



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

MEETING DATE Jun 21 2016 10:15AM - Regular School Board Meeting

Special Order Request
 Yes No

ITEM No.:
FF-4.

AGENDA ITEM OPEN ITEMS

Time

CATEGORY FF. OFFICE OF ACADEMICS

DEPARTMENT Innovative Learning and Arts

Open Agenda
 Yes No

TITLE:
The Learning Internet, Inc. - Software for Developing Keyboarding Skills and Digital Literacy

REQUESTED ACTION:
Approve for use with selected schools across the district to improve student keyboarding skills and development of digital literacy.

SUMMARY EXPLANATION AND BACKGROUND:
Through practice with two online modules, Easy Tech and Inquiry, students will develop their technology skills needed for college and workforce while studying core subjects. Through self-paced lessons, games, activities and journals students will develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, basic HTML, all within the context of real world challenges. Digital Literacy will be assessed using the 21st Century Skills assessment with participating 5th grade students.
This contract has been reviewed and approved as to form and legal content by the Office of the General Counsel.

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction Goal 2: Continuous Improvement Goal 3: Effective Communication

FINANCIAL IMPACT:
\$308,564 - Funding provided through the Digital Classrooms Plan allocation from the state for Digital Classrooms (D3, D4, D5), Global Scholars participating schools, and Sprouting Stem classroom.

EXHIBITS: (List)
(1) Executive Summary (2) The Learning Internet Contract (3) The Learning Internet Price Quote (4) Digital Classroom Plan

BOARD ACTION:
APPROVED
(For Official School Board Records Office Only)

SOURCE OF ADDITIONAL INFORMATION:
Name: Daryl Diamond, Director Phone: 754-321-2620
Name: Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Daniel Gohl - Chief Academics Officer

Signature
Daniel F. Gohl
Monday, June 13, 2016 12:40:24 PM

Approved In Open Board Meeting On: JUN 21 2016

By: Abby M. Freedman
School Board Chair
for pro chair

EXECUTIVE SUMMARY

Below is an executive summary of the Agreement between The School Board of Broward County, Florida and Learning Internet Inc.

Program	<p>The Learning Internet, Inc. DBA Learning.com is a software product that easily integrates digital literacy into everyday instruction through an online module called EasyTech. EasyTech helps students develop the technology skills needed for college and the workforce while they study core subjects. EasyTech is a complete digital literacy curriculum that features self-paced lessons and games to practice skills; activities and journals to reinforce concepts; and quizzes to check for understanding. Students develop digital literacy skills including computer fundamentals, keyboarding, word processing, charts and graphs, presentation software, basic HTML, all within the context of real-world challenges. EasyTech also provides comprehensive online safety instruction to help ensure students know how to protect themselves and make good choices online. Use of this module enables the District to accurately report on the keyboarding skills of our 5th grade students required by the state's Digital Classrooms Plan.</p> <p>The Inquiry module of Learning.com takes a project-based approach to integrating digital literacy into core subject instruction for grades K-8 with ready-to-go projects per grade level. Projects help students learn about productivity tools, internet research, multimedia presentations, online communication, and other digital literacy skills. Built in pre-tests at the beginning of each project assess technology skills and auto-assign EasyTech lessons to address skill gaps. This ensures that every student has the technology proficiency needed for success on the project, and provides teachers with immediate and accurate data on students' skills.</p> <p>The total cost for this product is \$308,564 which is separated into two types of licenses: (1) student user licenses and (2) school site licenses. In schools that included less than 318 student users it was cost beneficial to buy student licenses rather than site licenses. Therefore, we have 91 schools using individual student licenses and 41 schools using site licenses.</p> <p>The Digital Classrooms Plan approved by the Board in February 2016 identified three software applications for purchase. Learning.com is one of the applications. Information on professional development will be sent out to principals via PIVOT with a schedule of multiple opportunities for participation via self-paced professional development opportunities and/or face-to-face instruction.</p> <p>Placentia-Yorba Linda USD in Orange County, California has a great amount of socioeconomic diversity among the district's 26,000 students. They are using Learning.com's EasyTech to develop 21st century skills, especially because of "the prescriptive keyboarding lessons that were built in, as well as the activities illustrating the appropriate use of technology". Students in New Rochelle, New York use Learning.com's digital literacy curriculum to master word processing, spreadsheets, and Internet safety. This has resulted in a more robust technology program that has closed</p>
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	<p>technology skills gaps and expanded digital literacy to prepare students for computerized assessments.</p> <p>In accordance with School Board Policy 3320, Purchasing Policies, Part II, Section H, for this purchase states, "The requirement of requesting competitive solicitations from three or more sources is hereby waived as authorized by Chapter 6A-1.012, (F.A.C.) State Board of Education Administrative rules for the purchase of educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed instructional materials, computer software, films, filmstrips, videotapes, DVDs, disc or tape recordings, digital recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where the such materials are purchased direct from the producer or publisher, the owner of the copyright, and exclusive agent within the state, a governmental agency, or a recognized educational institution. Purchase in excess of \$50,000 for commodities or services, which competitive solicitations have been waived, require School Board approval."</p> <p>In accordance with School Board Policy 3320, Purchasing Policies, Part VI (Technology), Section (C) (5c), Direct Negotiation, using this option, specifications, projected quantities and terms and conditions is a basis for negotiation of this contract which best fits the needs of the District. This procurement is brought to the Board for approval.</p> <p>The funds to pay for this software application are coming from the Digital Classrooms Plan allocations. This procurement meets with the District's Strategic Plan goal for high-quality instruction.</p>
Status	Request approval of the agreement with The Learning Internet, Inc.
Funds Requested	\$308,564
Financial Impact Statement	The financial impact to the district is \$308,564 being paid from the Digital Classroom's Plan.
Schools Included	<p>Elementary Schools: Atlantic West, Boulevard Heights, Broward Estates, Charles Drew, Coconut Creek, Coconut Palm, Country Hills, Country Isles, Cresthaven, Davie, Deerfield Beach, Deerfield Park, Driftwood, Embassy Creek, Fairway, Griffin, James S. Hunt, Lakeside, Liberty, Lloyd Estates, McNab, Meadowbrook, North Fork, Oakland Park, Palmview, Panther Run, Pasadena Lakes, Pinewood, Plantation, Plantation Park, Pompano Beach, Riverland, Sanders Park, Sawgrass, Sheridan Park, Silver Shores, Stirling, Tradewinds, Tropical, Virginia Shuman Young, Westwood Heights, Wilton Manors, Coral Springs, North Lauderdale, Annabel C. Perry, Silver Lakes</p> <p>Middle Schools: Apollo, Crystal Lake, Deerfield, Driftwood, Falcon Cove, Forest Glenn, Glades, Lauderdale Lakes, Lyons Creek, Margate, McNicol, New Renaissance, Nova, Parkway, Pioneer, Plantation, Silver Trail, Tequesta, Westpine, Westglades, William Dandy, Walter C. Young</p> <p>High Schools: Coral Glades, Coral Springs, Cypress Bay, Deerfield Beach, Northeast, Flanagan, Ft. Lauderdale, McArthur, Taravella, Stranahan</p>

Managing Department/School	Innovative Learning & the Arts
Source of Additional Information	Digital Classroom Plan 2015-16
Program Description	<p>Learning.com provides solutions to help K-8 students, teachers, and schools excel in a digital world. Their digital literacy solutions help ensure that students are prepared for success in school, college, and the workplace. Learning.com supports Broward's move to digital content with tools to build and share district-created digital curriculum.</p> <p>Students will develop critical digital literacy skills including hardware/software fundamentals, keyboarding, word processing, media and information literacy. These aspects are reported to the State (Digital Classroom Plan). Students will participate in project-based approach to integrating digital literacy into core subject instruction with ready to go projects per grade level. Projects help students learn about productivity tools, internet research, multimedia presentations, online communication and other digital literacy skills. This will help the district promote the use of the technology that is being delivered to schools through the IT Bond, as well as give our new Learning Management System content to disburse to schools.</p>
Evaluation Plan	21 st Century Assessment given to all participating 5 th grade students, TIM Observations of teacher technology integration, and usage data from generated reports
Research Methodology	Learning.com is currently in use here in the district by the Sprouting STEM schools: Atlantic West ES, Broward Estates ES, Colbert ES, Plantation ES, Liberty ES, and Royal Palm ES. This purchase will expand its use to Digital 3-6 classrooms, Global Scholars Schools (19 MS), and 2nd grade students in Digital 3-5 schools (digital in all three grade levels). Upon evaluation at the end of next school year, we will determine if this program will be implemented district wide.

AGREEMENT

THIS AGREEMENT is made and entered into as of this 2nd day of June 2016, by and between

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
(hereinafter referred to as "SBBC"),
a body corporate and political subdivision of the State of Florida,
whose principal place of business is
600 Southeast Third Avenue, Fort Lauderdale, Florida 33301

and

THE LEARNING INTERNET, INC.
(hereinafter referred to as "Learning.com"),
whose principal place of business is
1620 SW Taylor Street, Suite 100, Portland. OR 97205

WHEREAS, Learning.com will collaborate with SBBC in building students' foundational digital literacy skills through Learning.com products EasyTech and Inquiry and

WHEREAS, Learning.com will provide implementation services and training for teachers to use EasyTech and Inquiry in the classroom.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE 1- RECITALS

1.01 Recitals. The parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

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—ARTICLE 2—SPECIAL CONDITIONS

2.01 Term of Agreement. Unless terminated earlier pursuant to Section 3.05 of this Agreement, the term of this Agreement shall commence upon execution by all parties and conclude on June 30, 2017.

2.02 Learning.com Responsibilities. Learning.com shall provide SBBC with the products listed in **Attachment A** for an amount not to exceed three hundred eight thousand, five hundred sixty four dollars.

2.03 Payments. SBBC shall pay, in two (2) installments. The first being \$277,708 paid within thirty (30) days of receipt of the Invoice from Learning.com and the second being \$30,856 paid within thirty (30) days after delivery of professional development training for a total of \$308,564. All payments shall be sent to the address on Learning.com's invoice.

2.04 Inspection of Learning.com's Records by SBBC. Learning.com shall establish and maintain books, records and documents (including electronic storage media) sufficient to reflect all income and expenditures of funds provided by SBBC under this Agreement. All Learning.com's Records, regardless of the form in which they are kept, shall be open to inspection and subject to audit, inspection, examination, evaluation and/or reproduction, during normal working hours, by SBBC's agent or its authorized representative to permit SBBC to evaluate, analyze and verify the satisfactory performance of the terms and conditions of this Agreement and to evaluate, analyze and verify any and all invoices, billings, payments and/or claims submitted by Learning.com or any of Learning.com's payees pursuant to this Agreement. Learning.com's Records subject to examination shall include, without limitation, those records necessary to evaluate and verify direct and indirect costs (including overhead allocations) as they may apply to costs associated with this Agreement. Learning.com's Records subject to this section shall include any and all documents pertinent to the evaluation, analysis, verification and reconciliation of any and all expenditures under this Agreement without regard to funding sources.

(a) Learning.com's Records Defined. For the purposes of this Agreement, the term "Learning.com's Records" shall include, without limitation, accounting records, payroll time sheets, cancelled payroll checks, W-2 forms, written policies and procedures, computer records, disks and software, videos, photographs, executed subcontracts, subcontract files (including proposals of successful and unsuccessful bidders), original estimates, estimating worksheets, correspondence, change order files (including sufficient supporting documentation and documentation covering negotiated settlements), and any other supporting documents that would substantiate, reconcile or refute any charges and/or expenditures related to this Agreement.

(b) Duration of Right to Inspect. For the purpose of such audits, inspections, examinations, evaluations and/or reproductions, SBBC's agent or authorized representative shall have access to Learning.com's Records from the effective date of this Agreement, for the duration of the term of this Agreement, and until the later of five (5) years after the termination of this Agreement or five (5) years after the date of final payment by SBBC to Learning.com pursuant to this Agreement.

(c) Notice of Inspection. SBBC's agent or its authorized representative shall provide Learning.com reasonable advance notice (not to exceed two (2) weeks) of any intended

audit, inspection, examination, evaluation and or reproduction.

(d) **Audit Site Conditions.** SBBC's agent or its authorized representative shall have access to Learning.com's facilities and to any and all records related to this Agreement, and shall be provided adequate and appropriate work space in order to exercise the rights permitted under this section.

(e) **Failure to Permit Inspection.** Failure by *Learning.com* to permit audit, inspection, examination, evaluation and/or reproduction as permitted under this Section shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for the denial of some or all of any Learning.com's claims for payment by SBBC.

(f) **Overcharges and Unauthorized Charges.** If an audit conducted in accordance with this Section discloses overcharges or unauthorized charges to SBBC by *Learning.com* in excess of two percent (2%) of the total billings under this Agreement, the actual cost of SBBC's audit shall be paid by *Learning.com*. If the audit discloses billings or charges to which *Learning.com* is not contractually entitled, *Learning.com* shall pay said sum to SBBC within twenty (20) days of receipt of written demand under otherwise agreed to in writing by both parties.

(g) **Inspection of Subcontractor's Records.** Learning.com shall require any and all subcontractors, insurance agents and material suppliers (hereafter referred to as "Payees") providing services or goods with regard to this Agreement to comply with the requirements of this section by insertion of such requirements in any written subcontract. Failure by *Learning.com* to include such requirements in any subcontract shall constitute grounds for termination of this Agreement by SBBC for cause and shall be grounds for the exclusion of some or all of any Payee's costs from amounts payable by SBBC to Learning.com pursuant to this Agreement and such excluded costs shall become the liability of Learning.com.

(h) **Inspector General Audits.** Learning.com shall comply and cooperate immediately with any inspections, reviews, investigations, or audits deemed necessary by the Florida Office of the Inspector General or by any other state or federal officials.

2.05 Rostering. SBBC utilizes Clever as our integration vendor. For the purpose of creating student and teacher accounts and class rosters, Learning.com agrees to utilize Clever as the way to receive that data.

2.06 Identify Management/Single Sign-on. SBBC is solely responsible for all activities arising from its User accounts in the Service, agrees to keep its passwords secure and confidential, notify Learning.com promptly of any known or suspected unauthorized access, and may use the Service only in accordance with applicable law and regulation.

2.06.1 SailPoint Identity Management System Integration. SBBC uses an Identity as a Service (IDaaS) solution provided by SailPoint. The product used is IdentityNow. Learning.com agrees as a part of its solution implementation engagement to fully integrate its sign-on and related credentialing activities with SailPoint IdentityNow as being implemented at SBBC at no additional cost.

2.06.2 Adherence to Identity Management Standards (AD, ADFS, LDAP, SAML, LTI, CAS, etc.) SBBC requires that Learning.com adhere to common open

standards used for user authentication and credentialing whenever and wherever possible. within their solution to facilitate the simple movement between CANVAS, SBBC, and integrated third party applications.

2.07 Notice. When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBBC: Superintendent of Schools
The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

With a Copy to: Director of Innovative Learning and Arts
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

To *Learning.com*: Timothy Hyre
Attn: Vice President Finance
1620 SW Taylor Street, Suite
1{}() Portland. OR 97205

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With a Copy to:

**Keith Oelrich
Attn: Chief Executive Officer
1620 SW Taylor Street, Suite
1100 Portland, OR 97205**

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2.07 **Background Screening** Learning.com agrees to comply with all requirements of Sections 1012.32 and 1012.465, Florida Statutes, and all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, will successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes. This background screening will be conducted by SBBC in advance of Learning.com or its personnel providing any services under the conditions described in the previous sentence. Learning.com shall bear the cost of acquiring the background screening required by Section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to Learning.com and its personnel. The parties agree that the failure of Learning.com to perform any of the duties described in this section shall constitute a material breach of this Agreement entitling SBBC to terminate immediately with no further responsibilities or duties to perform under this Agreement. Learning.com agrees to indemnify and hold harmless SBBC, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Learning.com's failure to comply with the requirements of this Section or with Sections 1012.32 and 1012.465, Florida Statutes.

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ARTICLE 3 – GENERAL CONDITIONS

3.01 **No Waiver of Sovereign Immunity.** Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Independent Contractor.** The parties to this agreement shall at all times be acting in the capacity of independent contractors and not as an officer, employee or agent of one another. Neither party or its respective agents, employees, subcontractors or assignees shall represent to others that it has the authority to bind the other party unless specifically authorized in writing to do so. No right to SBBC retirement, leave benefits or any other benefits of SBBC employees shall exist as a result of the performance of any duties or responsibilities under this Agreement. SBBC shall not be responsible for social security, withholding taxes, contributions to unemployment compensation funds or insurance for the other party or the other party's officers, employees, agents, subcontractors or assignees.

3.04 **Equal Opportunity Provision.** The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

3.05 **Termination.** This Agreement may be canceled with or without cause by SBBC during the term hereof upon thirty (30) days written notice to the other parties of its desire to terminate this Agreement. SBBC shall have no liability for any property left on SBBC's property by any party to this Agreement after the termination of this Agreement. Any party contracting with SBBC under this Agreement agrees that any of its property placed upon SBBC's facilities pursuant to this Agreement shall be removed within ten (10) business days following the termination, conclusion or cancellation of this Agreement and that any such property remaining upon SBBC's facilities after that time shall be deemed to be abandoned, title to such property shall pass to SBBC, and SBBC may use or dispose of such property as SBBC deems fit and appropriate.

3.06 **Default.** The parties agree that, in the event that either party is in default of its obligations under this Agreement, the non-defaulting party shall provide to the defaulting party (30) days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) day period and the defaulting party is diligently attempting in good faith to cure same, the time period shall be reasonably extended to allow the defaulting party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting party upon thirty (30) days notice. This remedy is not intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof. Nothing in this section shall be construed to preclude termination for convenience pursuant to Section 3.05.

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3.07 **Annual Appropriation.** The performance and obligations of SBBC under this Agreement shall be contingent upon an annual budgetary appropriation by its governing body. If SBBC does not allocate funds for the payment of services or products to be provided under this Agreement, this Agreement may be terminated by SBBC at the end of the period for which funds have been allocated. SBBC shall notify the other party at the earliest possible time before such termination. No penalty shall accrue to SBBC in the event this provision is exercised, and SBBC shall not be obligated or liable for any future payments due or any damages as a result of termination under this section.

3.08 **Excess Funds.** Any party receiving funds paid by SBBC under this Agreement agrees to promptly notify SBBC of any funds erroneously received from SBBC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBBC.

3.09 **Public Records.** Pursuant to Section 119.0701, Florida Statutes, any party contracting with SBBC is required to (a) keep and maintain available for public inspection any records that pertain to services rendered under this Agreement; (b) provide the public with access to public records on the same terms and conditions that SBBC would provide such records and at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes or as otherwise provided by law; (c) ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and (d) meet all requirements for retaining public records and transfer, at no cost to SBBC, all public records in that party's possession upon termination of its Agreement with SBBC and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All of such party's records stored electronically must be provided to SBBC in a format that is compatible with SBBC's information technology systems. Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law. Each party acknowledges that this Agreement and all attachments thereto are public records and do not constitute trade secrets.

3.10 **Student Records:** Notwithstanding any provision to the contrary within this Agreement, any party contracting with SBBC under this Agreement shall fully comply with the requirements of Sections 1002.22 and 1002.221, Florida Statutes; FERPA, and any other state or federal law or regulation regarding the confidentiality of student information and records. Each such party agrees, for itself, its officers, employees, agents, representatives, contractors or subcontractors, to fully indemnify and hold harmless SBBC and its officers and employees for any violation of this section, including, without limitation, defending SBBC and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon SBBC, or payment of any and all costs, damages, judgments or losses incurred by or imposed upon SBBC arising out of a breach of this covenant by the party, or an officer,

employee, agent, representative, contractor, or sub-contractor of the party to the extent that the party or an officer, employee, agent, representative, contractor, or sub-contractor of the party shall either intentionally or negligently violate the provisions of this section or of Sections 1002.22 and/or 1002.221, Florida Statutes.

3.11 **Compliance with Laws.** Each party shall comply with all applicable federal, state and local laws, SBBC policies, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.12 **Place of Performance.** All obligations of SBBC under the terms of this Agreement are reasonably susceptible of being performed in Broward County, Florida and shall be payable and performable in Broward County, Florida.

3.13 **Governing Law and Venue.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Seventeenth Judicial Circuit of Broward County, Florida.

3.14 **Entirety of Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.15 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.16 **Assignment.** Neither this Agreement or any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBBC.

3.17 **Incorporation by Reference** Attachment A attached hereto and referenced herein shall be deemed to be incorporated into this Agreement by reference.

3.18 **Captions.** The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.19 **Severability.** In the event that any one or more of the sections, paragraphs, sentences, clauses or provisions contained in this Agreement is held by a court of competent jurisdiction to be invalid, illegal, unlawful, unenforceable or void in any respect, such shall not affect the remaining portions of this Agreement and the same shall remain in full force and effect as if such invalid, illegal, unlawful, unenforceable or void sections, paragraphs, sentences, clauses or provisions had never been included herein.

3.20 Preparation of Agreement. The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.21 Amendments. No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.22 Waiver. The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement unless the waiver is in writing and signed by the party waiving such provision. A written waiver shall only be effective as to the specific instance for which it is obtained and shall not be deemed a continuing or future waiver.

3.23 Force Majeure. Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.24 Survival. All representations and warranties made herein, indemnification obligations, obligations to reimburse SBBC, obligations to maintain and allow inspection and audit of records and property, obligations to maintain the confidentiality of records, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

3.25 Contract Administration. SBBC has delegated authority to the Superintendent of Schools or his/her designee to take any actions necessary to implement and administer this Agreement.

3.26 Liability. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute or limitations.

A. By SBBC: SBBC agrees to be fully responsible up to the limits of Section 768.28, Florida Statutes, for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

B. By *Learning.com*: *Learning.com* agrees to indemnify hold harmless and defend SBBC, its agents, servants and employees from any and all claims, judgments, costs, and expenses including, but not limited to, reasonable attorney's fees, reasonable investigative and discovery costs, court costs and all other sums which SBBC, its agents, servants and employees may pay or become obligated to pay on account of any, all and every claim or demand, or assertion of liability, or any claim or action founded thereon, arising or alleged to have arisen out of the products, goods or services furnished by *Learning.com*, its agents, servants or employees, the equipment of *Learning.com*, its agents, servants or employees while such equipment is on premises owned or controlled by SBBC or the negligence of *Learning.com*'s agents when acting within the scope of their employment, whether such claims, judgements, costs and expenses be for damages, damage to property including SBBC's property and injury or death of any person whether employed by *Learning.com*, SBBC, or otherwise.

3.27 Authority. Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

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FOR SBBC

(Corporate Seal)

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

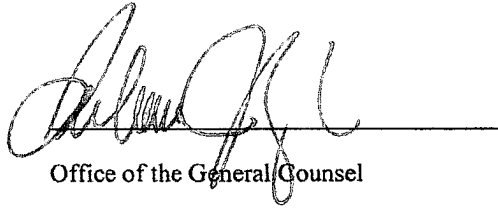
ATTEST:

By Abby M. Freedman
Dr. Rosalind Osgood, Chair *for the chair*



Approved as to Form and Legal Content:

Robert W. Runcie, Superintendent of Schools



Office of the General Counsel

FOR Learning.com

(Corporate Seal)

The Learning Internet, Inc.

ATTEST:

By [Signature]

[Signature]

, Secretary

-or-

The Following Notarization is Required for Every Agreement Without Regard to Whether the Party Chose to Use a Secretary's Attestation or Two (2) Witnesses.

STATE OF Oregon

COUNTY OF Multnomah

The foregoing instrument was acknowledged before me this 7th day of June, 2016 by Sarah Trice Timothy Hure of The Learning Internet, Inc. Name of Person
Vice President of Finance Learning.com on behalf of the corporation/agency.
Name of Corporation or Agency

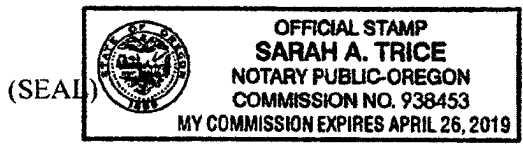
He/She is personally known to me or produced Oregon Driver License as identification and did/did not first take an oath. Type of Identification

My Commission Expires: April 26, 2019

[Signature]
Signature-Notary Public

Sarah Trice
Printed Name of Notary

938453
Notary's Commission No.





1620 SW Taylor, Suite 100
 Portland, OR 97205
 800.580.4646

Price Quote

Bill To
 Broward County School District
 600 SE Third Avenue
 Ft. Lauderdale, FL 33301
 United States

Date 4/15/2016
 Estimate # 32352
 Expires 6/30/16
 Primary Sales Rep 361 Michelle Spence
 Terms Net 30

Item	Description	Cost
Broward County Digital Learning Bundle	<p>EasyTech - A proven, Web-delivered K-8 technology literacy curriculum, easily and effectively integrates technology and 21st century skills into Math, Science, Language Arts and Social Studies.</p> <p>EasyTech Keyboarding - Prescriptive, effective touch typing games, lessons, and tutorials. Web-delivered Curriculum</p> <p>EasyTech Online Safety - An online safety curriculum for students with resources for parents and teachers that exceeds E-Rate curriculum requirements.</p> <p>Inquiry - a 21st century skills curriculum that uses a project-based approach for integration of technology into core-area instruction.</p> <p>21st Century Skills Assessment - a valid online assessment written to the 24 standards of the ISTE NETS-S. Fifth grade version</p> <p>Professional Development Services - Including and not limited to the creation of the District and School Building(s) Master Account; Account Setup and Activation; Provisioning Licensed School Building(s) and Grade Level(s) with appropriate product(s)/version(s); District Coordinator Training(s); Access to Learning.com regularly scheduled & custom created web-based training and resources; Access to Tutorials; Access to online teacher's guide and other classroom resources; Assistance with student and educator import; Facilitation of initial upload of student data from the district's information system (SIS), training on use of UIT tool for subsequent uploads, and ongoing assistance with student data management; On-demand access to proctor tutorials online and on-site; Integration support for LMS.</p>	
	Bundle Cost	\$363,192
	Volume Discounts	(\$39,072)
	Broward County Partnership Discount	(\$15,556)
	Total Cost	\$308,564



DISTRICT DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

I.1 District Team Profile -

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

General introduction/background/district technology policies:

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

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

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

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

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

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

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

2015/16 DISTRICT PROFILE

Number of Schools

Elementary	137
Middle	40
High	73
Combination	6
Centers	19
Colleges	3
Total	238
Charter Schools	103
Grand Total	343

Includes elementary, middle and high school schools.



Pre-K	4,929
K - 5	97,860
5 - 8	47,827
9 - 12	69,598
Centers	5,330
Charter Schools	40,653
Total	265,401

(Benchmark Day Count - 8/31/14)

Includes elementary, middle and high school schools.

Personnel

Total Instructional staff	14,038
Clerical, support staff, etc.	10,626
Administrators	1,779
Total number of permanent employees above (includes contractors)	25,433
Total number of short-term/Temporary	6,004
Total employees	31,797

(As of 8/1/2015)

2014/15 Student Population by Ethnicity (Excludes Charter)

White	50.8%	134,741
Black	40.7%	107,995
Asian	3.7%	9,733
Native American or Native Alaskan	1.4%	3,849
Native Hawaiian or Pacific Islander	0.2%	467
Multiracial	3.4%	9,111
Ethnicity Hispanic	10.9%	29,027

BCPS serves a diverse student population. Students are from 108 different countries and speak 184 different languages.

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

Colleges, Universities, Adult and Community Education



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

Average Pupil Expenditure

Basic K-12	\$6,096
F501	\$8,335
F55E	\$10,339
Career Ed 9-12	\$6,435

(As of school year ending June 30, 2014)

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

2014 Schools by District Breakdown



Elementary and middle schools

A	52
B	19
C	60
D	15
E	19

High schools

A	11
B	12
C	6
D	2
F	0

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

2014 Schools by District & School Grades Breakdown

Elementary and middle schools

A	31
B	8
C	33
D	0
F	0

High schools

A	4
B	0
C	0
D	0
F	2

Reflects information as of August 2015

I.2 Planning Process -

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

On November 4, 2014, Broward County voters approved a General Obligation Bond (GOB Bond) referendum that provides critically needed funding for Broward's students. Broward County Public Schools has committed to investing the funding to enhance students' learning environments by focusing on improvements in Safety, Music, Art, Athletics, Renovations and Technology (SMART). The GOB Bond addresses the following critical areas:

- School improvements to support student health, safety and security;
- Technology and technology infrastructure to support student learning, digital environments, and 21st century classroom instruction;
- Facility repair, renovation and replacement to ensure quality schools in the community.

With the development of the technology component of the GOB Bond, Broward completed an extensive needs assessment, which included an analysis of facilities, infrastructure, and computing device needs of every school. This data, along with the Technology Readiness Inventory (TRI) data collected in conjunction with the FLDOE, enabled Broward to determine very specific school needs related to the integration of technology into daily classroom practice.

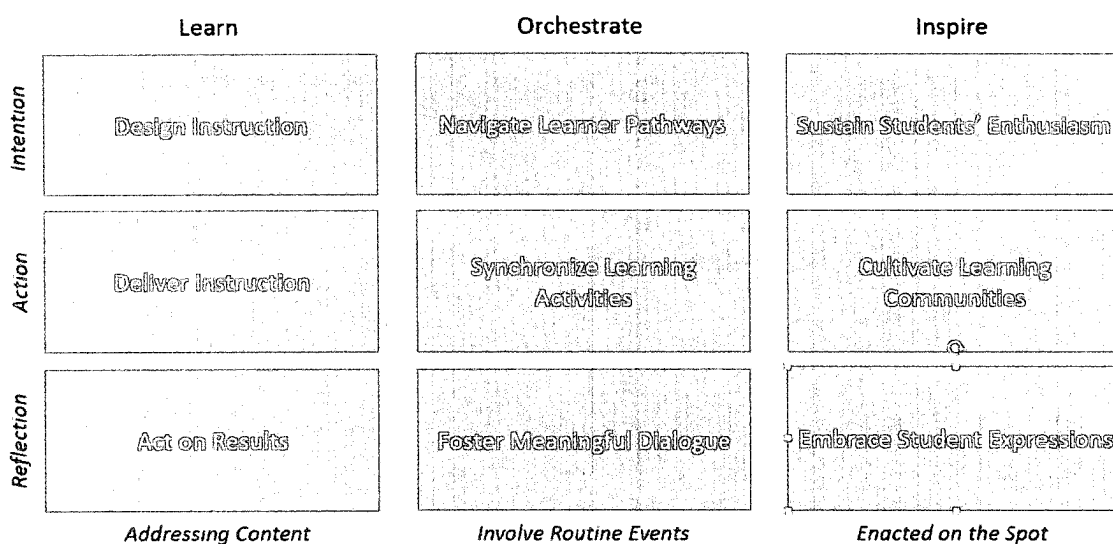
This initiative refreshes classroom technology, notably supporting the deployment of laptops for students and teachers in most need via a series of groups. Classroom technology is expected to be used by teachers to personalize the learning experience of BCPS students, therefore professional development options and resources will accompany the deployments. *The 21st Century Learner Qualification: Level 1* has been designed to provide a baseline of technology integration across Broward County Public Schools. Upon completion of Level 1, teachers will be awarded the *21st Century Learner Qualification*.

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

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

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

Common Processes and Activities of BCPS Teaching and Learning



 Broward County Public Schools

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

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

Measure Classrooms Using the TIM:

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

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

- Entry: The teacher begins to use technology tools to deliver curriculum content to students.
- Adoption: The teacher directs students in the conventional and procedural use of technology tools.
- Adaptation: The teacher facilitates students in exploring and independently using technology tools.
- Infusion: The teacher provides the learning context and the students choose the technology tools to achieve the outcome.
- Transformation: The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

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

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

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

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

Train Using the TIM:

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

Implement Using the TIM:

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

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

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

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

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

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

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

- A focused and authentic professional learning community (PLC) process that focuses on student data to improve instructional practice
- An embedded high quality RtI process that establishes and ensures that early and appropriate interventions and progress monitoring are taking place

- Optimal internal/external relationships to engage municipalities, business partners and non-profit organizations in educating students
- Scaling up BEST practices in all schools

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

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

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

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

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

Teachers and administrators upon entering into BASIS are able to:

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

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

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

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

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

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	The Pupil Accounting Department shall maintain a centralized system of information relating to all students enrolled in the Broward County school system.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P5008.000.pdf	11/13/69
District teacher evaluation components relating to technology (if applicable)	Elements 45 and 46 of Domain 2 – Planning and Preparing of the Marzano Causal Teacher Model as part of the Broward BrIDGES observation and teacher evaluation process.	http://www.broward.k12.fl.us/talentdevelopment/news/learningmaps/LearningMapClassroomTeacherD2.pdf	8/2012
Policy 4009	The Superintendent or designee of the School Board of Broward County, Florida shall be responsible for developing, organizing, updating and implementing a system wide program of assessing the competency of the instructional, administrative/supervisory, and non-instructional personnel.	http://www.broward.k12.fl.us/sbbcpolicies/docs/P4009.000.pdf	3/13/69

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

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

	<p>(BCPS) realizes that part of 21st century learning is adapting to the changing methods of communication. The importance of teachers, students and parents engaging, collaborating, learning, and sharing in these digital environments is a part of 21st century learning.</p> <p>As such, educational standards are now requiring the use of online educational tools to demonstrate proficiency. To address related issues, BCPS has developed guidelines to provide direction for employees, students and the school district community when participating in online social media activities</p>	<p>%20Items/Security/BCPS_SocialMediaUseGuidelines_Final.pdf</p>	
<p>Personally Owned Devices – for Employees</p>	<p>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.</p>	<p>http://www.broward.k12.fl.us/erp/ITStandards/docs/Standard%20Items/Security/PersonallyOwnedDeviceGuidelines%20v01102012.pdf</p>	<p>10/20/12</p>

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.fdoe.org>. Districts may choose to add any additional metrics that may be appropriate below in the table for district provided outcomes.

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

	2012 - 88.9% 2013 - 89.2% 2014 - 88.7% 2015 - 91.7% ***	2013- 75.3% 2014- 74.2% 2015 - Overall 76.6%*** Traditional Schools Only- 91.7% ***		
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*** The District, in its Strategic Plan, targeted 90% overall graduation rate by 2015. The traditional high schools have obtained that goal this year with the preliminary 2015 unofficial graduation rate estimates.

II.A.10.	Acceleration Success Rate	69% ***	72%	2016
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*** Average Acceleration Points earned by BCPS high schools from Florida School Grades Report.

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

****Based on 69 D5 Schools, Total School Data

■ **Quality Efficient Services**

Technology Infrastructure:

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

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

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

*This number is different from what is being referenced in the 2015 District Infrastructure Survey. This percentage was obtained by using the PARCC Testing Guidelines from SEDTA.

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

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

■ **Skilled Workforce and Economic Development**

Professional Development:

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

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

- Entry
- Adoption
- Adaptation
- Infusion
- Transformation

C. Professional Development Needs Analysis (Required)		Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
II.C.1.	Average teacher technology integration via the TIM (based on peer and/or administrator observations and/or evaluations) *	64%	Entry: 5% Adoption: 10%	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM *	To be determined	Adaptation: 20% Infusion: 45% Transform: 20% Entry: 5% Adoption: 10%	2019
			Adaptation: 20% Infusion: 45% Transform: 20%	

*The baseline (2015) will be determined using the electronic TIM tool. Observations will begin upon District approval of the DCP, conducted by trained district personnel. The DCP will be updated with results when observations are completed.
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		established in (2015)		<i>(year)</i>
II.C.3. (D)	Average Teacher technology integration via the TIM (Elementary School) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.4. (D)	Average Teacher technology integration via the TIM (Middle Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.4. (D)	Average Teacher technology integration via the TIM (High Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.7. (D)	Average Teacher technology integration via the TIM (Combination Schools) *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45% Transform: 20%	2019
II.C.8. (D)	Personalized learning (Digital 5) Project: Needs Analysis based on project goals *	To be determined	Entry: 5% Adoption: 10% Adaptation: 20% Infusion: 45%	2019

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

■ **Seamless Articulation and Maximum Access**

Digital Tools:

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

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

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

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

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

D. Digital Tools Needs Analysis (Required)	Baseline (to be established in 2015)	Baseline (to be established in 2015)	Target	Date for Target to be Achieved (year)
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	Parent Access and Utilization (P)	% of parent access	% of parent utilization	% of parent access	
II.D.1. (P)	A system that includes comprehensive student information which is used to inform instructional decisions in the classroom, for analysis and for communicating to students and parents about classroom activities and progress.	80 % (Virtual Counselor, Online programs) Need Internet to access	80 %	100 %	2019

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

■ **Quality Efficient Services**

Online Assessment Readiness:

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

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

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

STEP 2 – Goal Setting:

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

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

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

Enter district goals below:

A. Broward County Public School's Three-Year Strategic Plan 2012-2015

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

Goal 1: High Quality Instruction: Improve student performance by focusing on raising academic rigor in teaching and learning among staff and students, and preparing students and staff for global competitiveness.

College and Career Readiness: Increase graduates who meet college/career readiness to 80% by 2015.

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

Middle School Readiness: Increase grade 5 combined proficiency (Level 3+ in reading, math, and science) to 69% by 2015.

Early Childhood (grade 3): Increase grade 3 combined proficiency (Level 3+ in reading and math) to 84% by 2015.

High School Readiness: Increase grade 8 combined proficiency (Level 3+ in reading, math, and science) to 57% by 2015.

*The 90% graduation rate by 2015 target was established in 2012. The attached Focus on Graduation Success chart shows that the traditional high schools have nearly obtained that goal

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

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

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

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

Technology will support **Goal 1: High Quality Instruction** by:

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

Technology will support **Goal 2: Continuous Improvement** by:

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

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

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

STEP 3 – Strategy Setting:

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

Enter the district strategies below:

STRATEGIES			
Goal Addressed	Strategy	Measurement	Timeline
High Quality Instruction (Elementary)	<p>Continue to implement the Digital 5 Personalized Learning Project until all 5th grade students and teachers are included in this 1:1 initiative.</p> <p>Baseline: 69 schools in 2014-2015. Total schools - 140</p> <p>Update: 84 schools in 2015-2016. Total schools - 137</p>	<ul style="list-style-type: none"> Capital Budget Plan and GOB are aligned to purchase digital devices for students and teachers in this project. Project is fully implemented by 2016-2017 school year. All program components are budgeted including professional learning, learning management system, and digital curriculum content. <p><i>Measurement: Outside Evaluation by 3rd party evaluator. Goals focused on increasing student engagement, increasing achievement in math and reading</i></p>	<ul style="list-style-type: none"> 2015-2016: Additional 15 schools added to the Digital 5 initiative 2016-2017 school year: Additional 38 elementary schools will be implementing the Digital 5 program. 2016-2017: Goal met of all elementary schools having a Digital 5 program
High Quality Instruction (Middle and High)	<p>Continue to roll out digital devices for the classroom in conjunction with the adoption of new Florida Standards aligned digital curriculum. Program name is: Digital Infusion.</p> <p>Status: 2014-2015 Grade 6 Math, ELA, and Intensive Reading Grade 7, 8 – ELA Grade 9, ELA, Intensive Reading Grade 10 – Intensive Reading Grade 6 and 9 ESE ACCESS</p>	<p>Capital Budget Plan and GOB are aligned to purchase digital devices for this project</p> <ul style="list-style-type: none"> Continue to purchase instructional materials in digital format Ensure digital curriculum is accessible through Broward learning management systems Professional learning is aligned to project goals <p><i>Measurement: FSA student achievement results in ELA, Reading, and Math (baseline year – 2015)</i></p>	<ul style="list-style-type: none"> 2015-2016 Continue to add content areas including world languages, math, science, and social studies 2016-2018 Continue to add content areas including world languages, math, science and social studies
High Quality Instruction and Continuous Improvement	<p>Continue to upgrade the infrastructure to support the expanding needs of digital learning and online assessment.</p>	<ul style="list-style-type: none"> Bandwidth amount Wireless access for all classrooms <p><i>Measurement: Utilization reports 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>	2015 - 2019
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,</p>	<ul style="list-style-type: none"> Collaboration between Information and Technology and Academics is structured and regular. 	2015-2019

	Career Technical Education, and STEM	<ul style="list-style-type: none"> Academic program needs are met <i>Measurement: GOB, Capital Budget Plan, Professional Learning Plan and Academic Plan are collaboratively developed and implemented.</i>	
High Quality Instruction	Professional learning related to digital and personalized learning initiative is available through online, blended and face-to-face options. Professional learning communities support digital learning initiatives.	<ul style="list-style-type: none"> Professional learning is regularly scheduled and accessible to Broward teachers. Professional Learning Communities are providing opportunities for teachers to collaborate and share best practices on digital learning. <i>Measurement: Classroom observations show digital learning instructional strategies are evident.</i> <i>Measurement: Student work reflects the use of digital tools for learning</i> <i>Measurement: Number of teachers who complete the four levels of 21st century teaching and learning: Level 1: Learner Level 2: Educator Level 3: Collaborator Level 4: Innovator</i> <i>Measurement: Number of administrators/coaches participating in training on how to utilize the Technology Integration Matrix (TIM) in classroom walkthroughs</i>	2015 - ongoing
High Quality Instruction, Continuous Improvement, and Communication	Create, curate, and procure Broward's learning management system with digital curriculum, focused units of study, aligned assessments, and exemplary unit and lesson plans aligned to Florida Standards	<ul style="list-style-type: none"> Standardize on a learning management system for K-12 as evidenced by selected Learning Management System. Milestones and targets in LMS implementation plan are met. 	2015-2016: Selection 2016-2017: Pilot 2017-2019: Implementation
Continuous Improvement	Provide additional resources to integrate single sign on application through the selected Learning Management System	<ul style="list-style-type: none"> Single Sign On integration work complete and in alignment with learning management system implementation plan. 	2015-2016: Integration strategy and planning including selection of vendor(s). 2016-2019: Pilot and implementation
High Quality Instruction, Continuous Improvement and Communication	Procure consultant services from an IT consultant to assist with the needs assessment and implementation of the Learning Management System project, including teacher professional learning.	<ul style="list-style-type: none"> Milestones and targets in consultant services agreement are met. 	August 2015: Consultant Service Contract is completed. Revised continued contract received 9/10/15.

Part III. DIGITAL CLASSROOMS PLAN - ALLOCATION PROPOSAL

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

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

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

- 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 once complete, how successful implementation will be determined. This should include how the deliverable will tie to the measurement of the student performance outcome goals established in component A.

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

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

A) Student Performance Outcomes

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

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

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

*Based on 69 D5 schools, Total School Data

B) Digital Learning and Technology Infrastructure

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

Implementation Plan for B) Digital Learning and Technology Infrastructure:

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

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

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

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

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

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

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

C) Professional Development

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

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

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

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

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

			level to conduct TIM observations		I.I.C.7 I.I.C.8
III.C.4.	Deliver Levels 1- 4 Training towards a 21 st Century Teaching credential: Level 1: 21 st Century Learner Qualification (TIM Entry/Adoption) Level 2: 21 st Century Educator Qualification (TIM Adaptation) Level 3: 21 st Century Collaborator Qualification (TIM Infusion) Level 4: 21 st Century Innovator Qualification (TIM Innovating)	August 2019	\$200/teacher X 2,500 teacher per year Upon completion of all four levels of training \$500,000 per year	School/District	I.I.C.1 I.I.C.2 I.I.C.3 I.I.C.4 I.I.C.5 I.I.C.6 I.I.C.7 I.I.C.8
III.C.5.	Electronic TIM Tool usage training from vendor partners for administrators, instructional coaches, and instructional technology team	May 2016	\$7,500 (\$1,500 per session X 5 sessions)	School/District	I.I.C.1 I.I.C.2 I.I.C.3 I.I.C.4 I.I.C.5 I.I.C.6 I.I.C.7 I.I.C.8
III.C.6.	Procure consultant services to assist with comprehensive planning including a professional learning and technical support plan, organizational change management, and communication strategies.	2015-2016	\$280,000	District	I.I.C.1 I.I.C.2 I.I.C.3 I.I.C.4 I.I.C.5 I.I.C.6 I.I.C.7 I.I.C.8

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

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

Evaluation and Success Criteria for C) Professional Development:

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

C. Professional Development Evaluation and Success Criteria

Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
III.C.1.	School facilitators will monitor professional learning implementation at each school site.	Documentation of teacher movement on the Technology Integration Matrix (TIM) from baseline level to next level on scale through peer observations.
III.C.2.	Instructional staff position for digital learning professional development support will monitor implementation at assigned school sites.	Documentation of teacher movement on the Technology Integration Matrix (TIM) from baseline level to next level on scale through peer observations.
III.C.3.	Instructional Technology staff and school based administrators will participate in TIM training through iTeach online modules and will be responsible for observing teachers throughout the school district using the tool.	Fidelity of implementation based on inter-rater reliability of teacher observations using the TIM. The School District will be able to validate (or update) the baseline TIM data presented in this plan to get a clearer picture of technology integration in the school district.
III.C.4.	Administrators will use the TIM tool in their classroom walkthroughs to determine teacher technology integration level. Teachers will complete the Technology Use and Perception Survey	Comparison between the TIM classroom walkthrough results and the results from the Technology Use and Perception Survey.
III.C.5.	Online facilitators will monitor and support teachers as they progress through each level of the 21 st Century Teacher credentialing.	<ul style="list-style-type: none"> • Number of teachers completing each level of the training • TIM walkthroughs of teachers completing each level of training to verify implementation strategies in the classroom are appropriate for level of credentialing • Number of schools reaching Level 4: 21st Century Innovator Qualification
III.C.6.	Observations of teachers implementing technology into the classroom in a random sampling of schools across the district	Updating of the baseline TIM data for 2015 school year based on the data from observations conducted during 2015-2016 school year.

D) Digital Tools

Implementation Plan for D) Digital Tools:

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

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

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

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

	Vocabulary.com (Vocabulary)				
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Evaluation and Success Criteria for D) Digital Tools:

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

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

E) Online Assessments

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

Implementation Plan for E) Online Assessments:

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

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

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

Evaluation and Success Criteria for E) Online Assessments:

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

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