



## Annual Monitoring Update: Ignite Plan (2016-17)

### Background

Madison Metropolitan School District (MMSD) believes that students, staff and families should engage in digital literacy learning and application through discovery, collaboration and creation. When students are given access, student voice and choice, flexible and differentiated digital tools it is then that transformative learning can occur. In order to ensure that this belief is manifested, the Board of Education adopted the MMSD Information & Technology Plan in January 2014 that was later updated fall of 2016 and renamed as the [Ignite Plan](#).

The Ignite Plan is MMSD's commitment to ensure that we continue to lead with instruction that is sound in strong pedagogy and instructional practices. To ensure that MMSD is not only leading with great instructional practices, the Ignite plan undergirds all priority areas of the District's Strategic Framework, therefore, being a key implementation within the district.

In 2014, the Ignite Plan began with our G1 Cohort of six (6) schools starting the planning phase for a 2015 implementation. Schools are on a [phased approach](#) to ensure that we are able to remain student and equity focused.

| Phase        | Number of Schools    |
|--------------|----------------------|
| Monitoring   | G1 & G2 (15 Schools) |
| Implementing | G3 (13 Schools)      |
| Planning     | G4 (14 Schools)      |

### What Did We Do This Year?

This past school year, we implemented the plan at our largest schools yet and used an abbreviated phase in process. Technology coaches provide professional development to staff on how to implement monitors in their instructional practices, best practices for Google Classroom, and other newly used instructional tools for the district. These tools include PearDeck, Dyknow, and Flocabulary all used to increase collaboration and student learning.

### What Have We Learned This Year?

#### **Student Voice and Choice**

The assumption with the integrating technology within our district was that it would increase the level of students' voice and choice, where appropriate. Student voice and choice is one problem of practice that teachers need continual support to ensure both students and teachers are able to contextualize to their lives and experiences.

#### **Professional Development**

Teachers are eager to get in front of technology. This past year, we have learned that teachers of all skill sets are eager to use technology in the classroom; however, many seek to have professional development and support to meet their needs. We have identified three strong areas where additional professional development is need to support our district.



### **Thought Transformation**

As we continue to implement technology within our district we are noticing the lack of transformation of not only thought but actual learning spaces. We have more teachers who use technology in the same manner as prior to having devices in the classroom. Classroom spaces are still in rows versus layouts that will encourage more collaboration and creativity.

## **What Will We Do Moving Forward?**

In order to ensure that the Ignite Plan is supporting our district needs the following action steps have been identified.

### **Technology Support**

Teachers are in need of additional support as they integrate technology within their classrooms. In order to meet the needs of teachers, the structure of the technology coaches will be modified to allow for more time in the classroom. This includes additional professional development for not only teachers but technology coaches.

### **Professional Development Scope and Sequence**

A professional development scope and sequence that is more aligned to school needs will be created to assist teachers and staff based on the survey results of the digital literacy survey. This scope and sequence will be aimed at our school based LMTS, our main contacts for campus based technology.

### **Access for Students**

In order to obtain the vision of the Ignite Plan and for all students we have to create guidelines that will support access to technology not just in the classroom, but also at home. The Ignite Plan must move forward with supporting our students at home with digital access. This year, we work to put measures in place to allow for students to carry devices home.



# Ignite Annual Monitoring Update: Student Learning (2016-17)

MMSD produces annual monitoring updates for all major plans on an annual basis. The data included in this update represents a snapshot of progress on key metrics and is not designed to be evaluative.

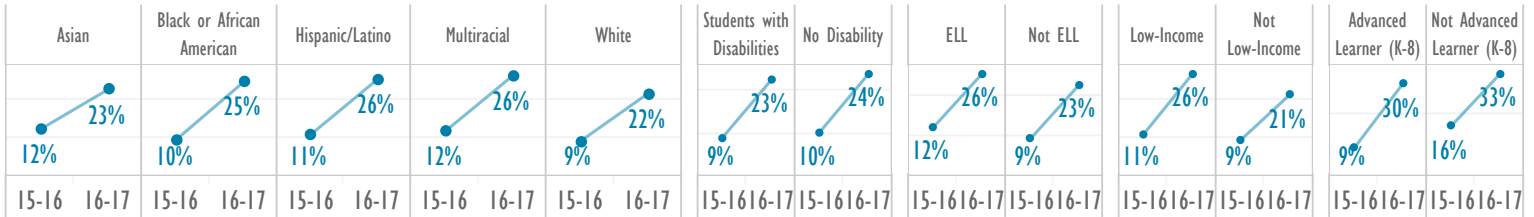
Students in Schools and Grades with Dedicated Devices

|       | In G School/Grade | Not in G School/Grade |
|-------|-------------------|-----------------------|
| 15-16 | 2,921 (10%)       | 25,649 (90%)          |
| 16-17 | 6,749 (24%)       | 21,724 (76%)          |

Student Devices Purchased (as of November 2017)

|       | G1    | G2    | G2/G3 | G3    | Total  |
|-------|-------|-------|-------|-------|--------|
| 15-16 | 2,812 | 3,184 | 958   | 4,199 | 11,153 |
| 16-17 |       |       |       |       |        |

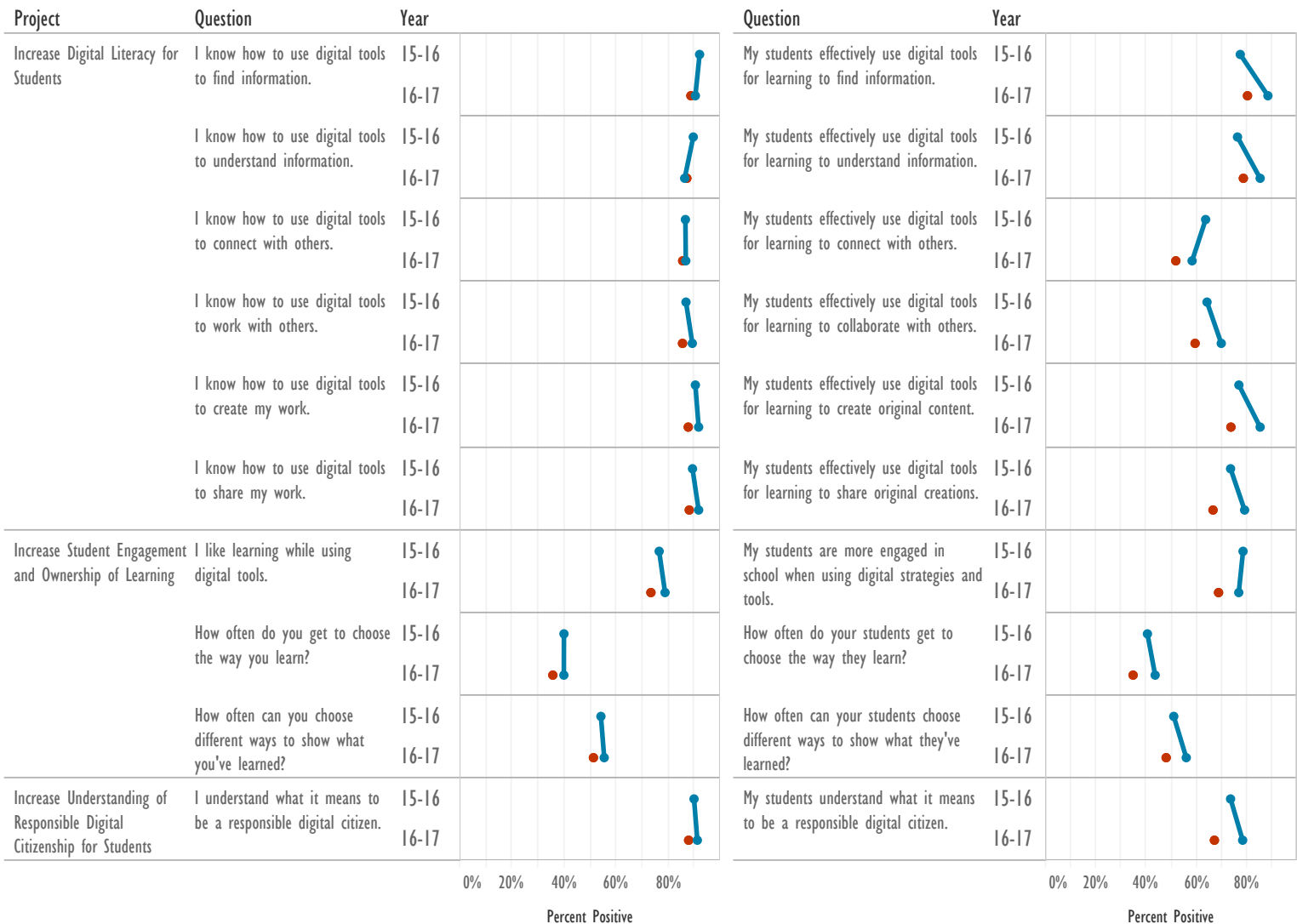
Percent of Students with Dedicated Devices Available by Demographic Group



Student Digital Literacy Survey Results

■ G1 ■ G2

Staff Digital Literacy Survey Results



Digital literacy survey graphics indicate the percent of responses that were positive (agree or strongly agree; often or always for "how often" questions).



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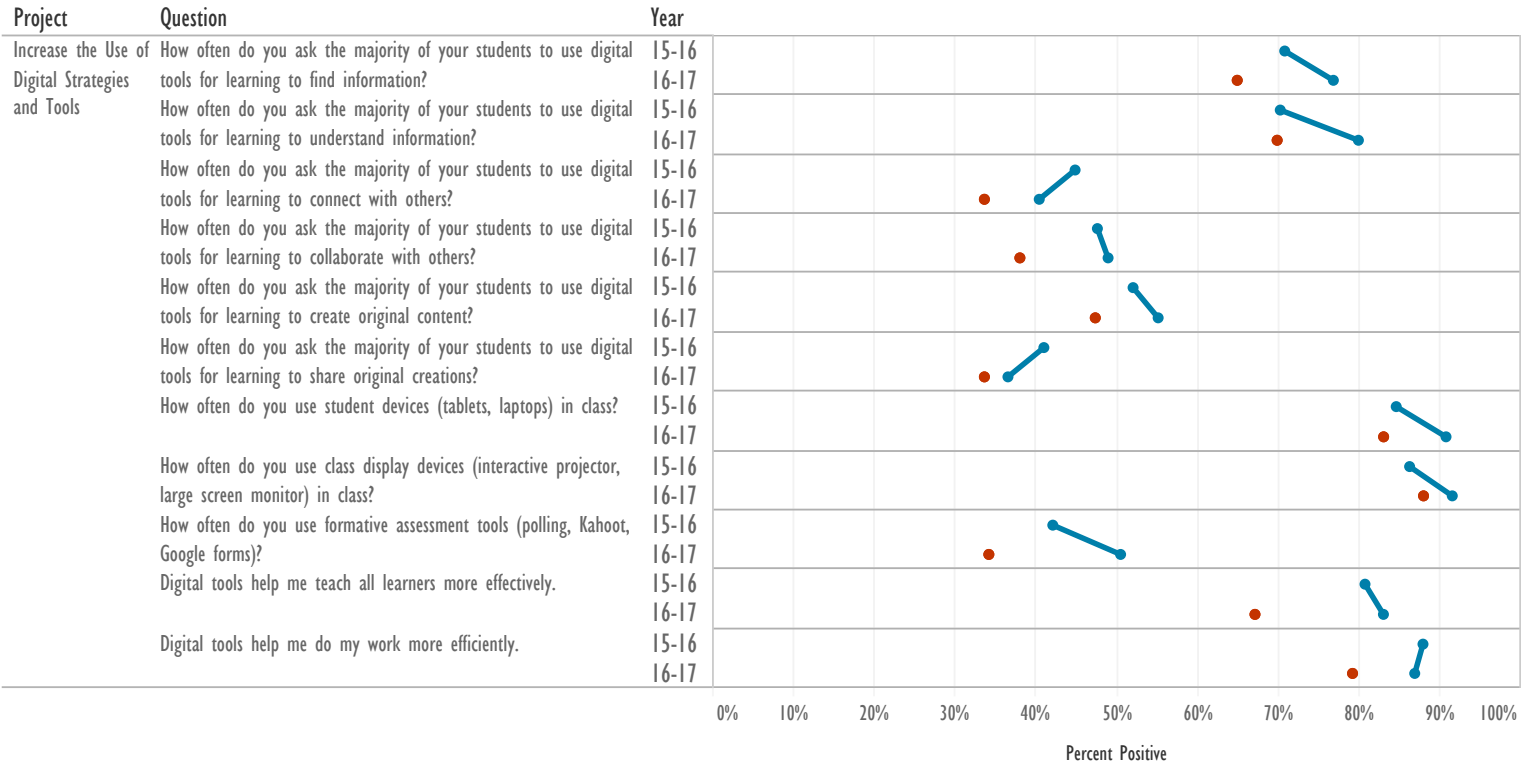
# Ignite Annual Monitoring Update: Professional Learning (2016-17)

Staff Devices Purchased (as of November 2017)

MMSD produces annual monitoring updates for all major plans on an annual basis. The data included in this update represents a snapshot of progress on key metrics and is not designed to be evaluative.

| G1  | G2  | G3 | G4    | Total |
|-----|-----|----|-------|-------|
| 301 | 320 | 22 | 3,048 | 3,691 |

Staff Digital Literacy Survey Results  
■ G1 ■ G2



Digital literacy survey graphics indicate the percent of responses that were positive (agree or strongly agree; often or always for "how often" questions).