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

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

Provide Learning opportunities for students to excel personally, professionally, academically. Foster a culture of mutual respect, leadership development, transparency, and collaboration. Integrate technology to impact student achievement. Ensure responsible stewardship over financial resources.			
Original Intent of DTL	**Increase ELA**	**Enhance 4 Cs: Communication, Collaboration, Critical Thinking, Creativity**	**Implementation Activities**
Long-term Outcome	□ 90% students proficient in English Language Arts (ELA). ○ At least 80% of students will consistently demonstrate proficiency of ELA standards in Tier 1 instruction throughout each school year. 100% of students who do not demonstrate proficiency of ELA standards in Tier 1 instruction will receive research-based interventions based on a multi-tiered system of support (MTSS). ○ Outcome Measure: a 5% increase on each participant's performance based on the 2016 SAGE Assessment in English Language Arts.	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.	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% ○ UtahLearn Platform will be used to monitor and track fidelity of software programs being used to develop these skills. ○ Utah LearnPlatform can help select and use tools that are effective for specific populations to narrow the achievement gap.
Intermediate Outcome	Quarterly benchmark assessments. 1.5% increase in number of students proficient. 65% of reading material will be given to students in digital format.	○ Increases in Math Proficiency through EADMS and/or Standards Mastery ○ Increases will show continual yearly progress with year to year comparisons and linear growth from grade to grade. ○ Increases in Language Arts Proficiency through Utah Compose, SAGE Benchmarks, Standards Mastery, iReady, Lexia, Waterford and Imagine Learning.	○ PLCs are conducted on a regular basis using some form of student learning data that will drive or modify instruction. ○ Google Classroom and Canvas will remain appropriate platforms to deliver instruction.

Direct Outcome	Year 1- ○ Upgrade current wireless infrastructure in teachers' classrooms (cohort 1 & 2) including wireless access points. ○ Purchase of Chromebook or similar devices Year 2- ○ Monitor for effectiveness of implementation strategies. ○ Purchase of Chromebook or similar devices	○ Upgrade current wireless infrastructure in teachers' classrooms (cohort 1 & 2) including wireless access points. ○ Monitor for effectiveness of implementation strategies. ○ Personalized Learning is reinforced in areas where it is currently being utilized through digital teaching and learning. It is emphasized in areas where it is not being utilized. Year 3 (with LEA supplemental funds) ○ Expose students in grades Pre-K-1 in a controlled environment teaching them to care for the devices and be responsible for the devices under a teacher's care. ○ Expand the classroom by acquiring 1:1 devices for all students Grades 2-12 (Chromebooks) Grades K-1 (Kindle Fires).	○ Track number of requests, response time, outcome of support provided through the use of technology work orders. ○ Weekly implementation and integration of technology. ○ Monthly logs recording student achievement of 4Cs ○ Demonstrations/artifacts of student activities engaged in 4Cs ○ Participation in regular PLCs with DTL grant participants ○ Submission of Lesson Plans monthly to DTL site ○ Bi-monthly observations from principals and/or DTL team on implementation strategies

To Do List:

- ~~Flag assignments inside of Aspire based on 4Cs (Google Classroom)~~
- ~~Dashboard on how teachers/students are performing are doing on 4Cs but gather data based on normal routine~~
- Training for principals through LBDL
- Create implementation strategy rubric for observations