Information & Technology Plan Implementation Evaluation 2015-16

Key Findings

1. Of the 15 implementation goals set for the Information & Technology Plan for the 2015-16 school year, 13 were met and two were not met.
2. All goals were met in the Student Learning, Professional Learning, and Student Learning Spaces projects.
3. Goals not met both fell within the "Networks and Servers" project, and both of those goals are expected to be met during 2016-17.

Background

This report focuses on 2015-16 implementation and outcomes for the Information & Technology Plan (Tech Plan) and serves as the basis for future evaluation.

The Tech Plan and Strategic Framework outline a plan to measure progress on implementation through a series of implementation metrics and next steps. In this report, we summarize progress on those implementation metrics, organized by Project and Goal.

The 2015-16 school year was the first year of 1:1 technology implementation in the district. Six schools (Gompers, Huegel, Sandburg, Sennett, Shorewood, and Whitehorse) implemented 1:1 technology and are known as the "G1 cohort." Therefore, metrics specified as referring to G1 are reported for these six schools in aggregate. Other metrics pertain to the district as a whole.

As specified in the implementation evaluation plan presented to the Board of Education in October 2015, different departments are responsible for different components of this evaluation. The Research & Program Evaluation Office (RPEO), Technical Services, Building Services, Instructional Technology, and Personalized Pathways all produced content for this report. RPEO then reviewed the data and standardized the report.

We laid out the report with each goal on a separate page. At the top of the page, we note the goal, metric, how measured, and the department responsible for reporting (e.g., the producers of the content on the page). We then outline the findings for 2015-16 and conclude with a short statement of whether the goal, as outlined, was met. At the end of this report, we include a table outlining all metrics and whether we met our goals on each.

Student Learning

Goal: *Ensure that all G1 students have access to necessary instructional technology to improve learning*
Metric: *Percent of students in G1 schools with dedicated device available for their use (as recommended in plan); Percent of G1 classrooms with all equipment outlined in plan*
How Measured: *Number of students in G1 schools compared to number of devices available (Goal of 2:1 in K-1 and 1:1 in 2-8); Walk through: Photo documentation*
Department Responsible for Reporting: *Technical Services, Building Services*

All students in G1 elementary schools had access to tablets at a 2:1 ratio (for grades K-2) or 1:1 ratio (for grades 3-5). All students in G1 middle schools had access to Chromebooks at a 1:1 ratio. Therefore, all G1 classrooms had access to the equipment outlined in the plan. Additional student devices were added to each G1 school to provide a loaner device Table 1 below shows the number of available devices at each school.

Table 1: Student Devices Available by Level and School

Elementary: Dell Tablets		Middle: Lenovo Chromebooks	
School	Total	School	Total
Gompers	359	Sennett	687
Huegel	448	Whitehorse	470
Sandburg	469		
Shorewood	475		

Equitable access to technology was a key component of the Tech Plan. Therefore, we wanted to illustrate how G1 has made concrete steps toward equity. The table below shows the percent of students at G1 schools whose families reported having access to a desktop, laptop, or tablet at home on the Fall 2015 Access to Technology survey.

Table 2: G1 School Student Access to Computing Devices at Home Prior to G1 Implementation

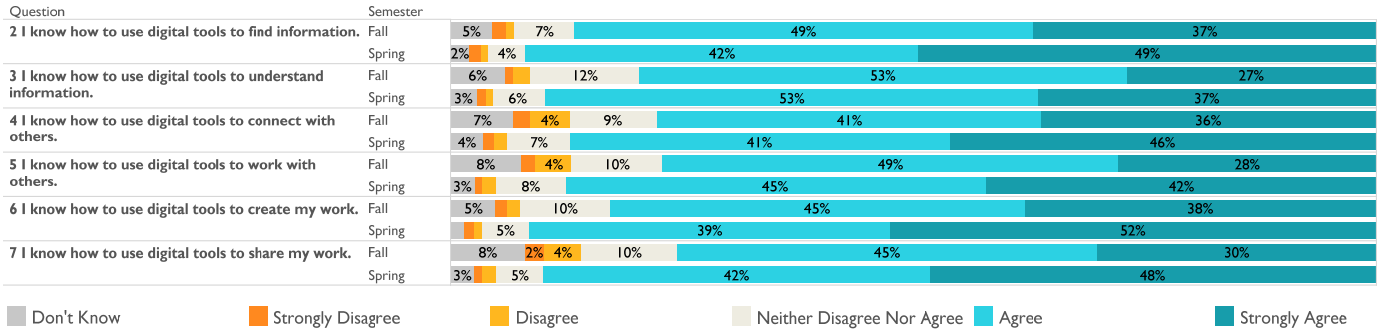
Student Group	Prior access to desktop/laptop/tablet at home	Access due to G1	G1 impact
Total	82%	100%	+18%
Asian	89%	100%	+11%
Black or African American	71%	100%	+29%
Hispanic/Latino	71%	100%	+29%
Multiracial	84%	100%	+16%
White	91%	100%	+9%
Low-income	73%	100%	+27%
Not low-income	93%	100%	+7%
Students with Disabilities	76%	100%	+24%
No Disability	83%	100%	+17%
English Language Learners	77%	100%	+23%
Not ELL	85%	100%	+15%

This table shows us that prior to G1, there were significant disparities in access to technology at G1 schools by race/ethnicity. For example, white students at G1 schools were 20 percentage points more likely to have access to a desktop, laptop, or tablet at home than African-American students at G1 schools. G1 has helped us close that gap in access to digital learning opportunities.

Did we achieve our goal? Yes

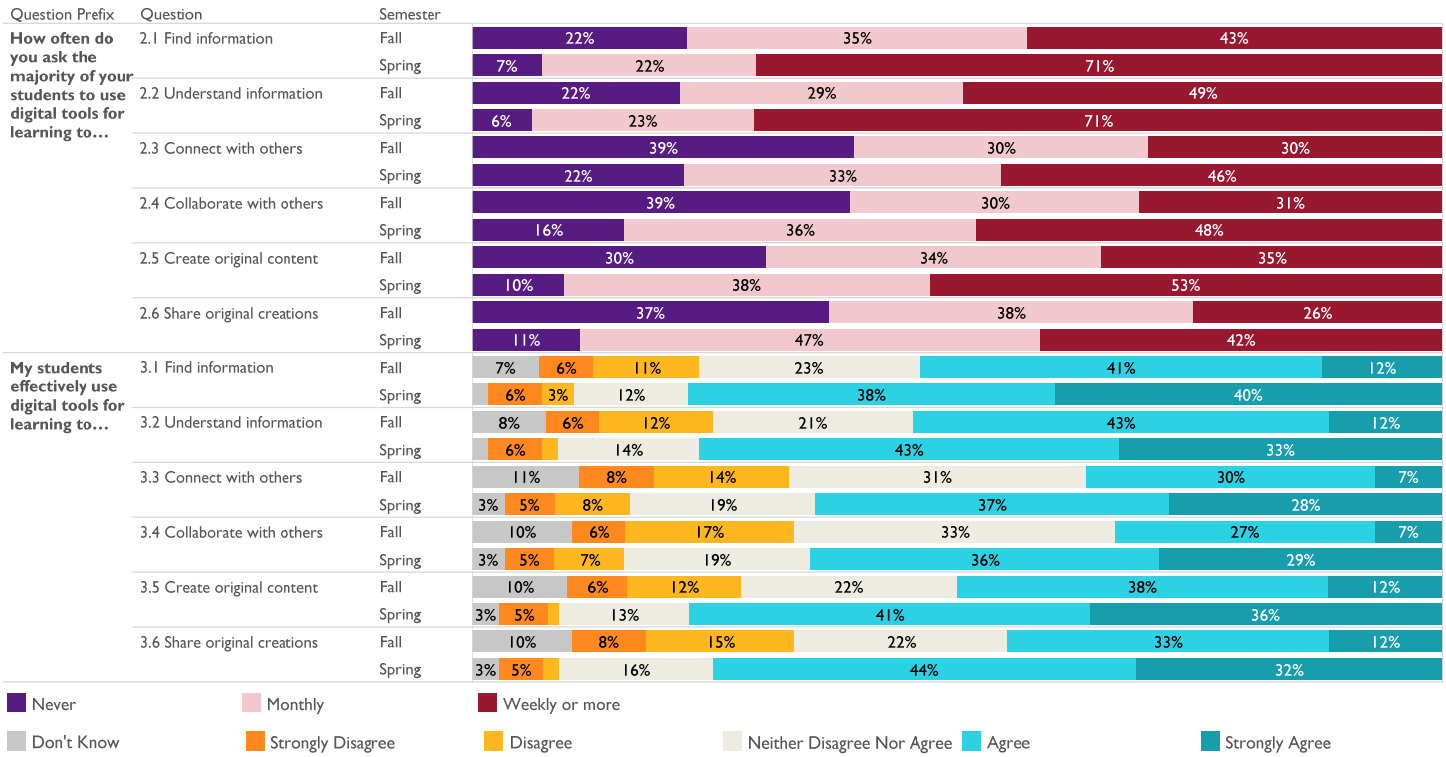
Goal: *Increase digital literacy for G1 students*
Metric: *Increased digital literacy for students in G1 schools*
How Measured: *Fall-Spring improvement in responses to Questions 2-7 on the Student Digital Literacy Survey and Questions 2-3 on the Staff Digital Literacy Survey*
Department Responsible for Reporting: *RPEO*

Figure 1: Student Digital Literacy Survey Questions 2-7 Fall-Spring Improvement



Across all six questions, there is obvious improvement in responses from Fall to Spring. Students consistently reported greater levels of agreement that they know how to use digital tools in various ways, and although their Fall responses already were high, their Spring responses were even higher. Agreement with all questions increased by at least five percentage points; questions 3-5 increased by 10 percentage points.

Figure 2: Staff Digital Literacy Survey Questions 2-3 Fall-Spring Improvement

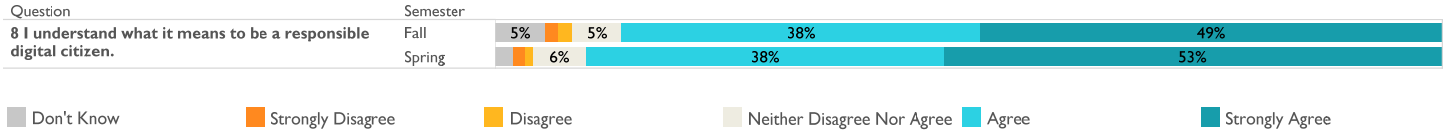


Across questions, we see clear improvement from Fall to Spring. In question 2, we observe large increases in the percent of staff reporting asking their students to use digital tools for learning for various tasks on a weekly basis. Staff also felt their students used digital tools for learning much more effectively in the Spring than in the Fall.

Did we achieve our goal? Yes

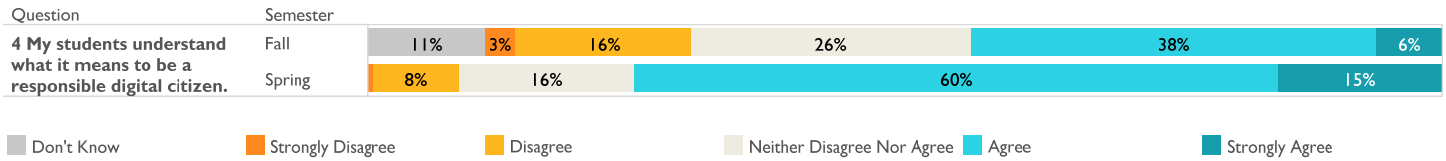
Goal: *Increase understanding of responsible digital citizenship for G1 students*
Metric: *Increased understanding of responsible digital citizenship for G1 students*
How Measured: *Fall-Spring improvement in response to Question 8 on the Student Digital Literacy Survey and Question 4 on the Staff Digital Literacy Survey*
Department Responsible for Reporting: *RPEO*

Figure 3: Student Digital Literacy Survey Question 8 Fall-Spring Improvement



A higher percentage of students agree that they understand what it means to be a responsible citizen in the Spring relative to the Fall. However, this increase was relatively small.

Figure 4: Staff Digital Literacy Survey Question 4 Fall-Spring Improvement



In contrast to student results on a similar question, staff were much more likely to agree that their students understood what it means to be a responsible digital citizen in the Spring than in the Fall. The percent of staff who agreed with this statement rose 31 percentage points, from 44% in the Fall to 75% in the Spring.

Did we achieve our goal? Yes

Goal: *Increase academic achievement for G1 students*
Metric: *Increased academic achievement for G1 students*
How Measured: *Percent of students meeting typical Fall-Spring MAP growth in reading and math in grades 3-8; Qualitative data*
Department Responsible for Reporting: *RPEO, Instructional Technology*

Table 3: MAP Proficiency and Growth at G1 Schools

		Reading Proficiency			Reading Growth		
Schools	**Group**	2014-15	2015-16	Change	2014-15	2015-16	Change
G1 Schools	Overall	35%	37%	+2%	55%	58%	+3%
	Asian	43%	51%	+8%	45%	66%	+21%
	Black or African American	12%	16%	+4%	51%	50%	-1%
	Hispanic/Latino	20%	19%	-0%	56%	58%	+2%
	Multiracial	29%	33%	+4%	52%	57%	+5%
	White	54%	57%	+3%	58%	61%	+2%
	Low-income	17%	19%	+2%	53%	57%	+4%
	Students with Disabilities	10%	16%	+7%	51%	59%	+8%
	English Language Learners	21%	26%	+4%	54%	59%	+6%
	Advanced Learners	75%	74%	-1%	58%	62%	+4%
District	Overall	40%	42%	+2%	56%	57%	+1%

		Math Proficiency			Math Growth		
Schools	**Group**	2014-15	2015-16	Change	2014-15	2015-16	Change
G1 Schools	Overall	39%	43%	+4%	65%	65%	0%
	Asian	53%	61%	+8%	65%	79%	+15%
	Black or African American	13%	15%	+2%	61%	55%	-6%
	Hispanic/Latino	20%	25%	+5%	63%	65%	+3%
	Multiracial	34%	44%	+10%	63%	66%	+3%
	White	59%	64%	+5%	68%	65%	-2%
	Low-income	20%	24%	+5%	61%	63%	+2%
	Students with Disabilities	15%	16%	+2%	54%	61%	+7%
	English Language Learners	25%	33%	+7%	65%	66%	+2%
	Advanced Learners	79%	80%	+2%	73%	67%	-6%
District	Overall	45%	46%	+1%	64%	62%	-2%

MAP Reading Proficiency increased two percentage points at G1 schools, the same as the district overall, while MAP Math proficiency increased four percentage points, higher than the district improvement of one percentage point. MAP Reading Growth increased three percentage points at G1 schools and MAP Math Growth remained steady from year to year. Both of these year-to-year changes were two percentage points better in aggregate at G1 schools relative to the district as a whole. In addition, the rates for G1 schools and the district overall are well above national averages. Finally, we observed progress across almost all student groups.

Reading proficiency increased at four of six and math proficiency increased at five of six G1 schools. Reading growth increased at four of six and math growth increased at two of six G1 schools.

When we asked schools to reflect on this goal, they believed that students participated in digital learning activities that provided opportunity for academic achievement growth. For example, Gompers Elementary assembled a presentation of grade level student activities that shows the wide variety of learning activities that are possible using digital tools. Teachers created digitally enhanced lessons based on core curriculum to ensure grade level learning targets. For example, Sennett shared a G1 video of staff digital accomplishments, which outlines many of the ways digital resources are integrated into their lessons. Digital devices allowed for personalization of resources to reach individual learning goals. For example, Shorewood students chose how to show what they know and understand from the book *Hatchet* by creating a video showing a mock interview with the book's main character. Through inquiry, students were able to discover, explore, and synthesize information to create authentic and relevant experiences.

Did we achieve our goal? Yes

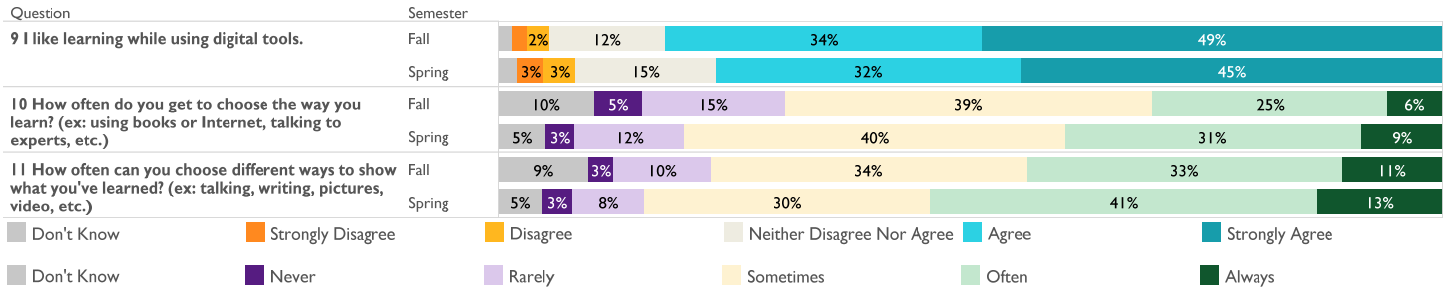
Goal: *Increase student engagement and ownership of learning in G1 schools*
Metric: *Increased student engagement and ownership of learning in G1 schools*
How Measured: *Decreased behavior events; Increased attendance; Fall-Spring improvement in responses to Questions 9-11 on Student Digital Literacy Survey and Questions 6, 9-10 on the Staff Digital Literacy Survey; Qualitative data*
Department Responsible for Reporting: *RPEO, Instructional Technology*

Table 4: Attendance and Behavior Events at G1 Schools, 2014-15 to 2015-16

	Attendance			Behavior Events		
	2014-15	2015-16	Change	2014-15	2015-16	Change
G1 Schools Total	+94.2%	+94.5%	+0.3%	3819	6833	+79%
District	+93.0%	+93.1%	+0.1%	40478	65013	+61%

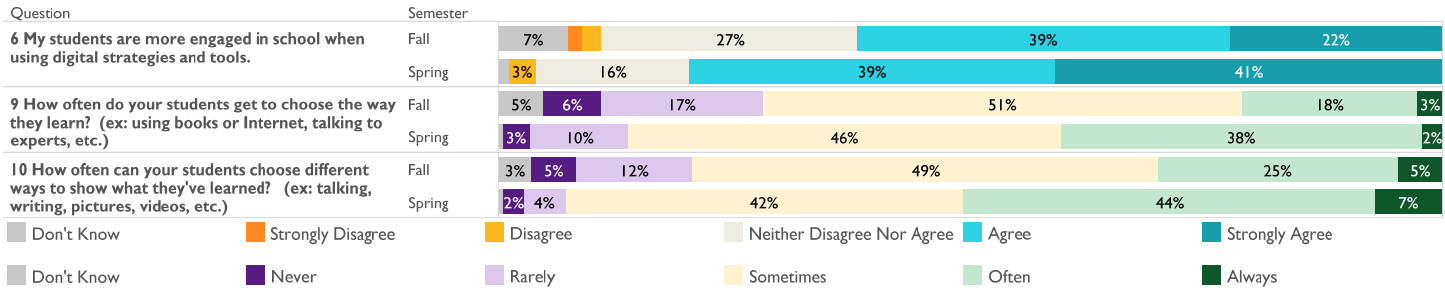
Attendance improved at G1 schools by 0.3 percentage points. Behavior events at G1 schools increased more than the district average. However, these numbers should be interpreted with significant caution, as behavior recording practices districtwide changed from year to year, and referrals did not increase at every G1 school.

Figure 5: Student Digital Literacy Survey Questions 9-11 Fall-Spring Improvement



Students in the Spring were less likely to agree that they liked learning using digital tools. This decrease was slight, but stands in sharp contrast to every other student question, most of which increased noticeably. In questions 10-11, students reported increased frequency of being able to make certain learning choices.

Figure 6: Staff Digital Literacy Survey Questions 6, 9-10 Fall-Spring Improvement



Each question improved from Fall to Spring. For questions 9-10, the percent of staff increasing that their students "always" could make certain learning choices stayed similar, but "often" increased and "rarely" and "never" decreased.

When asked to reflect on this goal, G1 schools reported a marked increase in student engagement while having access to digital devices. Students accessed online resources at their readiness level to support individual needs, and monitored their own progress to achieve learning targets. For example, Shorewood leveraged RAZ Kids, Spelling City, TenMarks, and Lexia programs that include a progress monitoring system to enable students to see growth. Because of immediate digital feedback, teachers were able to assess students and adjust instruction in real-time to meet students' specific needs. For example, Whitehorse focused on formative digital tool use embedded in lessons, such as this Quizlet allowing the teacher to measure student understanding of a concept on demand.

Did we achieve our goal? Yes

Professional Learning

Goal: *Ensure that all staff who need laptops have received them*
Metric: *Percent of district staff receiving laptops for professional use*
How Measured: *Percent of eligible district staff (according to criteria) who have been assigned and received their laptops by Spring 2016*
Department Responsible for Reporting: *Technical Services, Building Services*

Upon review, 100% of eligible staff across the district received the HP laptop. Teachers and administrators received HP Laptop distribution occurred districtwide, not just at G1 schools.

Did we achieve our goal? Yes

Goal: *Provide G1 staff with professional learning to implement effective strategies for personalized learning for students*
Metric: *Increased G1 staff engagement in professional learning for digital learning*
How Measured: *Attendance and satisfaction survey results from PowerUp Tech Conference; Attendance and satisfaction survey results from G1 professional development*
Department Responsible for Reporting: *Instructional Technology*

G1 staff participated in professional development at each site. Whitehorse and Sennett Middle Schools modeled digital tools such as Google Apps/Classroom, formative assessment tools such as Kahoot, and collaboration tools like Padlet during building professional development. Whitehorse and Sennett also collaborated to share ideas with like teacher teams and participate in a dual school EdCamp experience. EdCamps offer attendees the opportunity to build their own Professional Learning sessions which are taught by their peers. Like the middle schools, Gompers, Huegel, Sandburg, and Shorewood Elementary Schools modeled the integration of digital tools within their learning. The elementary schools also attended a 10 school EdCamp that included collaboration and sharing sessions specifically for G1.

Table 5: G1 Staff Professional Learning Opportunities Within the District

When	Course	Sessions	Total Participants	Evaluations Received	Question 1: Satisfaction (out of 5)	Question 2: Importance (out of 5)	Question 3: Teaching Effectiveness (out of 5)	Question 4: How much did you learn? (out of 5)
Summer 2015	G1 Modern Learning Workshop	6	239	86	3.6	4.0	3.8	3.5
	G1 Creating Digital Content	8	177	67	4.2	4.4	4.4	4.1
	Madison Power UP	3	315	166	4.5	4.6	4.5	4.5
2015-16 School Year	G1 (1:1) School Wide	1	50	2	4.5	4.5	4.5	4.0
	Google Certification - Level 1	2	58	26	4.5	4.8	4.7	4.8
	Ed Tech Café	1	20	2	4.5	4.5	5.0	4.5
	G1 Summit 5	1	38	17	4.3	4.4	4.8	4.5
Summer 2016 (through July)	EdTech Challenge	3	77	46	4.9	4.9	4.8	4.8
	Google Certification - Level 1	1	54	13	4.4	4.6	4.6	4.5

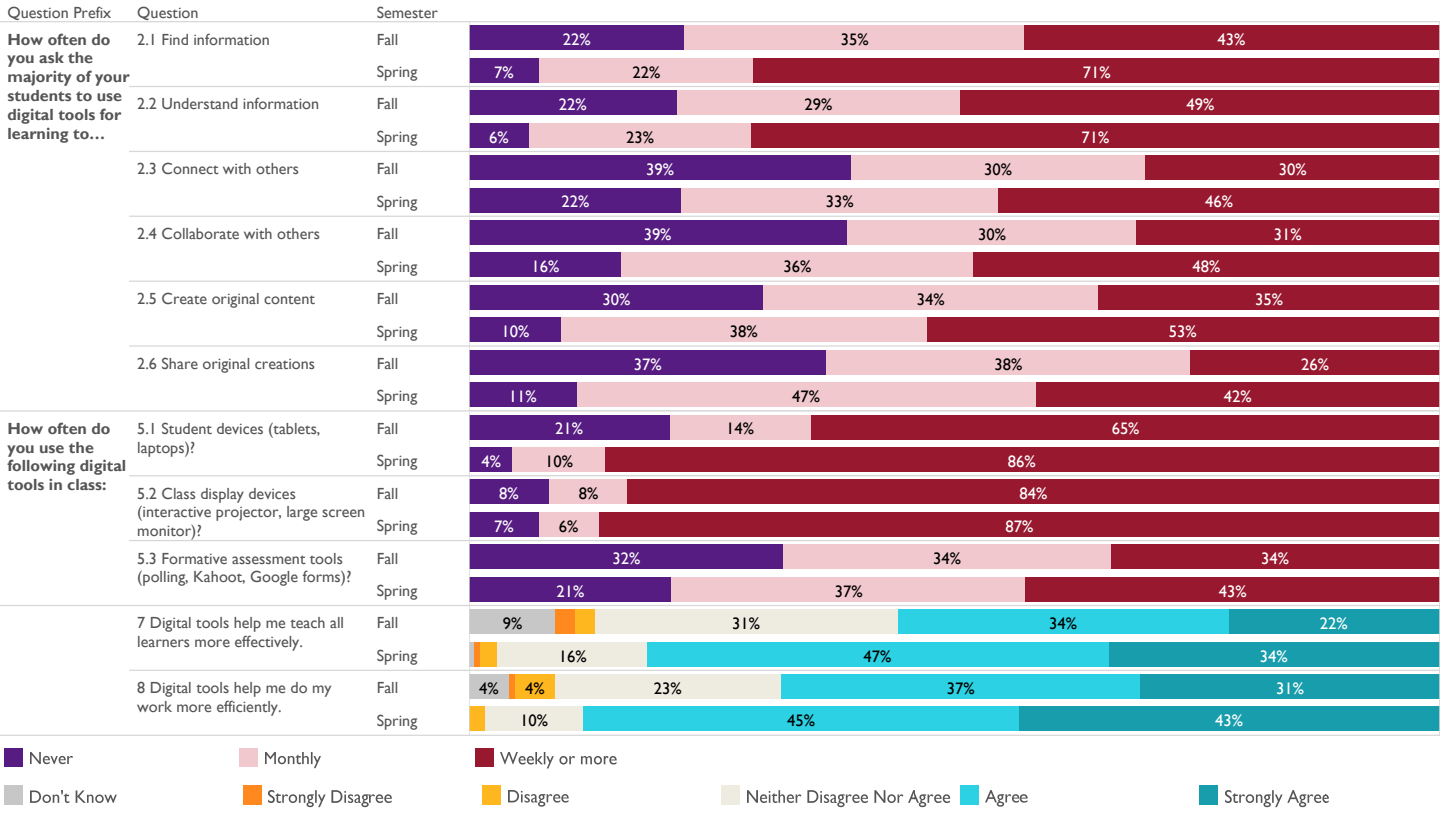
In total, more than 1,000 staff attended district-provided professional learning opportunities. Average satisfaction by question ranged from 4.3 to 4.5, indicating that staff generally were satisfied with the opportunities provided.

G1 staff also attended learning opportunities outside the district such as Madison EdCamp, Google Summits, and SLATE conference 2015.

Did we achieve our goal? Yes

Goal: *Increase the use of digital strategies and tools in G1 schools*
Metric: *Increased use of digital strategies and tools for instruction in G1 schools*
How Measured: *Fall-Spring improvement on Questions 2, 5, 7 and 8 on the Staff Digital Literacy Survey; Qualitative data (Administrative walk-throughs, G1 Lead Team reflections)*
Department Responsible for Reporting: *RPEO, Instructional Technology*

Figure 7: Staff Digital Literacy Survey Questions 2, 5, 7-8 Fall-Spring Improvement



We observe improvement from Fall to Spring across questions. For some questions, this improvement was relatively minor (e.g. frequency of using class display devices, which was already very high in Fall). Others increase massively, including the frequency of staff asking students to use digital tools to find information (up from 43% weekly in Fall to 71% weekly in Spring).

When asked to reflect on this goal, G1 schools believed they had increased the use of digital tools and strategies throughout 2016-17. While teaching core curriculum, teachers integrated digital strategies to provide diverse opportunities for all students. For example, Huegel's G1 story video describes many of those opportunities, including different ways for students to express their learning and access material that would otherwise be difficult to access. Teachers used Google Classroom to deliver digital content and track assignments, delivered digital formative assessments to monitor student progress, and discovered Google Hangouts to connect with classrooms across the district, state, country, and globe. For example, a 2nd grade class connected to multiple classes throughout the US via Google Hangouts. Teachers collaborated in teacher teams to integrate digital strategies and resources to provide intentional methods to close achievement gaps. For example, teams attended professional learning sessions such as Team Digital Refresh and EdTech Cafe.

Did we achieve our goal? Yes

School Learning Spaces

Goal: *Equip all district libraries with 21st Century technology and media materials for effective information and innovation centers*
Metric: *Percent of district libraries with WI Common School Fund supported technology equipment and media materials*
How Measured: *Walk through: Photo documentation*
Department Responsible for Reporting: *Technical Services, Building Services*

G1 schools focused on creating innovative spaces within their libraries. Huegel and Whitehorse remodeled their libraries with district and partner funding.

Click below to see example photos for several schools.
Huegel Photos
Gompers Photos
Whitehorse Photos

Beyond G1 schools, the district also used Common School Funds to upgrade libraries throughout the district. Purchases included all libraries receiving large screen, 70" monitors and high school libraries receiving Chromebook carts and essential technology needs specific to their school. As a result, 100% of libraries received some Common School Fund supported technology equipment and/or media materials.

Did we achieve our goal? Yes

Networks and Servers

Goal: *Upgrade data flow in district to the Internet Service Provider (ISP)*
Metric: *Percent of data flow increase*
How Measured: *Data flow upgrade plan completed*
Department Responsible for Reporting: *Technical Services, Building Services*

The plan is to increase bandwidth to 10Gbps by January 2017. The bandwidth upgrade project was made part of the federal E-Rate program which will provide a discount off of the total cost of the project. This was not originally part of the timeline estimate for this project. The E-Rate application process precluded us from ordering the technology until the end of May 2016. As a result, the data flow increase this year was 0%. The installation schedule was revised to account for the receipt of the technology in August 2016. All of the network technology for this project has been purchased and will be installed by January 2017.

Six schools are not connected to the district wide-area network, and will be exempt from the increase in bandwidth (Black Hawk/Gompers, Elvehjem, Falk, Kennedy, Olson, and Sandburg). The increase in the bandwidth on the wide area network (WAN) for each school is intended to meet the future needs of the schools as they add more technology and use more sophisticated digital software and apps. The schools that are not on the WAN are being provided connections to District resources and the Internet using leased commercial lines. Currently the bandwidth to each site is sufficient to meet their needs. If any of these schools begin to show evidence that the leased bandwidth is not sufficient, we will

Did we achieve our goal? No

Goal: *Create an IT Disaster Recovery plan*
Metric: *Percent of equipment installed: fail over plan between NOC 1 and NOC 2, a scalable backup and recovery system, a new virtual server system and a new storage area network (SAN).*
How Measured: *Plan completed and system in place to recovery from disaster*
Department Responsible for Reporting: *Technical Services, Building Services*

The Disaster Recovery Plan project has been moved to the 2016-17 school year due to time and budget constraints in 2015-16.

Did we achieve our goal? No

Student Information Systems

Goal: *Provide an electronic portfolio system to manage student work connected to the ACP*
Metric: *Percent of 8th and 9th grade students with Academic & Career Plan electronic portfolios created and learning materials achieved*
How Measured: *Percent of 8th and 9th grade students with Academic & Career Plan electronic portfolios completed*
Department Responsible for Reporting: *Personalized Pathways*

During the 2015-16 school year, through Academic and Career Planning (ACP) in grades 8 and 9, MMSD began to implement an electronic portfolio system. The focus in year 1 was to engage students in grade 8 and 9 in uploading a minimum of one artifact aligned to the ACP knowledge and skills into an e-portfolio. The e-portfolio is housed within the Career Cruising tool.

In 2015-16, 100% of 8th graders and 9th graders had access to an electronic portfolio within Career Cruising. MMSD met the metric established in the ACP implementation expectations. A total of 70% of 8th grade students uploaded at least one artifact to their Career Cruising e-portfolio, and 53% of 9th grade students uploaded at least one artifact to their Career Cruising e-portfolio.

MMSD did not meet the 100% metric established in the ACP implementation expectations due to challenges with access to technology, particularly at high school. However, 2015-16 was a significant improvement from 2014-15 where fewer than 10% of students at grades 8 and 9 uploaded artifacts. Therefore, we believe our goal to improve the percent of students with portfolios completed was achieved, although we still have room to grow.

Did we achieve our goal? Yes

Support for All

Goal: *Provide onsite technical support for G1 implementation for staff and students*
Metric: *Percent of G1 staff who feel they have received excellent technical support*
How Measured: *Percent of G1 tickets completed on time by Tech Services (tracked by SysAid)*
Department Responsible for Reporting: *Technical Services, Building Services*

Technical Services completed 80% of the G1 tickets on time. We believe this rate represents excellent customer service, and achieving 100% is challenging because we are dependent on the vendors to provide either parts or repairs for technology that is under warranty. All of the G1 technology is covered by warranties. There are expectations that the turn-around time from a vendor be minimal, but we cannot control the time it takes the vendor to either perform a

Services' customer service met or exceeded their expectations.

Did we achieve our goal? Yes

Goal: *Provide family-focused digital learning opportunities for all district families*
Metric: *Number of Parent Academy sessions focused on family digital strategies*
How Measured: *Attendance at monthly Parent Academy sessions*
Department Responsible for Reporting: *Instructional Technology*

Table 6: Parent Academy Sessions

Session Title	Date	Location	Attendees
Managing Mobile Devices	9/15/2015	Gompers	2
Online Learning	9/16/2015	Doyle	1
Digital Homework Help	10/20/2015	Sennett	2
Google Apps	11/10/2015	Shorewood	3
Social Media	4/19/2016	Whitehorse	4
Maximizing Online Resources	5/18/2016	Sennett	4

During the 2015-16 school year, we offered six Parent Academy sessions on varied topics at locations across the district. These sessions were marketed and promoted through the MSCR catalog and website, Family, Youth, and Community Engagement department communications, and the G1 school newsletters. Although attendance was low, we succeeded in providing family learning opportunities, so we believe this goal was met. Net year, we will work directly with each school to plan parent learning opportunities, hoping to increase not just the opportunities available for learning, but participation in those opportunities.

Did we achieve our goal? Yes

Goal: *Provide high-quality family support and communication for G1 school digital implementation*
Metric: *Percent of G1 schools with clearly defined family support strategies around digital implementation*
How Measured: *School Improvement Plan strategies, G1 Lead Team evaluations*
Department Responsible for Reporting: *Instructional Technology*

For this section, we allowed each G1 school to comment on their family support strategies. Their summaries are below.

Sandburg:
"Our school built on its experience with technology integration featuring parent involvement and communication by sharing policies and guidelines during relevant parent nights (like the Welcome Back night), through home-school communication including the signing of device policies, and periodic updates through our Quarterly Student Showcases. Technology has enabled us to dramatically augment not only what kids learn but how they show what they've learned, and the volume of their work has expanded considerably. Parents routinely applaud the integration of technology, the increased options for kids, and they show appreciation for the skills students are developing. From our Welcome Back night to parent / teacher conferences and the Quarterly Student Showcases, technology has been integrated seamlessly throughout our programming. Classes have websites, blogs, student-led conferences, and projects which highlight the integration of technology to support core learning. PTO meetings also featured the application of technology to enhance learning." – Brett Wilfrid, Principal

Gompers:
"At Gompers, our family connections included:

- Booth at registration
- Presentation during Open House
- Presentations to the PTO from the Principal and Instructional Technology Coach
- Classroom newsletters/Facebook pages
- Individual student presentations by grade level throughout the year using tech where families came to school
- G1 parent tours during the school day to see students learning in all environments
- Classroom Dojo: digital app that communicates with families"
  -Sarah Chaja, Principal

Whitehorse:
"Our grade level teams hosted Back to School nights with presentations about our 1:1 implementation included within the family event. Staff shared the way students will use the devices for learning and expected behaviors. Our school hosted a Math Fair where our Chrome Ninjas demoed the Chromebooks and explained to families how technology was integrated into the classroom. We also hosted a Family Heritage Night where many students created projects about their heritage using Google Slides and presented to their families in the LMC. We had write-ups in our newsletters

Shorewood:
Click to view our Family Communication Plan.

Huegel:
"We used the following strategies for family and community engagement:

- Classroom Google Sites and Newsletters
- Classroom Teachers used Messenger to send texts informing parents of changes to schedules and reminders for upcoming deadlines and events.
- Students in all grade levels emailed projects they were proud of to their parents
- Students created QR codes that were linked to projects and posted them in the hallways for visitors to see/use
- We offered mini google trainings at each PTO Meeting and opened up the Maker-Space for the children that attended.
- Our monthly school newsletter, Huegel Highlights, included a Technology section that summarized technology news for the month and provided suggestions for apps that parents could use at home with their children.

- We surveyed all parents asking what support we could provide. We used the feedback to create a Parent Technology Night at one of the PTO meetings; offering breakouts where Parents could rotate from session to session and learn about how their children were using technology at school.
- Slide shows were shown on monitors at Open House. Teachers had the technology out for children to show their parents. Some classrooms played Kahoot with their parents at Open House.
- Teachers used their technology to share data at Parent Teacher Conferences and Students shared work samples they were proud of on their tablets in their google Accomplishments folders.
- Our continued work around Family and Community Engagement is summarized in our 2016-2017 SIP and explicitly calls out our use of technology to enhance Family and Community Engagement: We will increase two-way communication around the new reporting system in order to balance the diversity of parent/family involvement in the school." - Teri Hedges, Instructional Coach

Sennett: "We shared devices at our back to school picnic where students and parents were able to explore the devices and ask questions. At Parent/Teacher conferences, we showcased the devices and student work, and we supported the Parent Academy sessions. Our most successful piece of communication was the hashtag we used on Twitter to communicate our story: #SennettShines.
communicate to our families, community, and the world how bright Sennett Middle School shines!" – Shawn Schroedel, Instructional Coach

Did we achieve our goal? Yes

Implementation Metric Summary Table

Project	Goal	Metric	How Measured	Did we meet our goal?
Student Learning	Ensure that all G1 students have access to necessary instructional technology to improve learning	Percent of students in G1 schools with dedicated device available for their use (as recommended in plan); Percent of G1 classrooms with all equipment outlined in plan	Number of students in G1 schools compared to number of devices available (Goal of 2:1 in K-1 and 1:1 in 2-8); Walk through: Photo documentation	Yes
	Increase digital literacy for G1 students	Increased digital literacy for students in G1 schools	Fall-Spring improvement in responses to Questions 2-7 on the Student Digital Literacy Survey and Questions 2-3 on the Staff Digital Literacy Survey	Yes
	Increase understanding of responsible digital citizenship for G1 students	Increased understanding of responsible digital citizenship for G1 students	Fall-Spring improvement in response to Question 8 on the the Student Digital Literacy Survey and Question 4 on the Staff Digital Literacy Survey	Yes
	Increase academic achievement for G1 students	Increased academic achievement for G1 students	Percent of students meeting typical Fall-Spring MAP growth in reading and math in grades 3-8; Qualitative data	Yes
	Increase student engagement and ownership of learning in G1 schools	Increased student engagement and ownership of learning in G1 schools	Decreased behavior events; Increased attendance; Fall-Spring improvement in responses to Questions 9-11 on Student Digital Literacy Survey and Questions 6, 9-10 on the Staff Digital Literacy Survey; Qualitative data	Yes
Professional Learning	Ensure that all staff who need laptops have received them	Percent of district staff receiving laptops for professional use	Percent of eligible district staff (according to criteria) who have been assigned and received their laptops by Spring 2016	Yes
	Provide G1 staff with professional learning to implement effective strategies for personalized learning for students	Increased G1 staff engagement in professional learning for digital learning	Attendance and satisfaction survey results from PowerUp Tech Conference; Attendance and satisfaction survey results from G1 professional development	Yes
	Increase the use of digital strategies and tools in G1 schools	Increased use of digital strategies and tools for instruction in G1 schools	Fall-Spring improvement on Questions 2, 5, 7 and 8 on the Staff Digital Literacy Survey; Qualitative data (Administrative walk-throughs, G1 Lead Team reflections)	Yes

Project	Goal	Metric	How Measured	Did we meet our goal?
School Learning Spaces	Equip all district libraries with 21st Century technology and media materials for effective information and innovation centers	Percent of district libraries with WI Common School Fund supported technology equipment and media materials	Walk through: Photo documentation	Yes
Networks and Servers	Upgrade data flow in district to the Internet Sevice Provider (ISP)	Percent of data flow increase	Data flow upgrade plan completed	No
	Create an IT Disaster Recovery plan	Percent of equipment installed:fail over plan between NOC 1 and NOC 2, a scalable backup and recovery system, a new virtual server system and a new storage area network (SAN).	Plan completed and system in place to recovery from disaster	No
Student Information Systems	Provide an electronic portfolio system to manage student work connected to the ACP	Percent of 8th and 9th grade students with Academic & Career Plan electronic portfolios created and learning materials achieved	Percent of 8th and 9th grade students with Academic & Career Plan electronic portfolios completed	Yes
Support for All	Provide onsite technical support for G1 implementation for staff and students	Percent of G1 staff who feel they have received excellent technical support	Percent of G1 tickets completed on-time by Tech Services (tracked by SysAid)	Yes
	Provide family-focused digital learning opportunities for all district families	Number of Parent Academy sessions focused on family digital strategies	Attendance at monthly Parent academy sessions	Yes
	Provide high-quality family support and communication for G1 school digital implementation	Percent of G1 schools with clearly defined family support strategies around digital implementation	School Improvement Plan strategies, G1 Lead Team evaluations	Yes