Digital Classroom Platform Selection Process

Digital Classroom Platform Selection

Jan 2015

Initiate Exploration
First Task Force Meeting

Apr – May 2015

Confirm Teacher Needs
Classroom Teacher Experience Study
Teacher Capability Model
Classroom Observations

Assess Market
Developed and Released RFI
Initial Vendor Communication

Jun - July 2015

Build Desired Solution Architecture
Conceptual Model
Mandatory Requirements
Requirements Developed

Aug – Oct 2015

Short-List Vendors
Evaluation Process Developed
Assess Vendor Ability to Meet Requirements

Nov - Dec 2015

What Did We Learn?
- *Teacher User Study Findings*
- *Teacher Personas*
- *Vendor RFI Responses*
- *360° Teaching with Technology Model*
- Solution Architecture / Required Components

Who Was Involved?
- *LMS Task Force*
- *+20 Schools*
- *+70 Vendors*

Analyze Vendors
Demonstrations / Platform Exploration
User Community Engagement
Technical Assessment & Cost Analysis

Jan – Feb 2016

Select Best Fit / Value
Evaluation Process 2: Vendor Demo (am/pm)
Qualitative User Evaluation
Best Fit Vendor Selection

Feb – Mar 2016

What Did We Learn?
- *Vendor Usability, Functionality and Technical Architecture*
- *Best Fit Vendors*
- *Community Perspective*

Who Was Involved?
- *100 Demonstration Participants*
- *5 Principals*
- *21 Teachers*
- *14 Parents*
- *2 Students*

LMS Task Force

Purpose: To provide oversight and direction to the project based on personal experience and current role

- **Goal:** Provide feedback and advisory support to the project team through monthly Steering Committee meetings
- **Goal:** Provide input in the creation of Digital Classroom Platform outputs
- **Goal:** Review outputs, results and provide additional direction as appropriate
- **Goal:** Highlight risks or issues with the project team's direction.

Members:
OSPA
Instruction & Technology
Student Assessment and Research
Professional Development
Standards and Support
Guidance
School Counseling
Literacy
Math, Science and Gifted
ESE
ESOL
Principals
CTACE
Diversity, Prevention & Intervention
Teachers
Innovative Learning and Arts
Early Childhood

We started in the classroom...
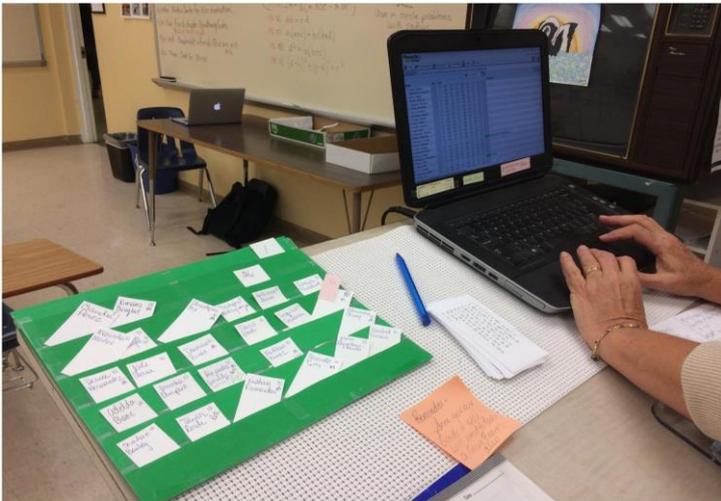
- Performed classroom-based teacher experience study (1 month in classrooms) to observe students and teachers in over 20 schools.
- Purpose was to obtain a firsthand account of BCPS teachers' needs and challenges, understand their collective experience, and describe their point of view on the tools and technologies in their classroom
- Based on Marzano's key strategies for effective teaching, compiled findings to outline teacher activities that involve routine events, address content, and those that are enacted on the spot.
- Developed teacher personas to illustrate the broad spectrum of teachers as technology users.
- Created a 360° Teaching with Technology Model to describe how technology can expand options to accelerate and personalize learning for BCPS students.

Schools involved in the Teacher Experience Study

- Coral Park Elementary School

- Cyprus Elementary School

- Deerfield Beach Elementary School

- Hawkes Bluff Elementary School

- Hollywood Hills Elementary School

- Indian Trace Elementary School

- Maplewood Elementary School

- Sunset Lakes Elementary School

- Crystal Lake Middle School

- Deerfield Beach Middle School

- Lauderdale Lakes Middle School

- Seminole Middle School

- Silver Trail Middle School

- Walter C. Young Middle School

- The Quest Center

- McArthur High School

- Miramar High School

- Northeast High School

- Sheridan Technical High School

- South Plantation High School

What We Learned…

*"**Personalized learning** seeks to accelerate student learning by tailoring the instructional environment — what, when, how and where students learn — to address the individual needs, skills and interests of each student.*
Students can take ownership over their own learning, while also developing deep, personal connections with each other, their teachers and other adults."

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

6

We assessed the market through a Request for Information (RFI)

WHAT WAS THE PURPOSE OF THE RFI?	▪ Share digital classroom foundational activities currently underway across BCPS ▪ Share the BCPS vision for technology enabled teaching and learning ▪ Discover the landscape of interested vendors and learn about how their applications support and enable teaching and learning ▪ Use the information provided by vendors to determine "solution scenario options" – sets of applications, types of applications that could be included in the future landscape
WHAT WAS THE RESPONSE?	▪ About 70 vendors and organizations responded, with 46 offering digital tools/apps/platforms – most of which reported that their product(s) could support all or most of the capabilities. ▪ Gathered vendor product development plans, technical architecture, and implementation approaches to better predict implementation, cost and professional development support.
WHAT DID WE LEARN?	▪ Learning platforms have advanced and matured into their own little ecosystems in recent years ▪ All claim ties to Florida Standards ▪ Core functionality remains course management ▪ Most have embedded LTI integration with a portfolio of learning apps & content providers. Most have built a native Learning Object Repository.

A unified vision was created…

- BCPS envisions a digital platform that will serve as a single entry point for teachers and students to perform activities related to teaching and learning, as well as access to additional tools and apps in the BCPS digital ecosystem.

- This platform will support highly effective instruction that is aligned to Florida standards, personalized for each and every student. This tool will communicate seamlessly with an already comprehensive digital ecosystem of solutions and content, which is as diverse as our schools and students.
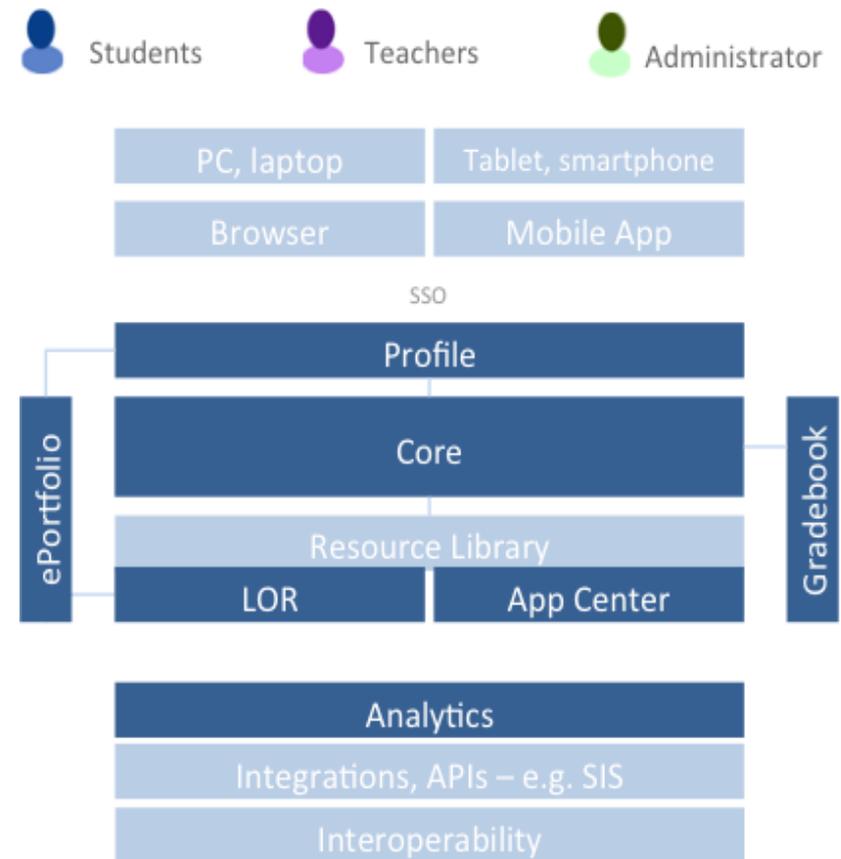
… and finally BCPS was ready to select a solution

Based on these needs, a short list of vendors were invited to participate.

- Blackboard
- Edsby
- Desire2Learn
- Mobiliya
- Instructure (Canvas)
- Itslearning
- Schoology

Factors Taken Into Consideration

✓Learning Platform
✓Office365 Integration
✓Standards-based Gradebook
✓Assessment Management
✓App Center, Marketplace or Exchange
✓Learning Object Repository
✓Curriculum Management
✓ePortfolio
✓Current use in BCPS Classrooms

We prioritized BCPS' needs into three categories (1 of 3)

Vendor Mandatory Requirements

- At least 1 previous implementation of the product with a U.S. K-12 district (minimum 50,000 enrolled students).
- Capability to lead the implementation and support of a pilot to at least 10% of the BCPS student population ahead of school year 2016-2017.
- A proven and documented approach to project management, scope & schedule tracking, and project communication.
- Ability to lead a demonstration of the proposed solution using a live instance for BCPS evaluation team members in January 2016.

Why Did We Require?
- ✓ Ability to be deployed to all teachers and students
- ✓ Experience with intricacies of large districts
- ✓ Provide implementation support

Functional Mandatory Requirements

- Teachers design and build standards-based lessons and assignments.
- Teachers and administrative users build and import course templates and content collections.
- Teachers and administrative users build or select standards-based assessments.
- Teachers and students employ a standards-based gradebook and track progress.
- Teachers and students access a variety of resources (e.g. district curriculum, learning apps, publishers' content) from external sources, (e.g. LORs, LTI tools).
- Teachers and students access relevant information on individual students that can be used in the classroom.
- Students store and share their work with anyone through the platform.

Why Did We Require?
✓Ability to support teacher and student needs
✓Ability to support high-quality classroom instruction
✓Ability to support Academics vision

Technical Mandatory Requirements

- Vendor will provide hosting services - preference is given to a vendor with a data center with a location that would reduce latency and improve user-perceived performance.
- Vendor will be responsible for managing the application and providing ongoing 24/7 application support.
- Platform is available to users 99.9% of the time.
- System performance (speed; average load time) is always optimized and consistent (95% of transactions in < 3 seconds) despite peak usage periods; dynamically compute storage resources as required to maintain high performance.
- Platform can synchronize roster data with BCPS enterprise systems (e.g. DW) at least daily.
- Platform exchanges data with, and provides access to, other tools and apps by employing open standards (e.g. IMS CC, LTI) and web services (e.g. rostering).
- Platform is responsive to a wide variety of devices (e.g. laptops, tablets) and browsers (e.g. Chrome, IE, Firefox, Safari).
- Platform complies with FERPA, COPPA, PPRA, HIPAA and BCPS student data privacy requirements.
- Platform is integrated with the Office 365 suite of applications for communications and collaboration functions.

Why Did We Require?
✓Accessible to users whenever they want
✓Ability to meet regulatory / security requirements
✓Ability to fit with current applications and architecture

12

Based on Vendor's response to the Mandatory Requirements, three were invited to participate in Demonstrations

District and School Administrators, along with teachers, students, and families, had the opportunity to experience the solutions in the following ways:

- Scripted, functional scenarios so that a variety of users can discover how they might be able to use and benefit from the solution
- Technical architecture overview for technical and integration users to better understand how the solution is architected, implemented and supported
- Playground environment for personalized exploration through the platform
- Discussion of considerations and lessons learned from comparable customers already using the platform (reference checks)

Participant Response

BCPS User Participants (Both Evenings)

Teacher and Parent, 4
Administrator, 3
Did not respond, 11
Teacher, 21
Parent, 9
Student, 2
Principal and Parent, 1
Total = 51

User Map

Voyager
Trailblazer
Pathfinder
Did not respond

0 5 10 15 20 25
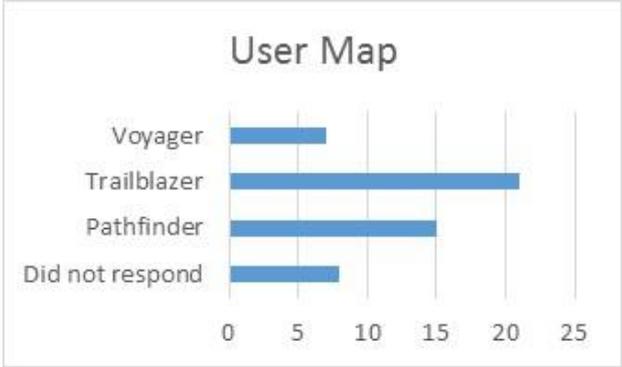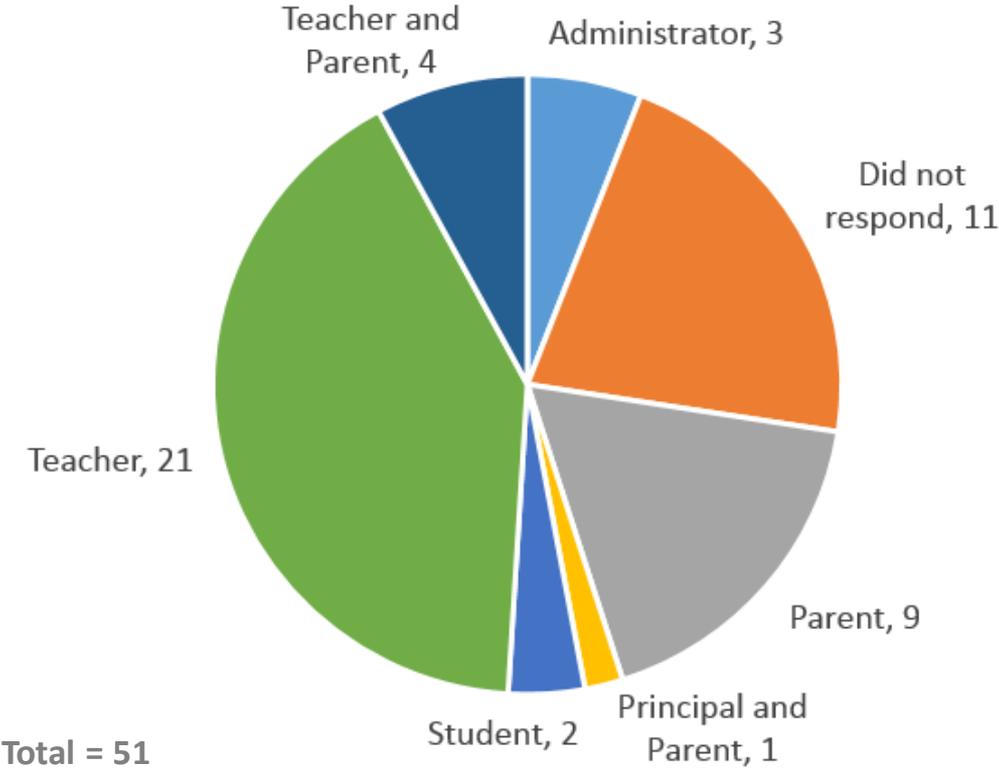
Q: "I would support investment in the deployment of ____."
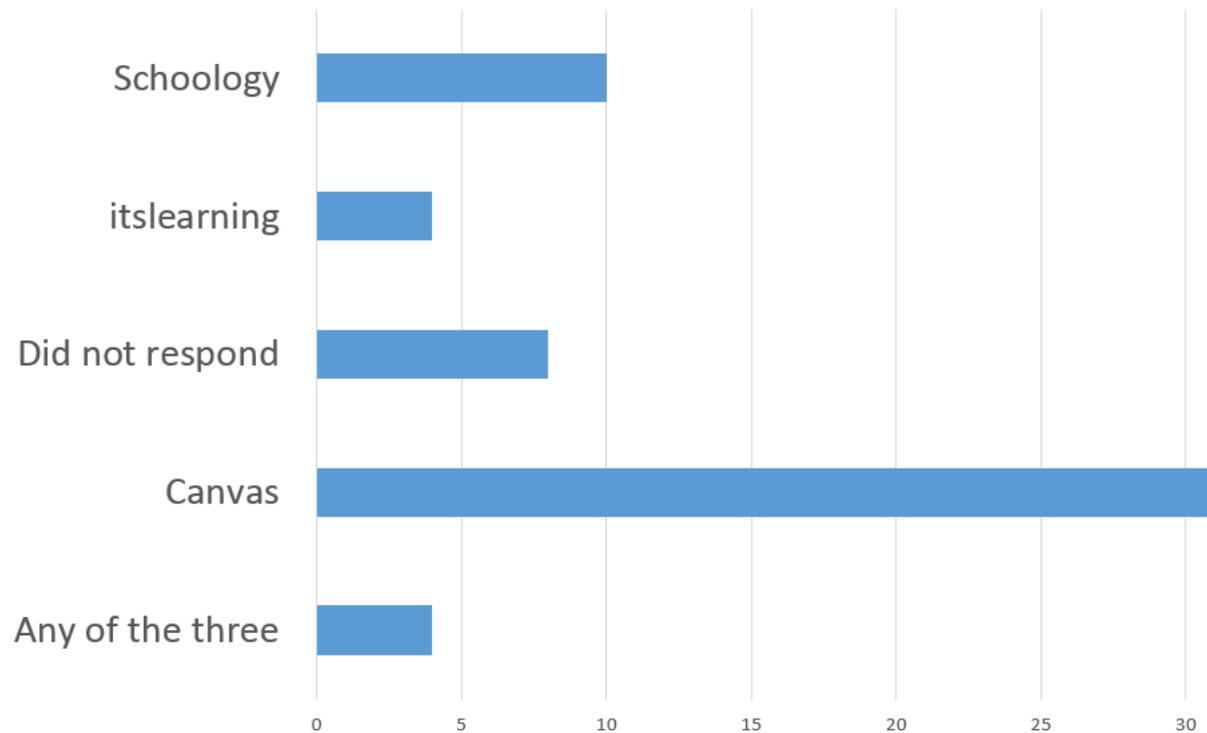
Q: I found the identification and use of course content to be user-friendly.

Canvas
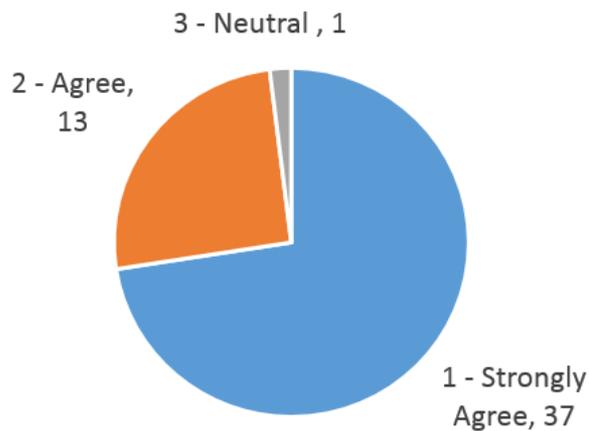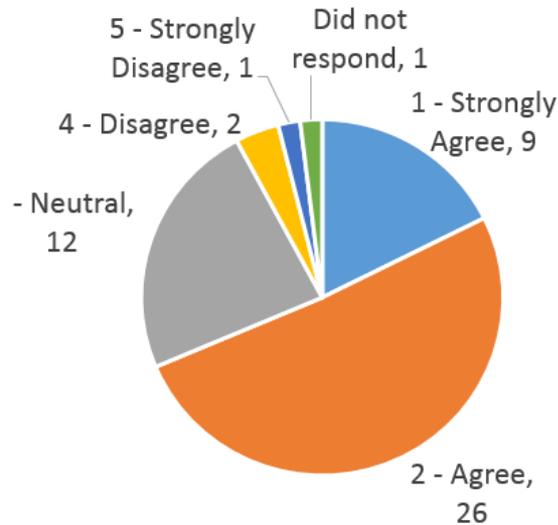
3 - Neutral , 1
2 - Agree, 13
1 - Strongly Agree, 37

98% of attendees agreed or strongly agreed

itslearning

5 - Strongly Disagree, 1
Did not respond, 1
4 - Disagree, 2
1 - Strongly Agree, 9
- Neutral, 12
2 - Agree, 26

68% of attendees agreed or strongly agreed

Schoology

Did not respond, 1
3 - Neutral, 11
1 - Strongly Agree, 16
2 - Agree, 23
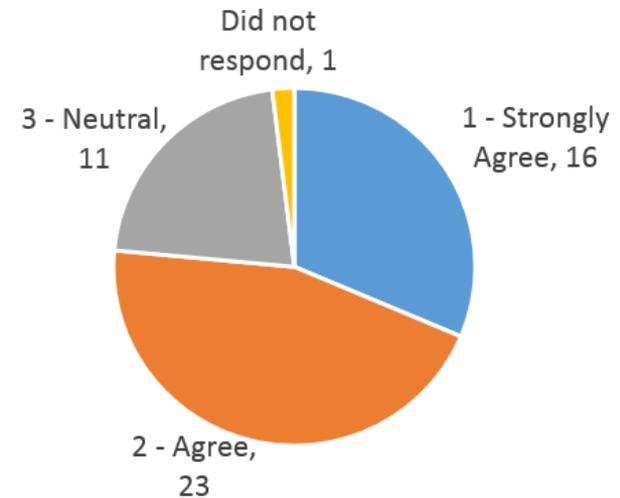
76% of attendees agreed or strongly agreed

Q: I found the platform's assessment and quiz features to be useful.

Canvas
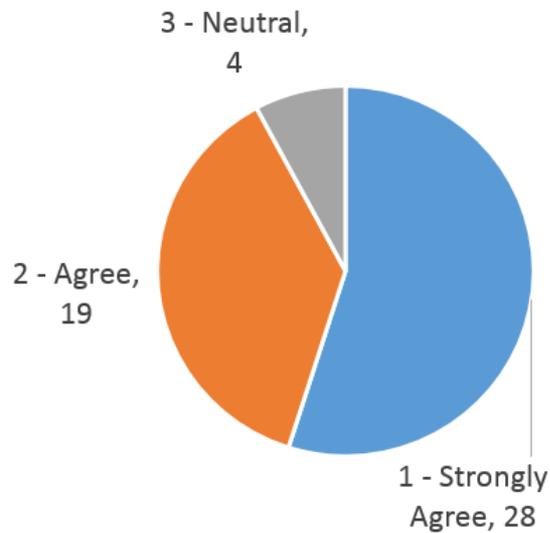
- 3 - Neutral, 4
- 2 - Agree, 19
- 1 - Strongly Agree, 28

92% of attendees agreed or strongly agreed

itslearning

- 5 - Strongly Disagree, 1
- 4 - Disagree, 4
- 3 - Neutral, 9
- Did not respond, 1
- 1 - Strongly Agree, 8
- 2 - Agree, 28

70% of attendees agreed or strongly agreed

Schoology

- 4 - Disagree, 2
- 3 - Neutral, 10
- Did not respond, 1
- 1 - Strongly Agree, 14
- 2 - Agree, 24
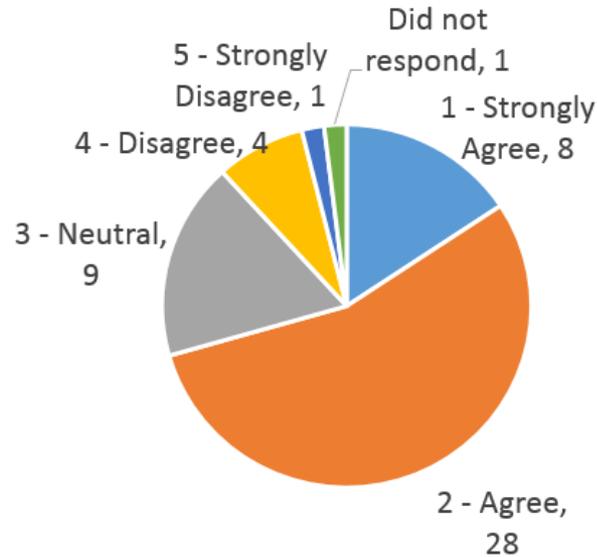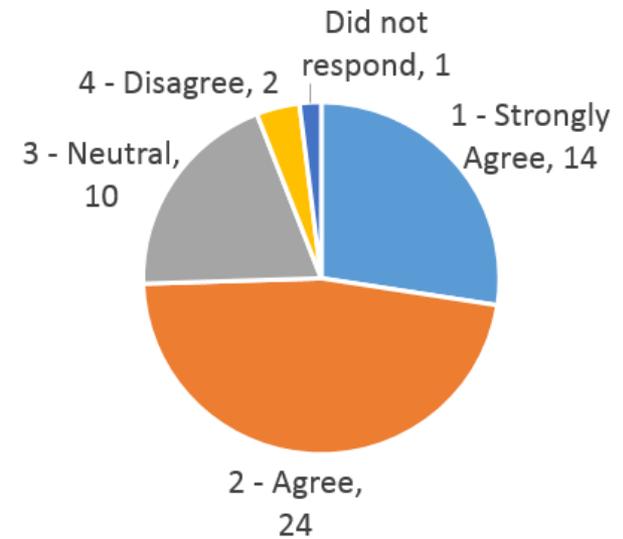
74% of attendees agreed or strongly agreed

Q: I found the gradebook and student information to be informative.

Canvas
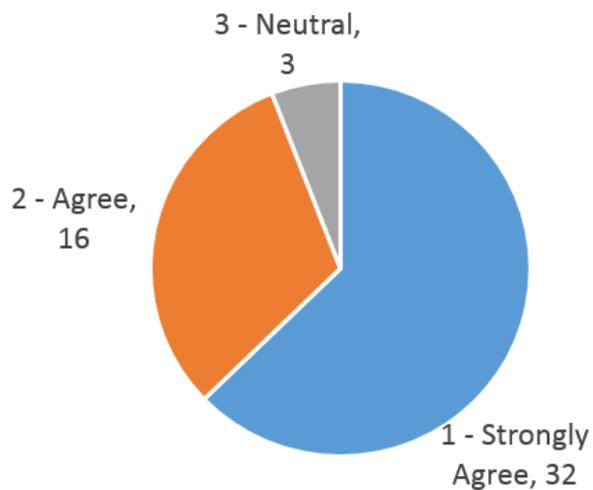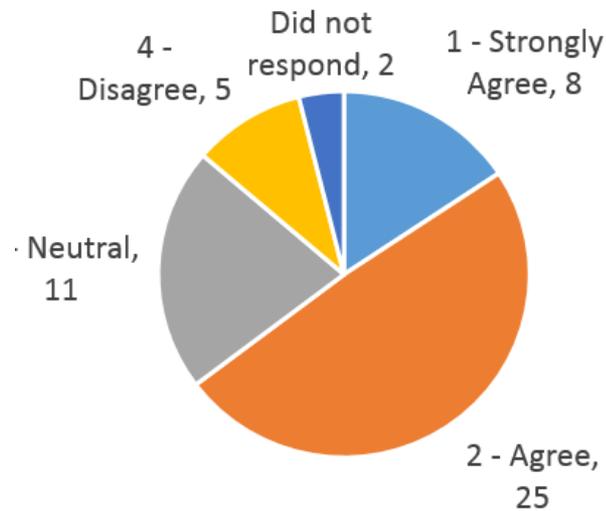
3 - Neutral, 3

2 - Agree, 16

1 - Strongly Agree, 32

94% of attendees agreed or strongly agreed

itslearning

4 - Disagree, 5

Did not respond, 2

1 - Strongly Agree, 8

Neutral, 11

2 - Agree, 25

64% of attendees agreed or strongly agreed

Schoology

Did not respond, 3

4 - Disagree, 2

3 - Neutral, 7

1 - Strongly Agree, 14

2 - Agree, 25
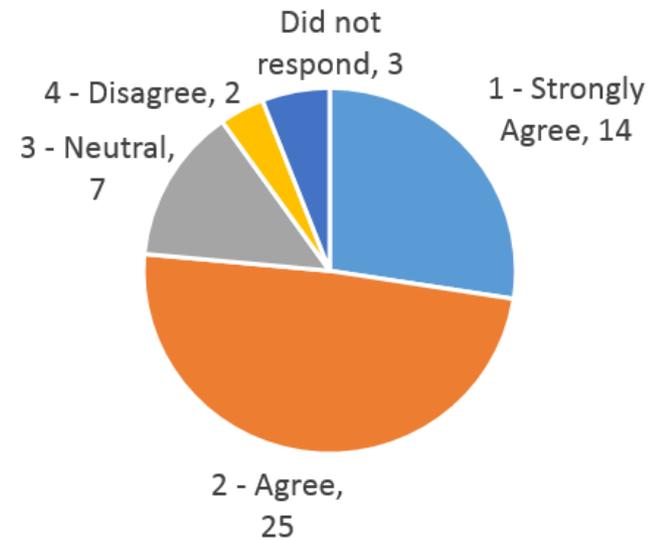
76% of attendees agreed or strongly agreed

Daytime Explorations

Designing Instruction

Canvas

Good, 6, 24%

Excellent, 19, 76%

itslearning

Poor, 3, 14%
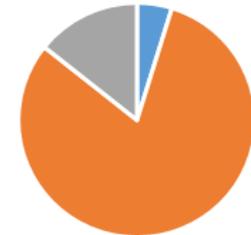
Excellent, 1, 5%

Good, 17, 81%

Schoology

Good, 5, 29%
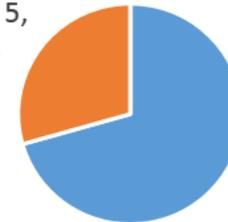
Excellent, 12, 71%

Delivering Instruction

Canvas

- Poor, 1, 4%
- Good, 3, 12%
- Excellent, 21, 84%

itslearning

- Excellent, 1, 5%
- Poor, 5, 24%
- Good, 15, 71%

Schoology

- Poor, 2, 12%
- Good, 5, 29%
- Excellent, 10, 59%
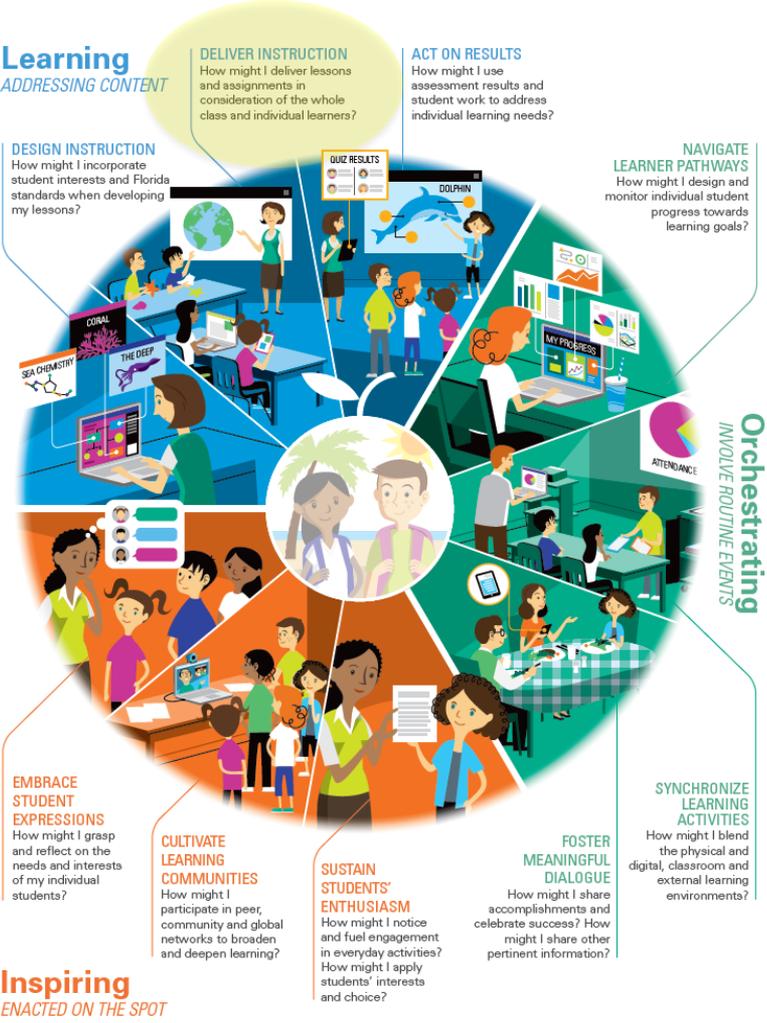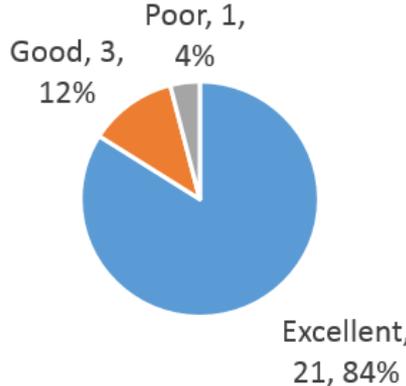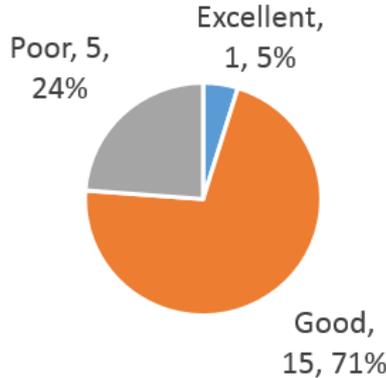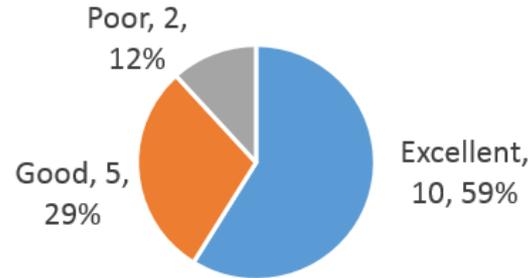
Acting on Results

Canvas

Good, 10, 40%
Excellent, 15, 60%

itslearning

Poor, 6, 29%
Excellent, 3, 14%
Good, 12, 57%

Schoology

Poor, 1, 6%
Good, 3, 18%
Excellent, 13, 76%
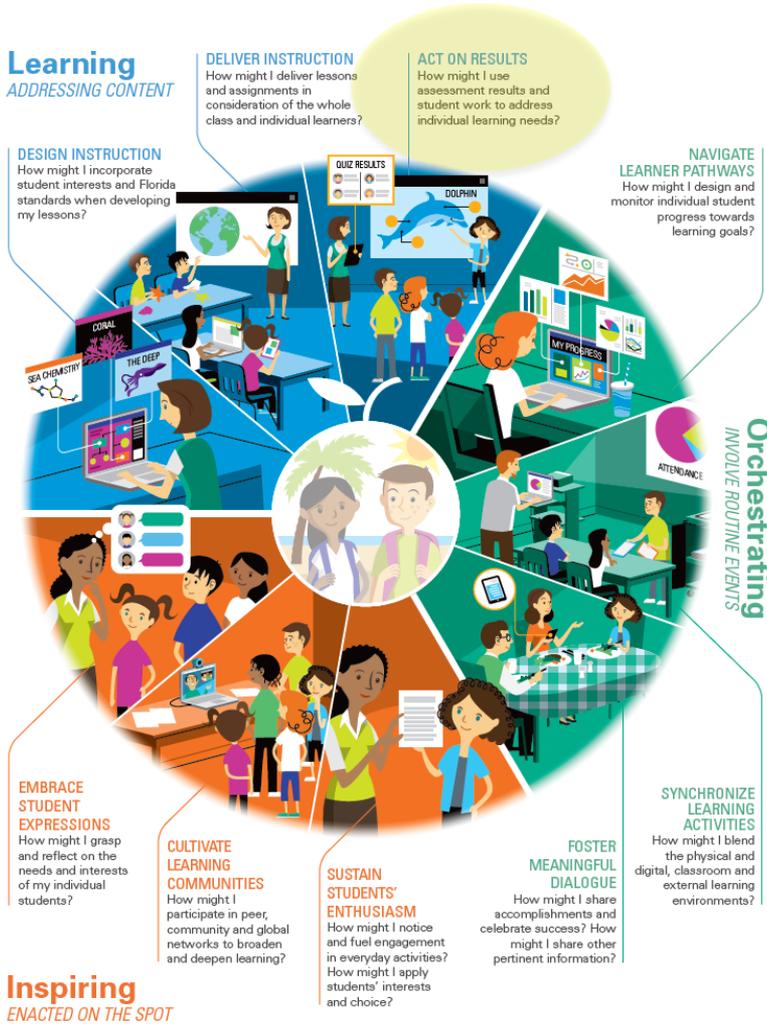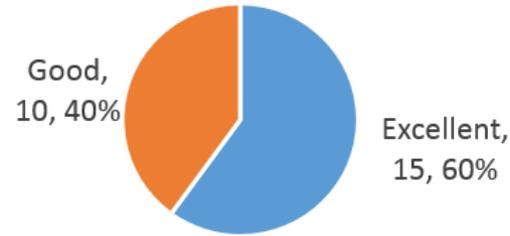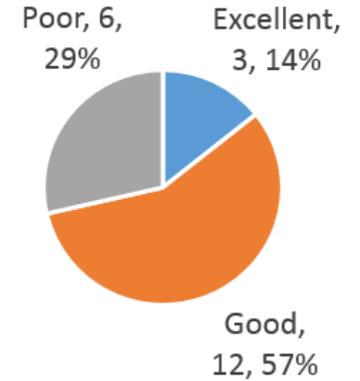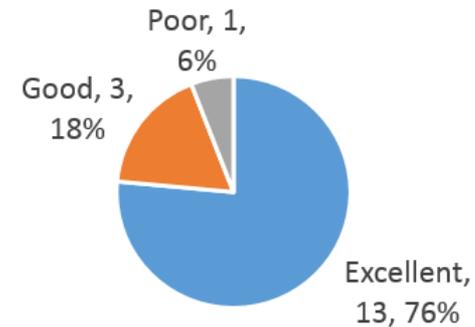
Navigate Learner Pathways

Canvas

- Poor, 1, 4%
- Good, 11, 44%
- Excellent, 13, 52%

itslearning

- Poor, 5, 24%
- Excellent, 1, 5%
- Good, 15, 71%

Schoology

- Poor, 1, 6%
- Good, 8, 47%
- Excellent, 8, 47%
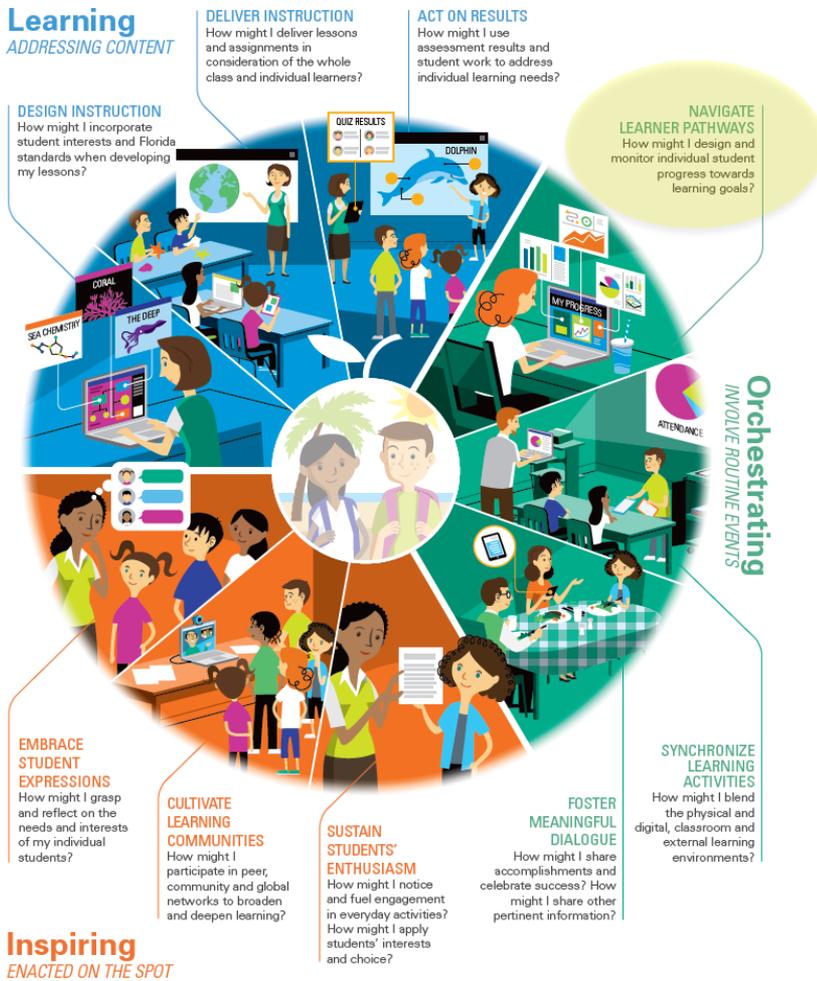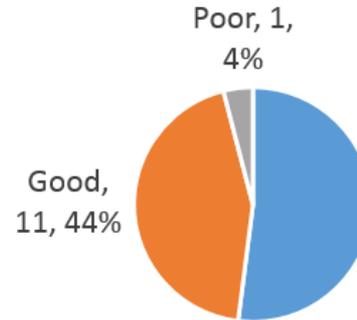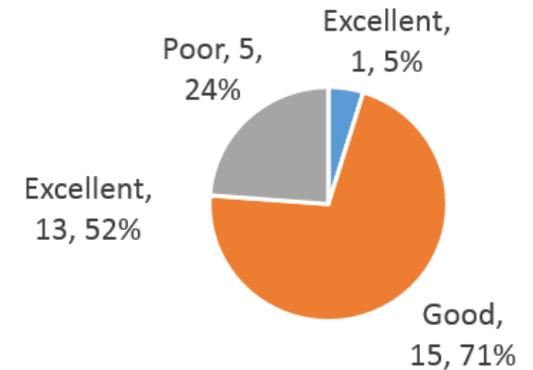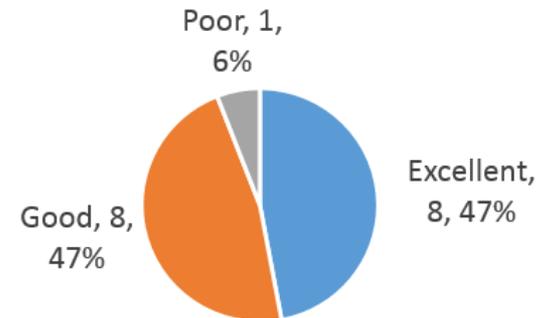
Sync. Learning Activities

Canvas

- Poor, 1, 4%
- Good, 12, 48%
- Excellent, 12, 48%

itslearning

- Poor, 8, 38%
- Good, 13, 62%

Schoology

- Poor, 1, 6%
- Good, 10, 59%
- Excellent, 6, 35%
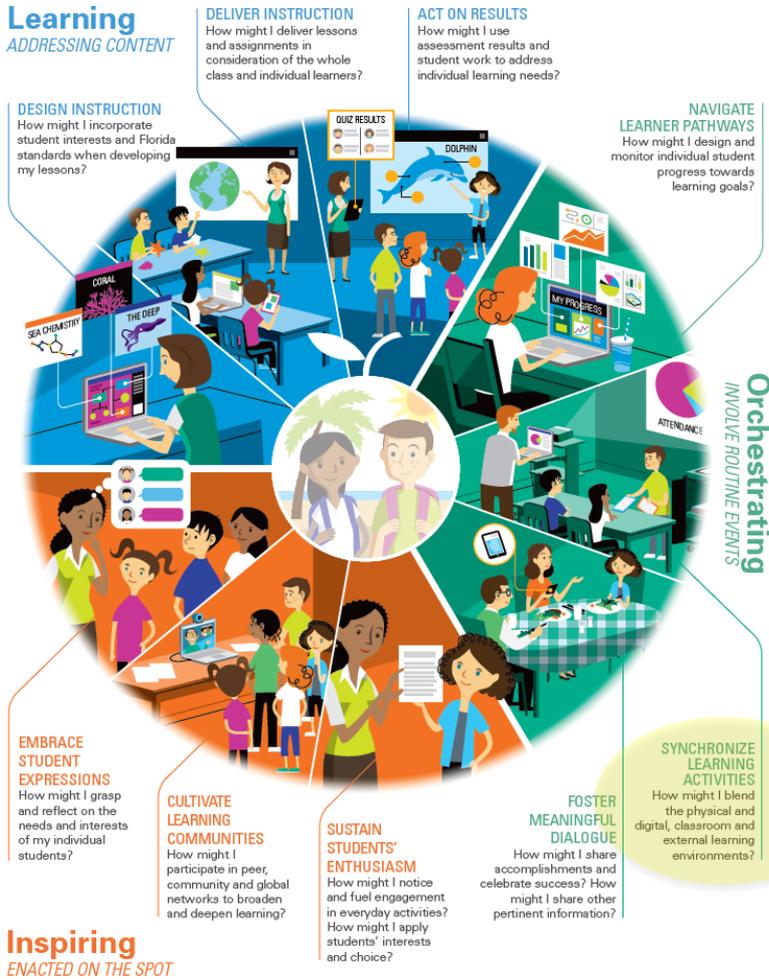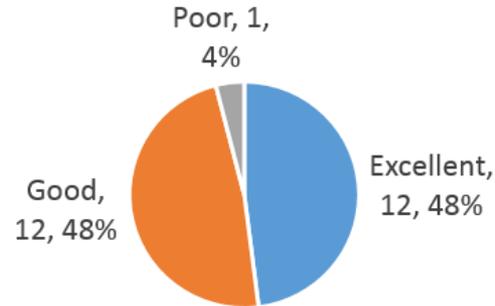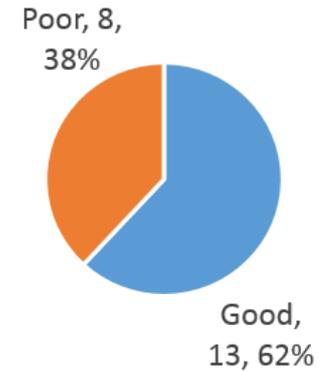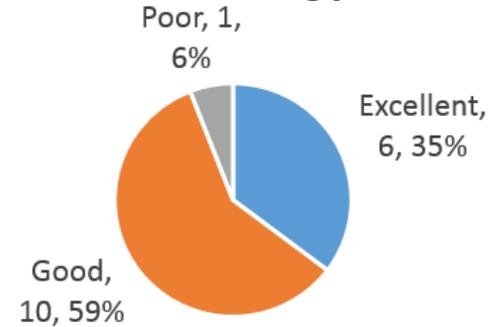
Foster Meaningful Dialogue

Canvas

- Good, 4, 16%
- Poor, 1, 4%
- Excellent, 20, 80%

itslearning

- Excellent, 1, 5%
- Poor, 6, 28%
- Good, 14, 67%

Schoology

- Poor, 1, 6%
- Good, 4, 23%
- Excellent, 12, 71%

Sustain Students' Enthusiasm

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
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Orchestrating
INVOLVE ROUTINE EVENTS

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

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SUSTAIN STUDENTS' ENTHUSIASM
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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

Canvas

Poor, 1, 4%
Good, 11, 44%
Excellent, 13, 52%

itslearning

Poor, 5, 24%
Good, 16, 76%

Schoology

Poor, 2, 12%
Good, 5, 29%
Excellent, 10, 59%

Cultivate Learning Communities

Canvas

Good, 5, 20%

Excellent, 20, 80%

itslearning

Poor, 3, 14%

Excellent, 1, 5%

Good, 17, 81%

Schoology

Good, 2, 12%

Poor, 1, 6%

Excellent, 14, 82%

Embrace Student Expressions

Canvas

- Good, 8, 32%
- Excellent, 17, 68%

itslearning

- Excellent, 1, 5%
- Poor, 6, 28%
- Good, 14, 67%

Schoology

- Poor, 1, 6%
- Good, 5, 29%
- Excellent, 11, 65%
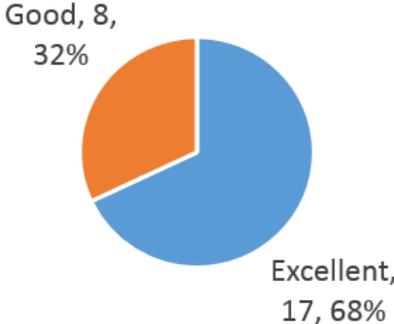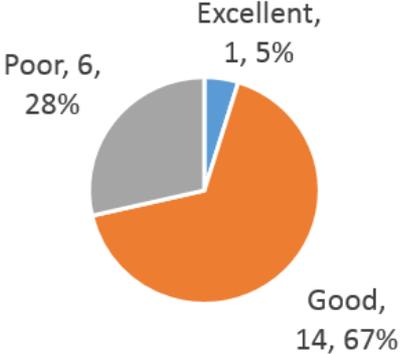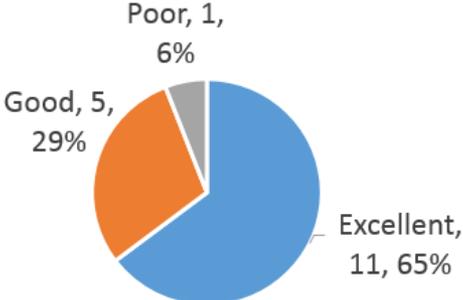
Q: Rate the variety of content types that teachers and students can access within the platform.

Canvas

Good, 2, 8%

Excellent, 23, 92%

itslearning

Excellent, 4, 19%

Good, 17, 81%

Schoology

Good, 5, 29%

Excellent, 12, 71%
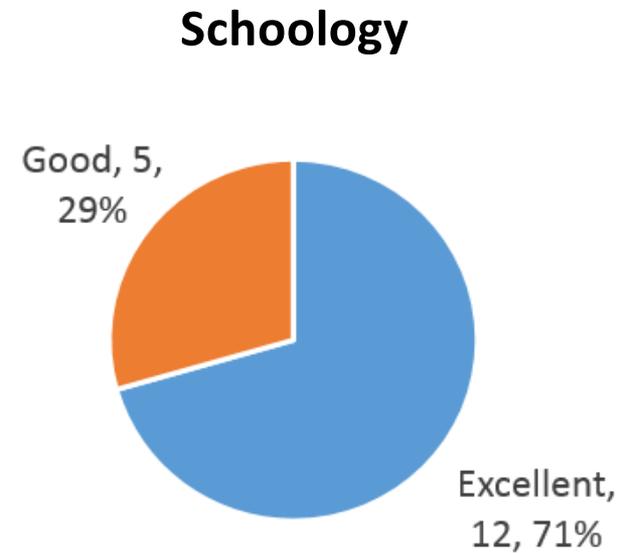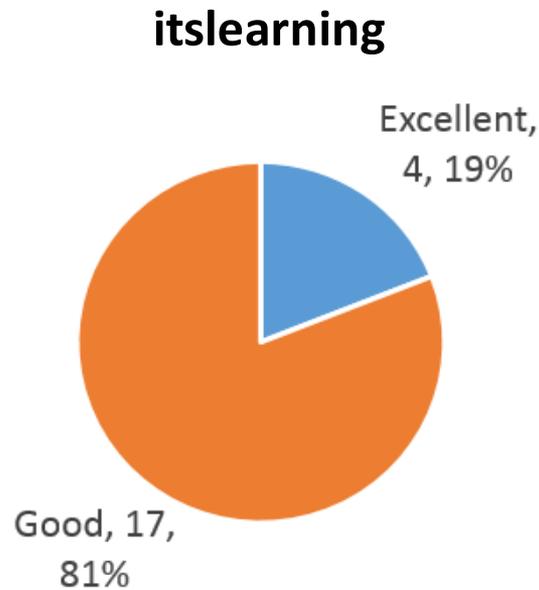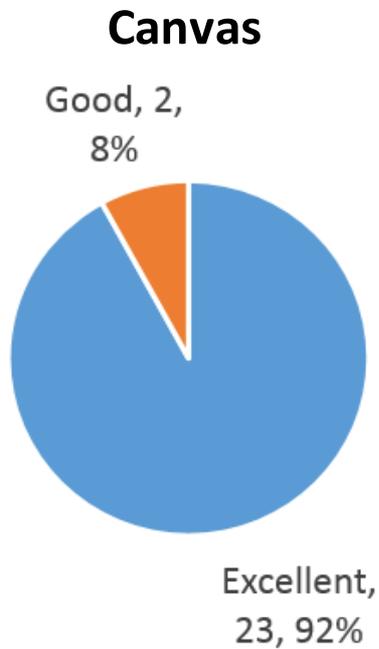
Q: Rate the ease and ability for teachers and students to access a variety of digital content and resources from external sources.

Canvas

Poor, 2, 8%
Good, 4, 16%
Excellent, 19, 76%

itslearning

Excellent, 2, 9%
Good, 6, 29%
Poor, 13, 62%

Schoology

Poor, 1, 6%
Good, 6, 35%
Excellent, 10, 59%
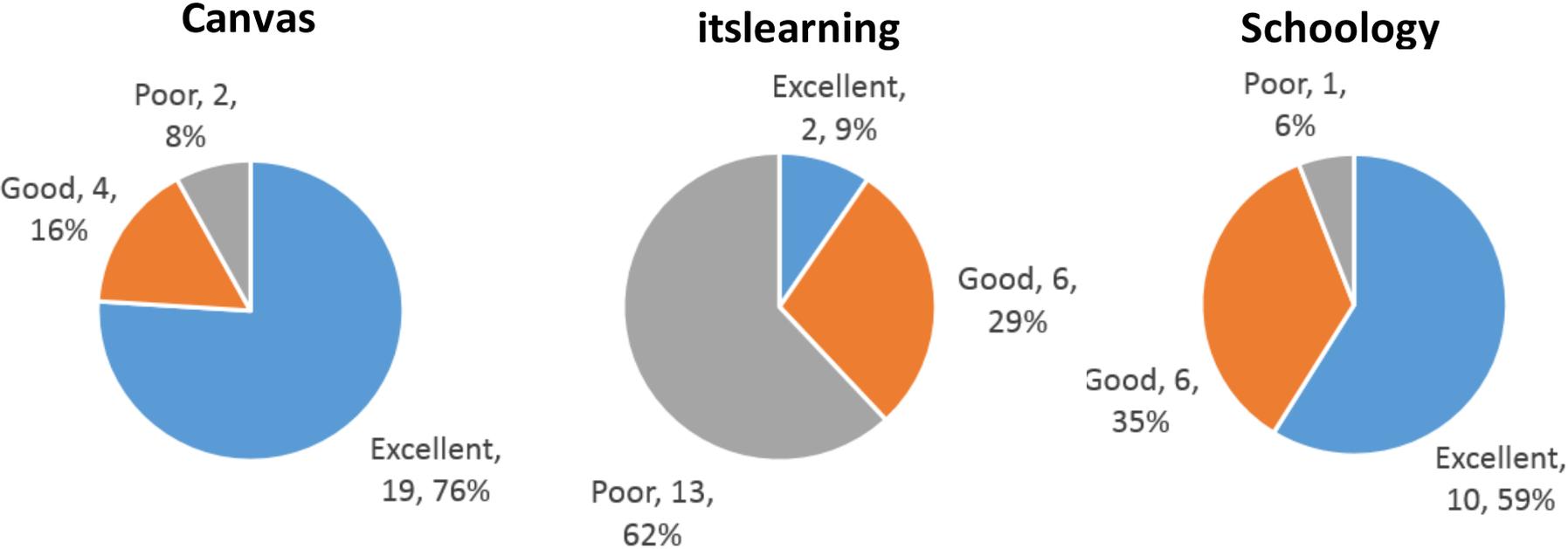
Q: Rate the functionality for teachers and administrative users to build and import course templates and content collections.

Canvas

Poor, 1, 4%
Good, 6, 24%
Excellent, 18, 72%

itslearning

Poor, 6, 29%
Good, 15, 71%

Schoology

Good, 7, 41%
Excellent, 10, 59%
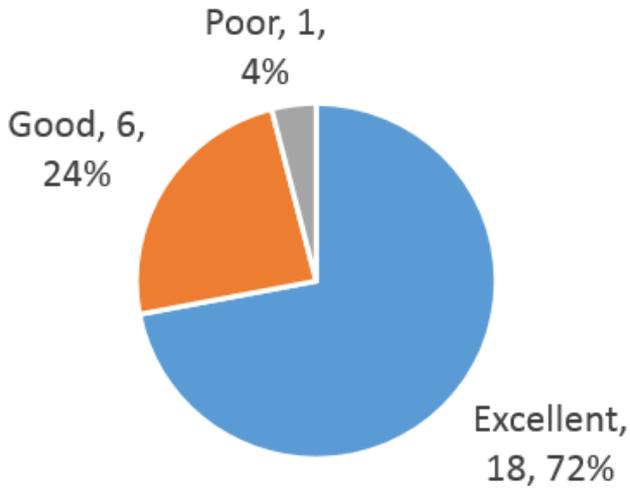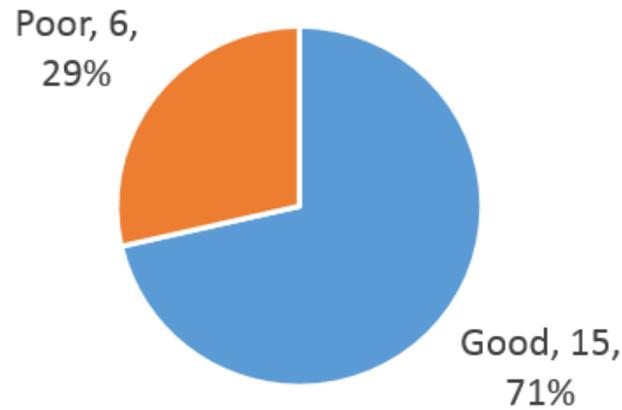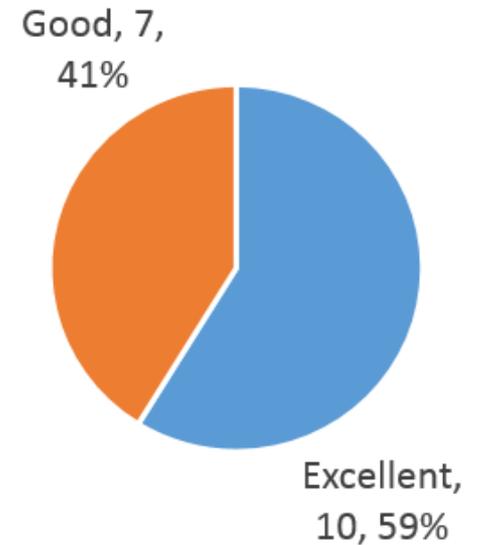
Q: Rate the ability for teachers to design and build standards-based lessons and assignments.

Canvas

Good, 7, 28%

Excellent, 18, 72%

itslearning

Poor, 5, 24%

Excellent, 2, 9%

Good, 14, 67%

Schoology

Good, 5, 29%

Excellent, 12, 71%
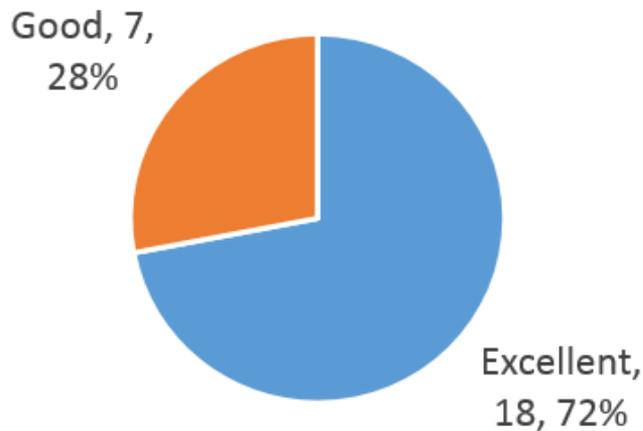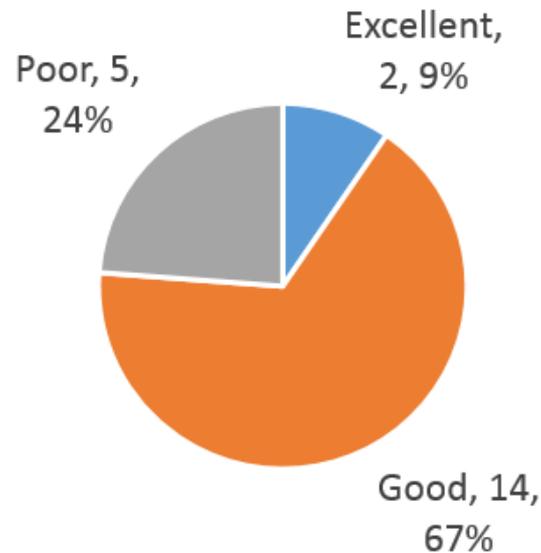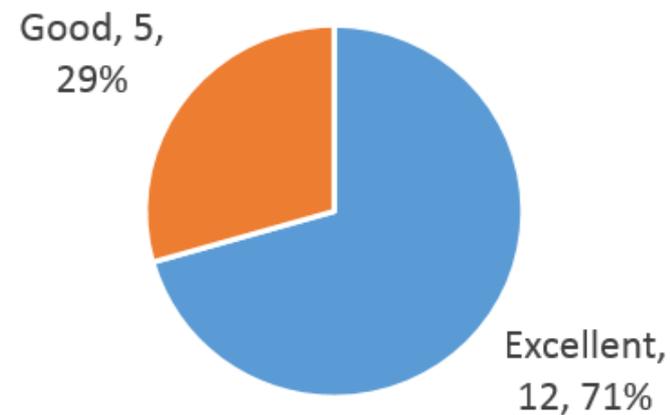
Q: Rate the ability for teachers to access relevant information on individual students that can be used in the classroom (+ students to access own).

Canvas

Unsatisfactory, 1, 4%

Good, 10, 40%

Excellent, 14, 56%

itslearning

Poor, 3, 14%

Excellent, 3, 14%

Good, 15, 72%

Schoology

Poor, 1, 6%

Good, 2, 12%

Excellent, 14, 82%
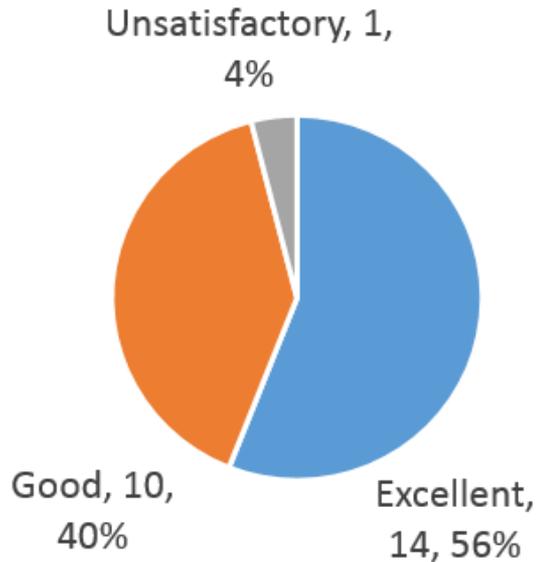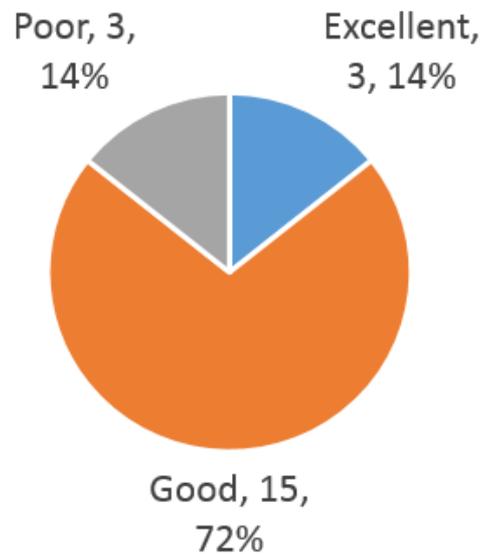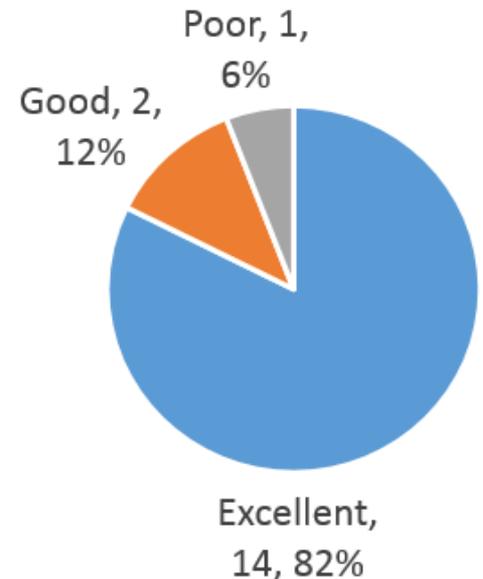
Q: Rate how students and teachers are able to store and share their work with anyone through the platform.

Canvas

Poor, 2, 8%
Good, 5, 20%
Excellent, 18, 72%

itslearning

Excellent, 1, 5%
Poor, 5, 24%
Good, 15, 71%

Schoology

Poor, 1, 6%
Good, 6, 35%
Excellent, 10, 59%
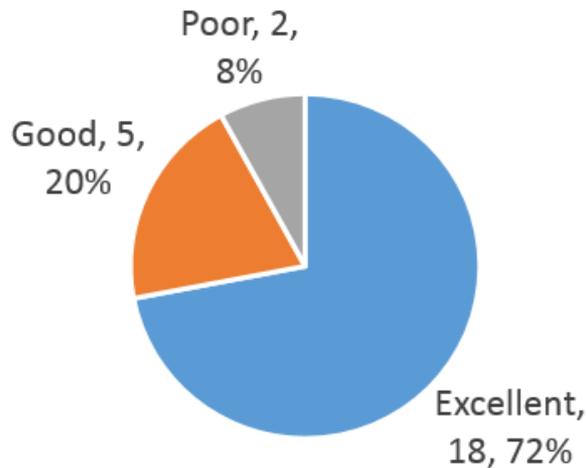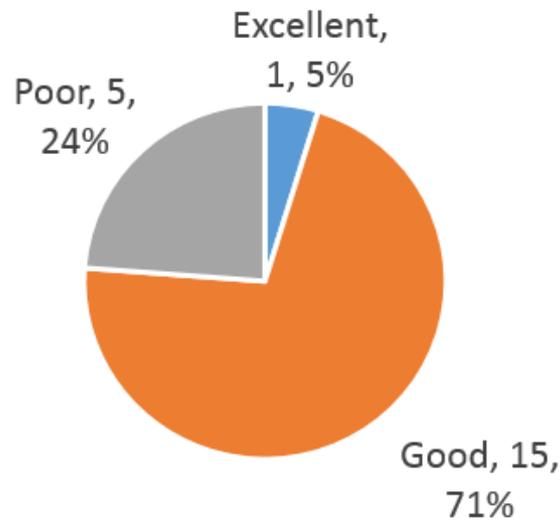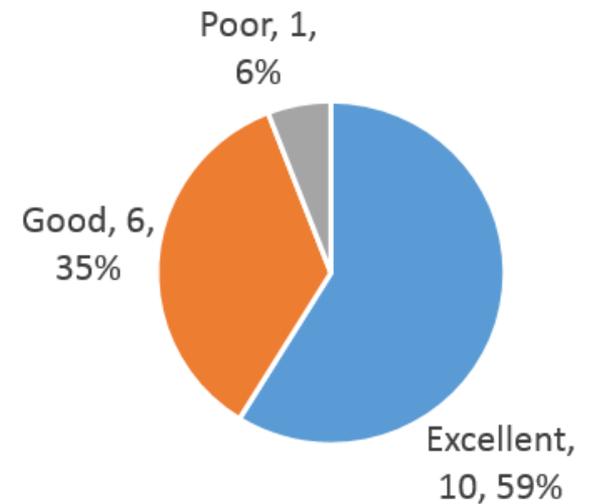
Other User Ratings: Mobile App Store Ratings – 2/11/2016

All Versions

Canvas (685)	iOS	★★★★⯪ / 4.5
	Google Play	★★★★⯪ / 4.2
Itslearning (4)	iOS	★★★☆☆ / 3.0
	Google Play	★★★⯪☆ / 3.3
Schoology (16)	iOS	★★★☆☆ / 3.0
	Google Play	★★★⯪☆ / 3.7

Stakeholder Engagement Matrix

Influence — Influence on program decision making

High ▲

II. Consult and Collaborate

1. These stakeholders should be consulted for their subject matter expertise and influence within the district.

2. They have the authority to make decisions, but are not directly impacted by the program.

I. Enlist and Engage

1. These stakeholders are leading program execution and will need opportunities to build commitment and ownership.

2. They have the highest degree of influence on program outcomes and/or the authority to make decisions.

IV. Keep Informed

1. These stakeholders need to be kept aware of general project information, but will generally not require training.

2. This group does not have the authority to make program decisions and are not significantly impacted by the project.

III. Involve and Inform

1. These stakeholders must understand how their jobs are affected and what skills they will need to make the transition.

2. They do not have authority to make program decisions, but they should receive adequate training and communications.

Low

Impact the program has on the stakeholder's daily operations → High

Impact

Key Stakeholders

Stakeholder	Role in Process	Key Info to Convey/Pull	Engagement
Principals	Primary decision-maker for school – model use of platform	Encourage participation, timelines, answer questions	Consult & Collaborate; Enlist & Engage; Involve & Inform
Teachers	Recipient of platform enrollment and PD; use with students	Timelines, PD schedules, learning expectations, online course development	Consult & Collaborate; Enlist & Engage; Involve & Inform
Academics	Leader of personalized learning vision; Facilitator of PD	All	Consult & Collaborate; Enlist & Engage; Involve & Inform
I & T Infrastructure	Facilitator of infrastructure readiness	Installation Timeline	Enlist & Engage; Involve & Inform
OSPA	Primary decision-maker for cadres - Model use of platform	Encourage participation, timelines, answer questions	Consult & Collaborate; Enlist & Engage; Involve & Inform
Project Management	Monitor of process, schedule	Kick-off; key performance indicators	Involve & Inform

Key Stakeholders (continued)

Stakeholder	Role in Process	Key Info to Convey/Pull	Engagement
Parents	Use with children (students)	System navigation, monitoring student progress	Keep Informed
Students	Recipient of platform enrollment	System navigation and completing assignments	Enlist & Engage; Involve & Inform
Talent Development	Distributor of professional development online materials	PD options, PD schedule	Consult & Collaborate
School Support Staff/Micro-Techs	Support platform application	Resolving technical issues	Enlist & Engage; Involve & Inform
Strategy	CAO, CIO, Academic & IT Leadership Team	Status, Communications Plans, overall coordination	Enlist & Engage; Involve & Inform

Daytime Demonstration Schedule

#exploreBCPS

Members of the Learning Management System Task Force and Steering Committee along with District Educational Technology Partners were invited to view the final three vendors. These vendors presented their functional capability and their Detailed Technology Integration Requirements.

Observers were asked to assess each management system's ability to support their area of expertise as well as designing instruction, delivering instruction, acting on results, navigating learner pathways, synchronizing learning activities, fostering meaningful dialogue, sustaining students' enthusiasm, cultivating learning communities, and embracing student expressions.

Within each presentation time was allotted for conversation amongst observers to share thoughts and concerns.

Date	Monday, February 1, 2016	Wednesday, February 3, 2016	Wednesday, February 3, 2016
Vendor	Instructure- Canvas	ItsLearning	Schoology
Location	KC Wright Board Room	Lauderdale Manors Media Center	KC Wright Board Room
Functional Capability Session	8:30 – 11:30	8:30 – 11:30	8:30 – 11:30
Detailed Technology Integration Session	12:30 – 2:00	12:30 – 2:00	12:30 – 2:00

40

Evening Demonstration Schedule

Location: Harbordale Elementary School
Dates: Monday, February 1, 2016 and/or Wednesday, February 3, 2016

Teachers, parents, students, community members and principals were invited to
view Schoology, ItsLearning and Instructure (Canvas). Demonstrations were presented from three different perspectives:
Voyager- Student/Parent, Pathfinder- Beginning Teacher and Trailblazer-Experienced Teacher. Each observer selected the appropriate role and viewed the corresponding presentations, explored the platforms and then were asked to evaluate presentation, ease of use and capabilities.

Vendor	4:00 – 4:15	4:20 – 5:10	5:15 – 6:05	6:10 – 7:00
Instructure - Canvas	Introduction	Voyager	Pathfinder	Trailblazer
ItsLearning		Pathfinder	Trailblazer	Voyager
Schoology		Trailblazer	Voyager	Pathfinder

Current Academic Use of Canvas in Florida (K-20)
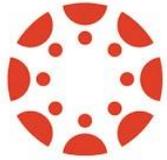
KEY

- K-12 Canvas Schools
- Higher Ed Canvas Schools

Current Academic Use of Canvas in Florida (K-20)

Florida K-12 School Districts

- Pasco, Volusia, Clay, Indian River, Alachua , Seminole, Bay, Pinellas , Hernando, Palm Beach

Florida Colleges & Universities

- *University of Central Florida , University of South Florida, University of Florida, Florida Gulf Coast University, Pasco-Hernando State College, Eastern Florida State College, Edison State College, Hillsborough Community College, State College of Florida, Adventist University of Health Sciences, Allied Health Institute, American International University, American Medical Academy, Azure College, Chipola College, College of Central Florida, Digital Media Arts College, Florida International University , Orlando Medical Institute, Rollins College, Saber College, Santa Fe College, Florida Institute of Technology, Florida Polytechnic University, Pensacola Christian College, Seminole State College, Florida Atlantic University*

Florida Private/Smaller Schools

- *Jesuit High School, Archbishop McCarthy,* Oxbridge Academy of the Palm Beaches, McKeel Academy of Technology, Learner High School, The First Academy, Providence School, Sterling Academy, Trinity Prep

Other Academic Institutions in Florida

- *PLTW (Project Lead the Way), FLDVIPN, Cisco Networking Academy, Advanced Ed (SACS), Institute of Wedding and Design, MSI Education Services, Wycliffe Associates*

January 21, 2016: The State University System Board of Governors selected Canvas as the prevailing K-20 LMS from their competitive procurement process led by FSU.

Digital School Selected for Initial Roll-Out

Digital

- Bayview, Bennett, Boulevard Heights, Broadview, Broward Estates, Central Park, Chapel Trail, Coconut Creek, Coconut Palm, Colbert, Coral Cove, Coral Park, Coral Springs, Country Hills, Country Isles, Cresthaven, Davie, Deerfield Beach, Deerfield Park, Dillard, Dolphin Bay, Charles Drew, Driftwood, Eagle Point, Eagle Ridge, Everglades, Fairway, Forest Hills, Fox Trail, Gator Run, Griffin, Hallandale, Harbordale, Hawks Bluff, Hollywood Hills, Hollywood Park, James S. Hunt, Indian Trace, Lakeside, Larkdale, Lauderhill Paul Turner, Lloyd Estates, Manatee Bay, Maplewood, Markham, Martin Luther King, Meadowbrook, Miramar, Mirror Lake, Morrow, North Andrews Gardens, North Fork, North Lauderdale, Nova Blanche Forman, Nova Eisenhower, Palm Cove, Palmview, Panther Run, Parkside, Pasadena Lakes, Pembroke Lakes, Pembroke Pines, Perry, Peters, Pinewood, Plantation, Plantation Park, Pompano Beach, Quiet Waters, Riverglades, Riverland, Riverside, Rock Island, Royal Palm, Sanders Park, Sandpiper, Sawgrass, Sea Castle, Sheridan Park, Silver Lakes, Silver Shores, Stephen Foster, Stirling, Sunset Lakes, Tradewinds, Tropical, Virginia Shuman Young, Walker, Watkins, West Hollywood, Westchester, Westwood Heights, Wilton Manors

Digital DLA

- **Middle Schools:** Deerfield Beach, Falcon Cove, New Renaissance, Silver Lakes, Walter C. Young,
- **High Schools:** Coral Glades, Coral Springs, Cypress Bay, Deerfield Beach, Northeast, Flanagan, Fort Lauderdale, McArthur, Stranahan, Taravella

LEEO

- **Middle Schools:** Apollo, Bair, Deerfield Beach, Forest Glen, Lyons Creek, McNichol, Olsen, Sawgrass Springs
- **High Schools:** Blanche Ely, Coral Glades, Coral Springs, Dillard 6-12, Deerfield, Hallandale, McArthur, McFatter, Plantation, South Broward

Schoology: Independently Purchased

- Cypress Bay High School, Lauderhill 6-12

Teacher Websites

- **Elementary Schools:** Nova Blanche Forman, Nob Hill,
- **Middle Schools:** Glades, Silver Trail, Tequesta Trace
- **High Schools:** Douglas
- **Centers:** Seagull

Canvas Implementation Roll-Out

2015-2016	2016-2017	2017-2018

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Technical Milestones

Assessment Milestones with Multiple Releases

Release 1

Release 2

Release 3

Release 4

System Administrators and IT

Communication

Training

Train the Trainer (Ongoing)

OSPA, Board Members, Administration, Talent Development, ILA, Teacher Developers, Curriculum Specialists, Instructional Facilitators

Instructional staff from Participating Schools

Instructional Staff from Participating Schools Initiate Train the Trainer Model at school sites.

Instructional staff Make-Up Training