) available for scheduling on our easy to use calendar. Choose from a variety of training topics relevant to your Canvas questions, knowledge, and interest.

## Attachment D

## Charter School DCP 2016-2017

	Location #	School Name	DCP
1	5031	Charter School of Excellence	Y
2	5271	Charter School of Excellence Davie	Y
3	5201	Charter School of Excellence Tamarac	Y
4	5091	City of Coral Springs Charter	Y
5	5141	Somerset Academy	Y
6	5281	Charter School of Excellence at Riverland (exemption requested)	N
7	5291	Charter School of Excellence Tamarac 2 (exemption requested)	N
8	5331	Dolphin Park High (exemption requested)	N
9	5341	North University High (exemption requested)	N
10	5351	Lauderhill High (exemption requested)	N
11	5387	Somerset Academy Hollywood	Y
12	5391	Somerset Academy East Preparatory	Y
13	5026	Charter Schools of Excellence (exemption requested)	N
14	5394	Charter School of Excellence 2 (exemption requested)	N
15	5397	Charter School of Excellence Riverland (exemption requested)	N
16	5029	Atlantic Montessori Charter	Y
17	5032	Flagler High (exemption requested)	N
18	5372	Pathways Academic K-8 Center	Y
19	5323	Melrose High	Y
20	5164	Atlantic Montessori Charter School West Campus	Y
21	5211	Somerset Academy Davie	Y
22	5381	Paragon Academy of Technology (no signature)	N
23	5400	Sunshine Elementary Charter School (no signature)	N
24	5060	SunEd High School	Y
25	5130	Greentree Preparatory Charter School	Y
26	5177	Innovation Charter School (exemption requested)	N
27	5182	Ben Gamla Preparatory	Y
28	5204	Ben Gamla Preparatory	Y
29	5051	City of Pembroke Pines Charter	Y
30	5081	City of Pembroke Pines Charter Middle	Y
31	5121	City of Pembroke Pines Charter High	Y
32	5161	North Broward Academy of Excellence	Y
33	5361	Championship Academy of Distinction at Hollywood	Y
34	5371	North Broward Academy of Excellence Middle School	Y
35	5388	Somerset Academy Pompano (K-5)	Y
36	5392	Ben Gamla Charter School South Broward	Y
37	5393	Excelsior Charter of Broward	Y
38	5405	Somerset Academy Elementary (Miramar Campus)	Y

39	5406	Somerset Academy Middle (Miramar Campus)	Y
40	5407	Everest Charter School	Y
41	5021	Somerset Neighborhood School	Y
42	5041	Central Charter School	Y
43	5111	Imagine Charter School at Weston	Y
44	5325	Hollywood Academy of Arts & Science	Y
45	5362	Hollywood Academy of Arts & Science Middle School	Y
46	5409	Kidz Choice Charter School	Y
47	5410	Ben Gamla Charter School	Y
48	5413	Somerset Academy Key Middle School FKA Somerset Academy Pompano Middle (6-8)	Y
49	5416	International School of Broward	Y
50	5418	Henry Mcneal Turner Learning Academy	Y
51	5419	Somerset Academy Hollywood Middle School	Y
52	5420	Rise Academy School of Science and Technology	Y
53	5422	Championship Academy of Distinction at Davie	Y
54	5001	Ben Gamla Charter School North Campus	Y
55	5002	Somerset Academy Village Charter Middle School (DCP not signed)	N
56	5003	Somerset Preparatory Academy Charter School at North Lauderdale	Y
57	5004	Somerset Village Academy (DCP not signed)	N
58	5006	Somerset Preparatory Academy Charter High at North Lauderdale	Y
59	5007	Somerset Academy Charter High School Miramar Campus	Y
60	5010	Franklin Academy – Sunrise FKA Franklin Academy B	Y
61	5012	Franklin Academy – Pembroke Pines FKA Franklin Academy A	Y
62	5020	Renaissance Charter School of Coral Springs	Y
63	5028	Academic Solutions High School	Y
64	5030	Somerset Pines Academy	Y
65	5441	Somerset Preparatory Charter Middle School	Y
66	5037	Franklin Academy E	Y
67	5046	Franklin Academy F	Y
68	5049	Renaissance Charter School at Cooper City	Y
69	5054	Somerset Miramar South K – 5	Y
70	5044	Imagine School South Campus	Y
71	5717	South Broward Montessori Charter School (exemption requested)	N
72	5015	Avant Garde Academy K-8 Broward	Y
73	5038	Broward Math and Science Schools	Y
74	5791	Avant Garde Academy of Broward	Y
75	5861	Suned High School of North Broward	Y
76	5109	Paramount Charter School (exemption requested)	N



<b>77</b>	5142	Franklin Academy – Pembroke Pines High School FKA Franklin Academy 3	Y
<b>78</b>	5224	Somerset Academy Key Charter High School	Y
<b>79</b>	5233	Academic Solutions Academy - A	Y
<b>80</b>	5219	Championship Academy of Distinction High School	Y
<b>81</b>	5215	Championship Academy of Distinction Middle School	Y
<b>82</b>	5151	Somerset Academy Middle School	Y
<b>83</b>	5221	Somerset Academy Charter High School	Y
<b>84</b>	5356	Eagles Nest Middle Charter School (no signature page)	N
<b>85</b>	5396	Somerset Arts Conservatory	Y
<b>86</b>	5322	Pivot Charter School (no submission)	N
<b>87</b>	5710	Renaissance Charter Schools at Pines (no submission)	N
<b>88</b>	5014	Renaissance Charter Middle School at Pines (no submission)	N
<b>89</b>	5023	Renaissance Charter School at Plantation (no submission)	N
<b>90</b>	5048	Renaissance Charter School at University	Y
<b>91</b>	5421	Alpha International Academy	Y
<b>92</b>	5009	Andrews High School AKA Mavericks HS of North Broward	Y
<b>93</b>	5209	Ascend Career Academy (no submission)	N
<b>94</b>	5116	Bridge Prep Academy of Hollywood Hills (no submission)	N
<b>95</b>	5355	Eagles’ Nest Charter Academy (no submission)	N
<b>96</b>	5024	Imagine School at Broward	Y
<b>97</b>	5171	Imagine Charter School at North Lauderdale Elementary	Y
<b>98</b>	5852	New Life Charter Academy	Y
<b>99</b>	5801	Panacea Prep Charter School (no signature)	N
<b>100</b>	5481	Sunrise High AKA Mavericks High of Central Broward County	Y
<b>101</b>	5052	West Broward Academy AKA West Broward Academy at Excelsior	Y

## The Technology Integration Matrix Table of Summary Descriptors

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

Levels of Technology Integration into the Curriculum

		Entry	Adoption	Adaptation	Infusion	Transformation
Characteristics of the Learning Environment	Active	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
	Collaborative	Individual student use of tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers and outside resources in ways not possible without technology
	Constructive	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
	Authentic	Use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher order learning activities in a local or global context
	Goal-Directed	Directions given, step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.

## The Technology Integration Matrix

### Table of Student Descriptors

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

Levels of Technology Integration into the Curriculum

		Entry	Adoption	Adaptation	Infusion	Transformation
Characteristics of the Learning Environment	Active	Students receive information from the teacher or from other sources. Students may be watching an instructional video on a website or using a computer program for "drill and practice" activities.	Students are using technology in conventional ways and the locus of control is on the teacher.	Students work independently with technology tools in conventional ways. Students are developing a conceptual understanding of technology tools and begin to engage with these tools.	Students understand how to use many types of technology tools, are able to select tools for specific purposes, and use them regularly.	Students have options on how and why to use different technology tools, and often extend the use of tools in unconventional ways. Students are focused on what they are able to do with the technology. The technology tools become an invisible part of the learning.
	Collaborative	Students primarily work alone when using technology. Students may collaborate without using technology tools.	Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology or in using technology are limited, and are not a regular part of their learning.	Students have a beginning level of conceptual knowledge of using technology tools for working with others.	Technology use for collaboration by students is regular and normal in this setting. Students choose the best tools to use to accomplish their work.	Students regularly use technology tools for collaboration, to work with peers and experts irrespective of time zone or physical distances.
	Constructive	Students receive information from the teacher via technology.	Students begin to utilize technology tools (such as graphic organizers) to build on prior knowledge and construct meaning.	Students begin to use technology tools independently to facilitate construction of meaning. With their growing conceptual understanding of the technology tools, students can explore the use of these tools as they are building knowledge.	Students consistently have opportunities to select technology tools and use them in the way that best facilitates their construction of understanding.	Students use technology to construct and share knowledge in ways that may have been impossible without technology. They have a deep understanding of the technology tools that allows them to explore and extend the use of the tools to construct meaning.

## Levels of Technology Integration into the Curriculum

	Entry	Adoption	Adaptation	Infusion	Transformation
Authentic	Students use technology to complete assigned activities that are generally unrelated to the world beyond the instructional setting.	Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting.	Students begin to use technology tools on their own in activities that have meaning beyond the instructional setting.	Students select appropriate technology tools to complete activities that have a meaningful context beyond the instructional setting. Students regularly use technology tools, and are comfortable in choosing and using the tools in the most meaningful way for each activity.	Students explore and extend the use of technology tools to participate in projects and higher order learning activities that have meaning outside of school. Students regularly engage in these types of activities that may have been impossible to achieve without technology.
Goal-Directed	Students receive directions, guidance, and feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities.	Students follow procedural instructions to use technology to either plan, monitor, or evaluate an activity. For example, students may begin a K-W-L chart using concept mapping application.	Students have opportunities to independently use technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities. Students explore the use of the technology tools for these purposes.	Students regularly use technology tools to set goals, plan activities, monitor progress, and evaluate results. The students know how to use, and have access to, a variety of technologies from which they choose. For example, students may choose to write a blog for peer mentoring toward self-selected writing goals.	Students engage in ongoing metacognitive activities at a level that may have been unattainable without the support of technology tools. Students are empowered to extend the use of technology tools and have greater ownership and responsibility for learning.

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.

## 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

		Entry	Adoption	Adaptation	Infusion	Transformation
Characteristics of the Learning Environment	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.

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida College of Education and funded with grants from the Florida Department of Education. For more information, visit <http://mytechmatrix.org>.

## Budget Narrative Form Instructions

A) Enter Name of District - Broward

B) Enter District Number - 6

- (1) Deliverable Number – Enter the deliverable number identified in the digital classrooms plan needs analysis.
- (2) Deliverable Description – Enter a brief description of the deliverable identified in the digital classrooms plan needs analysis.
- (3) Quantity - Enter the quantity of items purchased.
- (4) Enter the cost per unit of the items identified in the digital classrooms plan needs analysis.
- (5) Amount - Enter the total amount budgeted for each line item.

Please check to ensure that total at the bottom does not exceed DCP allocation funding.

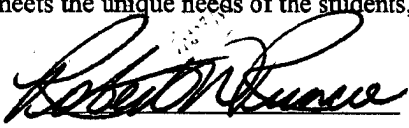
Deliverable Number	Description	Amount
III.C.1.	Stipends for qualified teachers to complete professional learning to develop curriculum content for the learning management system content repository	\$120,000
III.C.2.	Stipends to staff to complete the one-month online Technology Integration Matrix (TIM) training offered by the FDOE through iTEach modules credentials	\$25,000
III.C.4.	Technology Integration Matrix (TIM) tool face-to-face training costs for inter-rater reliability	\$7,500
III.C.5.	Procurement of 21st Century Teaching Credential online training	\$150,000
III.C.6.	Interactive Classrooms Project professional development initiatives	\$500,000
III.D.1.	Renewal and expansion of software purchased through last year's DCP	\$1,050,000
III.D.2.	Canvas Learning Management System annual costs	\$1,500,670
III.E.1.	Purchase 2,353 computers to meet the state device worksheet requirements	\$600,000
III.E.2.	Installation costs for computer devices to meet the state device worksheet requirements	\$90,000
	<b>Total BCPS</b>	<b>\$4,043,170</b>
	<b>Approximate Charter School funding</b>	<b>\$691,480</b>
	<b>Total</b>	<b>\$4,734,650</b>
	<b>Total State Allocation</b>	<b>\$4,739,980</b>

**TO:** Commissioner Stewart, Florida Department of Education  
**FROM:** [District Superintendent] - Robert W. Runcie  
**DATE:** [Date] - February 7, 2017  
**SUBJECT:** 2016-17 Digital Classrooms Plan – District Superintendent Certification Form

Districts shall complete all sections of this form and return it along with the district's Digital Classrooms Plan and any required attachments.

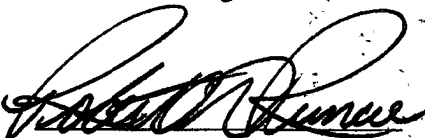
**Certification One: DCP approval**

Pursuant to S. 1011.62(12) the superintendent must confirm approval of the Digital Classrooms Plan by the district school board.

<u>Broward</u> School District has adopted the attached district Digital Classrooms Plan that meets the unique needs of the students, schools and personnel of the district.		
	<u>Robert W. Runcie</u>	<u>2/21/17</u>
Signature	Name	Date

**Certification Two: Devices Statement**

Pursuant to S. 1011.62(12)(g), DCP allocation spending must place devices as a priority. The superintendent must provide verification of the district's use of DCP allocation funding to address any device gap while maintaining devices for instructional purposes. This information will be utilized for reporting purposes.

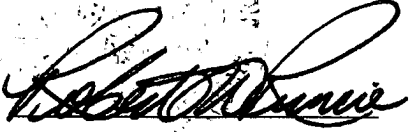
<u>Broward</u> School District has completed the device worksheet and verifies the district has or will purchase sufficient devices to allow each school to administer the Florida Standards Assessments to an entire grade at the same time.		
	<u>Robert W. Runcie</u>	<u>2/21/17</u>
Signature	Name	Date



**Certification Three: Expenditure Spending for Reporting Purposes**

Each superintendent must provide verification of the district's use of DCP allocation funding and planned expenditures by completing the DCP Budget Allocation Spending form. This information will be utilized for reporting purposes.

Broward School District accurately completed the DCP Budget Allocation Spending form.

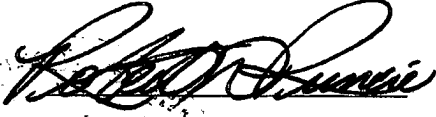
 Robert W. Runcie 2/21/17

Signature Name Date

**Certification Four: DCP Security Assessment Completion**

The superintendent confirms completion and submission of the DCP security assessment.

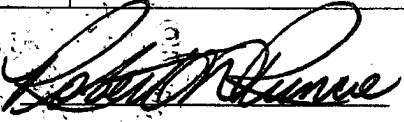
Broward School District has completed and submitted the Florida DCP security assessment as required in the DCP template II.B.8.

 Robert W. Runcie 2/21/17

Signature Name Date

**Certification Five: Instructional Materials**

Chapter No. 2015-232, L.O.F. Specific Appropriation 90, provides flexibility in the use of up to \$165 million of instructional materials funds for the purchase of electronic devices and technology equipment and infrastructure. In order to distribute these funds as required by law, districts are required to certify that they have met all of their instructional content/material needs and if they intend to use any funding for technology for the 2016-2017 school year. Please select the choice below that is applicable to your district.

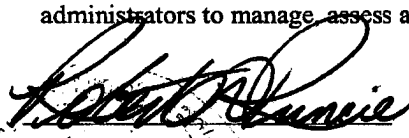
<p><u>    </u> N/A</p>	<p>Not Requesting to Utilize Funds for Technology. No electronic devices and technology equipment or infrastructure is intended to be purchased with the instructional materials funds.</p>
<p><u>    </u> Yes</p>	<p>1. Based on the separate Instructional Materials funds allocated to <u>    Broward    </u> School District, we intend to utilize a portion of our Instructional Materials allocation for use in the designated areas.</p> <p>a. Devices: (provide list and expenditures)</p> <p>b. Technology Equipment &amp; Infrastructure: (provide list and expenditures)</p> <p>2. <u>    Broward    </u> School District certifies that the technology items purchased using the Instructional Materials funding are aligned to the adopted statewide benchmarks and standards as provided by the FLDOE.</p> <p>3. <u>    Broward    </u> School District certifies that the technology items purchased using the Instructional Materials funding are properly aligned with the recommended requirements as provided by the FLDOE specifications guidelines.</p>
<p> Signature</p>	<p><u>    Robert W. Runcie    </u> Name</p> <p><u>    2/21/17    </u> Date</p>

**Certification Six: Access Assurances**

The superintendent provides confirmation of access to teachers, administrators, students and parents.

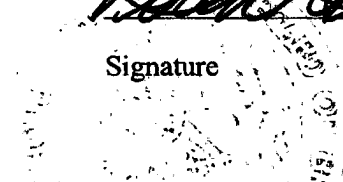
Broward County School district has provided teachers, administrators, students and parents access to:

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

2/21/12  
Date



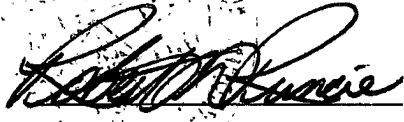
**Certification Seven: Charter School DCP Receipt**

Each superintendent must provide formal verification of the receipt of each eligible charter school DCP. A streamlined charter DCP template has been provided on the department's website. Please list all eligible charter schools and indicate receipt of a plan, plan pending status, and/or charter is choosing to opt out of the DCP allocation.

If more space is required, please add rows as necessary

Broward School district superintendent has verified receipt of the Digital Classrooms Plan of the following charter schools in the district:

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
	(See attachment E)			


Robert W. Runcie
2/21/17

Signature Name Date

Reference Legend for Charter School DCP Submission	
<b>1 - Date Charter Plan Received by District</b>	District will certify the receipt of each charter school plan prior to the release of funds. Entering a date in this column indicates a plan has been received and funding can be released for this school.
<b>2 - Date Charter Plan verified pending</b>	If the district has verified that a charter school intends to submit a plan, however no plan has yet to be received, enter the associated date in this column.
<b>3 - Date Charter opted out of DCP</b>	If the district has verified that a charter school does NOT intend to submit a plan and is forfeiting their FTE share of the district DCP allocation, enter the associated date in this column.

Attachment E

Broward School district superintendent has verified receipt of the Digital Classroom Plan of the following charter schools in the district:

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Charter School of Excellence	5031	9/26/16	N/A	N/A
Charter School of Excellence Davie	5271	9/26/16	N/A	N/A
Charter School of Excellence Tamarac	5201	9/26/16	N/A	N/A
City of Coral Springs Charter	5091	9/26/16	N/A	N/A
Somerset Academy	5141	9/26/16	N/A	N/A
Charter School of Excellence at Riverland (exemption requested)	5281	N/A	N/A	9/26/16
Charter School of Excellence Tamarac 2 (exemption requested)	5291	N/A	N/A	9/26/16
Dolphin Park High (exemption requested)	5331	N/A	N/A	9/26/16
North University High (exemption requested)	5341	N/A	N/A	9/26/16
Lauderhill High (exemption requested)	5351	N/A	N/A	9/26/16
Somerset Academy Hollywood	5387	9/26/16	N/A	N/A
Somerset Academy East Preparatory	5391	9/26/16	N/A	N/A
Charter Schools of Excellence (exemption requested)	5026	N/A	N/A	9/26/16

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Charter School of Excellence 2 (exemption requested)	5394	N/A	N/A	9/26/16
Charter School of Excellence Riverland (exemption requested)	5397	N/A	N/A	9/26/16
Atlantic Montessori Charter	5029	9/26/16	N/A	N/A
Flagler High (exemption requested)	5032	N/A	N/A	9/26/16
Pathways Academic K-8 Center	5372	9/26/16	N/A	N/A
Melrose High	5323	9/26/16	N/A	N/A
Atlantic Montessori Charter School West Campus	5164	9/26/16	N/A	N/A
Somerset Academy Davie	5211	9/26/16	N/A	N/A
Paragon Academy of Technology (no signature)	5381	N/A	N/A	9/26/16
Sunshine Elementary Charter School (no signature)	5400	N/A	N/A	9/26/16
SunEd High School	5060	9/26/16	N/A	N/A
Greentree Preparatory Charter School	5130	9/26/16	N/A	N/A
Innovation Charter School (exemption requested)	5177	N/A	N/A	9/26/16
Ben Gamla Preparatory	5182	9/26/16	N/A	N/A
Ben Gamla Preparatory	5204	9/26/16	N/A	N/A
City of Pembroke Pines Charter	5051	9/26/16	N/A	N/A
City of Pembroke Pines Charter Middle	5081	9/26/16	N/A	N/A

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
City of Pembroke Pines Charter High	5121	9/26/16	N/A	N/A
North Broward Academy of Excellence	5161	9/26/16	N/A	N/A
Championship Academy of Distinction at	5361	9/26/16	N/A	N/A
North Broward Academy of Excellence Middle	5371	9/26/16	N/A	N/A
Somerset Academy Pompano (K-5)	5388	9/26/16	N/A	N/A
Ben Gamla Charter School South Broward	5392	9/26/16	N/A	N/A
Excelsior Charter of Broward	5393	9/26/16	N/A	N/A
Somerset Academy Elementary (Miramar Campus)	5405	9/26/16	N/A	N/A
Somerset Academy Middle (Miramar Campus)	5406	9/26/16	N/A	N/A
Everest Charter School	5407	9/26/16	N/A	N/A
Somerset Neighborhood	5021	9/26/16	N/A	N/A
Central Charter School	5041	9/26/16	N/A	N/A
Imagine Charter School at Weston	5111	9/26/16	N/A	N/A
Hollywood Academy of Arts & Science	5325	9/26/16	N/A	N/A
Hollywood Academy of Arts & Science Middle School	5362	9/26/16	N/A	N/A

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Kidz Choice Charter School	5409	9/26/16	N/A	N/A
Ben Gamla Charter School	5410	9/26/16	N/A	N/A
Somerset Academy Key Middle School FKA Somerset Academy Pompano Middle (6-8)	5413	9/26/16	N/A	N/A
International School of Broward	5416	9/26/16	N/A	N/A
Henry Mcneal Turner Learning Academy	5418	9/26/16	N/A	N/A
Somerset Academy Hollywood Middle School	5419	9/26/16	N/A	N/A
Rise Academy School of Science and Technology	5420	9/26/16	N/A	N/A
Championship Academy of Distinction at Davie	5422	9/26/16	N/A	N/A
Ben Gamla Charter School North Campus	5001	9/26/16	N/A	N/A
Somerset Academy Village Charter Middle School (DCP not signed)	5002	N/A	N/A	N/A
Somerset Preparatory Academy Charter School at North Lauderdale	5003	9/26/16	N/A	N/A
Somerset Village Academy (DCP not signed)	5004	N/A	N/A	9/26/16
Somerset Preparatory Academy Charter High at North Lauderdale	5006	9/26/16	N/A	N/A



Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Somerset Academy Charter High School Miramar Campus	5007	9/26/16	N/A	N/A
Franklin Academy – Sunrise FKA Franklin Academy B	5010	9/26/16	N/A	N/A
Franklin Academy – Pembroke Pines FKA Franklin Academy A	5012	9/26/16	N/A	N/A
Renaissance Charter School of Coral Springs	5020	9/26/16	N/A	N/A
Academic Solutions High School	5028	9/26/16	N/A	N/A
Somerset Pines Academy	5030	9/26/16	N/A	N/A
Somerset Preparatory Charter Middle School	5441	9/26/16	N/A	N/A
Franklin Academy E	5037	9/26/16	N/A	N/A
Franklin Academy F	5049	9/26/16	N/A	N/A
Renaissance Charter School at Cooper City	5054	9/26/16	N/A	N/A
Somerset Miramar South K – 5	5044	9/26/16	N/A	N/A
Imagine School South Campus	5717	9/26/16	N/A	N/A
South Broward Montessori Charter School (exemption requested)	5717	N/A	N/A	9/26/16
Avant Garde Academy K-8 Broward	5015	9/26/16	N/A	N/A
Broward Math and Science Schools	5038	9/26/16	N/A	N/A
Avant Garde Academy of Broward	5791	9/26/16	N/A	N/A

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Suned High School of North Broward	5861	9/26/16	N/A	N/A
Paramount Charter School (exemption requested)	5109	N/A	N/A	9/26/16
Franklin Academy – Pembroke Pines High School FKA Franklin Academy 3	5142	9/26/16	N/A	N/A
Somerset Academy Key Charter High School	5224	9/26/16	N/A	N/A
Academic Solutions Academy - A	5233	9/26/16	N/A	N/A
Championship Academy of Distinction High School	5219	9/26/16	N/A	N/A
Championship Academy of Distinction Middle School	5215	9/26/16	N/A	N/A
Somerset Academy Middle School	5151	9/26/16	N/A	N/A
Somerset Academy Charter High School	5221	9/26/16	N/A	N/A
Eagles Nest Middle Charter School (no signature page)	5356	N/A	N/A	9/26/16
Somerset Arts Conservatory	5396	9/26/16	N/A	N/A
Pivot Charter School (no submission)	5322	N/A	N/A	9/26/16
Renaissance Charter Schools at Pines (no submission)	5710	N/A	N/A	9/26/16
Renaissance Charter Middle School at Pines (no submission)	5014	N/A	N/A	9/26/16
Renaissance Charter School at Plantation (no submission)	5023	N/A	N/A	9/26/16

Charter School Name	Charter School Number (six digit)	Date Charter Plan Received by District <sup>1</sup>	Date Charter Plan verified pending <sup>2</sup>	Date Charter opted out of DCP <sup>3</sup>
Renaissance Charter School at University	5048	9/26/16	N/A	N/A
Alpha International Academy	5421	9/26/16	N/A	N/A
Andrews High School AKA Mavericks HS of North Broward	5009	9/26/16	N/A	N/A
Ascend Career Academy (no submission)	5209	9/26/16	N/A	N/A
Bridge Prep Academy of Hollywood Hills (no submission)	5116	N/A	N/A	9/26/16
Eagles' Nest Charter Academy (no submission)	5355	N/A	N/A	9/26/16
Imagine School at Broward	5024	9/26/16	N/A	N/A
Imagine Charter School at North Lauderdale Elementary	5171	9/26/16	N/A	N/A
New Life Charter Academy	5852	9/26/16	N/A	N/A
Panacea Prep Charter School (no signature)	5801	N/A	N/A	9/26/16
Sunrise High AKA Mavericks High of Central Broward County	5481	9/26/16	N/A	N/A
West Broward Academy AKA West Broward Academy at Excelsior	5052	9/26/16	N/A	N/A