The Berkeley County School District has taken a systematic approach to implementing common curriculum, common assessments, and professional learning communities (PLCs) in 42 schools over the last three years. An integral component of these systems is the ability to provide personalized learning for over 31,000 students in grades K-12 through the use of a variety of online supplemental curriculum materials as well as online intervention tools. Our philosophy in developing a learning system for students is to create an alternative learning environment that extends beyond the school day and that is flexible enough to meet the needs of all students. We also believe that our learning environment should reflect the “college and career experiences” in which students will be engaged after leaving our local high schools, meeting the expectations of South Carolina’s Profile of a Graduate. However, acquiring mobile devices and providing access to our software programs for all of our students is often a challenge. An additional challenge, considering the geographic size of Berkeley County and the number of teachers we serve, is providing professional development for teachers specific to the use of technology in their classrooms.

Berkeley County School District is the fourth largest school district in South Carolina with a poverty rate of 61% and a teaching force of over 2,200. We have worked diligently to acquire the software programs on the attached list, providing us with the ability to meet the divergent learning needs of students outside of the general curriculum; however, not all students have either an individual mobile device to access these programs or Wi-Fi access in their homes. We also struggle to provide the professional development support teachers need to maintain the knowledge level required to effectively use the technology available to them and to their students. Our goal is to expand upon our common curriculum, common assessments, professional learning communities, and intervention resources by providing a Learning Management System (LMS) to all teachers and students. In addition, we intend to provide mobile devices and internet access to our high poverty and rural students.

Pursuing SDE-EIA: Technology/Device Pilot Project funds has two purposes in Berkeley County. It will allow us to take the initial step in reaching the above goal by targeting middle schools in the district with the intention of adding elementary and high schools over the next two years. We will provide alternative learning experiences for our middle school students in the form of Tier 2 intervention services, “flipped classroom” lessons, and the use of modern equipment to produce 21st century artifacts that showcase their depth of knowledge specific to adopted state standards. We wish for our most impoverished students, their families, and their communities to have equitable access to 21st century tools and online information through mobile devices via reliable Wi-Fi access. Chrome Books have proven to be a reliable and inexpensive device for K-12 education systems, which will be purchased for schools to send home with students that do not have a technology device in the home; internet access will be provided by partnering with local vendors as needed for students without Wi-Fi access in the home. In addition, school libraries in our most rural regions will be open to our community members with free Wi-Fi access on a regular basis. The district will also work with local libraries and book mobiles to provide internet access in order to reach as many people in the community as possible. A recent report stresses the importance of home access to online resources.

Internet access may seem trivial compared with needs like food and shelter, but it is an increasingly vital tool for low-income people seeking to improve their economic circumstances. A new report by John
Dunbar, project director of the *Connected* project at American University’s Investigative Reporting Workshop, explains the importance of getting online. He notes that “finding and applying for jobs often takes place entirely online. Students receive assignments via email. Basic government services are routinely offered online.”

(http://www.spotlightonpoverty.org/outofthespotlight.aspx?id=2ac40c15-30b1-4e9f-b7d1-2bc7c10d99c3)

The ultimate goal in providing devices and access to the internet for *students* is to provide them with a menu of learning activities prescribed by the classroom teacher in order to better personalize their learning. We do not believe in rote homework experiences for students, but rather in targeted learning experiences for students that are provided by teachers from a list of research-based activities. A large portion of personalized activities are already provided through our district-adopted software (list attached). As with professional development activities for teachers, however, we need a Learning Management System (LMS) to streamline these lessons to meet the individual needs of students.

An LMS will solve three major issues we are currently facing. First, it will allow teachers in every school to provide online lessons for students that need alternative instruction for a variety of reasons (absences for long-term medically homebound, more enhanced lessons for the academically gifted, intervention lessons for struggling students, content recovery, etc.). Second, an LMS will provide a way for students *and* teachers to collaborate with each other in areas specific to the curriculum in our district. Students can work collaboratively in digital format with peers in the classroom, the school, or peers across the district on programs assigned by teachers. Finally, an LMS will provide a way for our large district to provide targeted professional development to teachers regarding the use of technology in the classroom. An LMS such as CANVAS containing learning modules from EDIVATE, for example, would allow us to assess a teacher’s understanding of the use of technology in the classroom, to provide professional development videos specific to their needs, and to track the teacher’s progress in those targeted areas. An LMS truly provides a way for us to evaluate the effectiveness of the use of technology by students and teachers.

Because these funds are intended for a pilot in our middle schools, we believe they would be appropriately used in Berkeley County to test the joining of our current software programs, to provide the accessibility needed for impoverished and rural students, and to aid in the training our teachers need in regard to technology; but we also believe it would enhance some previous efforts in our district. Google has expressed an interest in providing Wi-Fi on some of our school buses. We believe the use of an LMS along with personal devices in the hands of high poverty students on school buses could provide opportunities to extend the school day as students travel to and from school and to pilot some “flipped classroom” concepts.

In addition to working with companies like Google, we have also purchased 5,550 personal devices in the district through QZAB funds, trained teachers in the SAMR Model, employed instructional technologists to train teachers, and currently provide a technology support staff of 41. We are committed to creating a 21st Century learning environment for all of our students and look forward to using these funds to meet the needs of our students, their parents, and their communities.
## Proposed Budget

### Learning Management System (LMS)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Grade Level(s)</th>
<th>Per User Cost</th>
<th>Cost</th>
<th>Justification/Description</th>
</tr>
</thead>
</table>
| 2,100    | 29,200   | 1-12           | $7.25         | $226,925.00 | • allow teachers in every school to provide online lessons for students that need alternative instruction  
  • will provide a way for students and teachers to collaborate with each other in areas specific to the curriculum in our district  
  • provide access to software for enrichment and remediation through a single sign on |

### Mobile Device – Chrome Books

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Grade Level</th>
<th>Devices Per Class</th>
<th>Quantity</th>
<th>Cost</th>
<th>Digital Instructional Materials (Tier 1, Tier 2, and Tier 3)</th>
<th>Justification/Description</th>
</tr>
</thead>
</table>
| 10       | 5<sup>th</sup> | 30                | 300      | 114,000 | Instructional materials include but are not limited to:  
  • MasteryConnect - Curriculum, Assessment, and Collaboration tool for teachers  
  • Office 2013  
  • Google Apps  
  • Moodle  
  • Skype  
  • Sketchbook®  
  • Digital textbooks and accompanying resources  
  See attached list of software. Items highlighted represent districtwide software specific to middle schools. | Tool Description:  
  • Google Chrome Books  
  • Protective Carrier Case  
  Justification:  
  • provide personalized learning experiences for our middle school students (tiered interventions)  
  • provide non-traditional instructional pathways through “flipped classroom” lessons  
  • provide access to impoverished students, their families, and their communities to have equitable access to 21st century tools and online information through mobile devices |
<p>| 95       | 6&lt;sup&gt;th&lt;/sup&gt; | 30                | 2,850    | 1,083,000 |<br />
| 100      | 7&lt;sup&gt;th&lt;/sup&gt; | 30                | 3,000    | 1,140,000 |<br />
| 98       | 8&lt;sup&gt;th&lt;/sup&gt; | 30                | 2,940    | 1,117,200 |</p>
<table>
<thead>
<tr>
<th>Budget Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System (LMS)</td>
<td>$226,925.00</td>
</tr>
<tr>
<td>Mobile Devices</td>
<td>$3,454,200.00</td>
</tr>
<tr>
<td>Total</td>
<td>$3,681,125.00</td>
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</table>