Martin County School District
DIGITAL CLASSROOM PLAN

Part I. DIGITAL CLASSROOMS PLAN - OVERVIEW

1.1 District Technology and Digital Learning Mission and Vision statements –

Mission

The students of the Martin County School District will be provided the tools and training necessary to compete on an equal basis in an increasingly technologically literate world. Teachers in the District will become proficient in using existing and emerging technology tools in their classrooms. Administrators and District staff will have the tools and resources required to service schools and all supporting departments. Through the partnership of students, parents, school, and community, full integration of technology within a curriculum based on the state and national standards will improve the performance of all students.

Vision

All students in the Martin County School District will learn in an environment that is motivating, engaging, and challenging through the use of multimedia tools. Technology will provide students, parents, teachers, administrators, and District staff with the ability to create, access, exchange, and analyze information. Through the skillful use of technology, students will function as productive members of our global society.

1.2 District Profile – Martin County is a fast-growing area located on Florida's East Coast, about halfway between Daytona Beach and Miami. We are a diverse community featuring a variety of socioeconomic and ethnic groups. The majority of the county's population (148,900) is distributed among several communities along the coast, where incomes range from poverty level to upper class. The western portion of the county is composed of rural farms, ranches, and citrus groves. There is an influx of migrant workers who follow the harvest of the farms and groves. The student population is therefore a vast mixture of abilities and family backgrounds. This makes for unique situations in curriculum development and technology acquirement at the school sites.

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1.3 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
Digital Learning Coordinator	Marilyn Gavitt	gavittm@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	Kimberly Cano	canok@martin.k12.fl.us 772 219 1200 x30410
Director of Finance	Helene DiBartolomeo	dibarth@martin.k12.fl.us 772 219 1200 x30273

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1.4 Planning Process - The following stakeholders meet as needed to develop, implement, monitor and revise the District Technology and Digital Learning Plan.

District Technology Team	Digital Learning Roundtable
Rebecca Curchy, Media Specialist at SeaWind Elementary Jessica Falco, Teacher at South Fork High School Marilyn Gavitt, Coordinator of Digital Learning Joan Gibbons, Principal of Hobe Sound Elementary Chris Hall, Coordinator of Computer Ops and Tech Support Tobi Howell, Parent of Middle and High School Students Hunter Iemmolo, Student at Martin County High School Ebony Jarrett, Assistant Principal, South Fork High School Paul McGuinness, Administrative Technology Coordinator Dr. Tracey Miller, Executive Director of Instructional Services Rebecca Negron, Board Member Katie Preston, Director of Educational Technology Daryn Schwartz, Parent of Elementary Student Michael Smith, Teacher at Indiantown Middle School April Strong, Teacher at Palm City Elementary Tanner Scott, Student at JBHS, E1/E2 Student Representative Peter Walentin, Desktop Support Technician Judy Walters, ESE Program Specialist	Vicki Barrett, Assistant Principal at Murray Middle School Lana Barros, CTE and Digital Learning Coach Michele Blanco, Public Information Officer Shannon Blount, Coordinator of Literacy Kimberly Cano, Director of Professional Development Dawn Caruso, Coordinator of Assessment and Accountability Marilyn Gavitt, Coordinator of Digital Learning Joan Gibbons, Principal of Hobe Sound Elementary Chris Hall, Coordinator of Computer Ops and Tech Support Dave Hall, Principal of South Fork High School Theresa Iuliucci, Director of Adult Ed and Secondary Ebony Jarrett, Assistant Principal, South Fork High School Debra Kenyon, Coordinator of Title One Shela Khanal, Director of Title One and Migrant Education Sean Lewis, Internal Auditor Dr. Mark Malham, CTE and Curriculum Coordinator Priscilla McAdams, Desktop Support Technician Paul McGuinness, Administrative Technology Coordinator Dr. Tracey Miller, Executive Director of Instructional Services Rebecca Negron, Board Member June Parrilli, Media Specialist at Hobe Sound Elementary Doug Peterson, Principal of Murray Middle School Katie Preston, Director of Educational Technology Joan Simplicio, Media Specialist at Murray Middle School Tyson Villwock, Principal of Citrus Grove Elementary Mary White, Director of Elementary and School Improvement

1.5 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.

The Instructional Technology Integration Matrix (TIM)
Summary of Descriptors

Observable Characteristics of the Classroom Environment	Levels of Instructional Technology Integration					
		Entry	***Adoption***	***Adaptation***	***Infusion***	***Transformation***
	Active	Information passively	Procedural use of tools	Independent use of tools – some student choice	Choice and self-directed use of tools	Extensive and innovative use of tools
	Collaborative	Individual use of tools	Use of tools in conventional ways	Collaborative use of tools – some student choice	Choice and regular use for collaboration	Collaboration and investigation in ways possible with and without technology
	Constructive	Information delivered to students	Guided instruction for knowledge building	Independent use for skill building – some student choice	Choice and regular use for skill building	Extensive and unconventional use of tools to build upon existing knowledge
	Authentic	Use unrelated to instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives – some choice	Choice of tools and regular use in authentic activities	Innovative use for higher order learning activities, complex tasks, and global in context
	Goal-Directed	Directions given and task monitoring	Procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor – some student choice	Flexible and seamless use of tools to plan and monitor	Extensive and complex use of tools to plan and monitor

(Adapted from Florida Center for Instructional Technology – University of South Florida)

Part II. DIGITAL CLASSROOMS PLAN –STRATEGY

STEP 1 – Need Analysis:

A. Student Performance Outcomes (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	ELA Student Achievement	64%	Target: Increase each outcome by 2% yearly based on statewide, standardized assessments as defined by FLDOE.	yearly
2.	Math Student Achievement	66%		
3.	Science Student Achievement	65%		
4.	ELA Learning Gains	68%		
5.	Math Learning Gains	69%		
6.	ELA Learning Gains of the Low 25%	63%		
7.	Math Learning Gains of the Low 25%	64%		
8.	Overall, 4-year Graduation Rate	88%		
9.	Acceleration Success Rate	88%		
Student Performance Outcomes (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	iReady Reading and Math Proficiency	TBD in 2015	2% increase in proficiency	yearly
2.	Early Warning System indicators	TBD in 2015		

B. **Infrastructure Needs Analysis (Required)**		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Student to Computer Device Ratio	4:1	1:1	2019
2.	Count of student instructional desktop computers meeting specifications	~7,100	~3,300	2019
3.	Count of student instructional mobile computers (laptops) meeting specifications	~1,300	~15,700	2019
4.	Count of student web-thin client computers meeting specifications	0	0	N/A
5.	Count of student large screen tablets meeting specifications	0	0	N/A
6.	Percent of schools meeting (state) recommended bandwidth standard.	0%, we have 1 Gig for 22 schools, 10 Mbps at 2 satellite campuses where the facilities are not owned by MCSD.	Adequate bandwidth to support digital learning and testing.	We monitor internet traffic daily and at present, we are using 30% of our available capacity. When we reach 65%, we will increase as needed.
7.	Percent of wireless classrooms in district-owned facilities (802.11n or higher)	100%	100%	8/18/2014
Infrastructure Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
8.	ET Technician to student computer device ratio	1:2,000	1:1,000	2015
9.	Student Technician to student computer device ratio	0:8,000	1:750	2015

C. Professional Development Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Average Teacher technology integration via the TIM	Adaption	Transformation	2019
2.	Average Teacher technology integration via the TIM (Elementary Schools)	Adoption	Infusion	2019
3.	Average Teacher technology integration via the TIM (Middle Schools)	Adaptation	Transformation	2019
4.	Average Teacher technology integration via the TIM (High Schools)	Adaption	Transformation	2019
5.	Average Teacher technology integration via the TIM (Combination Schools)	N/A		
Professional Development Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
6.	TIM Tools	No system in place	Will work to implement and employ	2015

D. Digital Tools Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Implementation status of a system that enables teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.	Fully implemented	Will continue to support and employ in classrooms	N/A
2.	Implementation status of a system that provides teachers and administrators the ability to create instructional materials and/or resources and lesson plans.	Multiple systems are used to accomplish this goal.	Implement a fully functioning LMS	2016
3.	Implementation status of a system that supports the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.	Partially implemented	Will work to implement and employ	2016
4.	Implementation status of a system that includes district staff information combined with the ability to create and manage professional development offerings and plans.	Fully implemented	Will continue to support and employ	N/A
5.	Implementation status of 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.	Fully implemented, but migrating to a new system	Will work to implement and employ	2015
6.	Implementation status of a system that leverages the availability of data about students, district staff, benchmarks, courses, assessments and instructional resources to provide new ways of viewing and analyzing data.	Fully implemented	Will continue to support and employ	N/A
7.	Implementation status of 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.	Partially implemented	Will work to implement fully	2017

8.	Implementation status of 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.	Fully implemented, but migrating to a new system	Will work to implement and employ	2015
9.	Implementation status of a system that provides secure, role-based access to its features and data for teachers, students, parents, district administrators and technical support.	Fully implemented	Will continue to support and employ in classrooms	N/A
Digital Tools Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
10.	Procure application that allows teacher wirelessly display from device to interactive whiteboard	No system in place	Will work to implement and employ in classrooms	2016
11.	Implementation of school level asset management software for mobile device tracking.	No system in place	Will work to implement and employ in classrooms	2015
12.	Implementation of internet content management and url filter.	Fully implemented	Will continue to support and employ	N/A
13.	Implementation of classroom management software.	Partially implemented	Will work to implement and employ in all DL classrooms	2015
14.	Implementation MDM for BYOD and district owned mobile devices.	No system in place	Will work to implement and employ	2017

E. Online Assessments Needs Analysis (Required)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
1.	Computer-Based Assessment Certification Tool completion rate for schools in the district (Spring 2014)	100%	100%	yearly
2.	Computers/devices required for assessments (based on schedule constraints)	100%	100%	yearly
Online Assessments Needs Analysis (District Provided)		**Baseline**	**Target**	**Date for Target to be Achieved** ***(year)***
3.	Student proficiency in keyboarding	TBD Spring 2015	100%	yearly
4.	Student FSA tutorials	TBD Spring 2015	100%	yearly
5.	Teacher FSA tutorials	TBD Spring 2015	100%	yearly
6.	Student Online Assessment tutorials	TBD Spring 2015	100%	yearly
7.	Student FAIR FS tutorials	TBD Spring 2015	100%	yearly

STEP 2 – Goal Setting:

The Martin County School District Technology and Digital Learning Plan can be found at:

http://www.martinschools.org/files/_4RBqV_/3744ce073a8375703745a49013852ec4/Tech_Plan_12-15_board_approved_09162014.pdf

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. These indicators directly support the Digital Classroom Plan vision and mission found on page 1 of this document.

STEP 3 – Strategy Setting:

Goal Addressed in the MCSD Technology and Digital Learning Plan	**Strategy**	**Measurement**	**Timeline**
3.4 Focus Area 1 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
3.4 Focus Area 1 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 nine (LIIS) components • Integrate instructional materials into system	2014 and ongoing
3.4 Focus Area 1 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 CLASSROOMS PLAN - ALLOCATION PROPOSAL

A) Student Performance Outcomes

District performance outcomes for 2014-15 that will be directly impacted by the DCP Allocation below:

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

B) Digital Learning and Technology Infrastructure

Infrastructure Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
B.3	Purchase laptops and carts for ~34 sixth grade ELA classrooms (including accessories: headsets, mice, cables and cases)	July 2015	$700,000 funded by district capital $44,734 for accessories	All Middle Schools	1:1 devices for all students in 6th grade ELA classes
B.6	Provide 1 Gig bandwidth for 22 schools	Ongoing	$36,000 funded by district operating	All 22 schools	Adequate bandwidth to support digital learning and CBT.
B.8	Hire 4 site support technicians	Ongoing	$136,000	Support-ing 22 schools	Lower ratio of technician to student computers by 50%
B.9.	Implement Students Supporting Schools program	Ongoing	$52,000	Support-ing elemen-tary and high schools	Train future IT profess-ionals while providing additional technical support

Brief description of other activities	Other funding source
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 attached (Appendix A-Aerohive_WLAN-basics). 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.

The Martin County School District will schedule and implement expert conversations on the use of TIM with professional learning consultants. These will guide monitoring and feedback to teachers deepening quality implementation of digital learning in the classroom.

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.	~34 6th Grade ELA teachers participate in professional development aligned with MIP on 1:1 deployment and literacy strategies	August 2015	$25,000 stipends $10,000 professional and technical services	All Middle Schools	Increase in 6th Grade ELA scores
C.2.	23 Digital Learning Community Leaders facilitate PLCs in Digital Learning	Ongoing	$85,100.00	All Schools	Increase educator capacity to use available technology, Employ instruction-al lesson planning using digi-

					tal re-sources, and employ student digital learning practices

Brief description of other activities	**Other funding source**
Principals and DLC-Leaders participate in TIM tools training	Professional Development for Digital Learning Grant
Stipends for teachers to develop digital content	Professional Development for Digital Learning Grant

Professional Development Evaluation and Success Criteria		
Deliverable (from above)	Monitoring and Evaluation and Process(es)	Success Criteria
C.1.	Identify goal to support - the identified Professional Development must be linked to goal/target on SIP, Deliberate Practice Growth Plans, and State Mandates.	Increase in proficiency in core content areas.
C.2.	Prioritize targeted barriers, based on elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal).	School support data (activity reports)
C.3.	Develop action steps (including who, what, where, when) for implementation of school based support and professional learning plan.	Completion of action steps that result in an increase in outcome measures (FCAT, EOC, FSA)
C.4.	Monitor supports and strategies for effectiveness and fidelity of implementation (including who, what, what, where, when).	Increase in technology integration fidelity as measured by TIM

D) Digital Tools

Digital Tools Implementation					
	Deliverable	Estimated Completion Date	Estimated Cost	School/ District	Outcome from Section A)
D.11	Purchase and implement school level asset management software for mobile device management	June 2015	$25,000	District	Maintain asset control and allow sites to focus on education
D.13	Purchase and implement classroom management software	June 2015	$10,000 software $5,000 substitutes/ stipends	District	Allow teachers to have better control of classroom

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.	Student Tutorials for FSA Testing (online tools)	yearly	$500 supplies for parent communication	District	Successful district wide implementation of FSA and FAIR-FS
E.2.	Teacher Tutorials for FSA Testing (online tools)	yearly	$2,000 travel for training	District	
E.3.	Student Tutorials for FAIR-FS Testing (online tools)	yearly	$500 travel for training	District	
E.4.	Student Tutorials for Online Assessment Testing (online tools)	yearly	$2,000 travel for training	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	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.
E.3.	Develop schedule to ensure all students have opportunity for exposure to digital tools used in FAIR-FS	Completion of schedule that will result in increased opportunities for exposure to digital tools and increase student performance.
E.4.	Develop schedule to ensure all students have opportunity for exposure to digital tools used in Online Assessments	Completion of schedule that will result in increased opportunities for exposure to digital tools and increase student performance.