USBE Digital Teaching and Learning (DTL) Grant Program

FY2021 - FY2025

DTL Leadership

Title	Name	Email	Phone Number
Superintendent/Director	Jennifer Covington	jcovington@murrayschools.org	801-264-7400
Curriculum Director	*Melissa Hamilton	mhamilton@murrayschools.org	801-264-7400
Technology Coordinator	*Jason Eyre	jeyre@murrayschools.org	801-264-7400
Assessment Director	Scott Bushnell	sbushnell@murrayschools.org	801-264-7400
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School Leader Secondary	Scott Wihongi	swihongi@murrayschools.org	801-264-7460
School Leader Elementary	*Whitney Anderson	wanderson@murrayschools.org	801-264-7420
Business Administrator	Richard Reese	rreese@murrayschools.org	801-264-7400
Teacher Leaders	Gina Dansie	gdansie@murrayschools.org	801-264-7446
Teacher Leaders	Toni Wilkins	twilkins@murrayschools.org	801-264-7424
Teacher Leaders	*Kayti Graham	kgraham@murrayschools.org	801-264-7416
Teacher Leaders	Lia Smith	lsmith@murrayschools.org	801-264-7460
Teacher Leaders	Lynn Gutzwiller	lgutzwiller@murrayschools.org	801-264-7400
Teacher Leaders	*Geri Smith	gsmith@murrayschools.org	801-264-7400
Teacher Leaders	Mark Durfey	mdurfey@murrayschools.org	801-264-7460

	As required by Board Rule R277-922-7, at least one member of our DTL leadership team participated in a ***pre-grant submission training*** conducted by USBE. See details below. Superintendent/Director:

	Curriculum Director: Melissa Hamilton, DTL Summit Fall 2019 Technology Director: Jason Eyre, DTL Summit Fall 2019 School Leader(s): Lynn Gutzwiller, Geri Smith, DTL Summit Fall 2019
	As required by Board Rule R277-922-7, all required members of our DTL leadership team participated in at least one ***leadership and change management training*** conducted by USBE. See details below. Superintendent/Director: Jennifer Covington, Leadership and Change Management, Canvas, May 16, 2020 Curriculum Director: Melissa Hamilton, Robin Williams Technology Director: Melissa Hamilton School Leader(s): Kayti Graham, Toni Wilkins, Gina Dansie, Whitney Anderson

Link to Instructional Document

Part A: LEA Overview, Vision, and Theory of Change

LEA Overview

<table>
<tr><td>LEA Name</td><td>Murray City School District</td></tr>
<tr><td>LEA Address</td><td>5102 South Commerce Drive</td></tr>
<tr><td>LEA Phone Number</td><td>801-264-7400</td></tr>
<tr><td>Site-specific enrollment, both full-time and part-time, and NSLP income eligibility data as per E-Rate eligible items.</td><td>
<table>
<tr><th>School</th><th>Enrollment</th><th>NSLP Eligibility</th></tr>
<tr><td>Grant Elementary</td><td>357</td><td>26.9%</td></tr>
<tr><td>Horizon Elem</td><td>714</td><td>39.6%</td></tr>
<tr><td>Liberty Elem</td><td>357</td><td>45.1%</td></tr>
<tr><td>Longview Elem</td><td>430</td><td>25.3%</td></tr>
<tr><td>McMillan Elem</td><td>533</td><td>27.4%</td></tr>
<tr><td>Parkside Elem</td><td>460</td><td>64.8%</td></tr>
<tr><td>Viewmont Elem</td><td>480</td><td>18.8%</td></tr>
<tr><td>Hillcrest Jr. High</td><td>870</td><td>46.8%</td></tr>
<tr><td>Riverview Jr. High</td><td>670</td><td>26.4%</td></tr>
<tr><td>Murray High</td><td>1424</td><td>28.4%</td></tr>
</table>
</td></tr>
<tr><td>FY21 Projected DTL Allocation</td><td>$214,793.16</td></tr>
<tr><td>If approved, LEA schools that will engage in DTL</td><td>All: Murray High School, Riverview Junior High, Hillcrest Junior High, Grant Elementary, Horizon Elementary, Liberty Elementary, Longview Elementary, McMillan Elementary, Parkside Elementary, Viewmont Elementary</td></tr>
<tr><td>If approved, number of students potentially impacted</td><td>6,452</td></tr>
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Vision Statement

As a result of implementation of Digital Teaching and Learning, Murray City School District teachers will implement teaching strategies that will enhance student engagement and will engage students in higher order problem solving skills. By engaging in the 4Cs + Digital Citizenship (the 5Cs), students will be more motivated, will be more engaged in learning and more connected to content and better equipped to transfer their learning across domains and contents. These skills are critical skills that make students college and career ready.

Utah Master Plan: Support the Utah Core and provide systemic support for student engagement and classroom innovation. • Provide access (teacher, student and home) to quality digital curriculum, learning management support structures, collaboration systems, formative assessment systems, ongoing access to proven software, instructional practices research. • Prepare students for college and careers including an emphasis on higher-order problem solving across the curriculum

Why? Statement

Murray City School District recognizes we are 21 years into the 21st Century and we want to prepare our students to participate in a culture where skills demand communication, collaboration, creativity and critical thinking along with being a responsible digital citizen.

Background and Local Context

Prior to Digital Teaching and Learning grant funds, Murray City School District had stand alone labs where students "went" to get isolated instruction on "computers." In two short years, Murray is a district whose students have access to 1:1 devices and where students in secondary schools are able to take devices home. Murray teachers have engaged in intense professional learning over the past three years to enable them to utilize their teacher devices and have students engage in learning that is meaningful and relevant using the devices and software programs they have at their disposal. Teachers deserve the time and intentionality to create learning experiences for students that help them master core standards and integrate technology that will enhance the learning where possible. Students deserve learning experiences that make them college and career ready.

Theory of Change

If we engage teachers in lesson design wherein we focus on student learning and engagement first and integrate technology second, we will find ways in which technology can be seamlessly used to engage learners and promote the 5Cs of 21st Century Learning.

Lessons Learned from Previous DTL Plan (Cohorts 1&2 Only)

Lessons learned from the previous DTL plan help us plan more cohesively for a new cycle of funding. Getting our infrastructure and access to hardware was our primary focus in the first round of funding. Balancing that and massive leadership restructuring at the district level dramatically shifted our focus from starting small with only a few classrooms and focusing on English Language Arts, to having a district wide focus. In three short years, we found ourselves with a 1:1 initiative and with a large learning curve for teachers to adapt to with students having their own computer from which to learn and leverage positively. We quickly put into place a professional learning plan that was flexible. From online to blended to face-to-face options over the last two years, teachers have gained the capacity to use student devices to make learning more engaging.

We were able to reach our long term goals from our previous years of funding that we identified which was to increase our SAGE outcomes in ELA in grades 4-9. However, in all honesty, it would be difficult to draw solid conclusions that DTL was the primary driving force behind that success and not an additional contributor.

Our goal for this new round of funding, based on our lessons learned, is to focus more broadly and focus on an LEA developed goal that is skill driven rather than summative score driven. This allows us flexibility to develop measures that are consistent with our professional development plans that are being implemented district wide.

Part B: DTL Plan Abstract

Murray City School District is committed to providing all students with a high quality education with access to the Utah Core Standards. Murray City School District teachers are committed to lesson design that enables students to learn at high levels, to be complex problem solvers, communicators, collaborators, and to be creative. Teachers and students have access to a number of resources to make this learning a reality; from robust curriculum, high quality professional learning experiences throughout the school year to extra and co-curricular activities and programs to technology software, and digital learning platforms, all of these work in concern to prepare students to be college and career ready.

Murray City School District's Board Action Plan and Leadership Action Plan share in its commitment for students to succeed personally, professionally and academically and further to integrate technology to impact student achievement. District leadership and building principals have taken this Board Action Plan and created the Leadership Action plan wherein District Instructional Priorities have been identified to move the district forward including observation instruments for teachers to receive feedback on their instructional practice and tools to use in their lesson planning and design. All support the Utah Master Plan: Essential Elements for Technology Powered Learning.

All elementary schools are using Google Classroom and all secondary schools are using Canvas. In addition, all schools and grade levels have access to district created and provided digital citizenship curriculum provided in Nearpod and extracted from CommonSense Media. Those lessons are found here. In addition, all schools have access to Illuminate which is a data management system where all of our summative and formative benchmark data is stored and teachers use it for PLCs and make dynamic decisions for instruction. Since we have ventured into Digital Home Learning, our teachers have consistently used apps that are a must to advance our goals described throughout this application and further described in this chart. Classkick, Zearn, Lexia, Canva, Flipgrid, Equatio/Read & Write, FOSS and Peardeck. There are many more, but these software programs will advance our long term and intermediate goals in the 5Cs.

As such the Murray City School District's Long Term Plan is for the percentage of teachers who understand how to effectively integrate technology into lesson plan design will increase by 10% every year for 5 years. Percentage of students in grades 4-12 who use 5Cs as well as students who are proactive, digital citizens will increase 10% each year for 5 years beginning in Fall of 2021. In addition, the DTL Advisory Committee for Murray City School District desires to have all students in grades 7-12 have an option of learning in a blended, online and face to face setting for all core classes by the end of 5 years. Likewise all elementary schools will have the same option for choice of learning within 5 years for grades 3-6.

Utah Master Plan: Support the Utah Core and provide systemic support for student engagement and classroom innovation. • Provide access (teacher, student and home) to quality digital curriculum, learning management support structures, collaboration systems, formative assessment systems, ongoing access to proven software, instructional practices research. • Prepare students for college and careers including an emphasis on higher-order problem solving across the curriculum

Part C: Future Ready Schools (FRS) Readiness Assessment

Readiness Assessment Results

Murray City School District's overall readiness score was a 5.8 which puts the district just on the cusp of the "planning" stage of the Future Ready Schools rubric. The "planning" stage of readiness finds district leaders identifying indicators of success because we have established a baseline of programs over the past several years. Because of this baseline and several years of operation, we have successfully been able to conduct a gap analysis and identify needs. Moving forward, in each gear area, the district needs to be more articulate about identifying resources for each gear, a succinct action plan for each gear and identify person/persons responsible for moving those ideas forward.

The District DTL Advisory Committee noticed a few surprising areas on our readiness report. The first surprise was the Use of Time and Space. With a readiness score of 3.5, our district stands poised to offer flexible anytime, anywhere learning and an opportunity to rethink traditional instructional schedules and structures. The District is one of a few districts in the State of Utah that has applied and received the Competency Based Education grant wherein we are providing flexible structures for students to demonstrate mastery toward a standard. The Advisory committee felt that over the course of the implementation of the CBE program in Murray, this gear would naturally evolve and our FRS score would increase. The Committee also had a robust conversation around allowing students to take courses whenever and wherever they want. With Canvas taking center stage and teachers in secondary using it more robustly, the natural evolution to having learning occur at any time of day from home, at school and in the community is a reality we can embrace within two to three years.

Celebrations on behalf of Robust Infrastructure with a score of 8.0 found our Committee recognizing the "background work" our Technology Coordinator has been engaging in the past three years. All students, teachers and most support staff have internet ready devices for anytime, anywhere learning with network and bandwidth access to support digital platforms and a plethora of software that maximizes learning. The district, with confidence, can discuss replacement of hardware and infrastructure on a comprehensive rotation schedule in an effort to have a state of the art access to the latest technology devices. Murray City School District's technology director is at the forefront in the state and nation on network and cyber security of our networks and in fact, many districts and organizations ask for help in replicating our structures. An area that stands ready for improvement is a support system for our users. A help desk that stands ready to help with a broad range of software will be an area to explore further; it is currently helpful to have two technology coaches, but broadening that knowledge will help our FRS score in this one subscore of "adequate and responsive support."

The two gears that are of highest priority to our DTL Advisory Committee were Curriculum, Instruction and Assessment and Personalized Professional Learning. With scores of 6.2 and 8.5 respectively, one would anticipate that not being an area of need, however, considering the laser focus of the Committee and their hope for 5 years, they are committed to ensuring our plan is clear and measurements for how to get there are articulated across our system. Murray City School District has a robust formative and summative assessment system (Illuminate) and that system produces reports that are used to improve, enrich and guide the learning process. Teachers are adept at making data informed decisions and adjust their instruction accordingly. Similarly, teachers have access to technology and have "moved their needle" in the appropriate direction to create learning structures that assure technology adds value to the learning process and enhances engagement. Securing the time and incentives for teachers to create personalized learning content for students and create content that intentionally integrates deep

learning (critical thinking, creativity, innovation, self direction, etc) is an area addressed in our long term goals of this grant.

Teachers having access to internet ready devices that can support a myriad of digital tools allows professional learning opportunities to happen in an ongoing, job embedded fashion. This access allows teachers to collaborate, share and produce best practices with colleagues outside of their grade level, building, district in ways never before imagined. While this is more apparent in our secondary setting, elementary teachers are primed to be able to engage in professional learning in a more open, flexible manner as well. The area wherein the DTL Advisory Committee and the District Professional Learning team must focus is on allowing educators to have the opportunity to expand their knowledge and skills to address 21st century skills and to provide support and insights into more student-centered instructional practices for students.

Getting a wider range of parents involved in this conversation is critical for the continued work of this Committee.

Readiness Assessment Report

Murray's Readiness Report

Readiness Assessment Stakeholder Participation

Gina Dansie
Toni Wilkins
Kayti Graham
Lia Smith
Scott Wihongi
Whitney Anderson
Lynn Gutzwiller
Geri Smith
Mark Durfey
Jennifer Covington
Jason Eyre
Scott Bushnell
Robin Williams
Kelli Kercher
Jaron Cooper

Part D: DTL Outcomes

	Option A: State Summative Assessment Outcome a 5% increase in an LEA's growth or proficiency on the statewide accountability metrics by the end of the fifth year of the LEA's implementation of the program		**Option B: Local Outcome** a school level outcome that is selected by the LEA, included in the LEA's plan, and approved by the advisory committee

Statement of Purpose

Murray has chosen a Local Outcome as our Long Term Goal: Percentage of students in grades 4-12 who use 5Cs as well as students who are proactive, digital citizens will increase 10% each year for 5 years beginning in Fall of 2021. The percentage of teachers who understand how to effectively integrate technology into lesson plan design will increase by 10% every year for 5 years. In addition, the DTL Advisory Committee for Murray City School District desires to have all students in grades 7-12 have an option of learning in a blended, online and face to face setting for all core classes by the end of 5 years. Likewise all elementary schools will have the same option for choice of learning within 5 years for grades 3-6.

The **long-term outcome** focused on student achievement and student workforce readiness is centered around these 5Cs in our first goal: Percentage of students in grades 4-12 who use 5Cs will increase 10% each year for 4 years beginning in Fall of 2021. The measurement instrument to be used will be a rubric; each rubric can also be used to provide students with an opportunity to self-assess the quality of their work in relation to the performance areas. Student friendly language or "I can" statements can be used by students to monitor and self-assess their progress toward established goals for each performance area.

Students' skills, classroom cultures, and teacher practices will change in order to accomplish this long-term outcome. Murray City School District identified **two intermediate outcomes** that will represent progress toward the long-term outcome. Teachers will be integrating technology into their lessons using sound pedagogy on a regular basis. Students will also be engaging in projects and self reporting on the 5Cs (citizenship, collaboration, communication, creative thinking, critical thinking and problem solving). The measurement instrument to be used for teachers integrating technology will be frequency of use of observation and planning tools. The measurement instrument to be used for students engaging in projects will be the aforementioned rubrics.

The **direct outcomes** are: students and teachers will be explicitly taught the 5Cs and taught rubrics on how to engage in the 5Cs over the course of the grant in an effort to achieve the intermediate and long-term outcomes Murray City school District hopes to achieve. The measurement instrument used to measure this direct outcome will be the number of teachers completing canvas courses about the 5Cs and the Triple E framework as well as pre and post surveys of teacher knowledge of the 5Cs and Triple E Framework. The measurement instrument used to measure the direct outcome for students and the 5Cs will be a pre and post survey of student knowledge of the 5Cs as well as digital badges of the 5Cs and student proficiency of the 5Cs.

DTL Lever	Murray's Implementation
Self Directed Learning	Self-directed learning can be facilitated through scaffolded instructions. Scaffolds are supporting elements which aid learners in developing

	knowledge and skills. Murray District teachers will impart these instructions by; modeling desired behavior, providing explanations about concepts with illustrations, inviting learners to participate in a task in which the instructor acts more like a guide, and gradually withdrawing instructor support to pave the way for learner independence.
Individualized, personalized, or differentiated learning	Differentiated instruction is when students can be in groups based on skills, interests, readiness, or by choice and there is a "purposeful use of flexible grouping" while keeping the lesson's goals in mind. Most importantly, teachers are "teaching up" and holding students to high standards. Differentiation is easier with technology. Murray educators should use technology tools available to keep students engaged while matching instruction with students' instructional level.
Collaboration	Murray educators are encouraged to use collaboration tools that promote this skill to link students outside of the traditional classroom and facilitate group work to students in their community and across the globe. Today's employers say the capacity to collaborate to solve problems is going to be even more important for tomorrow's workers than content knowledge. And a recent study shows employers are looking for people who can work effectively in teams.
Data-informed learning	Murray educators will continue to use data derived from summative and formative tools (Illuminate and benchmark assessments) to inform their instruction and personalize student learning.
Visualization and media	Meaningful learning happens when students are engaged in authentic activities that ask them to think and behave like chemists, computer programmers, mathematicians, and engineers--that is, when they are engaged in activities that mirror the real-life tasks of STEM professionals. Murray educators are encouraged to engage students in activities that might include the use of virtual environments and simulations, developing models of scientific phenomena, and using collaborative tools like email, video conferencing, and classroom webpages.
Evidence-based reasoning	With the overflow of information at students' fingertips, students need to learn the critical skill of knowing what information is useful and accurate and relevant. Murray educators will engage

	students in the research process where students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Additionally, students will engage in research processes (e.g., inquiry-based, information problem solving). Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.
Digital empowerment	Murray educators will be pivotal in empowering students to navigate the digital world in which they live. Rather than inundating students with lists and policies of what they cannot do, Murray will educate and equip students with tools and resources on responsible digital citizenship and transparent policies that will keep them safe while they operate in their online worlds. Further, Murray District will solidify partnerships with parents to also educate them to the same online tools.

Long-term Student Learning Outcome:	**Measurement Instrument**	**Timeline**
Percentage of students in English Language Arts in grades 4-12 who use 5Cs to critically analyze and evaluate a variety of information and claims and make sense of messy, never-before seen problems, and persevere in solving them will increase 10% each year for 5 years beginning in Fall of 2021.	The DTL Advisory Committee will establish a digital badging system for Digital Citizenship that includes digital self, digital agent, and digital interactor. Each badge will include an online assessment of knowledge, plus sign offs from teachers and peers on student performance in each category (digital self, agent, interactor).	Badging system developed 2020-2021 Baseline data gathered in Fall of 2021
Percentage of students in English Language Arts in grades 4-12 who use 5Cs to participate in a digital world as civil and active digital citizens through shifting roles, contexts and values will increase 10% each year for 5 years beginning in Fall of 2021.	The DTL Advisory Committee will develop 5Cs Scope and Sequence from the ISTE Student Standards. 1 highlight student skill chosen from each of the 5Cs broken down into student behaviors demonstrated and teacher skills taught.	Developed 2020-2021

	Rubric on scale of 1-4 of proficiency for each of the 5Cs for each student. Baseline Data taken in Fall of 2021	Developed 2020-2021 First growth period from Fall of 2021 to Spring of 2022 and each subsequent Fall to Spring after until 2025. 10% growth within each school year on each "highlighted" 5C in the scope and sequence.
Associated Intermediate Outcomes:	**Measurement Instrument**	**Timeline**
By 2025, the percentage of all grade level teachers who are effectively integrating technology into their lessons, using sound pedagogy will increase by 10% every year for 5 years.	Observations and planning tools using the Triple E Framework Type and frequency of digital integration using the Triple E Framework. Teacher completion of online course offerings related to pedagogy.	
Each year, beginning in 2021 all students in grades 1-12 will learn the 5Cs highlighted scope and sequence skills and will receive a mastery proficiency grade (3 or 4) in each of the 5C highlighted skills.	5Cs Scope and Sequence developed from the ISTE Student Standards. 1 highlight student skill chosen from each of the 5Cs broken down into student behaviors demonstrated and teacher skills taught. Rubric on scale of 1-4 of proficiency for each of the 5Cs for each student.	Developed 2020-2021 Developed 2020-2021 Lessons begin 2021 through 2025
Associated Direct Outcomes:	**Measurement Instrument**	**Timeline**
At the end of a two year cycle teachers will be knowledgeable about 5Cs and how they will be measured in Murray	Pre and Post Survey of teacher knowledge in 5Cs	2020-2023 Baseline gathered in August of 2020 of 5Cs.

	Course completion of 5Cs and accompanying measurement tools for grading.	
At the end of the two year cycle, teachers will be knowledgeable about Triple E Framework and how to use it to integrate technology into lesson design.	Pre and Post survey of teacher knowledge in Triple E Framework Course completion of Triple E Framework, ISTE Standards for Educators and NC Digital Learning Competencies for Classroom Teachers	2020-2023 Baseline gathered in August of 2020 of Triple E Framework.

Section 1: Curriculum, Instruction, and Assessment

Readiness Assessment Scores	
21st Century Skills/Deeper Learning	5.0
Personalized Learning	3.0
Collaborative, Relevant, and Applied Learning	3.0
Leveraging Technology	10.0
Assessment—Analytics Inform Instruction	10.0

Targeted Vision Statement for Curriculum, Instruction, and Assessment

By embedding technology into curriculum standards, Murray School District will be able to provide learning that is student centered, rigorous, and customized to students' needs and interests. Instruction will be focused on developing critical thinking and problem solving skills. With an understanding that learner variability is the rule, not the exception, we will shift instructional design toward a more universal, inclusive, and flexible model. Frequent formative assessments of learning will be based on performance tasks, with ongoing feedback between teachers and students and collaboration among peers. Digital portfolios will guide students as they advance along the learning trajectory toward mastery. Grading practices will shift from traditional averaging with rigid time-frames, to a competency based model (CBL) with pathways and time-frames that are personalized to the needs of the learner. This educational shift toward personalization will increase student engagement and agency, positioning them to be college/career ready, and future focused.

Based on Murray's readiness assessment of 2019, areas for growth include designing personalized instruction, increasing collaboration and feedback, and improving the relevance of learning tasks. Technology coaches will continue to advance teachers' skills in technology embedded curriculum. Teachers will be trained in personalized learning frameworks such as Universal Design for Learning (UDL) and Impact Teams. Teachers will work collaboratively to design evidence-based learning tasks that are focused on student outcomes. They will use technology tools to build in accommodations and extensions that are necessary for some, but good for all learners, designing accessible learning opportunities for everyone. Teachers will collaboratively reflect on the effectiveness of lessons and personalized pathways, altering design options based on student performance and feedback. Students will be able to select relevant learning tasks and will show learning through a performance of creative problem solving, critical thinking, communication, and use of technology necessary in today's society.

Activity and Related Deliverable	Roles/Responsibilities	Timeline (Dates)

DTL Advisory Committee ● The formation of a DTL Advisory Committee in which representatives from stakeholder groups will meet regularly to inform on needs and guide ongoing decisions based on Murray's readiness assessment scores.	● The DTL Advisory Committee will meet at the beginning of the year to define our current status based on survey and usage data and set short-term and long-term goals for growth that align with the overall vision. Committee members meet at the end of each quarter to monitor implementation growth and make necessary adjustments to the implementation plan. Decisions made by the DTL Advisory Committee will be communicated in a DTL update newsletter that will be shared with stakeholders on a quarterly basis. Contracted employees working outside of contract hours will be compensated with DTL grant funds.	Initial Meeting: ● August 2020 Quarterly Meetings: ● October 2020 ● January 2021 ● March 2021 ● May 2021
Technology Coaches ● Based on our readiness assessment scores, our most pressing needs are in the areas of personalized learning and collaborative, relevant, and applied learning. Technology coaches play a critical role in identifying technology needs, assisting teachers, and conducting 1:1, small group, faculty, and district training for teachers.	● Coach and support K-12 teachers creating technology embedded personalized learning pathways that meet state academic standards ● Introduce students to technology tools available for use and how those tools can promote the 5Cs ● Work with existing and new technology vendors to support the needs of K-12 students and teachers ● Provide a variety of opportunities, large and small, for educators to develop new technology skills ○ Triple E Framework to help guide lesson planning ● Enhance current LMS reporting to reflect shifts in competency based grading practices Technology coaches will communicate updates and technology news in bi-monthly newsletter sent via email to Murray district employees. Technology Coach salaries will be paid with a combination of DTL grant and other funding.	Technology Coaching: ● 2020-2021 school year ● 2021-2022 school year ● 2022-2023 school year ● 2023-2024 school year ● 2024-2025 school year

Professional Learning ● A combination of external professional learning, digital professional learning, internal/embedded professional learning will be implemented to address our most pressing needs - personalized learning and collaborative, relevant, and applied learning.	● Teachers will learn about personalized learning pathways and digital portfolios in district professional learning. Select teachers will participate in UDL training provided by USBE ● Schools who have already started competency based grading practices will participate in technology embedded personalized learning design and lesson studies guided by an outside expert ● Teachers will have digital professional learning courses available. Course options and professional learning hours are currently being developed ● Teacher teams and instructional coaches will develop common rubrics that can be used by teachers and students to measure learning progress ○ 5Cs Rubrics ○ Triple E Framework External and digital professional learning will be arranged for and communicated to staff by the District Teaching and Learning Team. Internal/embedded professional learning will be managed at the site level by the coach and building administrator. External professional learning will be paid for through a combination of DTL and CBE grant funds. Staff creating/participating in internal or digital professional learning modules outside of contract hours will be compensated using a combination of DTL and CBE grant funds.	External PL: ● August 2020 ● September 2020 ● November 2020 ● January 2021 ● March 2021 Internal PL: ● August 2020 ● September 2020 ● October 2020 ● December 2020 ● February 2021 ● April 2021 ● Weekly PLC meetings ● Coaching cycles Digital PL Completion Dates: ● October 2020 ● January 2021 ● April 2021
Digital Portfolios ● Digital portfolios will involve students in their own learning, thereby increasing relevancy and agency.	● Students in grades 3-12 will monitor their learning progress using age-appropriate digital portfolios. Portfolios will provide a record of student learning over time, giving students an opportunity to be reflective about their learning needs Digital portfolio training will be arranged by and communicated to staff by the District Teaching and Learning Team.	Initial Teacher Training: ● August 2020 Initial Student Training: ● By October 2020 Student Reflections: ● By January 2021

	Digital portfolio training will be paid for using a combination of DTL and CBE grant funds.	
Personalized Learning Conferences ● Learning conferences will provide opportunities for collaboration and feedback about learning.	● Digital portfolios and rubrics will be used to guide peer:peer discussions about learning. They will also guide feedback loops between students and teachers who will discuss learning progress and identify new learning goals. Expectations regarding personalized learning conferences will be communicated by the District Teaching and Learning Team to Principals. Principals will determine the frequency, duration, and format for personalized conferences that will work best for their staff. No fiscal implications are indicated at this time.	Personalized Conferences will begin by: ● By January 2021

X	**Assurance 1***: We have verified, and can provide evidence upon request, that our DTL plan focuses on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.*

Monitor Implementation - Continuous Improvement

- **DTL Advisory Committee:** The DTL Advisory Committee will meet at the beginning of the year to define our current status based on survey and usage data and set short-term and long-term goals for growth that align with the overall vision. Committee members will meet at the end of each quarter to review and advise on implementation efforts, making necessary adjustments to the implementation plan as needed.
- **Building Level Monitoring:** Building administrators will formally (scheduled observations) and informally (drop-in observations) measure technology integration occurring within individual classrooms.
- **Educator Technology Goals:** Teachers will identify at least one technology growth goal as part of their annual professional growth goal (PGP). Coaching support can be initiated by the teacher or by the teachers' building administrator.
- **Usage Data:** The IT department will collect usage data using the LEARN Platform. This data will be evaluated regularly to identify potential training needs and to assist with technology based fiscal decisions.
- **Survey Data:** Teachers and students will complete technology surveys throughout the year to monitor ongoing technology needs and growth. This data will be reviewed at the building level and at quarterly DTL Advisory Committee meetings.

Implementation Communication and Outreach

Our primary modes of stakeholder communication include district and school websites, Peachjar notifications, and social media platforms. To communicate with stakeholders about how the Murray School District is preparing students for a college and career ready future, the Teaching and Learning Team along with the Superintendent will issue a quarterly newsletter through Peachjar. Because schools are at different stages of readiness and execution, each building administrator will provide digital learning updates to families.

Personalized Learning

Targeted Vision Statement for Personalized Learning

Personalized learning capitalizes on students' ability to use technology. It is the purposeful design of blended instruction to combine face-to-face teaching, technology-assisted instruction and student-to-student collaboration to leverage each student's interests for deeper learning. When done right, it meets several of the ISTE Standards for Students and ISTE Standards for Educators while leading to a more rigorous, challenging, and engaging curriculum.

Murray City School District's outcomes center around a student's ability to meet rigorous, challenging core standards while simultaneously promoting 21st century skills of collaboration and critical thinking. Further, Murray educators will use the Triple E framework to put learning first and technology second. That is, technology has more impact when used to support instructional goals rather than when used as a surrogate for direct instruction.

Detailed Plan for Personalized Learning Opportunities

For Students:

In personalized learning environments, instruction must be tailored to students' specific academic needs, personal interests, and learning styles. It allows them to learn at their own time and pace, working on their studies whenever they want, at a rhythm that is most comfortable to them. Students get the flexibility to learn in places beyond the brick-and-mortar school and are empowered to learn through teachers, peers, technology, and real-world

experiences. It's designed to improve the outcomes of all students, including those with disabilities, English learners, and students from economically disadvantaged backgrounds. Personalized systems have the potential to connect all students with highly effective teachers and specialized content to quickly address students' strengths and challenges.

For Teachers:

In order for teachers to be successful in their roles, they must be empowered to concentrate their time, energy, and expertise on individual students' needs. Not only must their roles be made more flexible, the means through which they receive relevant professional development throughout their careers must also be relevant and flexible.

Critical Thinking, Communication, Collaboration, and Creativity

The 4Cs (Critical Thinking, Communication, Collaboration and Creativity) have been expanded in Murray's plan to include the 5Cs--Citizenship--Digital Citizenship. They are a critical part of our outcomes and rubrics and measurement instruments are described in Part D. Each are defined below:

Communication is about sharing thoughts, questions, ideas, and solutions. In the technological age, it's much easier and, at the same time, harder to communicate. Technology has provided us with more convenient ways to communicate, but sometimes the various ways can become overwhelming. In addition, the communication can become more about the tech being used than the message you're trying to send.

Collaboration is about working together to reach a goal and putting talent, expertise, and smarts to work. Just like with communication, technology has made collaboration easier. Actually, technology takes collaboration a step farther, making types of collaboration possible that weren't before technology.

Critical thinking is looking at problems in a new way and linking learning across subjects and disciplines. Just like with the previous two ideas, critical thinking has been an essential skill in every century and profession. However, technology has changed the critical thinking platform. The more technology makes menial tasks such as memorization null and void, the more room that gives us to spend time on more complex thinking skills.

Creativity means students will be able to look at a problem from multiple perspectives — including those that others may not see. Creativity allows students to embrace their inner strengths from big-picture planning to meticulous organization. As a student learns about their creativity, they also learn how to express it in healthy and productive ways. More importantly, they also become motivated to share that creativity with others.

Citizenship, digital citizenship, is a 5th “C” that Murray is adding to our outcomes in Part D above. Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. This is why digital citizenship is such a crucial topic to teach today’s students.As the rate of technological advancement continues to increase, the world as a whole is becoming more dependent on the Internet for day-to-day activities. As a result, there’s a major difference between good digital citizenship and bad digital citizenship. Good digital citizenship engages young students and shows them how to connect with one another, empathize with each other, and create lasting relationships through digital tools.

Digital Citizenship

Digital Citizenship Plan
Digital Citizenship Plan for MCSD
Responsible Use Policy
Acceptable Use Policy MCSD

High Quality Digital Instructional Materials

Name of High Quality Instructional Materials (software product, online resource, i.e. Utah's Online Library, OER, etc.)	**Description**	**New or Pre-existing?**	**Content Area and Grade Level**	**Recommended usage target (fidelity) and best practices from software provider**
Newsela	Articles, Article collections, paired text, ability to assign one article with 4-5 different Lexile levels, quizzes and writing prompts, integrates with Clever and Google Classroom	pre-existing	Grades 2 and up	2-4 times a month
Utah Compose	Writing program from the state. It scores student work, allows students to view feedback, revise, and re-submit for a new score.	Pre-existing	Grades 3 and up.	2 hours/week
Scholastic Scope	High quality text. Paper subscription delivered to school and Scholastic games, videos, and quizzes along with each article online. Standards aligned. Works with Google Classroom	Pre-existing	Grades 4 and up	Weekly
Eureka/Great Minds	K-12 curriculum that sequences the mathematical progressions into expertly crafted modules.	Pre-existing	Grades K-8	K=40 minutes/day 1-3=60 minutes/day 4-6=75 minutes/day
Lexia/PowerUp	provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge	Pre-existing	K-8	25-45 minutes weekly
Zearn	Provides personalized learning in math	New	K-5	4 lessons (missions) per week

	aligned with core math program Eureka Math			

X	**Assurance 2**: *We will communicate the fidelity recommendations and requirements of all primary digital instruction products, regardless of funding source, to the appropriate stakeholders and follow a clear, comprehensive, and realistic plan for mitigating the challenges.*
X	**Assurance 3**: *We have verified that our DTL plan includes necessary and appropriate software for special education students.*
X	**Assurance 4:** *We have verified that our DTL plan includes alignment of new high quality digital instructional materials to address student performance articulated in our DTL outcomes.*
X	**Assurance 5:** *We have verified that our DTL plan addresses LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.*

Ed-Tech Management and Effectiveness

During the duration of this DTL plan cycle (five-years), our LEA will:

X	Option 1: use LearnPlatform as our ed-tech management solution.
X	Option 2: use a *different* solution as our ed-tech management solution. Explanation: We are also using Clever and Google as we track different apps and usage.

Data-informed Instruction
During quarterly DTL Advisory meetings, during regularly scheduled instructional coaches meetings and meetings with administrators, data is regularly pulled and analyzed to discuss both student achievement trends and usage trends of apps that are paid for with District DTL funds: Lexia, Newsela, Learning A-Z, Brainpop, Imagine Learning, Nearpod, Illuminate. Other apps that teachers are likely expected to use to promote the DTL levers listed above are also explored and analyzed: Google Classroom, Canvas, Seesaw, Flipgrid, Padlet, Edpuzzle. This analysis results in coaching cycle opportunities wherein instructional coaches and technology coaches can co-teach and model with teachers to increase frequency of use with those apps and increase efficacy of skills to reach goals outlined in the grant.

Ongoing Data Collection - Process Improvement

Our program management will focus on continuous and ongoing improvement, supported by integrated insights, monitoring and measurement of data and input from and for administrators and teachers. To support our educators' efforts, we 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:

- Allowing educators an easy way to centrally see, share insights, learn and ask questions about digital teaching and learning tools;
- Efficiently piloting new tools, with both qualitative and quantitative results to inform implementation;
- Rapidly analyzing the impact of current and new digital teaching and learning interventions;
- Providing administrators and educators instant dashboards for internal monitoring and measurement of our digital teaching and learning ecosystem;
- Use the LearnPlatform Google Chrome extensions to provide time saving tools for educators and remotely monitor which digital teaching and learning tools are used and how often;
- Centrally managing and sharing findings and status for all teachers and administrators to inform their instructional and operational decisions; and,
- Enhancing our LEA's own processes with insights learned from other LEAs.

For LEAs using LearnPlatform,

X	**Assurance 6** (if applicable)**:** *Upon DTL plan approval, we will contact LearnPlatform within 30 days to begin/continue our work together to improve both outcomes for students and our investments in digital teaching and learning.* Please reach out to utahsupport@learnplatform.com for assistance.

Section 2: Use of Space and Time

Readiness Assessment Scores	
Flexible learning - anytime, anywhere	5.0
New pedagogy, schedules, and learning environment for personalized learning	3.0
Competency-based learning	3.0
Strategies for providing extended time for projects and collaboration	3.0

Targeted Vision Statement for Use of Space and Time

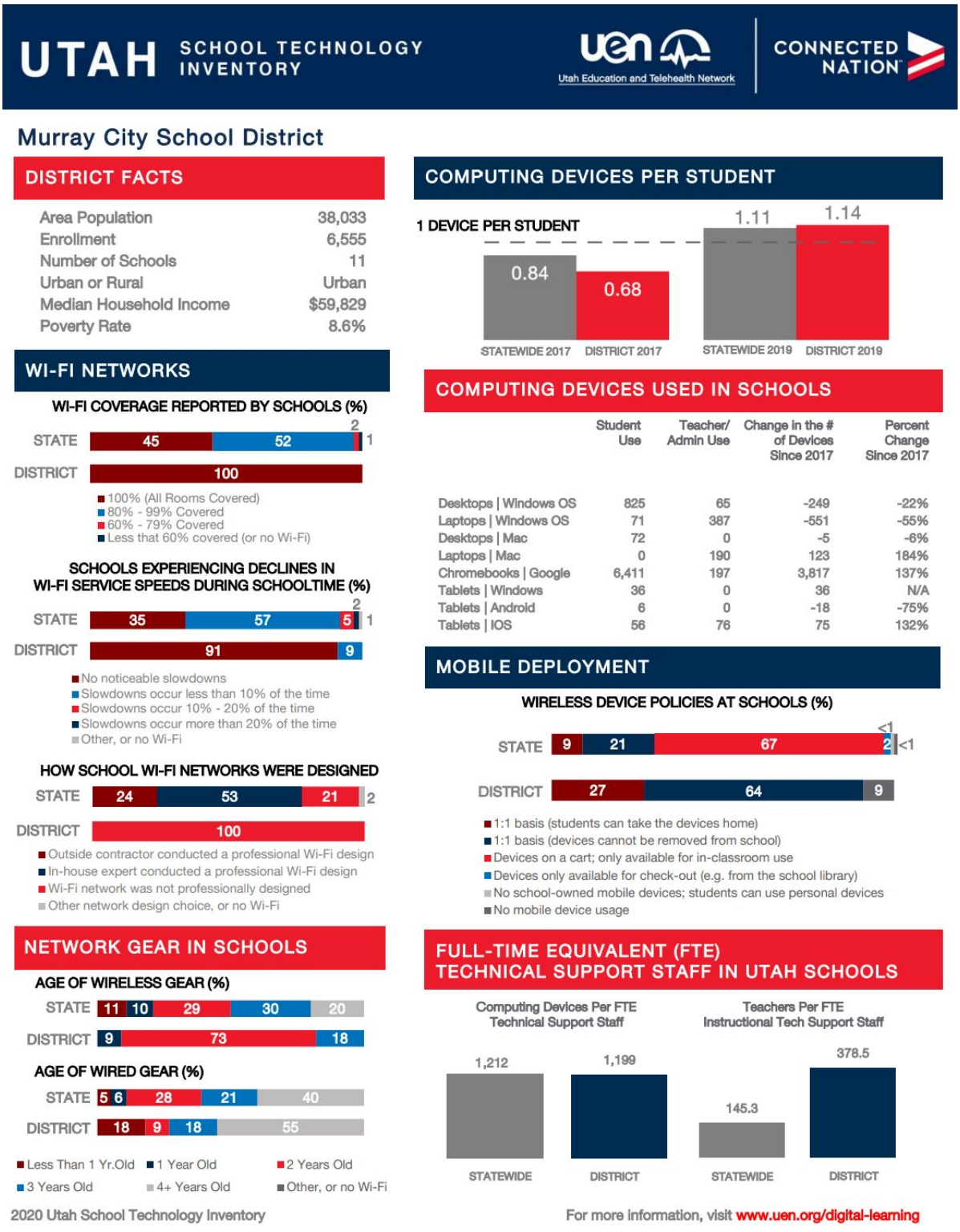
Murray will be able to enhance student engagement and will engage students in higher order problem solving skills by implementing new pedagogy strategies and schedules, anytime, anywhere, personalized learning and extended time for projects and collaboration through competency-based learning (CBL) for all students with varying abilities and pacing.

According to Murray's Readiness statement of 2019, Murray has great potential for growth in flexible learning, new pedagogy, CBL, and applying strategies for extended time on projects and collaboration. Competency-based learning has been implemented at select schools and will be carried out across the district. As CBL is applied, along with existing quality 1:1 technology access and robust infrastructure, schools and teachers will have the framework to enhance the other areas of flexible learning and extended time on projects and collaboration. Murray will establish a common vision that leverages technology to empower anytime, anywhere learning through 24-7 access to devices, high-speed Internet access, and digital learning content. As this is implemented, District leaders will identify gaps in teacher and student readiness for anytime, anywhere learning and create initial plans for integrating models of online and blended learning into the school day, and beyond. By doing this, students will be able to participate in projects and collaboration requiring extended time at their ability and pace. In addition, district leaders will collaboratively develop a vision for personalized learning that leverage new pedagogies, schedules, and learning environments. The district will use both research and existing practice to review and identify new possibilities for the district.

Section 3: Robust Infrastructure

Readiness Assessment Scores	
Adequacy of Devices; Quality and Availability	10.0
Robust Network Infrastructure	10.0
Adequate and Responsive Support	5.0
Formal Cycle for Review and Replacement	7.0

School Technology Inventory Summary Report



Infrastructure Needs and Refreshment Cycle

The MCSD technology department tracks devices utilizing several systems designed for the specific hardware platforms:

- Chromebooks are managed in the Google Console
- PCs including laptops are managed in Ivanti LanDesk Suite and Microsoft InTune
- Macintosh computers and iPads are managed in Mosyle MDM

- All networking equipment is managed and tracked in Solarwinds, Aruba Airwave, Extreme Control Center, and Ruckus On Premise Cloud Controller.

E-rate funds are used to cover part of the costs to refresh network equipment as part of the Category 2 program.

- All network switches were upgraded in the 2019-2020 school year.
- Backbone speeds at the high school were upgraded to 40Gbps and the video production classroom was upgraded to 10Gbps to each computer.
- Wi-Fi equipment was purchased in 2016 and installed in 2017 for all Elementary and Middle Schools.
- Wi-Fi equipment was purchased in 2018 for the High School; this upgrade included outdoor access points to cover the courtyard, stadium, and tennis courts.
- The First K-12 installation of CBRS LTE worldwide was completed in 2019 at Murray High School. The current network covers the campus and a small surrounding area. We are working with UETN to improve this network and provide coverage outside of the school to help close the homework gap. LTE traffic is routed on circuits that are paid for by the district and not reimbursed by E-rate. We hope to eventually move this to E-rate as it is approved.

Computer and Server refresh cycle

- Student Chromebooks and teacher laptops are on a 4 or 5 year refresh cycle.
- Servers and firewalls are on a longer cycle that is reviewed annually for ongoing support, relevance, and prioritized according to value to operations.

Network Equipment refresh cycle

- Wi-Fi is on a 4 year refresh cycle
- LTE is on an 8 year refresh cycle
- Switches are on a 5 year refresh cycle
- The cycles may be modified to best take advantage of newer technologies and pricing.

Technical Support Procedure

MCSD Technology has a multi-tiered support infrastructure. This infrastructure is already fully staffed to support the teacher, Murray PowerUP 1:1 program, and computer labs in the schools.

- The first line of support is the helpdesk which is covered through email or telephone.
- The second line of support is an IT employee who is assigned to each school
- Through the STEM Action Center Partnership program we are implementing a third level of students who are employed by the district and paid with grant funds. They will be available at the high school before and after school with training provided by IT team members and online training resources.

X	**Assurance 7**: *We commit to continue to engage in existing inventory efforts and we acknowledge the requirements of tracking inventory over the course of our DTL plan (at least five years).*

X	**Assurance 8**: *We commit to participate in all future statewide inventory surveys as requested by UETN and USBE.*

Section 4: Data and Privacy

Readiness Assessment Scores	
Data and Data Systems	**10.0**
Data Policies, Procedures, and Practices	**10.0**
Data-Informed Decision Making	**5.0**
Data Literate Education Professionals	**7.0**

Student Data Privacy Report
Murray City School District Student Data Privacy Report

IT Security Policy
Data Governance Policy Technology Security Plan Teachers take an annual student data privacy training conducted in person by IT Coordinator, Jason Eyre New Teacher orientation includes a section that talks about passwords, email etiquette/security, and best security practices.

IT Security Audit
We are scheduled with UETN for a security assessment Feb 8-12, 2021.

Remediation Plan
We will put a remediation plan together when we receive the results from the UETN security audit.

Section 5: Community Partnerships

Readiness Assessment Scores	
Local Community Engagement and Outreach	10.0
Global and Cultural Awareness	3.0
Digital Learning Environments as Connectors to Local/Global Communities	5.0
Parental Communication and Engagement	3.0
District Brand	**3.0**

Targeted Vision Statement for Community Partnerships

Murray District is a small community that can easily build partnerships to support digital teaching and learning. Expanding the classroom to a more global environment is critical for our students to understand 21st century skills and to think critically and globally about the world around them. Murray District must enable parents to interact in meaningful ways in their child's education beyond traditional school attendance activities by employing social media and other technology platforms into our schools.

Community Communication Plan - DTL Implementation

Murray District has only recently launched a District Teaching and Learning Steering Committee. This Committee is made up of stakeholders from each school, both elementary and secondary of teachers and administrators as well as parent and community stakeholders. The purpose of the District Teaching and Learning Steering Committee is to seek guidance and feedback to all district programs and ensure alignment toward the District Strategic Plan and Board Goals. Each district program (such as DTL) has its own sub committee of the TLT Steering Committee. The subcommittees do regular reports and status updates to the Steering Committee. It is in this fashion that community engagement is guaranteed for Digital Teaching and Learning. With parents and community partners as part of the Steering Committee, we can begin discussions about diversity and cultural and global relevance. Community and family partnerships can also reduce the possibility that digital learning transitions will exacerbate achievement gaps. Students that face the greatest challenges in and outside school need comprehensive supports to evolve so that digital learning doesn't further disadvantage them.

Already Accomplished:

1. Through Computer Science Master Plan student interns are working with business partnerships in work based and work related needs to be college and career ready in the area of computer science
2. Through Murray Cultural Arts a robust partnership has been formed to promote fine arts instruction within the elementary schools with music education as well as promoting Murray cultural celebrations with cemetary tours and artists in residence and highlighting STEAM activities

Action Plan:

1. District will put out an RFP for parent communication mechanism to enhance branding
2. District will promote social media avenues with relevant and timely topics for enhanced parent engagement opportunities
3. District DTL Committee will create social media policy
4. Steering Committee will develop action plan for community wide exhibitions and student work

Community Communication Plan - Role of Technology in Student-Centered Learning

Technology provides educators essential tools to create a student-centered learning environment. The careful integration of technology into the classroom provides teachers and students with a limitless amount of educational resources that transform learning – inspiring creativity, collaboration, and critical thinking. These approaches personalize the learning process and significantly increase student involvement in two dimensions: breadth of individualized activities, and number of students participating concurrently. It encourages flexibility and adaptability, and fosters individual growth and development. Research shows that a blended approach to instruction is ideal for the 21st century learner. A blended approach takes advantage of the best features of both face-to-face and online educational resources. It is achieved through the careful balance of a variety of instructional approaches.

Successfully integrating technology and creating a blended, student-centered learning environment is no easy task. It requires a thorough analysis of curriculum and a critical examination of pedagogy. Determining which tools to use and how to use them requires elements of creativity, experimentation, collaboration, and patience.

Instructional Technology Coaches play a critical role in this experimentation and collaboration to create this student-centered learning environment. Digital Teaching and Learning funds continue to support the roles of Instructional technology coaches.

Section 6: Personalized Professional Learning

Readiness Assessment Scores	
Shared Ownership and Responsibility for Professional Growth	10.0
21st Century Skill Set	7.0
Diverse Opportunities for Professional Learning Through Technology	7.0
Broad-Based, Participative Evaluation	10.0

Targeted Vision Statement for Personalized Professional Learning

Teachers, administrators, and other education professionals engage in professional learning that is timely and relevant to the educator's needs and personal experience. Research shows that teachers are more likely to connect, engage, and apply new ideas to change practice when they are a part of planning for their own professional learning. Although traditional teacher PD is generally designed to support teachers, improve practice, and introduce new approaches, using technology and new teaching strategies require a change in overall methodologies. Many teachers perceive changing methodologies as a risky endeavor filled with uncertainty about the effectiveness and worth of making substantial change to pedagogical practice. These feelings are real, serve as barriers to change. Although it is difficult, the teaching profession must be changed and re-created to meet the needs of today's students. Giving teachers freedom in their professional learning provides them with opportunities to make choices, builds capacity, and most importantly, provides them with a feeling of ownership in the process. Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls.

Personalized Professional Learning Plan

As Murray District educators analyze student academic learning data and develop plans for how to address the needs prevalent in their classrooms, teachers will be provided with 24 professional learning hours with autonomy on how to best meet those needs. At their disposal will be canvas courses built in house and located on our PowerUp page, through UEN, and through their own Professional Learning Networks. In addition, face to face sessions will also be held with instructional coaches and other professionals with expertise in the area they need assistance in for strategy development. A "cafe" style professional development center will take place on professional development days wherein teachers can come and find colleagues of the same grade level or content area and or collaborate in vertical teams to articulate learning goals. Job embedded instructional coaching wherein the teacher will use video coaching protocols and reflection to earn relicensure or USBE credits.

Teachers will still be required to write a PGP (Professional Growth Plan) centered around their individual professional learning goals. Administrators are still responsible for checking in with each educator twice annually on their PGP and evidence of progress related to the PGP. Administrators are also responsible for writing a PGP and their Supervisors are responsible for checking in with each administrator twice annually on their PGP and evidence of progress related to the Administrator's PGP.

The goals in this grant are anchored with the 5Cs and the Triple E framework. As such, teachers will be provided multiple opportunities to learn the framework and how to integrate the 5Cs into student learning opportunities; this will be the basis for coaching cycles with instructional technology coaches.

Educators (including Admin and ESP) can choose personalized professional learning from including:

- Google tools: slides, docs, forms, sheets
- Nearpod, Peardeck, More than PowerPoint
- YouTube, Seesaw, Canvas, Google Classroom, Illuminate, UEN tools
- Screencastify, Quicktime, Online VoiceRecorder, Zoom
- Microsoft Office Tools, 5Cs
- Eureka, Zearn, Imagine Learning, Learning A-Z, Brainpop, GetEpic, Foss
- SEEd, Change Management, ESL Strategies, Classroom Management, Behavior Management, Computer Science principles, ISTE standards

In order to earn USBE Credit, educators must engage in video coaching and reflection with an instructional coach or technology coach.

Management Restructuring

	A management restructuring will be necessary and relevant to our needs. Explanation required
X	A management restructuring will NOT be necessary or relevant to our needs.

X	**Assurance 9:** We commit to continue to engage in professional learning with USBE and UETN over the course of our DTL plan (at least five years).

Section 7: Budget and Resources

Readiness Assessment Scores	
Efficiency and Cost Savings	5.0
Alignment to District and School Plans	3.0
Consistent Funding Streams	0.0
Learning Return on Investment	0.0

Current Technology Expenditures

Technology Expenditures

Proposed DTL Plan Budget Narrative

Salaries and Employee Benefits: 1.5 FTE dedicated to Instructional Technology Coaches to support K-12 teachers. These coaches provide modeling and support for teachers through co-teaching, demonstrating and providing model classroom support. Coaches also provide professional development, Canvas writing and professional learning follow up.

Purchased Professional Services: Provides conference registration fees for teachers to attend UCET, ISTE or other technology training upon application and adheres to program goals. Trainer of trainer models.

Travel: Provides travel to attend UCET, ISTE or other conference in the form of airline tickets or mileage reimbursement.

Other Purchased Services: This line item covers all software purchased that is in alignment with program goals. For Future Ready in the form of Community Engagement and Branding-A Parent Engagement system and it's software support. Any software program used K-12 that will advance the Triple E framework and/or support the advancement of students and the 5Cs measurement.

Integration of Existing Resources

Throughout the life of the DTL grant cycle in the past five years, very little was spent in hardware before other funds were spent on purchasing hardware to realize our 1:1 vision for Murray School District. Since then, District Technology funds (not DTL funds) are used to purchase and replace student chromebooks and teacher laptops (see Robust Infrastructure for rotation). CTE funds are used to replace CTE labs at the secondary level.

Non-Grant Funds

All non-grant Funds are used to support Murray School District's strategic plan and Murray School Board goals. For example, the Computer Science Master Plan supports teacher development of the computer science core curriculum while also simultaneously supports teacher knowledge of digital citizenship goals which is a critical component of the DTL initiative.

Sustainability

The majority of DTL funds are spent in Instructional Technology Coaches. The teachers and administrators in the district recognize the importance of the technology coaches and would support their long-term support even if DTL funds were not available. Moving the technology coaches to permanent positions beyond the grant period is a negotiation that would begin now in an effort to keep the position of district technology coaches for the long term, leveraging district funds and Title I, Title II and Title IV funds. Professional Development funds from the district will be used to sustain new learning of the Triple E framework and the 5Cs and pedagogical understanding teachers need to sustain the goals of the grant.

Capture and Re-Purpose Savings

Identifying e-rate eligible costs and state contracts of software programs that are currently being paid out of DTL funds would be discussion items for the DTL Advisory Committee for the district during regular meetings. Using ongoing data gathering, like the paid apps survey and the PowerUp Needs Assessments surveys the district regularly collects, the DTL Advisory Committee can make informed decisions on how to reallocate those funds.

Increase in Funding

In the event that additional DTL funding becomes available, the Murray District Advisory Committee will convene and develop a plan to use the funds based on data gathered throughout the year. The paid apps survey teachers took during the 2019-2020 school year and each subsequent year will reveal which apps are of high usage and relevance to teachers and should continue to be supported by District DTL funds. This would largely be developed with an increase of <50%. If there is an increase of over 50%, the District DTL Advisory Committee will meet to discuss adding an additional technology coach and/or other professional development.

Proposed DTL Budget

LEA FY2021 DTL Projected Allocation from Appendix A
$214,793.16

Proposed Budget					
Description	Funding Requested – Year One	Funding Requested – Year Two	Funding Requested – Year Three	Funding Requested – Year Four	Funding Requested – Year Five
A.(100) Salaries	$89,024.50	$94,365.97	$100,027.93	$106,029.61	$112,391.39
B (200) Employee Benefits	$42,956.00	$45,533.36	$48,265.36	$51,161.28	$54,230.96
C. (300) Purchased Professional & Technical Services	$5,000	$5,000	$5,000	$5,000	$5,000
D. (400) Purchased Property Services					
E. (500) Other Purchased Services	$75,812.66	$67,893.83	$59,499.87	$50,602.27	$41,170.81
F. (580) Travel	$2,000	$2,000	$2,000	$2,000	$2,000
G.(600) Supplies/Materials					
H. (800) Other (Exclude Audit Costs)					
I. TOTAL DIRECT COSTS (Lines A through H)					
J. (800) Other (Audit Costs)					
~~K. Indirect Cost~~					
L. Property (includes equipment)					
M. TOTAL (Lines I through L)	$214,793.16	$214,793.16	$214,793.16	$214,793.16	$214,793.16

STATEMENT OF ASSURANCES

Should an award of funds from the Digital Teaching and Learning Grant Program be made to the applicant in support of the activities proposed in this application, the authorized signature on this page of the 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 DTL Grant Program and evaluation reports required by the Utah State Board of Education.

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

Melissa Hamilton	Technology Director	Melissa B. Hamilton	4.2.2020