Preparing students for 21st century success through Educational Excellence

MILTON AREA SCHOOL DISTRICT

A Vision of Digital Teaching and Learning

The faculty and staff of the Milton Area School District believe that the safe and effective use of technology can have a significant positive impact on the teaching and learning process. Leveraging technology to increase the effectiveness of learning and the efficiency of school operations is a primary focus for our school district as we prepare students for 21st Century success.

Belief Statements:

• We believe that technology will enrich, accelerate, and extend student learning.
• We believe that the use of technology in school will prepare our students to function more effectively in the 21st Century and in an ever-changing global society.
• We believe that students and staff must be skilled users of technology, and that acquiring and maintaining technology skills is a lifelong process.
• We believe that our teachers and staff must strive to be leaders in educational technology for the benefit of student learning.
• We believe that students and staff must have ubiquitous access to reliable and appropriate technology resources.
• We believe that providing blended learning experiences for students will help meet the unique needs of diverse learners while maintaining individual accountability in a challenging and rigorous academic environment.
• We believe that students and staff must understand and apply the ethical guidelines associated with the use of technology.
• We believe that parents play an integral role in the education of their children, and they must actively with teachers and administrators to connect formal and informal uses of technology.

Vision Statement:

As we prepare our students for college and career readiness, it is our shared vision, among students, parents, staff, administration, the Board of Directors, and the community, to leverage technology innovatively by extending, enriching, and deepening everyone’s personal learning to foster the skills necessary to compete globally, nationally, regionally, and locally.
**Discussion:**

The faculty and administration of Milton Area School District (MASD) recognize that effective educational experiences for students need to be student-centric, and that deep learning occurs when students make personal connections with educational activities. To ensure that these personal connections occur, the faculty and administration will provide opportunities for all students to experience learning through the use of diverse formats of content and varied learning modalities.

The personalization of learning for each MASD student will be achieved by leveraging technology in innovative ways. The district will provide all teachers and students with personal computing devices, engaging digital content, and a web-based learning platform designed to encourage collaboration, appropriate student/teacher interaction, and student independence. Providing such an environment fosters the ability for students to “own” their education by having a greater degree of control over the pace and depth of their learning. In addition, this kind of environment invites active learning and expands the opportunities for students to demonstrate educational competencies through project-based experiences.

The role of teachers will shift to being a facilitator of learning for students, rather than being the primary source of content delivery. Using technology to transform the classroom and the educational experience for students places the teacher in much more critical role. Teachers will now become architects of learning for each student by providing relevant interdisciplinary learning opportunities that match the individual learning styles of their students. The creation of active and inquiry-based learning experiences for students will become the norm for all teachers. Furthermore, each teacher will become highly skilled at collecting and analyzing student achievement data (both formative and summative) in this innovative digital learning environment, which will be integral to the shaping of future instruction for each student.
MASD Digital Conversion Target and Critical Success Factors

**Target #1:** By the end of the 2018-19 school year, all students will engage in formal blended learning experiences as part of the district-wide Digital Conversion.

**Critical Success Factor #1**
All teachers and students will have access to computing devices and related resources (e.g. digital content, learning management system, apps, software, online subscriptions, etc.) that are specific to online research, collaboration, and the completion of digital assignments and projects.

*Action steps*
1. Learning Management System (LMS)
   a. Evaluate and select LMS (*Schoology, Canvas, Sapphire, or keep Moodle*)
   b. Purchase and implement the selected LMS
   c. Conduct LMS-specific training (*teachers and administrators*)
2. Digital content
   a. Evaluate and select digital content
   b. Purchase and implement digital content
   c. Conduct training on how to integrate digital content into LMS (*teachers*)
3. Computing devices
   a. Evaluate and select computing devices for adoption at each academic level
   b. Purchase and deploy computing devices per scheduled “phase-in” plan
4. Determine and implement student, teacher, and administrator data storage strategy (*e.g. OneDrive, Google Drive, etc.*)

**Critical Success Factor #2**
All teachers and administrators will engage in professional development that is specific to the functional use of the features of computing devices as well as the pedagogical ways in which the devices may be used to promote academic research, collaboration, and the completion of digital assignments and projects.

*Action steps*
1. Define instructional expectations of device use for teachers (3-year span)
2. Define expectations of support to teachers by building-level administrators (3-year span)
3. Define the level(s) of accountability of teachers regarding the degree to which devices are used in the classroom (3-year span)
4. Determine the content, source, and format of device training and instructional professional development for teachers
5. Schedule device training and instructional professional development for teachers
6. Conduct device training and instructional professional development for teachers
Critical Success Factor #3
All teachers will be provided with an adequate amount of time to prepare student learning activities/lessons that involve the students’ use of computing devices and related resources for online research, collaboration, and the completion of digital assignments and projects.

Action steps
1. Determine the amount of time needed for teachers to develop blended learning activities/lessons
2. Develop and execute a schedule for teachers to develop blended learning activities/lessons
3. Conduct building-level “update meetings” to highlight teachers’ work in developing blended learning activities/lessons

Critical Success Factor #4
Classrooms throughout the school will be physically organized in a manner that accommodates blended learning and will be equipped with computer accessories and media equipment that supports a variety of blended learning models.

Action steps
1. Investigate alternative classroom layouts that support blended learning
2. Conduct site visits to exemplary blended learning schools to experience active alternative classroom layouts
3. Create a funding plan for the purchase of furniture that that supports blended learning
4. Develop standards for media equipment (projectors, speakers, microphones, cameras, etc.) to be installed in blended learning classrooms
5. Create a funding plan for the purchase of media equipment to be installed in blended classrooms
6. Procure and install furniture in blended learning classrooms
7. Procure and install media equipment in blended learning classrooms

Critical Success Factor #5
Technical support that is focused on customer service with the intent to meet instructional and administrative goals will be available to all students and staff.

Action steps
1. Determine and integrate “Service Level Agreements” aimed at providing highly responsive technical support to end users
2. Determine the appropriate structure and staffing level of the Technology Department to support the “phase-in” plan of blended learning throughout the district
3. Restructure the Technology Department and procure additional technology staff as deemed appropriate
4. Create a process and data collection instruments to gather district-wide information on the effectiveness of the Technology Department
5. Execute the process of data collection and analysis to determine the effectiveness of the Technology Department
6. Evaluate and refine all procedures involving the Technology Department in an effort to provide proactive and positive departmental activity and support to stakeholders, which is customer service driven

**Critical Success Factor #6**
The technology network infrastructure and network-specific technical support will be adequate to support the district-wide Digital Conversion.

*Action steps*
1. Determine and integrate “Service Level Agreements” aimed at providing a highly reliable network infrastructure
2. Determine the appropriate structure and staffing level of the Technology Department to support the “phase-in” plan of blended learning throughout the district
3. Create a schedule for the proactive replacement of network switches and related equipment district-wide
4. Create a funding plan for the following:
   a. Increase in wireless coverage and density
   b. Device replacements (based on lifecycles)
   c. Installation of generator circuits to all wiring closets
   d. Upgrade of the district’s network fiber backbone
   e. Upgrade of the district’s Internet bandwidth
5. Purchase and install replacement network switches and related equipment per the determined replacement schedule
6. Purchase and install wireless access points in every classroom and select non-instructional areas
7. Install generator circuits to all wiring closets
8. Upgrade the district’s network fiber backbone to 10 Gbps
9. Increase Internet bandwidth to meet the demand of anticipated use (must be aligned to plan to meet SETDA recommendations)

**Critical Success Factor #7**
All building-level and central office administrators will develop and implement processes and procedures that are specific to the effective leadership of blended teaching and learning.

*Action steps*
1. Create a “phase-in” plan for the implementation of blended learning K-12
   a. Determine the schedule for the acquisition and deployment of computing devices, digital content through a feasibility study
   b. Prepare, if necessary, for the replacement of the existing learning management system
   c. Determine the prioritization and schedule of technical training and professional development (specific to pedagogy) for teachers and administrators
2. Define building administrator responsibilities as they relate to leading the implementation of blended learning in the following areas:
   a. Development of a building-level professional development plan
   b. Execution of a building-level professional development plan
   c. Modeling of blended learning to staff, students, and parents
   d. Physical transformation of classrooms
   e. Supervision of teachers involved in blended teaching
   f. Provide technical and instructional support which is aligned to the district-adopted “Service Level Agreement” model

**Critical Success Factor #8**
The district administrative staff will develop and implement a forward-thinking budget to ensure the proper implementation and sustainability of the district’s Digital Conversion.

*Action steps*
1. Attend appropriate E-rate trainings (Technology Director)
2. Develop 2016-17 technology budget that is:
   a. Aligned to the funding plan referenced in CSF #6
   b. Coordinated with the curriculum budget
3. Develop an additional 3-year budget plan that provides advance understanding of the technology funding needed to support the “phase-in” approach to implement blended learning K-12
4. Develop a communication strategy that engages the board in ongoing conversation about the financial resources needed to support the technology necessary for effective blended learning
5. Execute the established board communication strategy (relating to technology funding for blended learning)

**Critical Success Factor #9**
All building-level and central office administrators will create community awareness of the district’s Digital Conversion and garner the support needed for the initiative to be successful.

*Action steps*
1. Develop a district-level strategy to garner the support of district stakeholders that is specific to district-wide blended learning (targeted to the community)
2. Develop a building-level strategy to garner the support of teachers and students that is specific to blended learning within each school building (aligned to district-level strategy)
3. District-level and building-level administrators execute the activities and tasks associated with the established support strategies
4. Evaluate the effectiveness of execution of the district-level and building level support strategies