Utah State Board of Education
Digital Teaching and Learning Grant Program

Qualifying Grant Application and Rubric
FY 2018

Murray City School District
5102 South Commerce Dr.
Murray, UT 84107
(801) 264-7400

Murray City School District

Technology Committee Members

Melissa Hamilton, Chair
Kami Anderson – School Board
Scott Bushnell – District Administration
Scott Wihongi – Secondary Administrator
Erik Fetzer – Parent Representative
Chad Sanders – Elementary Administrator
Mitzi Huff – School Board
Geri Smith – Elementary Teacher
Kelli Kercher – Special Education
Cris Longhurst – School Board
Patti McConnell –Secondary Teacher
Jason Eyre – Technology Department
Kelly Taeoalii – Parent Representative
Glo Merrill – School Board
Keira VanBeekum – Elementary Teacher
Keith Wood – Secondary Teacher

LEA Overview:

I. LEA's Results on the Readiness Assessment Required in Section 53A-1-1404

a. *The Master Plan refers to completing the Future Ready Assessment, which can be found here: http://dashboard.futurereadyschools.org/framework Please note that this assessment takes 4-8 weeks to complete.*

b. *Completion of the assessment will generate a self-assessment report that can be included here to meet the planning requirement.*

c. *LEA's may request possible use of another readiness assessment to be approved by the Digital Teaching and Learning Advisory Board. All requests must be received and approved prior to September 1, 2016.*

The Murray City School District selected the Future Ready Tool to complete The Future Ready Five Step Process to fulfill this requirement of the Digital Learning and Teaching Grant Application. The district's technology committee met and divided into subgroups. Each subgroup was given the task to complete one or two "gear" areas. Upon completion of each individual area, the complete document was presented to the entire technology committee for review, modification and adoption.

The Digital Learning Readiness Report is found on the following pages. The link to complete document is at:
http://www.murrayschools.org/forms/msdlrr.pdf

DIGITAL LEARNING READINESS REPORT

MURRAY DISTRICT

Date of Report: 10/05/2016

Digital Learning Readiness Score: *5.1* *(of 10)*

Technology now allows for personalized digital learning for every student in the nation. The Future Ready Schools District Pledge, according to the U.S. Department of Education, is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, careers and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the graphic below.

With student learning at the center, a district must align each of the seven (7) key categories, or gears, in order to advance toward successful digital learning:

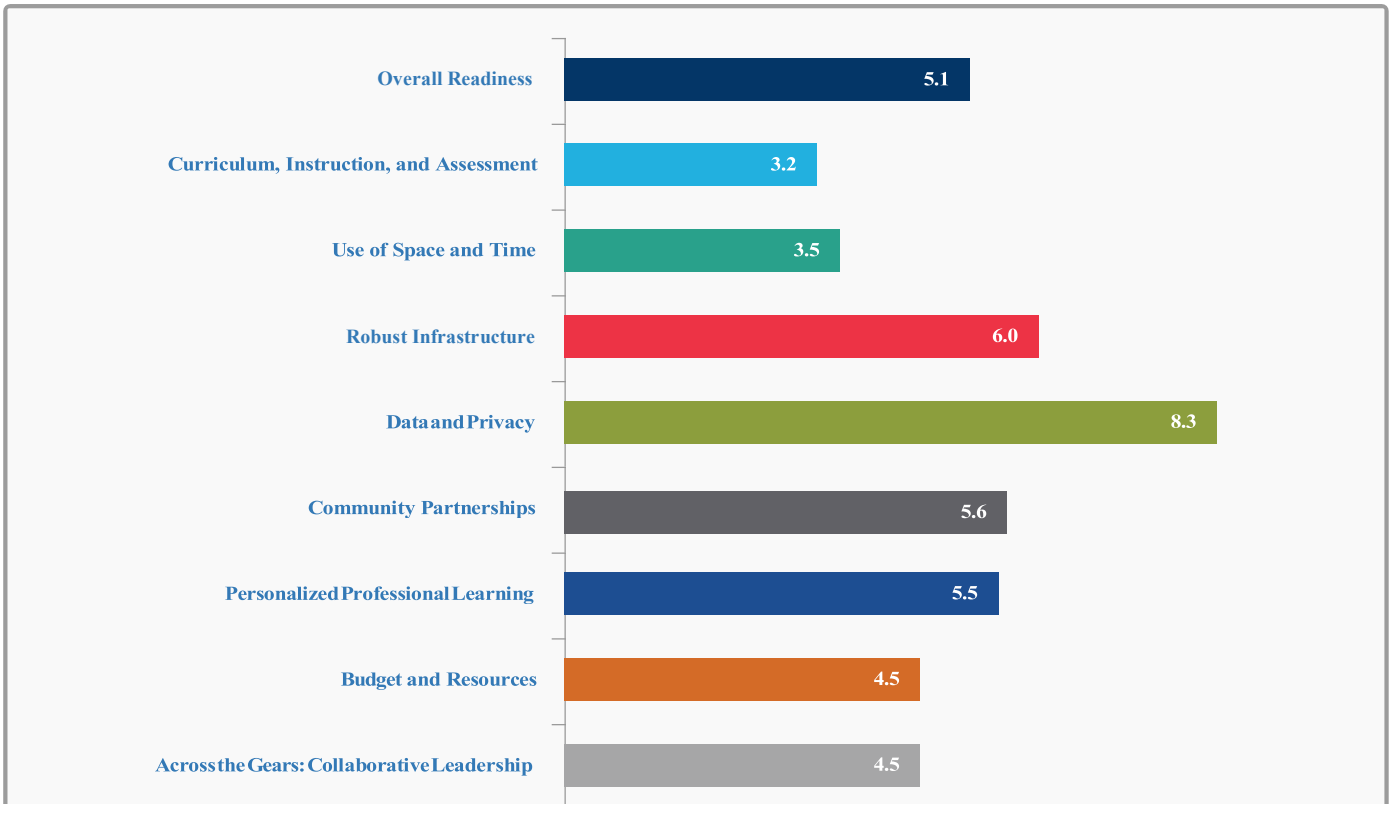
1. **Curriculum, Instruction, andAssessment**
2. **Use of Time**
3. **Technology, Networks, and Hardware**
4. **DataandPrivacy**
5. **Community Partnerships**
6. **Professional Learning**
7. **Budget and Resources**

The outside rings in the figure emphasize the importance of empowered leadership and the cycle of transformation where districts vision, plan, implement and assess continually. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning.

This confidential report indicates your district's readiness to implement digital learning. The chart below provides a snapshot of your district's progress to date across the seven gears in the Future Ready Schools framework.

Digital Learning Readiness per Gear

This chart provides a snapshot of your district's Readiness Ratings across the seven gears in the Future Ready framework. After your district works on its gaps, your team may want to take the self-assessment again and see trends over time.



Digital Learning

Digital learning is defined as the strengthening, broadening and/or deepening of students' learning through the effective use of technology. It individualizes and personalizes learning to ensure all students reach their full potential to succeed in college and a career.

Digital learning is the strengthening, broadening, and/or deepening of students' learning through the effective use of technology.

Digital learning can be enabled through a range of instructional practices. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practices. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment and opportunities for learning anytime and anywhere.

Staging your district to implement digital learning successfully is a complex progress. It will include (1) investigating and researching new designs for learning; (2) envisioning a range of possibilities and formally adopting a new vision; (3) collaboratively developing plans to enable that vision; and (4) staging the implementation for success by enacting policies and capacity building measures. The following provides important information about the foundation your district is establishing in support of digital learning.

Your District's Vision for Digital Learning

District Vision
We see •Students with access to devices: Elementary – at least 6-8 devices per classroom Jr High/High School – device for every student (BYOD) Teachers use of district and personal devices •Access to software that supports student learning. •Access to cloud storage and other collaboration software solutions •Wireless access in every classroom •Streamline device acquisition to correspond to instructional requirements while reducing support costs and maintenance/upkeep.

Vision for Students	Included in Your District's Vision	
	No	Yes
Personalization of learning		X
Student-centered learning		X
21st Century Skills/deeper learning		X
College and career readiness		X
Digital citizenship		X
Technology skills		X
Anywhere, anytime learning	X	

Your District's Uses of Technology for Learning

This table reports the status of your district's uses of educational technology:	Available in Your District	In Your District's Plans	Not Yet a Priority
Online coursework	X		
Intelligent adaptive learning		X	
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	X		
Assessment data (formative and summative)	X		
Social Media		X	
Blended learning		X	
Digital tools for problem solving (visualization, simulation, modeling, charting, etc.)		X	
eCommunication sites for student discussions		X	
eCommunication sites for teacher discussions		X	
Real-world connections for student projects	X		
Tools for students to develop products that demonstrate their learning	X		
Digital student portfolios		X	
Online research	X		

II. Inventory of the LEA's Current Technology Resources, Including Software, and a Description of How a LEA Will Integrate Those Resources into the LEA's Implementation of the Three Year Proposed Program

Part A. Inventory of LEA's Current Technology Resources, Including Software

This section should articulate a commitment to continue to engage in existing inventory efforts. Please visit http://www.uen.org/digital-learning/taskforce.shtml and utilize the Utah School Technology Inventory Tool to find relevant data for this aspect of the plan. (You can contact resources@uen.org if you need additional assistance procuring your inventory data.)

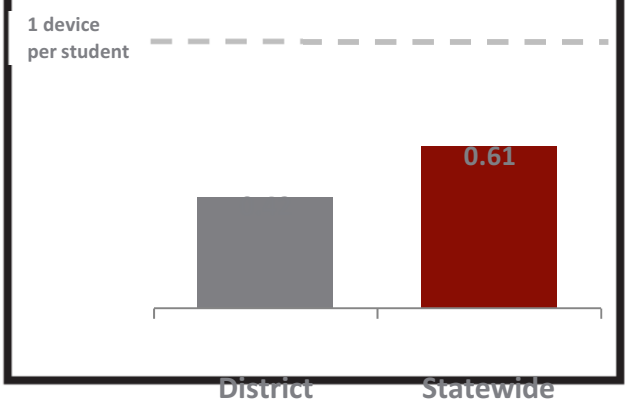
The following is a copy of Murray City School District's School Technology Inventory compiled by Utah Education and Telehealth Network (UETN). In addition, the school district's complete Digital Teaching and Learning Inventory Project report follows. Included in the report is a matrix that lists each of the district's schools future needs for instructional software and tools. These needs are based on the school improvement plan for each individual school. The report also indicates the school's need for professional development and training resources.

UTAH

School Technology Inventory

Murray City School District

Computing Devices per Student



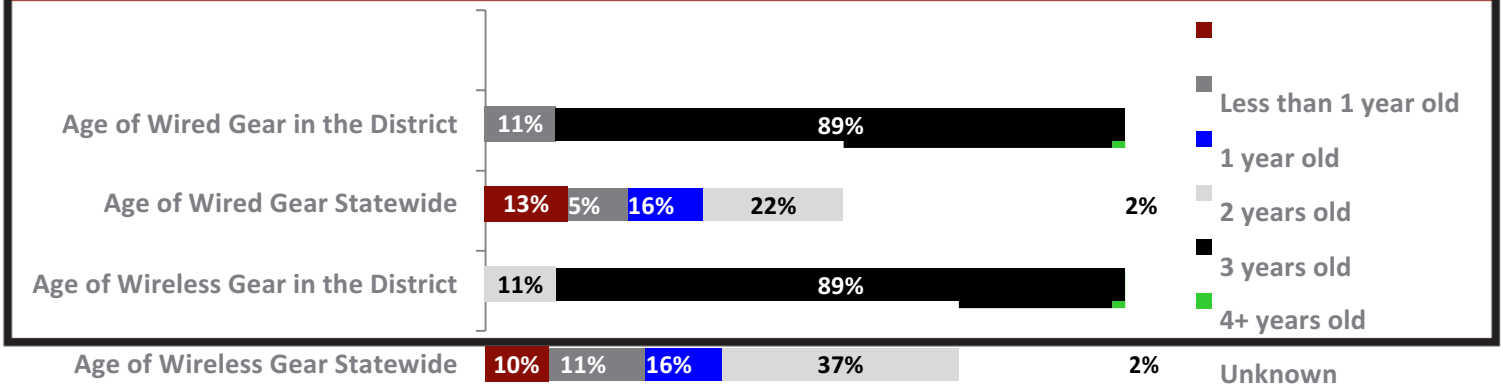
Computing Devices Used in Schools	Total for Student Use	Total for Teacher or Administrator Use
Desktops Using Windows OS	1,160	110
Laptops Using Windows OS	1,050	346
Mac Desktops	80	5
Mac Laptops	0	0
Google Chromebooks	100	0
Windows Tablets	0	0
Android Tablets	0	0
iOS Tablets	135	220

0.42 Wi-Fi Access Points

Per Classroom
Compared to

0.58 Statewide

Population	35,643
Student Body Size	6,001
Number of Schools	9
Urban/Rural	Urban
Median Household Income	$52,397
Poverty Rate	13.1%
Free/Reduced Lunch Eligible	33.2%



For more information, visit www.uen.org/digital-learning

Analyses based on validated data from 100% of Utah K-12 schools that participated in the survey.

Murray School District
Digital Teaching & Learning
Inventory Project

Across all schools within your district, how many full-time equivalent staff members in total (employees and contractors) are available to provide tech support at the school level?

- Number of Employees: 6.0
- Number of Contracted Staff: 0.0

Across all schools within your district, how many full-time equivalent staff members in total (employees and contractors) are available to provide instructional technology support at the school level?

- Number of Employees: .66
- Number of Contracted Staff: .66

What are the top 10 software applications that are being used to support teaching and learning in your district (not in order of use)?

- Microsoft Office
- Adobe Acrobat Reader
- Canvas(LMS)
- Aspire
- iReady
- Waterford

What are the top assessment solutions that are currently in use in your district (not in order of use)?

- mClass
- Voyager
- EADMS
- iReady

Does the school have a student information system (SIS) in place? If yes, what platform?

- Yes – Aspire

Does your district utilize Microsoft Active Directory (AD) for student and teacher accounts?

- ☐ Yes

Does your district have individual e-mail accounts set up for students? If so, what grades?

- ☐ Yes, grades 7-12

What platform is used for student e-mail accounts?

- ☐ Local or Hosted Microsoft Exchange Server

SCHOOL TECHNOLOGY PROFILE

What type of school is this?

- ☐ Grant – District School
- ☐ Horizon – District School
- ☐ Liberty – District School
- ☐ Longview – District School
- ☐ McMillan –District School
- ☐ Parkside – District School
- ☐ Viewmont – District School
- ☐ Hillcrest Jr. – District School
- ☐ Riverview Jr. – District School
- ☐ Murray High – District School

School Category

- ☐ Grant – Elementary School
- ☐ Horizon – Elementary School
- ☐ Liberty – Elementary School
- ☐ Longview – Elementary School
- ☐ McMillan – Elementary School
- ☐ Parkside – Elementary School
- ☐ Viewmont – Elementary School
- ☐ Hillcrest Jr. – Middle School
- ☐ Riverview Jr. – Middle School
- ☐ Murray High – High School

Grades Served by This School

- ☐ Grant – K-6
- ☐ Horizon – K-6
- ☐ Liberty – K-6
- ☐ Longview – K-6
- ☐ McMillan – K-6

- Parkside – K-6
- Viewmont – K-6
- Hillcrest Jr. – 7-9
- Riverview Jr. – 7-9
- Murray High – 10-12

Number of Students Enrolled (as of October 1, 2015)

- Grant – 409
- Horizon – 700
- Liberty – 422
- Longview – 430
- McMillan – 492
- Parkside – 609
- Viewmont – 472
- Hillcrest Jr. – 730
- Riverview Jr. – 739
- Murray High – 1407

Number of Classroom Teachers, including full-time, part-time, and contractors (as of Nov. 1, 2015)

- Grant – 17
- Horizon – 25
- Liberty – 18
- Longview – 20
- McMillan – 20
- Parkside – 24
- Viewmont – 20
- Hillcrest Jr. – 40
- Riverview Jr. – 38
- Murray High – 60

How many active instructional spaces (e.g., classrooms, libraries, gymnasiums, cafeterias, labs, and other separate spaces) does the school contain in total?

- Grant – 25
- Horizon – 35
- Liberty – 25
- Longview – 30
- McMillan – 30
- Parkside – 30
- Viewmont – 27
- Hillcrest Jr. – 65
- Riverview Jr. – 55
- Murray High – 90

Does this school currently have a WiFi network in Place?

- Grant – Yes
- Horizon – Yes
- Liberty – Yes
- Longview – Yes
- McMillan – Yes
- Parkside – Yes
- Viewmont – Yes
- Hillcrest Jr. – Yes
- Riverview Jr. – Yes
- Murray High – Yes

How many wireless access points (Aps) are currently deployed school wide (including outdoor units)?

- Grant – 7
- Horizon – 8
- Liberty – 6
- Longview – 8
- McMillan – 7
- Parkside – 8
- Viewmont – 7
- Hillcrest Jr. – 60
- Riverview Jr. – 15
- Murray High – 45

Does this school have, on average, at least 1 AP installed per classroom/instructional space?

- Grant – No
- Horizon – No
- Liberty – No
- Longview – No
- McMillan – No
- Parkside – No
- Viewmont – No
- Hillcrest Jr. – Yes
- Riverview Jr. – No
- Murray High – No

How many new network cable drops would be needed to install an AP in every classroom?

- Grant – 20
- Horizon – 40
- Liberty – 20
- Longview – 30
- McMillan – 30

- Parkside – 20
- Viewmont – 30
- Hillcrest Jr. – 0
- Riverview Jr. – 60
- Murray High – 20

How many new network switch ports would be needed to install an AP in every classroom?

- Grant – 24
- Horizon – 48
- Liberty – 20
- Longview – 48
- McMillan – 48
- Parkside – 48
- Viewmont – 48
- Hillcrest Jr. –)
- Riverview Jr. –60
- Murray High – 48

What wireless standard(s) is/are employed by the wireless Aps currently serving the school?

- Grant – 802.11a, 802.11b, 802.11g, 802.11n
- Horizon – 802.11a, 802.11b, 802.11g, 802.11n
- Liberty – 802.11a, 802.11b, 802.11g, 802.11n
- Longview – 802.11a, 802.11b, 802.11g, 802.11n
- McMillan – 802.11a, 802.11b, 802.11g, 802.11n
- Parkside – 802.11a, 802.11b, 802.11g, 802.11n
- Viewmont – 802.11a, 802.11b, 802.11g, 802.11n
- Hillcrest Jr. – 802.11a, 802.11b, 802.11g, 802.11n, 802.11ac
- Riverview Jr. – 802.11a, 802.11b, 802.11g, 802.11n
- Murray High – 802.11a, 802.11b, 802.11g, 802.11n, 802.11ac

What is the dominant vendor of your wireless networking gear?

- Grant – HP
- Horizon – HP
- Liberty – HP
- Longview – HP
- McMillan – HP
- Parkside – HP
- Viewmont – HP
- Hillcrest Jr. – HP
- Riverview Jr. - HP
- Murray High – HP

In your school, what is the controller environment for your wireless network?

- Grant – Wireless Controller Shared w/Other Schools
- Horizon – Wireless Controller Shared w/Other Schools
- Liberty – Wireless Controller Located on-Site at the School
- Longview – Wireless Controller Located on-Site at the School
- McMillan – Wireless Controller Shared w/Other Schools
- Parkside – Wireless Controller Shared w/Other Schools
- Viewmont – Wireless Controller Shared w/OtherSchools
- Hillcrest Jr. – Wireless Controller Shared w/Other Schools
- Riverview Jr. - Wireless Controller Shared w/Other Schools
- Murray High – Wireless Controller Shared w/Other Schools

What is the Average age of the wireless gear installed in this school?

- Grant – 4 years or older
- Horizon – 4 years or older
- Liberty – 4 years or older
- Longview – 4 years or older
- McMillan – 4 years or older
- Parkside – 4 years or older
- Viewmont – 4 years or older
- Hillcrest Jr. – 4 years or older
- Riverview Jr. - 4 years orolder
- Murray High – 3years orolder

Do teachers and administrators connect to a Wi-Fi SSID that is separate from the one that the students use?

- Grant – Yes
- Horizon – Yes
- Liberty – Yes
- Longview – Yes
- McMillan – Yes
- Parkside – Yes
- Viewmont – Yes
- Hillcrest Jr. –Yes
- Riverview Jr. –Yes
- Murray High – Yes

What is the dominant vendor of your wired networking gear?

- Grant – HP
- Horizon – HP
- Liberty – HP
- Longview – HP
- McMillan – HP
- Parkside – HP

- Viewmont – HP
- Hillcrest Jr. – HP
- Riverview Jr. - HP
- Murray High – HP

What is the predominant switch vendor for equipment installed in this school?

- Grant – HP
- Horizon – HP
- Liberty – HP
- Longview – HP
- McMillan – HP
- Parkside – HP
- Viewmont – HP
- Hillcrest Jr. – HP
- Riverview Jr. - HP
- Murray High – HP

What is the total number of switches installed in this school?

- Grant – 5
- Horizon – 6
- Liberty – 4
- Longview –5
- McMillan – 5
- Parkside – 6
- Viewmont – 6
- Hillcrest Jr. – 20
- Riverview Jr. – 15
- Murray High – 35

What is the average age of the wired gear installed in this school?

- Grant – 4 years or older
- Horizon – 4 years or older
- Liberty – 4 years or older
- Longview – 4 years or older
- McMillan – 4 years or older
- Parkside – 4 years or older
- Viewmont – 4 years or older
- Hillcrest Jr. – 1 year old
- Riverview Jr. - 4 years or older
- Murray High – 3years or older

What is the predominate wiring technology in this school?

- Grant – Cat 5
- Horizon – Cat 5
- Liberty – Cat 5
- Longview – Cat 5
- McMillan – Cat 5
- Parkside – Cat 5
- Viewmont – Cat 5
- Hillcrest Jr. – Cat 5e
- Riverview Jr. – Cat 5
- Murray High – Cat 5

What type of firewall is employed at this school?

- Grant – Cisco ASA
- Horizon – Cisco ASA
- Liberty – Cisco ASA
- Longview – Cisco ASA
- McMillan – Cisco ASA
- Parkside – Cisco ASA
- Viewmont – Cisco ASA
- Hillcrest Jr. – Cisco ASA
- Riverview Jr. – Cisco ASA
- Murray High – Cisco ASA 55

What type of content filter is in place at this school?

- Grant – Lightspeed
- Horizon – Lightspeed
- Liberty – Lightspeed
- Longview – Lightspeed
- McMillan – Lightspeed
- Parkside – Lightspeed
- Viewmont – Lightspeed
- Hillcrest Jr. – Lightspeed
- Riverview Jr. – Lightspeed
- Murray High – Lightspeed

Is the filtering solution hardware-based (i.e. in the network) or software based (i.e., installed on the device)?

- Grant – Hardware-Based
- Horizon – Hardware-Base
- Liberty – Hardware-Base
- Longview – Hardware-Base
- McMillan – Hardware-Base
- Parkside – Hardware-Base
- Viewmont – Hardware-Base

- Hillcrest Jr. – Hardware-Base
- Riverview Jr. – Hardware-Base
- Murray High – Hardware-Base

To what extent have mobile computing devices already been deployed in the school?

- Grant –
- Horizon – On a cart for in-classroom use only
- Liberty – None, but students are allowed to use their own personal mobile devices in school under a BYOD (Bring Your Own Device) policy
- Longview – On a cart for in-classroom use only
- McMillan – On a cart for in-classroom use only
- Parkside – None, but students are allowed to use their own personal mobile devices in school under a BYOD (Bring Your Own Device) policy
- Viewmont – On a cart for in-classroom use only
- Hillcrest Jr. – On a cart for in-classroom use only
- Riverview Jr. – On a cart for in-classroom use only
- Murray High – On a cart for in-classroom use only

How many devices are currently deployed and in active use in the school?

Window Desktop - Student

- Grant – 70
- Horizon – 70
- Liberty – 70
- Longview – 70
- McMillan – 70
- Parkside – 80
- Viewmont – 70
- Hillcrest Jr. – 170
- Riverview Jr. – 240
- Murray High – 320

Window Desktop - Teacher

- Grant – 15
- Horizon – 10
- Liberty – 10
- Longview – 10
- McMillan – 10
- Parkside – 5
- Viewmont – 10
- Hillcrest Jr. – 15
- Riverview Jr. – 20
- Murray High – 20

Window Laptop - Student

- Grant – 0
- Horizon – 0
- Liberty – 0
- Longview –0
- McMillan – 60
- Parkside – 0
- Viewmont – 30
- Hillcrest Jr. – 120
- Riverview Jr. – 60
- Murray High – 800

Window Laptop - Teacher

- Grant – 15
- Horizon – 25
- Liberty – 20
- Longview – 20
- McMillan – 30
- Parkside – 30
- Viewmont – 35
- Hillcrest Jr. – 46
- Riverview Jr. – 60
- Murray High – 80

Mac Desktop - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Mac Desktop - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0

- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Google Chromebook - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 100

Google Chromebook - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Windows Tablet - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Windows Tablet - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0

- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Android Tablet - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Android - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

StudentAppleiOS - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 45
- McMillan – 30
- Parkside – 30
- Viewmont – 30
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

StudentAppleiOS - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 20
- McMillan – 30
- Parkside – 20
- Viewmont – 30
- Hillcrest Jr. – 0
- Riverview Jr. – 40
- Murray High – 80

Other - Student

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Other - Teacher

- Grant – 0
- Horizon –0
- Liberty – 0
- Longview – 0
- McMillan – 0
- Parkside – 0
- Viewmont – 0
- Hillcrest Jr. – 0
- Riverview Jr. – 0
- Murray High – 0

Does the school have a Mobile Device Management (MDM) solution in place to manage school-owned devices? If yes, please name the solutions(s).

- Grant – Yes, a single solution - Lightspeed
- Horizon – Yes, a single solution - Lightspeed
- Liberty – Yes, a single solution - Lightspeed
- Longview – Yes, a single solution - Lightspeed
- McMillan – Yes, a single solution - Lightspeed
- Parkside – Yes, a single solution - Lightspeed

- Viewmont – Yes, a single solution - Lightspeed
- Hillcrest Jr. – Yes, a single solution - Lightspeed
- Riverview Jr. – Yes, a single solution - Lightspeed
- Murray High – Yes, a single solution - Lightspeed

Does the school already own digital content licenses for its textbooks?

- Grant – None
- Horizon – None
- Liberty – None
- Longview – None
- McMillan – None
- Parkside – None
- Viewmont – None
- Hillcrest Jr. – None
- Riverview Jr. – None
- Murray High – None

- Grant –
- Horizon –
- Liberty –
- Longview –
- McMillan –
- Parkside –
- Viewmont –
- Hillcrest Jr. –
- Riverview Jr. –
- Murray High –

What are your needs for instructional software and tools? (Check all that apply)

	Grant	Horizon	Liberty	Longview	McMillan	Parkside	Viewmont	Hillcrest	Riverview	MHS
No Changes. We have what we need.										
Math		X			X				X	X
Language Arts		X			X		X		X	X
Videos/Games/Apps	X	X			X			X	X	
Science	X	X	X	X	X	X	X		X	X
Social Studies/World Languages		X			X		X		X	X
Test Prep		X	X					X		X
Teacher PD Software					X			X		X
Open Educational Resources			X		X		X			X
Counseling/Comprehensive Guidance								X	X	X
Learning Management System (Canvas or Other							X	X	X	X
Tools for Student Products (Coding, video editing, etc.)	X		X	X	X			X	X	X
Software for students with Special Needs	X	X		X	X	X	X	X	X	X
Research Databases (Like Pioneer)			X						X	X
Tools to Track Student Use										X
Books, Online Books	X		X		X		X	X		X
Other --- Remediation/Credit Recovery										X
Other --- Data Management System	X	X	X	X	X	X	X	X	X	X
Other --- Keyboarding				X						
Other --- District wide assessment tool					X					
Other --- Teacher/classroom mic/sound systems										
Other --- Apple TV or other “connectivity” type device					X		X			

In your judgement, are adequate professional development and training resources available in your school district's budget to help teachers effectively integrate mobile devices into their teaching practice? If no, how could they be improved?

	Grant	Horizon	Liberty	Longview	McMillan	Parkside	Viewmont	Hillcrest	Riverview	MHS
YES										
NO	X	X	X	X	X	X	X	X	X	X

GRANT --- No It would be great to hire a person as part of our technology department that specializes in how to integrate mobile devices and other software into the classroom setting. Right now, we have our Technology department just managing all of the devices and technology teachers use not really providing support on how to integrate good instructional practices with mobile technology. Teachers have to figure it out for themselves and get the school to pay for resources if they want to have increased technology in their classrooms to enhance engagement and learning. I have met specialist from other districts for whom this was their main purpose.

HORIZON --- We've been very pleased to have the iPad cart with applicable keyboards to support them. Our interactive projectors are a VERY neat feature that we'd like to have PD on. They are capable with our mobile devices, but most teachers don't know how. This could be a huge engagement piece. Since every teacher has at least one ipad, this could a very interesting option for teachers.

HILLCREST --- I am unsure on the school district's budget to provide professional development to teachers in this area.

LONGVIEW --- We have minimal mobile devices in our building yet teachers don't know how to fully integrate them into their classroom beyond very simplistic measures. Training to how to use one or two iPads in a classroom effectively would be fantastic! A list of vetted apps and great ways to use them would be nice as well.)

VIEWMONT --- There are not enough resources to provide professional learning to teachers in the classroom. Giving them release time (rather than substitutes) is a benefit to everyone---- Teachers can focus on the learning and students do not have "busy work" fillers with subs. A coaching approach to PD would be optimal. Watching others model integrating technology and then having the modeler come and watch teachers implement and provide coaching support is the best type of student learning.

PARKSIDE --- Professional development and training specific to effectively integrating mobile devices currently does not occur. Improvement would need to begin with a needs assessment to provide the data needed to make data driven decisions regarding professional development needs and current levels of understanding.

MCMILLAN --- We have a few of these items mentioned (x), however, most technology items are purchased through our school's Land Trust and/or equipment as we don't have a district technology budget for the school to help with professional development and/or training. One of the hardest things about adding technology is the lack of support and funds provided by the district.

RIVERVIEW --- Time and expertise. It needs to fit into teacher schedules.

Part B. Description of How the LEA Will Integrate Existing Resources into the Proposed Three Year Digital Teaching and Learning Program

Narrative:

The current district and school infrastructure will be integrated to support select teachers to participate in the district's proposed three-year "Digital Teaching and Learning Program." The district will also use funding from the USAC E-rate program to enhance and strengthen the district wireless network capability and infrastructure. Additionally, we will participate in future inventory efforts with UETN as requested.

Software currently used within the schools such as Imagine Learning, I-Ready, Waterford, the Microsoft Suite, Google Applications, Canvas, etc. will be used to support learning and to help teachers selected for the project in meeting the learning goals of the project. Additionally, software needs that have been identified through the district's Digital Teaching & Learning Inventory Project will be explored based on the individual classroom teacher instructional needs and individual student learning targets. Based on those needs, the district technology committee will explore the purchase of additional software to support the teacher/student utilizing district technology funds. The long term goal as a district is to have a 1:1 device for all students grades 3-6. Within two years, the district would like to expand the vision and use the devices differently by sending them home with students in grades 4-12 in an effort to expand the reach of technology beyond the classroom where the devices have resided in recent years. The district efforts are to supplement the needs of K-2 classrooms and replace aging equipment under the current program.

LEA Capacity and Goals

III. Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program

Murray City School District
Vision for Technology and Digital Learning

Student Centered Practice

We see:

- Students of all abilities provided with opportunities to excel.
- Immediate access to information that facilitates experiential, creative and collaborative learning.
- Students using technology to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of digital sources.
- Students with the ability to navigate and evaluate information within different genres of digital media

Teaching & Learning

We see:

- Access to data through a data management system that will allow for teacher and student tracking, networking and communication.
- Teachers provided with the tools to support instruction.
  - Tier 1 (differentiation)
  - Tier 2 (provide accommodations academically and behaviorally)
- Technology that facilitate student initiated learning opportunities.
- Students who have access to appropriate technology throughout their K-12 school experience so they acquire the technology skills to be college and/or career ready.

Digital Learning Environment

We see

- Students with access to devices:
  - K-12 1:1 devices for every student
  - Teachers use of devices that directly impacts student learning
- Access to software that supports student learning
- Access to cloud storage and other collaboration software solutions
- Wireless access in every classroom
- Streamline device acquisition to correspond to instructional requirements while reducing support costs and maintenance/upkeep
- Hardware requirements that are defined to assure systematic response throughout the system

Educator Proficiency w/ Digital Learning

We see:

- Access to professional development that support the use of technology as an instructional tool
  - Hardware & software
  - On-site, conferences, and on-line learning opportunities
- Access to instructional technology specialists
- Educators that have the ability to share knowledge and collaborate through the use of technology.
- Educators that understand the importance of using technology

Policy & Leadership

We see:

- Communication across all stakeholders
- Checks & balances between all parties regarding policies and procedures regarding digital education
- Financial commitment for technology that prepares students to be college and/or career ready
- A defined process for getting tech help
- Job descriptions that include technology expectations
- Grade-level digital citizenship (social and educational)
- Procedures for alternatives to blocked websites to access appropriate instructional materials

District Improvement Plan
Goal 1

1. Students Graduate College and Career Ready

LONG-TERM OUTCOME

Enhance the 4Cs: Communication, Collaboration, Critical Thinking, Creativity

Students who are able to

Communicate.

- Share thoughts, questions, ideas and solutions.

Collaborate.

- Work together to reach a goal—putting talent, expertise and "smarts" to work.

Critical Thinking.

- Looking at problems in a new way, linking learning across subjects and disciplines.

Creativity.

- Trying new approaches to get things done equals innovation and invention.

So that By 2022:

- 90% High School Graduation Rate
- 77% with 18 of higher on ACT
- 64% proficient in ELA
- 66% proficient in Math
- 67% proficient in Science
- Reduce Achievement Gap by 11%

INTERMEDIATE OUTCOME

The Murray City School District has implemented benchmark assessments based by essential standard

on state core standards in English Language Arts and Math. The assessments will be used to measure intermediate growth in student proficiency. A 1.5% increase of the number of students that are proficient on the benchmark assessments will be used as the target. This can be measured through a number of assessments built in management systems grant participants have access to such as: iReady, EADMS, Waterford, Lexia and other CFA data gathered by grant participants. In addition, logs kept by grant participants as they implement higher order thinking skills (4Cs) and student proficiency toward those will also be tracked. The three logs/forms are: Peer Collaboration Form, 4Cs Rubric for Teachers and PLCs.

DIRECT OUTCOMES

Year 1

- Upgrading current wireless infrastructure in select teachers' classrooms (cohort 1&2) including wireless access points.
- Purchase of Chromebooks or similar digital devices (900)

Year 2

- The district will monitor implementation in the selected teachers' classrooms for effectiveness of implementation strategies so that modifications can be made for future cohort groups. Use of the digital tools and devices will be monitored through the use of the UtahLearnPlatform. The data collected will be used to help determine modifications to the project's digital learning tools and/or next steps in professional development efforts. This data will be analyzed by the District Technology Committee.
- Upgrading current wireless infrastructure in select teachers' classrooms including wireless access points.
- Provide Professional Development to teachers' in the project

Current Proficiency (2016-2017):

46.2% district proficiency English Language Arts

46.7% district proficiency in Math

46.9% district proficiency in Science

Root Causes:

A review of district data indicates the following causes that contribute to the current levels of student proficiency in English Language Arts, Math and Science:

1. Lack of access to digital learning technology that support Tier I & Tier II instruction (observation data from principals).
2. Lack of professional development for teachers regarding use of technology as an instructional tool (review of district and school professional development plans).
3. Inadequate support for teachers when issues occur related to classroom technology (teacher survey data.

Actions to Correct Root Causes

The following will be implemented to address root causes of performance challenges:

Root Cause	Action	Data Collected
#1	Purchase equipment for grant participants.	Inventory purchased equipment
#2	Provide professional development, mentoring & coaching for grant participants.	Attendance rolls, observation data, implementation logs, artifacts of student activities engaged in PLCs
#3	Track classroom tech support "tickets"	Number of requests, response time, outcome of support provided.

IV. Implementation Process Structured to Yield an LEA's School Level Outcomes

Part A. Activities

Write a description of the activities to be carried out by the eligible partnership for three years (or length of proposed project if less than three years) and how these activities will address the most pressing digital teaching and learning needs of the participating LEA and/or schools, as determined by the needs assessment and specified in the stated outcomes. Additionally, include how these activities will be aligned with challenging state academic content and student academic achievement standards, and with other educational reform activities that promote student academic achievement and closing achievement gaps.

Part B. Timeline

Provide a detailed timeline for the activities of at least the first year, with general activities outlined for year two and three.

Part C. Roles and Responsibilities

Define the roles and responsibilities of the partners as they relate to the activities. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities.

This program will be implemented by a selection of teachers (cohort groups) that meet specific minimum criteria and are committed to the implementation of digital technology in their classroom. The grant will fund three cohorts of 15 – 20 teachers per year.

Minimum Criteria

- Teachers grades 2-11 elementary, or
- Special Education Teachers that teach ELA grades 3-11.
- Proficient in the Microsoft Office Suite
- Proficient in the use of Aspire (district student information system), email and Google docs.

Commitments

- Full attendance and participation in all meetings.
- Basic care, monitoring, and security of the classroom devices.
- Full collaboration with all members of the cohort group.
- Active engagement in professional development activities.
- Implementation of the instructional technology in the classroom with fidelity.
- Willingness to participate in coaching, mentoring and classroom observations.
- Willingness to provide open feedback and constructive suggestions for the improvement of the program
- Willingness to provide coaching, mentoring and professional development to future cohorts of teachers.

YR	Activity	Timeline	Roles/Responsibility	Purpose
1	1. Develop Application	November 2016	Dist. Tech Committee	Selection of participating teachers
1	2. Dissemination of Applications	Nov. –Dec. 2016	Dist. Tech Committee	Selection of participating teachers
1	3. Selection of Teachers, Cohort 1 & 2	Dec. 2016	Dist. Tech Committee	Selection of participating teachers.

YR	Activity	Timeline	Roles/Responsibility	Purpose
1	4. Initial meeting with selected teachers	January 2017	Dist. Tech Committee	Communicate expectations and get commitments from participating teachers
1	5. Selection of project director	January 2017	Dist. Tech Committee	Selection of individual to coordinate project, schedule trainings, monitor achievement of goals, etc.
1	6. Assessment of classroom connectivity of participant teachers	Feb. – March 2017	Dist. Tech Department	Determine what modifications or enhancements need to be made during the summer months to allow access to digital technology .
1	7. Procurement of technology (devices, wireless access points, etc.)	April-May 2017	Dist. Tech Department	Allow tech department to prepare laptops for dissemination to project participants.
1	8. Installation of equipment	June-August 2017	Dist. Tech Department	Allow tech department to prepare laptops for dissemination to project participants.
1-2	9. Professional development for selected teachers.	June-August 2017	Project Director, Principals	Train participant the usage of tools to address student achievement and mastery of core standards. Train participants in basic care, monitoring and security of classroom devices.

YR	Activity	Timeline	Roles/Responsibility	Purpose
2	10. Coaching, Mentoring, Observations	August 2017 – May 2018	Project Director, Principals	On site continued professional development of participating teachers to monitor and strengthen usage of tools to address student achievement and mastery of core standards
2	11. Students take Digital Citizenship Course	November 2017	Participants	Ensure student knowledge of expectations related to digital citizenship.
2	12. Students take district benchmark assessments	Ongoing	Participants	Measurement of student growth towards project outcomes.
2	13. Aggregate, share and analysis of year 2 student achievement data, digital technology utilization data, etc.	June-July 2018	Project Director, District Tech. Committee	Determine outcomes of project, make necessary modifications for cohort 3 participants.
2-3	Repeat steps 2-13 for cohort 3 teachers	Nov. 2018 – June 2019	See individual step roles & responsibilities	See individual step purposes.

Additionally, professional development will be provided to all district principals to provide support to cohort teachers. The implementation plan for their training will be as follows:

Activity	Timeline	Roles/Responsibility	Communication Plan
1. Participate in state "Trainer of Trainers " Professional Development	Dependent on when our district personnel is selected for participation	Dist. Tech Committee Member(s)	Communication of details of Project through Email Schools, Dist. Web Site.
2. Professional Development for Principals	Monthly	District Trainer(s)	Communication of details of Project through Email

			Schools, Dist. Web Site.

Part D. Communication Plan

Describe the communication plan for how actions and outcomes associated with this program will be communicated to stakeholders.

- ☐ Plan presented to District Technology Committee for review and revision on September 22, 2016.
- ☐ Final plan presented to Murray City School District Board of Education for review on November 10, 2016.
- ☐ Once approved by USBE, MCSD Digital Learning and Technology Grant will be posted on the district website.
- ☐ Article will be published in the Murray Journal (local paper) regarding the MCSD Digital Learning and Technology Plan in January/February of 2018.
- ☐ Applications will be disseminated to teachers through email, district principals and posting on district website.
- ☐ Progress on the MCSD Digital Learning and Technology Plan, specifically student achievement progress and usage of digital tools will be shared in Board Meetings on a quarterly basis.
- ☐ An Annual MCSD Digital Learning and Technology Plan Progress Report will be published and disseminated to all Murray City Residents in the district's Annual Report and posted on the district website. A copy of the 2016-17 District Report can be viewed at: http://www.murrayschools.org/wp-content/uploads/2016/11/MurraySchools_AnnualReport2016_PROOF05.pdf
- ☐ Individual and aggregate project data will be provided to project participants on a quarterly basis.
- ☐ Means of communication of individual student data (achievement data, digital citizenship data, usage of digital tools, etc.) will be determined by a committee of participating teachers and approved by the district technology committee.

Other

We will provide implementation data to USBE on an annual basis.

Digital Curriculum --- Instructional Tools

V. Description of High Quality Digital Instructional Materials with a Three Year Plan for How an LEA will ensure that Schools Use Software Programs With Fidelity

This section needs to specifically address those high quality digital instructional materials for which grant funds will be used. The narrative can include additional information about other existing high quality digital instructional materials already in place at the LEA that support the overall plan. Fidelity targets are set In accordance with:

i. *The recommended usage requirements of the software provider; and*
ii. *The best practices recommended by the software or hardware provider*

Narrative

As digital natives, our students' hunger for new educational approaches. Additionally, educators are more willing than ever to teach with technology. For this project, Google Classroom (grades 4-6) and Canvas (grades 7-11) will be used as vehicle for the delivery of digital instructional materials. Google Classroom and Canvas are blended learning platforms for schools that aim to simplify creating, distributing and grading instructional modules in a paperless way.

- **Google Classroom** is a free web-based platform that integrates your Google Suite for Education account with all your Google Suite services, including Google Docs, Gmail, and Google Calendar. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom.
- **Canvas** provides a new learning experience for students and educators. Canvas will allow Murray School District secondary English Language Arts (ELA) educators to implement, facilitate, assess, and monitor student learning. It will centralize course preparation, educational content and resources, the delivery and tracking of student activities (such as discussion and collaboration), and the administration of assessment activities as we work to meet our target in the core content area of ELA.

The digital instructional materials, assignments and assessments will be monitored for alignment with appropriate grade level standards. Google Classroom and Canvas will be used to provide an array of information about student activities that teachers and administrators will view from different perspectives. This information will then be analyzed to detect patterns that might suggest how our students can be better supported in the curriculum. These tools will allow our teachers to maintain the integrity of the Utah State Core through the delivery of instruction and to facilitate communication, foster collaboration, and assess students. Google Classroom and Canvas will support our teacher's traditional face-to-face instruction as well as give educational options for blended and online

learning to further assist our students. This will allow for asynchronous instruction in addition to the synchronous instruction given in class.

Data from these tools will be used to drive instruction and will give teachers the opportunity to reconsider their teaching methods to better serve all students at the level they need to be served. It will allow for more personalized instruction both in and out of the classroom.

Cohorts of elementary and secondary teachers will align their curriculum, common formative assessments, benchmark assessments, and end of term assessments though the use of Google Classroom and Canvas – supporting not only our digital technology goal but the Murray School District Improvement plan as well. These cohorts will have disaggregated data readily available that will allow them to better understand where their students are and how to move them forward towards our target.

“Fidelity” of the use of the tools will be determined by monitoring both student and teacher use of the instructional technology provide though utilization of the UtahLearnPlatform (or a similar product) and observation of the following teacher behaviors:

- Refine critical thinking skills and foster creativity by encouraging and exploring ways for teachers and students to collaborate on shared digital projects across curriculum areas using relevant software applications.
- Use relevant and rigorous curriculum to differentiate instruction to meet the curricular needs of all learners.
- Utilize new technologies to vary modes of course delivery via Google Classroom
- Teachers employ Google Classroom and other Google Apps for Education for their own productivity and efficacy when communicating with each other.
- Teachers replace textbook and or hard copy materials and upload to Google Classroom in a blended learning environment of technology and pedagogical practices that are relevant and timely.

VI. Detailed Three Year Plan for Student Engagement in Personalized Learning Including a Three Year Plan for Digital Citizenship Curricula and Implementation

This section should address how Digital Teaching and Learning at the LEA will be used to support student engagement in personalized learning. Additionally, the section should address all student grade levels that will be engaged in the digital teaching and learning program as per legislation (http://le.utah.gov/~2015/bills/static/HB0213.html). Please visit http://www.netsafeutah.org/ for existing resources to support the plan development. Jen & Missy (Google Tools & Canvas)

Narrative

Murray City School District's Digital Teaching and Learning Program is a component of our overall District Improvement Plan and is designed to increase student engagement with digital tools that support Tier I and Tier II instructional and student mastery of USBE standards and Murray City School District Essential Standards. Teachers are expected to provide a minimum of 65% of their curriculum digitally through the use of the tools on a daily basis. Students will have access to a their own 1:1 computing device where more than half of their curriculum will be delivered using personalized digital tools, customized learning platforms and individualized software programs. By discussing student learning data during PLCs, teachers will be planning learning targets on a weekly basis and collaborating with their technology cohort on how to use the digital tools to best accomplish the learning targets. Through the use of Google Classroom and Canvas as an instructional tool, and software utilized in the schools such as Imagine Learning, I-Ready, EADMS, Waterford, etc., students will be provided with many varied and consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills. This will be demonstrated by the observation of the following student behaviors:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media (Google Slides, Powerpoint, Flikr, Plickers, etc.).
- At least 65% of articles and reading materials will be uploaded digitally for students to read and interact with. Students and teachers will be able to highlight, comment, discuss and analyze text, text features and write about material using digital tools such as Google Classroom and Canvas.
- Modified reading material at the student's instructional reading level can also be uploaded to Google Classroom and Canvas in an effort to better target student learning needs while having student access core content curriculum in the general education classroom.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats (Epic, NearPod, etc.).
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.

- Collect and analyze data to identify solutions and/or make informed decisions (Google Sheets, Excel, Numbers, etc.).
- Use multiple processes and diverse perspectives to explore alternative solutions.
- Select and use applications effectively and productively.

The first year of implementation will focus on the select cohort of teachers' acquisition of skills in the use of digital personalized learning tools. This will include the use of tools available in the Google Classroom and Canvas platforms, Microsoft Office 365, and other digital resources available (i.e. Pioneer, etc.).

All students involved in the project will be provided with a laptop for classroom instruction as well as access digital learning tools that support their individual personalized learning needs. Students will be expected to participate in activities, assignments and assessments provided by their respective teachers in the Google Classroom and Canvas platforms. As teachers' proficiency in the use of digital personalized learning tools increase, they will use different applications to address the different learning needs of students in their classroom. Through the regular work of PLCs and the use of formative student learning data, teachers will work with their students in setting appropriate learning goals and choose digital learning paths that will help them accomplish their goal. This process will provide a means for students to obtain proficiency on specific measurable student outcomes. Student progress will be measured by mastery of Murray City School District Essential Standards and the 4Cs and their use of the digital learning tools as tracked by the UtahLearn Platform or a similar product.

By providing more opportunities for personalized learning, our students will have improved learning opportunities, which will lead to an increase in their ELA, Math and Science SAGE scores and the ACT scores in alignment with our long-term goal.

Digital Citizenship

Each school year, students will be taught about digital citizenship using the Netsmartz tool. Each school will determine the best time and location to complete the requirement for digital citizenship instruction. Additionally, along with the requirement to review internet filtering, each school's Community Council will also be required to review school digital citizenship plans and provide feedback/input.

Each teacher selected for participation in the MCSD Digital Teaching and Learning Project will be required to provide additional lessons during the course of the school year on the following topics/skills:

- Learning strategies for managing online information and keeping it secure.
- Protection of individual privacy and respecting others' privacy.
- Explore their own digital lives, focusing on their online versus their offline identity.
- Understand their responsibilities and rights as creators in online space

- Recognize appropriate communication in online communities and know what to do when it is negative (cyberbullying, etc.).
- Stay safe through employing strategies such as distinguishing between inappropriate contact and positive connections, including reporting to appropriate adults.

Personalized Professional Learning

VII. Professional Learning

This section shall include a description of how an LEA will:

i. *Provide high quality professional learning over three years for educators, administrators, and support staff participating in the program, including ongoing periodic coaching;*

Please visit http://www.uen.org/development/ for existing resources and professional learning to support your plan development.

ii. *Provide special education students with appropriate software;*

Narrative

Professional Development (PD)/Professional Learning (PL) will be a top priority for the success of all learners. PD must be integrated within all content areas and grade levels and will start with the model classrooms identified in each school. Also, PD must be ongoing due to the simultaneous learning of how to use technology, the integration of technology in instruction, and the continual emergence of new and improved technologies and practices. PD must be differentiated to address the needs, aptitudes, and styles of adult learners. All model classroom members will be held accountable for professional learning within a PD structure that engages, encourages, and empowers all learners.

Purpose:

The purpose of Professional Development is to ensure the success of the integration of technology in teaching and learning. Technology's value is not merely in its inherent capabilities but in its impact, when applied appropriately, on teaching and learning. Also, the integration of technology helps to close the digital, generational, and cultural divides often evident between teachers and students. Closing this divide will enhance delivery and affirmation of the curriculum. Also, collaboration amongst colleagues in an ongoing PD structure inspires innovation, collaboration and collegiality.

Action Steps and Timeline:

Professional Development for this project will be provided in a variety of ongoing ways that are relevant, hands-on, and convenient for all adult learners. The Professional Development:

- will be designed to meet the ever-changing demands and needs of our adult learners.
- is supported by adequate technologies in order to allow staff to put new skills into practice.
- will be focused on standards and curriculum with sensitivity to individual growth.
- will provide participants with coaching and mentoring in the effective use of educational technology.

The teachers selected to participate in this project will be organized into a Digital Teaching and Learning Professional Learning Community to design curriculum, instruction, and assessment and deliver it in a way that supports personalized learning and increased student ownership of their personalized learning. Initial Professional Development will be provided to teachers during the summer months. Digital Teaching and Learning Professional Learning Communities will be held monthly. Coaching and mentoring will be provided on an ongoing basis throughout the school year.

The Murray City School District will use the University of Southern Florida Technology Integration Matrix and its associated Professional Development, evaluation tools, and resources to provide content specific strategies for teachers to integrate digital technology into their ELA instruction.

As principals and coaches visit classrooms, they will look for the following Observable Teacher Behaviors:

- Teachers participate in PD that is based on grade level English Language Arts standards AND technology standards (i.e. "integration").
- Teachers attend, apply and sustain skills/practices learned in ongoing PD.
- Teachers define a purpose and apply action research methodologies when exploring technologies.
- Teachers strive to problem solve and troubleshoot technical issues.
- Teachers collaborate to construct knowledge and share ideas.
- Teachers use technology for inquiry-based learning to foster critical thinking.
- Teachers facilitate and inspire student learning and creativity.
- Teachers design and develop digital age learning experiences and assessments.
- Teachers model digital age work and learning.
- Teachers promote and model digital citizenship and responsibility.
- Teachers engage in professional growth and leadership.

As principals and coaches visit classrooms, they will look for the following Observable Student Behaviors**:**

- Students demonstrate creativity and innovation using technology.
- Students collaborate and communicate using technology.
- Students conduct research and gather information using technology.
- Students engage in inquiry, project, and problem-based learning.
- Students model digital citizenship and the proper use of technology.

Teachers participating in the digital teaching and learning project are entitled to access to the following resources:

- Adequate instructional PD and technology support.
- Site-based instructional technology integration specialists.
- Technology learning academy with convenient contractual time, summer, weekend, and online PD, PLC opportunities.

- Lab classrooms for collegial observations.
- Coordination of parents, businesses, and staff for additional PD opportunities.
- Building and district technology groups or "tech teams".
- Incentive program for teachers to gain “district technology specialist” certification for demonstrating innovative and best practices.
- Contractual time dedicated to professional growth.

The specific professional development offerings that will be provided to the participating teachers will be based on a needs assessment that will determine their proficiency with the digital teaching and learning tools available through the project, their knowledge of how the tools can be used to address core standards in English language arts (integration of digital technology) and the use of existing software to address the tier 2 and tier 3 instructional needs of struggling learners.

We will also support each of our participating teachers’ attendance at the annual UCET conference to provide them an opportunity to learn content-specific strategies for integrating digital technology to meet student academic goals. This will also provide an opportunity for them to network, interact and collaborate with other teachers that are involved with similar projects in their classrooms throughout the state.

Other:

We will continue to participate in the professional learning and implementation support offered by USBE and UETN.

Assessment --- Measurable Outcomes

VIII. Three Year Plan for how an LEA will Monitor Student and Teacher Usage of the Program Technology

Narrative

Describe how student and teacher usage will be monitored:

Murray City School District will utilize the state-supported LearnPlatform to support overall program management of its DTLI efforts, including monitoring utilization and our educators' experience with these and other technologies to inform continuous improvement. As a Google Apps for Education(GAFE), we will also take advantage of the LearnPlatform Chrome extension to support our teachers and students, and understand which tools are used most frequently. Our goal is to improve both outcomes for students and our investments in digital teaching and learning.
Garfield School District's configuration of the LearnPlatform will streamline the process for all stakeholders to (1) develop continuous improvement plans, (2) use data to inform instructional and operational decisions and (3) integrate and analyze multiple data sources to develop plans and continuously improve.

Describe the process for a team of stakeholders to develop continuous improvement plans for digital learning initiatives aligned to the LEA's improvement plan:

During 2016-17, continuous improvement plans will be finalized. Murray City School District will work with the LearnPlatform technical assistance team to quickly configure and align the LEA's LearnPlatform account to support our LEA's business processes, communication and monitoring for continuous improvement, including:

1. Integrating (LEA)'s previous edtech inventory and engineering study information;
2. Configuring the system to match the needs of our administrators, teachers, students and administrators;
3. Providing access for teachers and administrators to access and monitor their edtech;
4. Defining the key edtech activities, interventions and measurements

Describe the LEA's strategies for process improvement based on the results of ongoing data collection:

Murray City School District's program management will focus on continuous and ongoing improvement, supported by integrated insights, data and input from and for administrators and teachers. To support our educators' efforts, (LEA) will have a centralized digital teaching and learning profile for each school, with an integrated edtech inventory on its LearnPlatform. In alignment with all state and federal regulations, data integration from products, process automation, and communication tools of the LearnPlatform will be used to further streamline processes, such as:

1. Allowing educators an easy way to centrally see, share insights, learn and ask questions about digital teaching and learning tools;

2. Efficiently piloting new tools, with both qualitative and quantitative results to inform implementation;
3. Rapidly analyzing the impact of current and new digital teaching and learning interventions;
4. Providing administrators and educators instant dashboards for digital teaching and learning ecosystem;
5. Use the Google Apps for Education extension (or other LEA supplied technology) to provide time saving tools for educators and remotely monitor which digital teaching and learning tools are used and how often;
6. Centrally managing and sharing findings and status for all teachers and administrators to inform their instructional and operational decisions; and,
7. Enhancing our LEA's own processes with insights learned from other LEAs.

Identify the data sources that will be utilized to evaluate the impact of digital teaching and learning:

Program technology utilization and achievement measures will be monitored and centralized in LearnPlatform and mapped against additional data sources which include:

1. Quantified feedback from educators, based on research-based rubric
2. Pilot and trial tests which survey specific user types, products, learning applications and/or student variables
3. De-identified student co-variate data (demographic, gender and other filters)
4. LEA and state-level testing data
5. Product utilization data at the user and/or school level
6. Product access monitoring (via Chrome extension where applicable)

Note:
As mentioned in Sections III and IV we will utilize a KPI database developed in house to track any measures not tracked by the LearnPlatform or through automation.
WE WILL PROVIDE IMPLEMENTATION DATA TO USBE ON AN ANNUAL BASIS.

Robust Technical Infrastructure

IX. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA's Implementation of the Program

This section should address E-Rate Eligible items and services (http://www.uen.org/e-rate/). This section should address the timeline and steps to be taken to address infrastructure acquisition. This section should also address the use of both UETN existing services (http://www.uen.org/ueninfo/) and existing state contracts to support educational technology (http://purchasing.utah.gov/statecontractdirectory.html) and existing and future UETN contracts.

Narrative

The current network connections at each of the ten Murray School District school has a bandwidth of 1GB (Hillcrest Jr. High 10GB) and a 10GB connection to the internet. This project will provide wireless access points in the classrooms of the participants that will improve wireless access within the classroom without performance degradation, even during times of maximum use.

The district currently has a request submitted through E-Rate to upgrade the internal wiring at eight of the ten

MSD schools (Hillcrest Jr. High & Murray High excluded). Any purchases required to support this project, that qualifies for reimbursement from E-Rate will be submitted to leverage the purchasing power of the Digital Learning Funds awarded to the district for this project.

The following is the district's current E-rate Category Two Summary and Discount information:

Murray City School District E-Rate Category Two Summary *(as of July 2016)*	
E-Rate Discount	60%
2015 Funding Commitment, Category Two (Total Cost)	$0
2016 Funding Request, Category Two (Total Cost)	$481,326
Number of Students (as provided by USBE to USAC)	6,403
FCC's Total 5-Year Category Two Budget Allowance	$960,450
Remaining Category Two Budget	$960,450
Local Funds Required to Expend Remaining Category Two Budget	$384,180

Records / Applicant Entities

#142819 - MURRAY CITY SCHOOL DISTRICT Follow

Requested Discount Rate - MURRAY CITY SCHOOL DISTRICT (BEN: 142819) - FY2016

More than 50 percent of your individual schools must be rural for the school district to be considered rural.

This discount rate has not been approved for the current year

School District Full-time Enrollment	School District NSLP Count	School District NSLP Percent	School District Urban/Rural Status	Category One Discount Rate	Category Two Discount Rate	Voice Discount Rate
6403	2263	35%	Urban	60%	60%	20%

Hide Entities

Entity Details

Organization	BEN	Total Number Of Students Enrolled In School	Total Number Of Students in School Elligible For NSLP	Urban/Rural Status	Alternative Discount
HILLCREST JUNIOR HIGH SCHOOL	96513	730	334	Urban	None
PARKSIDE ELEMENTARY SCHOOL	96506	609	355	Urban	None
RIVERVIEW JUNIOR HIGH SCHOOL	96633	739	203	Urban	None
GRANT ELEMENTARY SCHOOL	96634	402	97	Urban	
HORIZON ELEMENTARY SCHOOL	96625	700	329	Urban	
LIBERTY ELEMENTARY SCHOOL	96516	422	157	Urban	
LONGVIEW ELEMENTARY SCHOOL	96518	430	125	Urban	
MCMILLAN ELEMENTARY SCHOOL	96517	492	148	Urban	
MURRAY HIGH SCHOOL	96512	1407	401	Urban	
VIEWMONT ELEMENTARY SCHOOL	96627	472	114	Urban	

OTHER:

All equipment purchases for this grant will be accounted for though the inventory tracking requirement for a minimum of five years.

X. Technical Support for Implementation and Maintenance of the Program

These technical support standards should:

i. Include support for hardware and Internet access; and

ii. Remove technical support burdens from the classroom teacher

Narrative

The participating teachers will be provided with the technical support necessary to ensure that when they encounter difficulties with their classroom technology, including connectivity instructional operations will be minimally impacted. This will be accomplished through the following process:

1. Initial contact with help desk.
2. Help desk personnel will provide immediate assistance (trouble shooting over the phone and/or remote access)
3. If the help desk is not able to resolve the issue, they will make contact with the tech support personnel assigned to the teachers building.
4. Tech support will provide on-site support within 24 hours of the initial contact.
5. The help desk and/or tech support personnel will document actions taken.

All equipment purchases for this grant to provide technical support and maintenance will be accounted for though the inventory tracking requirement for a minimum of five years.

Data and Privacy

XI. Proposed Security Policies, Including Security Audits, Student Data Privacy, and Remediation of Identified Lapses

Part A. LEA Security Policies

Part B. LEA Security Audit Plan

Part C. LEA Student Data Privacy Policies and Procedures

Part D. LEA Remediation Plan of Identified Lapses

Narrative

The Murray City School District has the following policies that address district technology:

- PS 404 Student Computer Policy (http://www.murrayschools.org/wp-content/uploads/2013/05/PS_404-STUDENT-COMPUTER-POLICY-08-07-14.pdf)
- SP 960 Employee Computer Policy (http://www.murrayschools.org/Board-Of-Education2/brdplcy/SP_960_EMPLOYEE_COMPUTER_POLICY_REV_10_10_01.pdf)
- PS 405 Internet Acceptable Use Policy (http://www.murrayschools.org/Board-Of-Education2/brdplcy/PS_405_INTERNET_ACCEPTABLE_USE_POLICY.pdf)
- SP 961 Computer Password Policy (http://www.murrayschools.org/wp-content/uploads/2013/05/SP_961_COMPUTER-PASSWORD-POLICY-04-09-15.pdf)

The district technology committee, which is comprised of teachers, administrators, board members and community members, will review these policies annually. Any revisions or modifications to these policies will be presented to the school board for their consideration.

The Murray City School District will perform internal security audits on an annual basis. In addition, the district will research external providers, including UETN and will select and schedule an external security audit to be performed during the 2017 school year. The district technology committee will review the information provided by the external security audit to revise existing current policies and practices.

Additionally, the district technology committee will develop and propose policy to the school board that will address Student and staff Data Privacy, including a remediation plan of identified lapses by February 2017.

Budget and Resources

XII. Budget

The LEA's overall three-year financial plan, including use of additional LEA non-grant funds, to be utilized to adequately fund the LEA plan.

Part A. Disclosure of LEA's Current Technology Expenditures

The LEA may provide their own template, or utilize Budget Form (Attachment A) to document their current expenditures.

Part B. Budget for Grant Funding Year 1 – 3

In addition to completing the Budget Form (Attachment A), provide a narrative description of the budget. The narrative clearly describes the proposed expenditures for each of the three years of the proposed project.

Provide sufficient **details** in the budget to clarify intended expenditures associated with the project budget.

- Provide a justification for each budget category.
- For funding for salaries, please share the number of FTEs that are increased through this grant program.
- Describe any other non-grant funds that will be used to help support this plan. (This is not required, but helps demonstrate commitment.)

Note: A participating LEA may not use grant money:
(1) To fund non-technology programs;

(2) To purchase mobile telephones; or

(3) To fund voice or data plans for mobile telephones.

(4) To supplant existing funding for educational technology

Part C. Possible Increase in Funding (10% Increase Plan)

Each LEA may be eligible for additional funds as they become available. This section is to provide a supplemental narrative and itemized budget that would detail how the LEA would spend funds if the budget was increased by 10%. (Note: Each LEA that has an approved plan will have the opportunity to submit a finalized budget once the final allocations are determined in December 2016. This section will be used to support your finalized budget submission.)

Part D. Projection for Future Support Costs

Each LEA should include a projection for future support costs associated with their Digital Teaching and Learning Plan. The projection will support state level projections for future needs associated with this initiative.

Part E. Sustainability

Explain how the LEA plans to scale and grow digital teaching and learning beyond the three-year grant period. This may include plans to shift existing funds to support digital teaching and learning, as well as the allocation of new funds, and/or outside grants.

District Contribution

Part 3: BUDGET				
Applicant:				
Description	2016-17 Allocation	2017-18 Estimated Allocation	2018-19 Estimated Allocation	TOTAL District Contribution
A. (100) Salaries	$398676	$506,541	$521,737	$1,417,925
B. (200) Employee Benefits	$219,939	$226,537	$233,333	$679,809
C. (300) Purchased Professional & Technical Services	$32,066	$33,000	$33,000	$98,066
D. (400) Purchased Property Service	$2,591	$2,600	$2,600	$7,791
E. (500) Other Purchased Service	$7,396	$7,500	$7,500	$22,396
F. (580) Travel	$1,247	$1,500	$1,500	$4,247
G. (600) Supplies & Materials	$135,247	$136,000	$136,000	$407,247
H. (800) Other (Exclude Audit Costs)	$0	$0	$0	$0

I. TOTAL DIRECT COSTS (Lines A through H)				
J. (800) Other (Audit Costs)	$0	$0	$0	$0
~~K. Indirect Cost~~				
L. Property (includes equipment)	$433,919	$446,937	$460,345	$1,341,200
M. TOTAL (Lines I through L)	$1,222,052	$1,360,615	$1,396,015	$3,978,682

Proposed Budget

Part 3: BUDGET				
Applicant:				
Description	Funding Requested – Year One *January 1, 2017 – June 30, 2017*	Funding Requested – Year Two *July 1, 2017 – June 30, 2018*	Funding Requested – Year Three *July 1, 2018 – June 30, 2019*	TOTAL FUNDING REQUEST
A. (100) Salaries	$20,000	$20,000	$20,000	$60,000
B. (200) Employee Benefits	$6,500	$6,500	$6,500	$19,500
C. (300) Purchased Professional & Technical Services	$0	$0	$0	$0
D. (400) Purchased Property Service	$0	$0	$0	$0
E. (500) Other Purchased Service	$0	$0	$0	$0
F. (580) Travel	$0	$0	$0	$0
G. (600) Supplies & Materials	$0	$0	$0	$0
H. (800) Other (Exclude Audit Costs)	$0	$0	$0	$0

I. TOTAL DIRECT COSTS (Lines A through H)				
J. (800) Other (Audit Costs)	$0	$0	$0	$0
~~K. Indirect Cost~~				
L. Property (includes equipment)	$117,823	$111,723	$111,723	$341,269
M. TOTAL (Lines I through L)	$144,323	$138,223	$138,223	$420,769

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications to the grant must be reflected over the three years of the grant and included as part of the annual reporting. For reporting, it must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.

Budget Narrative

- **Salaries and Benefits –** Stipends for teachers participating in this project for summer professional development will be provided. Additionally, funds will be used to pay district staff members who will provide the professional development, coaching and mentoring during the course of the school year.
- **Property** – Grant funds will be used to purchase classroom devices (i.e. Chromebooks), carts for devices and wireless access points.

Any additional funds required for this project will be provided through district funds (including E-rate reimbursable equipment)

Additional Grant Funds – Additional funds available through the grant will be used to fund additional participants, including classroom devices and connectivity.

Sustainability – The district technology committee in collaboration with the school board and district administration are currently engaged in the development of a comprehensive technology improvement plan and long term funding sources. This grant project is a small piece of the overall plan that will be continued past the 3 years of the project.

STATEMENT OF ASSURANCES

Should an award of funds from the Digital Teaching and Learning Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the USBE that the authorized official will:

1. Upon request, provide the Utah State Board of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.

2. Conduct educational activities funded by this project in compliance with the following federal laws:

   a. Title VI of the Civil Rights Act of 1964

   b. Title IX of the Education Amendments of 1972

   c. Section 504 of the Rehabilitation Act of 1973

   d. Age Discrimination Act of 1975

   e. Americans with Disabilities Act of 1990

   f. Improving America's Schools Act of 1994

3. Use grant funds to supplement and not supplant existing funds from all sources.

4. Take into account, during the development of programming, the need for greater access to and participation in the targeted disciplines by students from historically underrepresented and underserved groups.

5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Utah State Board of Education.

6. The applicant will retain records of the program for five years and will allow access to those records for purposes of review and audit.