MARTIN COUNTY SCHOOL DISTRICT
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOM PLAN - OVERVIEW

1.1 District Team Profile –

Title/Role	Name:	Email/Phone:
Executive Director of Instructional Services	Dr. Tracey Miller	millert@martin.k12.fl.us 772 219 1200 x30023
Director of Educational Technology	Katie Preston	prestok@martin.k12.fl.us 772 219 1200 x30404
Coordinator of Digital Learning	Douglas Konopelko	konoped@martin.k12.fl.us 772 219 1200 x30365
Coordinator of Assessment and Accountability	Dr. Dawn Caruso	carusod@martin.k12.fl.us 772 219 1200 x30271
Director of ESE & Student Services	Vicki Jenkins	jenkinv@martin.k12.fl.us 772 219 1200 x30426
Director of Professional Development	Kathryn Morem	moremk@martin.k12.fl.us 772 219 1200 x30410
Director of Finance	Helene DiBartolomeo	dibarth@martin.k12.fl.us 772 219 1200 x30273

1.2 Planning Process -

Input from various stakeholders was included in the development of this plan. There is a District Technology Team and Digital Learning Roundtable that met throughout the year to discuss the pressing issues that relate to digital learning in our District and community. In addition to those meetings, the team identified above met to directly develop and monitor various parts of the Digital Classrooms Plan. Above and beyond this face-to-face time, we used parent, teacher, and student survey data; feedback from the school board; and information from Curriculum Coordinators to synthesize this plan. The results of the TUPS survey also helped inform decision making at the school and district level. The various stakeholders meet as needed to develop, implement, monitor and revise the Martin County School District Digital Classroom Plan.

1.3 Technology Integration Matrix (TIM) -

Teacher leaders, digital leaders, and administrators were trained on the use of the TIM, TIM-O (observation tool) and the TUPS (technology uses and perception survey) system to evaluate our district. We identified and provided a stipend to a group called the TIM Leads who were responsible for working with teams at their school to implement the model and create an action plan. TIM Leads were given time within their day to move about the buildings and evaluate other teachers using the TIM-O tool. TIM Leads also administered the TUPS to their staff and students, then disaggregated data along with other TIM Leads to view the trends across the

District. The Coordinator of Digital Learning analyzed the data as a whole to help drive new plans moving forward. For this school year, the Digital Learning Community Leaders will assume the responsibilities outlined in this section.

1.4 Multi-Tiered System of Supports (MTSS) -

Within a MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, the Martin County School District will begin with the identification of trends and patterns using district wide, school wide and grade-level data. In addition, the Technology Integration Matrix (TIM) will be used to collect observational data for the integration fidelity of digital learning into classroom instruction.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Universal (Tier 1)
Universal interventions are those that are available to all students and are proactive and preventive. These universal academic and behavioral interventions are embedded within the core curriculum. When universal supports are effectively provided, 80-90% of students at each school site should be successful. Students who are unsuccessful with universal interventions are targeted for small group interventions.

Supplemental (Tier 2)
These academic and behavioral interventions are research-based and are typically provided to small groups of students with similar needs 3 to 5 times weekly. Group size and intensity is determined by fidelity guidelines of the identified intervention. These interventions for targeted at-risk students typically impact no more than 15% of the school population. Students who do not respond adequately to supplemental supports are typically considered for more intensive, more frequent, and/or individual interventions.

Intensive (Tier 3)
These academic or behavioral supports are provided with high intensity and are typically provided either individually or in a very small group (no more than three students). In addition, intensive supports are typically provided with greater frequency. It is not uncommon for intensive supports to be comprised of the same materials that are used for intensive interventions. Ideally, no more than 5% of the school population should be receiving intensive interventions.

The primary function of the Martin County School District's leadership is to 1) ensure that a common-language, common-understanding exists around the rationale for and the purpose and expected outcomes of implementation, 2) clearly identify who has the responsibility for what and how those individuals will be held accountable, 3) ensure that district policies are supportive of, and not barriers to, the implementation of the model, 4) provide sufficient support (professional development, technical assistance) to ensure that the implementation plan and timelines can be

achieved and 5) identify clearly the district- and school-level leaders who will have implementation expectations as part of their annual performance reviews.

Fidelity of intervention implementation is the delivery of instruction in the way in which it was designed to be delivered. The ultimate aim of a fidelity system is to ensure that both the school process of Problem Solving and the classroom instruction at various levels of support implemented as intended.

In like fashion, district and school based data teams review the results of district and statewide assessments to make meaningful determinations regarding the efficacy of all aspects of our curricular programs and supports, relative to student achievement and the needs of all students. A similar multi-tiered system of supports is applied from a district perspective which identifies schools, based upon student achievement data to determine the level of intervention and support needed to improve outcomes for all students. These levels are outlined below:

- Universal – least amount of support
- Strategic (Supplemental) – moderate amount of support
- Individual (Targeted) – strategic and frequent support.

Based upon this model, district level personnel act as mentors and coaches to aid schools in ascertaining appropriate curricular and behavioral resources to improve student achievement at these targeted sites. Support and professional development in the implementation of the district's digital classroom plan is provided by the district's Instructional Services and Educational Technology teams. All teachers will be provided opportunities to participate in professional development aligned with the district's Master In-service Plan. Teachers and students will be supplied with high quality digital content aligned to the Florida Standards. All software that is utilized in curricular areas in all classrooms must be reviewed and approved by our Instructional Services and Educational Technology departments.

Utilizing the rich data that the district obtains from Performance Matters, district level progress monitoring assessments, supplemental programs such as iReady data for student in K – 5, and district wide and state assessments, information is analyzed for all students and disaggregated into subgroups to guide teams in prioritizing the district resources. Federal and state funding streams such as Title 1, Title 2 and IDEA are utilized to address the specialized needs of our subgroups so that all of our students can be successful.

Similarly, school based data teams review student achievement data and identify specific grade levels, classrooms and teachers to determine appropriate interventions, resources and levels of supports needed to improve student outcomes.

Recognizing that our society is increasingly evolving into a highly technological age, technology and digital learning are infused throughout instruction and are integral to the daily operation of Martin County School District's programming. Technology and digital learning play a key role in aiding the students and teachers of Martin County School District in the provision of effective instruction and interventions. Universally all teachers will have varying technology to enhance instruction for all students. Interactive Boards in all classrooms, computers available to all students for engaging in inquiry based instruction and computer based assessments are key to core programming in Martin County School District. Intelligent intervention software programs

supplement the core and are available to students throughout the district who are in need of supplemental and/or intensive supports in order to be successful. For students who evidence needs beyond what general education can provide or maintain, evaluations relative to assistive technology are completed for students identified with disabilities and determinations are made by problem solving teams as to the level of accommodation required and what type(s) of assistive technology is required for each student to realize success.

Problem solving teams such as 504 and IEP Teams meet at least annually to review the efficacy of the interventions, supports and strategies implemented to aid students in attaining individualized goals. From software that allows students to learn at their pace and reinforces skills as need to alternative communication devices, assistive technology provided to students is monitored for efficiency and efficacy of these interventions/accommodations by support personnel assigned to the individual students.

The Martin County School District's leadership team engages in effective communication structures to provide school based staff an opportunity for input regarding roles and responsibilities. The Martin County School District's strategic plan, technology and digital learning plan and the professional development system are aligned to support improved outcomes for all students. The Martin County School District's leadership team ensures:

- Building district consensus for collaborative decision making and protocols that are consistent and aligned with specialized support for schools and educators.
- Provide clear expectations for effective collaboration among peers at district, school, and educator level.
- Building structures for monitoring and evaluating professional learning that is strategic.
- Remove organizational barriers and provide resources based on data to district staff, schools, and educators within a multi-tiered problem solving approach.
- Integrating of education technology and digital learning seamlessly into classroom instruction. Data collected at each of the levels are used to measure the efficacy of the interventions and supports so that meaningful decisions about which instruction and interventions should be maintained or revised.

Schools are supported by district staff in a collaborative and supportive system that is based upon review of data and strategic supports.

- Administrators: School based administrators are responsible for monitoring Deliberate Practice/Growth Plans for instructional personnel; approving individual alternative professional development opportunities, ensuring the school-based professional development aligns with state and district standards and monitoring the implementation of new knowledge and skills by staff after participating in professional development.
- School Leaders: School leaders are responsible for successfully completing all requirements of attended professional learning for improving job performance and/or increasing student achievement, implementing new learning, monitoring and maintaining individual in-service records.
- Coaches: Coaches are responsible for supporting participants of professional development to ensure transfer and implementation of new knowledge and skills into the classroom and for planning, organizing and delivering professional learning for staff.

1.5 District Policy –

Type of Policy	Brief Summary of Policy (limit character)	Web Address (optional)	Date of Adoption
Student data safety, security and privacy	Included within policy 7540.02 is student safety, security, and privacy	http://www.neola.com/martin-FL/	*Last revision: April 2015*
District teacher evaluation components relating to technology (if applicable)	Many Marzano elements are enhanced through the use of technology and planning for the use of technology is included as element 46	http://goo.gl/bG4ggB	*Last revision: April 2015*
BYOD (Bring Your Own Device) Policy	This is our policy that governs the devices brought onto the network for educational purposes	http://goo.gl/VvpBej	*August 2014*
Policy for refresh of devices (student and teachers)	Critical need desktops are refreshed every 4 years. All other devices are refreshed as needed pending funding availability		
Acceptable/Responsible Use policy (student, teachers, admin)	School Board Rule 7540.03 is the student policy, 7540.04 is the staff policy	http://www.neola.com/martin-FL/	*Last revision: April 2015*
Master Inservice Plan (MIP) technology components	Many in-service must include a technology component and many ELL and ESE components include a required assistive technology facet	http://goo.gl/suqwpi	*August 2015*

Part II. DIGITAL CLASSROOM PLAN –STRATEGY

STEP 1 – Need Analysis:

A. Student Performance Outcomes (Required)		Baseline	Target	Date for Target to be Achieved *(year)*
1.	ELA Student Achievement	TBD from 14/15	TBD 2016	
2.	Math Student Achievement	TBD from 14/15	TBD 2016	
3.	Science Achievement - 5th and 8th Grade	Gr 5 – 53% Gr 8 – 55%	Gr 5 – 56% Gr 8 – 59%	2017
4.	Science Achievement - Biology	69%	72%	2017
5.	ELA Learning Gains	TBD from 14/15	TBD 2016	
6.	Math Learning Gains	TBD from 14/15	TBD 2016	
7.	ELA Learning Gains of the Low 25%	TBD from 14/15	TBD 2016	
8.	Math Learning Gains of the Low 25%	TBD from 14/15	TBD 2016	
9.	Overall, 4-year Graduation Rate	89%	90%	2017
10.	Acceleration Success Rate	89%	90%	2017

B. Infrastructure Needs Analysis (Required)		Baseline from 2014	Actual from Fall 2015	Target	Date Target to be Achieved	Gap to be addressed
1.	Student to Computer Device Ratio	3:1	2:1	1:1	2019	1:1
2.	Count of student instructional desktop computers meeting specifications	~5,000	~8,000	~8,000	2019	None
3.	Count of student instructional mobile computers (laptops) meeting specifications	~1,000	~2,800	~11,000	2019	8,200 devices
4.	Count of student web-thin client computers meeting specifications	0	0	0	N/A	N/A
5.	Count of student large screen tablets meeting specifications	0	0	0	N/A	N/A
6.	Percent of schools meeting (state) recommended bandwidth standard	0% (30% peak usage)	0% (35% peak usage)	0%	N/A*	0%
7.	Percent of wireless classrooms in district-owned facilities (802.11n or higher)	100%	100%	100%	2014	Achieved
8.	Completion and submission of security assessment	N/A	N/A	N/A	N/A	N/A
9.	Support of browsers in the last two versions	N/A	Yes	Yes	2014	Achieved

Infrastructure Needs Analysis (District Provided)		Baseline from 2014	Actual from Spring 2015	Target	Date for Target to be Achieved *(year)*	Gap to be addressed
10.	ET Technician to student computer device ratio	1:1,000	1:1,200	1:1,000	2015	Achieved
11.	Student Technician to student computer device ratio	0:6,000	1:450	1:500	2015	Achieved

*- Our peak bandwidth usage has never exceeded 35%. As such, we are not looking to increase bandwidth until peak bandwidth usage reaches 65%.

C. Professional Development Needs Analysis		Baseline (to be established in 2015)	Target	Date for Target to be Achieved
II.C.1.	Average teacher technology integration via the TIM (based on observations)	Entry: 28% Adoption: 29% Adaptation: 21% Infusion: 9% Transformation: 7%	Entry: 10% Adoption: 20% Adaptation: 50% Infusion:10% Transformation: 10%	2019
II.C.2.	Percentage of total evaluated teacher lessons plans at each level of the TIM	Union contract dictates what teachers must put into lesson plans.	Digital learning community leaders will be evaluating *their* lesson plans for technology integration using the TIM. This will be through a lesson study as part of their responsibilities.	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)*
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%	K-5 100% 6-12 No usage data available	100%	Achieved
II.D.2. (S)	A system that provides students the ability to access instructional materials and/or resources and lesson plans	100%	See below *	100%	Achieved
II.D.3. (S)	A system that supports student access to online assessments and personal results	100%	100%	100%	Achieved
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	100%	See below *	100%	Achieved
II.D.5. (S)	A system that provides secure, role-based access to its features and data	100%	See below *	100%	Achieved

*- Due to the fact that we use multiple systems to meet many of these requirements and most are not housed on our servers, it is difficult to provide accurate usage data. In general, usage is monitored through direct observation and discussion with teachers/administrators/community members. We regularly audit our programs to ensure that we are only continuing to provide those programs and systems that have high value to the district. We are implementing a single sign-on solution this year in Classlink. Classlink will help track usage for many of our systems.

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%	100%	100%	Achieved
II.D.2. (T)	A system that provides the ability to create instructional materials and/or resources and lesson plans	100%	See below *	100%	Achieved
II.D.3. (T)	A system that supports the assessment lifecycle from item creation, to assessment authoring and administration and scoring	100%	See below *	100%	Achieved
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%	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	100%	100%	100%	Achieved
II.D.6. (T)	A system that leverages the availability of data about students, district staff,	100%	See below *	100%	Achieved

	benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data				
II.D.7. (T)	A system that houses documents, videos and information for teachers, district administrators and technical support to access when they have questions about how to use or support the system	100%	See below *	100%	Achieved
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, and district administrators to use data to inform instruction and operational practices	100%	See below *	100%	Achieved
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	100%	See below *	100%	Achieved

*- Due to the fact that we use multiple systems to meet many of these requirements and most are not housed on our servers, it is difficult to provide accurate usage data. In general, usage is monitored through direct observation and discussion with teachers/administrators/community members. We regularly audit our programs to ensure that we are only continuing to provide those programs and systems that have high value to the district. We are implementing a single sign-on solution this year in Classlink. Classlink will help track usage for many of our systems.

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)***
Parent Access and Utilization (P)		% of parent access	% of parent utilization	% of parent access	
II.D.1. (P)	A system that includes comprehensive student	100%	See below *	100%	Achieved

	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				

*- Due to the fact that we use multiple systems to meet many of these requirements and most are not housed on our servers, it is difficult to provide accurate usage data. In general, usage is monitored through direct observation and discussion with teachers/administrators/community members. We regularly audit our programs to ensure that we are only continuing to provide those programs and systems that have high value to the district. We are implementing a single sign-on solution this year in Classlink. Classlink will help track usage for many of our systems.

D. **Digital Tools Needs Analysis (Required)**		**Baseline (to be established in 2015)**	**Target**	**Date for Target to be Achieved *(year)***
Instructional Materials		Baseline %	Target %	School Year
II.D.1. (IM)	Percentage of instructional materials purchased and utilized in digital format (purchases for 2015-16)	Exceeds 50%	Exceeds 50%	Achieved
II.D.2. (IM)	Percentage of total instructional materials implemented and utilized that include digital format (includes purchases from prior years)	80% of core courses have available digital content	100%	2018
II.D.3. (IM)	Percentage of instructional materials integrated into the district Digital Tools System	50%	100%	2018
II.D.4. (IM)	Percentage of the materials in answer 2 above that are accessible and utilized by teachers	40%	100%	2019
II.D.5. (IM)	Percentage of the materials in answer two that are accessible and utilized by students	30%	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.]	100%	100%	Achieved

Online assessments are increasingly becoming the norm in Martin County Schools with the new testing requirements for FLDOE. The high stakes assessments are not exclusive to multiple choice questions, but have expanded to feature multi-select, drag and drop, fill in the blank and

other technology enhanced item types. With this increased need in technology skills for both teacher and student, there is a need to seek training and professional development in technology and assessment for all stakeholders including administrators, teachers, students, and parents.

E. 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	5,000	11,000 (1:1 all tested students)	2019
II.E.2.	Percent of schools reducing the amount of scheduled time required to complete statewide FSA/EOC computer-based assessments	100%	100%	Achieved

STEP 2 – Goal Setting:

Plan highlights include technology strategies designed to:

- Maximize student learning,
- Retain a high performing diverse workforce,
- Ensure that all students and staff have access to current technology,
- Provide students with optimal tools and environment to promote success with computer based testing, and
- Provide teachers and students with technology designed to enhance the learning experience.

STEP 3 – Strategy Setting:

Goal Addressed	Strategy	Measurement	Timeline
Student Achievement	Supply teachers and students with high quality digital content aligned to the Florida Standards	Purchase Instructional Materials in digital format	At least 50% of purchases yearly beginning in 2014-15
Student Achievement	Continue support of an integrated digital tool system to aid teachers in providing the best education for each student	Fully implement system across all (LIIS) components and integrate instructional materials into system	2014 and ongoing
Student Achievement	Create an infrastructure that supports the needs of digital learning and online assessments	Bandwidth amount Wireless access for all classrooms	2014-2019

Part III. DIGITAL CLASSROOM PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

District performance outcomes for 2015-16 that will be impacted by the DCP Allocation below:

Student Performance Outcomes		Baseline	Target
1.	Increase percent of ELA student performance	66%	68%
2.	Increase ELA Learning Gains of the Low 25%	63%	65%

B) Digital Learning and Technology Infrastructure

Implementation plan for Digital Learning and Technology Infrastructure:

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Gap Addressed from II B
B.3	Purchase laptops to be used in the high school 9th grade 1:1 program. Each year, the same laptop will be reassigned to the same student until they complete high school or otherwise leave the district. New purchases will always be assigned to incoming 9th graders. *(1,500 units per year, HP Windows-based laptop, $600/unit)*	Ongoing	$123,000 of current year DCP funding (this will pay for approximately 15% of the project, or 200 laptops)	High School Students	Increase student knowledge, digital citizenship, achievement and technical proficiency by providing 24/7 access to a laptop and instruction utilizing digital tools

- Digital resources purchased or made available for students are more accessible (textbooks, digital learning objects, ability to use FSA practice tests at any time)
- Familiarity with technology to increase comfort and baseline ability for FSA testing

Brief description of other activities	Other funding source
Continue SST program needed to provide technical support to students and staff at all school sites	District funded
Continue S3 program for students to train future IT professionals while providing additional technical support at elementary and high schools	District funded
Purchase laptops to be used in the high school 9th grade 1:1 program. Each year, the same	District Capital and Prior Year DCP Funding (approximately $1 million/year)

laptop will be reassigned to the same student until they complete high school or otherwise leave the district. New purchases will always be assigned to incoming 9th graders.	
ELA Cart Program – expand the program to include additional 7th and 8th grade classes	District Capital (as funds permit)
Volunteer Cart Program – expand the program to encourage teacher participation	District Capital (as funds permit)
Purchase 49 Laptop Carts and 1300 laptops	District Capital/RTTT DCP Grant
Assistive technology is provided as needed	IDEA

Infrastructure Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
B.3	Project milestones	Student and staff feedback
B.6	Monitor internet traffic daily	Threshold less than 65%
B.8	Monitor tickets, staff feedback	Improved customer service and timely closure of tickets
B.9	Monitor student feedback, tickets, and staff feedback	Improved customer service and timely closure of tickets

WiFi access plans were designed by ET and based on guidelines provided by vendor, Aerohive Networks. Design guidelines are available upon request. Access points and other infrastructure were installed by ET and vendor, Integrated Telcom Inc. Internet traffic is monitored daily to ensure adequate bandwidth reserves are available.

C) Professional Development

The Martin County School District will establish a sustainable process for meeting rising expectations for digital learning; the district will create and implement a collection of high quality master in-service plan (HQMIP) components. These components will enable school based educators to deepen actual capacity to support digital learning. The focus will continue to support contemporary research for continuous improvement through the implementation of the Professional Development System. The core policies and practices focus on systemic changes that respond to the rising expectations for student and educator performance, aligning professional learning to continuous improvement. The support levels and implementation at the district, school, and educator level is closely monitored not only for implementation fidelity, but to ensure efficient and effective Core Policies, Associated Practices, and Support Levels.

Each revised component will include specific learning targets related to infusion of digital learning into these instructional strategies: Multi-tiered System of Supports (MTSS), Gradual Release of Responsibility Model (GRRM), Tracking Student Progress, and ”chunking” content.

The High Quality Master In-service Plan (HQMIP) components will be developed to focus on digital learning in STEM and language arts courses at elementary, middle and high school levels. Each HQMIP component developed in this project shall include:

- Active learning procedures, implementation and monitoring processes, impact evaluation procedures, and participant implementation agreements.
- Criteria for awarding of recertification points based on actual successful implementation of the targeted professional learning.
- Assessing participants' digital learning needs for integration of technology into the curriculum based on the levels of the Technology Integration Matrix (TIM).
- Enabling participants to monitor and improve characteristics of the learning environment that impact student use of technology for learning.
- Supporting resources and learning materials for each component that enable participants to achieve the specific learning outcomes.
- A training program for component providers, facilitators, and school leaders to insure fidelity of implementation of each component and necessary school leader support during and after the components completion.

The Martin County School District's Professional Development System supports increasing student achievement, enhancing classroom instructional strategies that promote rigor and relevance throughout the curriculum, and preparing students for continuing education and the workforce. Professional learning is the result of the individual's commitment to improvement.

The Master In-service Plan supports that commitment through:

- State standards for professional development at the educator, school, and district level;
- Rigorous and relevant curriculum based on state and local educational standards and initiatives;
- Improvement planning based on needs assessments and results from personnel evaluation;
- Opportunities for professional collaboration and collegial team learning practices;
- Sharing professional learning practices, resources, and technical assistance

Facilitated by our Digital Leaders, teachers across all content areas will become skilled in developing High Quality Master In-service Plan components. Cross-curricular learning objects will be evaluated by content coordinators, peers, and Digital Leaders, and then included in Martin County School District's Master In-service Plan.

http://www.martinschools.org/files/_4VAu0_/93e3c52bf457bf303745a49013852ec4/Martin_County_Schools__MIP_2014-15.pdf

To support the implementation and measurement of progress towards digital learning, the Martin County School District will use the Technology Integration Matrix to baseline and report current implementation of digital content and integration of technology into our classrooms. The Martin County School District has committed itself to equip students to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls. In order to achieve these goals, it is imperative that all stakeholders charged

with delivering this commitment share the same common vision, language, and teaching strategies. An essential element to the mission is a well-informed administrative team prepared to lead the shift in the 21st Century classroom. Principals will attend a full day session on the TIM and explore the 5 attributes of effective learning environments and then overlay those attributes with levels of technology integration.

Twenty-two Digital Leaders, representing each school in our District, will attend a 2-day session with a focus on dis-assembling and assembling the TIM in order to achieve greater mastery of the matrix. These teachers will explore active learning procedures using digital content with digital devices, on-line formative assessment tools, screen casting tools, and blended learning strategies. They will articulate personal, measureable goals derived from the TIM and identify resources and strategies that will enable them to achieve specific learning outcomes. Following the sessions, the primary role of these Digital Leaders is to provide coaching services to teachers in their schools.

To assist with the evaluation of classrooms using the Matrix, the Martin County School District will purchase the TIM Tools, including the TIM Observation Tool, as a foundational instrument for facilitating and enhancing the educational shifts we are striving for in the classroom. Both principals and Digital Leaders will be provided opportunities to practice using TIM Tools and extrapolating resulting data.

To develop requisite instructional capabilities for developing, delivering, evaluating and maintaining instructional materials, the Martin County School District will implement professional learning activities that will empower teachers to pursue digital tools for state standards implementation, engaging students' problem-solving, critical thinking, communication and collaboration skills required for college and career readiness in this global age.

Professional learning sessions will focus on developing digital content using instructional design techniques with interactive whiteboards and digital devices. Teachers will explore the strategies of teaching and learning that embrace digital "Infusion." Teachers will learn how to transition to project-based and blended learning experiences. Facilitators will provide the background rationale, planning strategies, and suggested technology tools for assessing student learning and managing the day-to-day blended environment.

The District will employ technology in the content areas using production, simulation, communications, and assessment software. Teachers will be trained on District-owned resources and learn strategies for implementing digital tools in classroom instruction.

Facilitated by our Digital Leaders, teachers across all content areas will become skilled in developing high quality digital content. Cross-curricular learning objects will be evaluated by content coordinators, peers, and Digital Leaders, and then uploaded to our District repository for sharing.

The Director of Professional Development provides the guidance, coordination, and supervision for professional learning at all levels within a coordinated set of activities to support and promote school improvement initiatives. Some key service deliveries include:

  - Ensure the quality of professional development by aligning all professional development to the standards adopted by Learning Forward and the Florida Professional Development System Evaluation Protocol.
  - Manage the record keeping of all professional development and in-service credit in cooperation with the Human Resources Department.
  - Design, deliver, review, and coordinate delivery of professional learning according to current adopted protocols.
  - Communicate with instructional and operational departments and serve as a resource for inter/intra agency communication and delivery.
  - Coordinate the components and evaluation of the professional development program.
  - Establish and support quality professional development courses aligned to the program objectives and evaluate the courses.

- District Administrators: District administrators are responsible for the creation, maintenance, closing, and filing of documentation of district professional development program courses. They are also responsible for monitoring the professional growth plans of school based administrators.
- Curriculum Coordinators: Coordinators are responsible for the appropriate delivery of content and improving future course delivery. The school based support is determined by current data sources and provided to schools to ensure effective transfer and implementation of new knowledge and skills into the classroom.
- Reporting to the Florida Department of Education on an annual basis all Components/Course Types and courses that have been delivered for in-service points and submitted through TERMS in Survey 5.
- Depending on School's determined level of support a monthly schedule will be established with increasing intensity.
  - **Universal** – least amount of support
  - **Strategic** – moderate amount of support
  - **Individual** – strategic and frequent support

Professional Development Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
C.1.	Implementation of new professional development plan for technology integration – Saturday Sessions (Spring and Fall) and enhancement to summertime CampTeach	August 2016	$180,000 for teacher stipends (budgeted for all teachers to attend, actual attendance to be reported next year) $50,000 for outside services	School	Increase technology integration (II A-E) ALL sessions will incorporate the TIM matrix
C.2.	23 DLC Leaders (1 per elementary & middle, 2 per high) – teachers helping teachers integrate technology into instruction	June 2016	$81,000 for teacher supplements	School	Increase technology integration (II A-E)
C.3.	Digital Learning Specialist–to assist teachers with integrating technology into instruction	July 2016	$80,700 amount includes benefits	District /Schools	Increase technology integration (II A-E)
C.4.	Communication regarding integrating technology into instruction	Yearly	$500 (supplies)	District	Increase technology integration (II A-E)
C.5.	Training for integrating technology into instruction	Yearly	$5,000	District	Increase technology integration (II A-E)

The professional development plan for Saturday sessions is a 3 step process and includes:

1. 6 hours of instruction on a Saturday
2. two weeks for the teacher to utilize and record the skill that they have learned in their classroom; this will allow the teacher to engage in self-reflection and share that content with other teachers to improve professional practice; teachers can also use this to support their deliberate practice through the year
3. 2 hour meeting with other class participants to review the recording and discuss what worked and what can be improved ; this collaborative reflection will serve as a new

best practices model for our District. It promotes collaboration and reflection, two vital pieces in the cycle of effective instruction.

Following completion of the 3 steps, the participant will be paid for 9 hours of professional development.

Brief description of other activities	Other funding source
STEMscopes implementation and training	2014-2015 Professional Development for Digital Learning Grant
Implementation of PLCs to implement and monitor use of digital learning instructional strategies	2015-2016 District Leadership and Faculty Development Grant

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1-3	TIM TUPS (Technology uses and perceptions survey) and TIM-O observation tool will be utilized by DLC Leaders, District and School Administrators to monitor and evaluate success of the process	Increase in overall technology integration 'level' from the Technology Integration Matrix (TIM)

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.11	Maintain school level asset management software for mobile device management	June 2016	$11,000	District	Maintain asset control and allow sites to focus on education

Digital Tools Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
D.11	Retention of Equipment	Increased accountability will reduce loss rate
D.13	Usage of Equipment	Increased accountability will improve classroom control, increasing student achievement

E) Online Assessments

Online Assessment Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
E.1.	Communication regarding statewide standardized assessments (parent and school)	yearly	$500 (supplies)	District	Successful district wide implementation of FSA
E.2.	Teacher and Admin. Training for Testing Protocols and Security Procedures for Implementation of Statewide Standardized Assessments	yearly	$5,000 (travel)	District	

Online Assessment Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
E.1.	Develop schedule to ensure all students have opportunity for exposure to digital tools used in FSA and other online assessments	Completion of schedule that will result in increased opportunities for exposure to digital tools and increase student performance
E.2.	Provide PD to teachers using the digital tools and questioning styles used on the FSA	Increased performance on student assessments with digital tools