



Digital Teaching and Learning Grant Application
November 11, 2016

Contents

FY 2017 Grant Application Period
Vision and Goals
Application Requirements

- I. [LEA's Results on the Readiness Assessment Required in Section 53A-1-1404](#)
- 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](#)
- III. [Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program](#)
- IV. [Implementation Process Structured to Yield an LEA's School Level Outcomes](#)
- 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](#)
- VI. [Detailed Three Year Plan for Student Engagement in Personalized Learning Including a Three-Year Plan for Digital Citizenship Curricula and Implementation](#)
- VII. [Professional Learning](#)
- VIII. [Three Year Plan for how an LEA will Monitor Student and Teacher Usage of the Program Technology](#)
- 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](#)
- X. [Technical Support for Implementation and Maintenance of the Program](#)
- XI. [Proposed Security Policies, Including Security Audits, Student Data Privacy, and Remediation of Identified Lapses](#)
- XII. [Budget](#)

[Bibliography](#)

[Addendum One: Logan City School District Flagship Plan](#)

[Addendum Two: Future Ready Framework Digital Learning Action Plan](#)

Utah State Board of Education
Digital Teaching and Learning Grant Program

Qualifying Grant Application and Rubric
FY 2017

Full Applications Due:

**Review Period One: Friday, October 7,
2016, 5:00 p.m. - All Local Education
Agencies (LEA) are recommended to
submit on this date**

**Review Period Two: Friday, November 11,
2016, 5:00 p.m. (Resubmission Date)**

Copies of this application and rubric and support materials are on the Utah State Board of Education website at: <http://schools.utah.gov/EdTech/>

Contact:	Sarah Young	Rick Gaisford
	Coordinator Digital Teaching and Learning	Education Technology Specialist
	Utah State Board of Education	Utah State Board of Education
	250 East 500 South PO Box 144200	250 East 500 South PO Box 144200
	Salt Lake City, UT 84114 - 4200	Salt Lake City, UT 84114 - 4200
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	sarah.young@schools.utah.gov	rick.gaisford@schools.utah.gov

Fast Facts for Submitting a Competitive
Grant Application

Digital Teaching and Learning Competitive Grant

AWARDS: Grant activities may begin only after receipt of the grant approval notice. This is anticipated to be December 31, 2016. All grant activities for year one must end by June 30, 2017.

DEADLINE: All applications must be delivered via email to Sarah Young at the Utah State Board of Education Office by 5:00 p.m. on:

- Review Period One: Friday, October 7, 2016, 5:00 p.m. All Local Education Agencies (LEA) are recommended to submit on this date
- Review Period Two: Friday, November 11, 2016, 5:00 p.m. (Resubmission Date)
- *Faxed applications will not be accepted*

REQUIREMENTS: To be considered, the Utah State Board of Education (USBE) must receive one electronic copy by the date specified above. E-mail the electronic copy to sarah.young@schools.utah.gov. All email submission will be confirmed with a receipt email from USBE within 24 hours. It is the responsibility of the LEA to follow up with USBE to confirm the receipt of the application by the articulated due date. The narrative sections of the proposal must be double-spaced and not smaller than 11-point.

QUESTIONS REGARDING THE GRANT PROGRAM/APPLICATION MAY BE DIRECTED TO:

Contact:	Sarah Young	Rick Gaisford
	Coordinator Digital Teaching and Learning	Education Technology Specialist
	Utah State Board of Education	Utah State Board of Education
	250 East 500 South PO Box 144200	250 East 500 South PO Box 144200
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Utah Digital Teaching and Learning Grant Program Timeline

FY 2017 Grant Application Period

Date:	Action:
June 7, 2016	Review Grant Planning Template Released and LEA's begin to Choose and start Digital Learning Readiness Assessment Tool
July 18, 2016	Release of final application form, budget guidelines, and evaluation rubric for LEA plan development
September 19 – 30, 2016	All LEA's must attend one of the eight state 2-day Bootcamp for Digital Teaching and Learning
October 7, 2016	All LEA Round One applications must be RECEIVED by Friday, October 7, 2016, 5:00 p.m.
October 13 – 14, 2016	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
November 3 – 4, 2016	Round One applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
November 11, 2016	Resubmission Round Two applications must be RECEIVED by Friday, November 11, 2016, 5:00 p.m.
November 17 – 18, 2016	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
December 1 – 2, 2016	Round Two applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
December 31, 2016	Award letters issued for FY 2017 approved applications.

June 30, 2017	Conclusion of FY 2017 year one award. Year One Annual Report due to USBE for review.
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Vision and Guiding Principles

Vision

- Change and improve the culture of public education, classroom instruction, student and parent engagement, teaching and learning processes.
- 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.
- Broaden STEM career path options for students.
- Support the drive toward on-demand, 24/7 learning and the flipped classroom.
- Drive economic development by providing students the skills and experiences they need to give Utah companies the quality workforce that they need.
- Move towards 66% by 2020 P.A.C.E. Goals.

Guiding Principles

- Recognize the complexity and significance of the change management process required for success.
- Technology supports, not supplants, excellent teaching. The key to quality instruction is the teacher.
- Public schools are managed by elected local boards with their own policies, priorities and constituents who prefer local control of the education system for their students.
- Changes to processes require thoughtful planning and preparation to maximize success.
- Sustained ongoing funding and negotiating multiple state contracts provides economies of scale in support of local purchasing control.
- Build on the infrastructure investments and planning teams (including administrators, teachers, parents and students) LEAs have in their schools.
- Provide flexible implementation frameworks for LEAs to craft their technology vision for teaching and learning that includes meeting their needs for equipment, software/curriculum, professional development, infrastructure upgrades, technical support and refresh.
- Leverage LEA expertise in crafting technology processes and digital curriculum for evolving local needs.

For the past four years, the state of Utah, including the local school systems, the USBE, UETN, and the Legislature have been working to best leverage the power of technology for learning. The Legislature created and charged the Utah Digital Teaching and Learning Task Force to combine these efforts to create the following Master Plan for Utah.

Application Requirements

Before an LEA submits an LEA plan to the advisory committee for approval by the Board, an LEA shall:

1. Visit <http://www.uen.org/digital-learning/>, and read **Utah's Master Plan: Essential Elements for Technology Powered Learning**.

2. Complete the readiness assessment required in Section 53A-1-1405 (*Please note that this assessment takes 4-8 weeks to complete*)

3. Complete the Full Application (released July 18, 2016) in cooperation with educators, paraeducators, and parents.

4. Send an LEA Team to a pre-grant submission September Bootcamp conducted by the Superintendent. Require the following individuals to participate:
 - The school district superintendent or charter school executive director; and
 - The LEA's curriculum director; and
 - The LEA's technology director
 - A representative group of school leadership from schools participating in the program; and
 - Additionally, a member of an LEA's local school board or charter school governing board and other staff identified by the LEA may participate

Registration is available at:

<https://www.surveymonkey.com/r/UTDigitalLearningBootcamp>

Utah Digital Teaching and Learning Plan Requirements

For the Utah Digital Teaching and Learning Qualified Grant Program, each local education agency (LEA) will need to submit a comprehensive plan for digital teaching and learning for their community. The plan requires LEA's to respond to the following elements with narrative, tables, supporting documents, hyperlinks, etc. There is not a page limit for the plans, as the document should align with your existing goals and infrastructure. To submit a plan to USBE for funding consideration, please respond to each of the following components, which are described in full detail after the overview outline:

LEA Overview:

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

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

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

Personalized Professional Learning

- VII. Professional Learning

Assessment – Measurable Outcomes

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

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
- X. Technical Support for Implementation and Maintenance of the Program

Data and Privacy

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

Budget and Resources

- XII. Budget

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.

Logan City

Date of Report: 09/02/2016

Digital Learning Readiness Score: 6.2 (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:

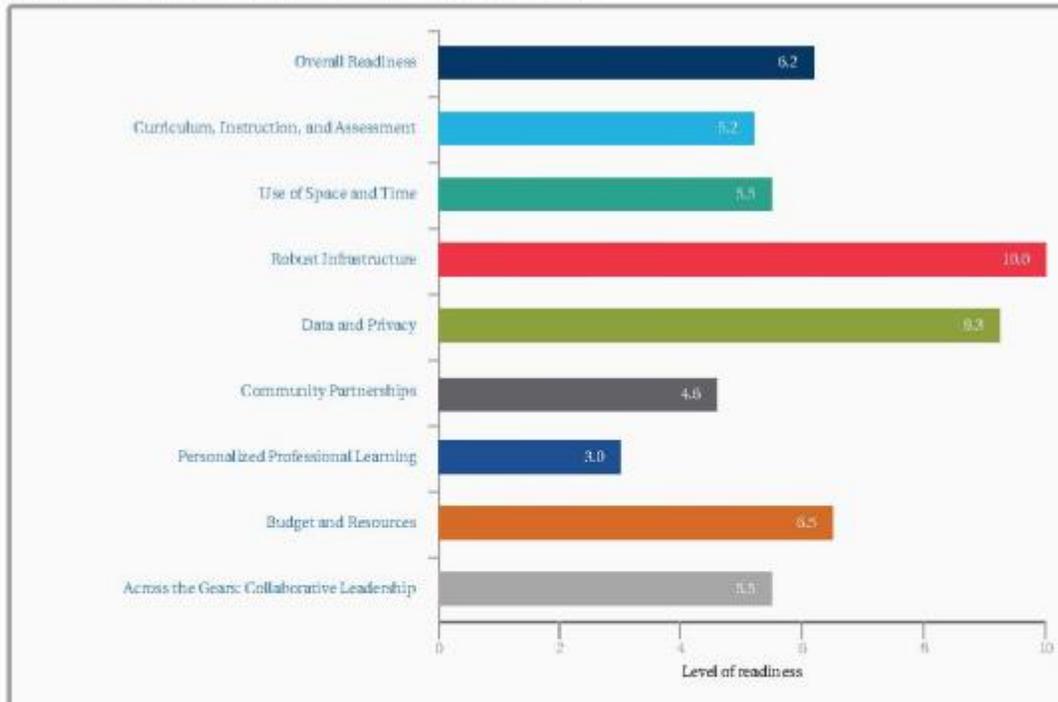
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

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 process. 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
Digital learning in Logan City School District puts tools and resources in the hands of students to help them develop the attitudes, behaviors, and skills that promote long-term success. As we embrace digital learning, we embrace the tools that bring access to anytime, anywhere learning about anything. Resources that were unavailable and expertise that was inaccessible is now at our fingertips. As we explore, try, test, and analyze the lifelong learning that is now possible for us all.

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	

Your District's Digital Learning Environment

The following table presents the status of various elements of your district's digital learning environments

Elements in a Digital Learning Environment	Available in Your District	In Your District's Plans	Not Yet a Priority
Presentation tools	X		
Multimedia production	X		
Social Media	X		
Productivity tools	X		
Document management	X		
Learning management system	X		
eCommunication tools - Asynchronous Tools	X		
eCommunication tools - Synchronous Tools	X		
Library of curated digital content		X	
Collaborative workspace		X	
Visualization tools		X	

Strategic Use of This Report

The purpose of this assessment is to provide your district's "readiness to implement" scores in the context of the seven gears in the Future Ready Schools framework, as well as provide your district with a "way forward" in closing gaps. To do so, the Alliance for Excellent Education, in partnership with the Metiri Group, is providing rubrics for each element of the gears. To find your district's way forward, simply note your district's stage of readiness as reported on the following pages, and map that back to the associated rubric. Target next steps by looking at the table cell that represents the next level to the right. A score at the "staging" level indicates that your district is ready for implementation.

The rubrics have been developed based on the following levels of readiness:

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are becoming more deeply informed about emerging research, trends, best practices, and added value related to digital learning. They are supported in their investigation through conference attendance, webinars, and in-depth discussions at district leadership meetings to ensure deep understanding that informs their vision of digital learning.	District leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and working in tandem with key stakeholders, established a common vision of the future.	District leaders have established indicators of success based on the vision, set a baseline, and conducted a gap analysis. They have forged a plan for closing the gaps and identified key strategies for making progress toward those targets. They have projected benchmarks and milestones and created timelines, associated work plans, management plans and budgets.	District leaders have enacted policies, established new structures, identified budgets and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.

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.)

Logan City School District (LCSD) participated fully in the 2015 Utah School Technology Inventory required by SB 222. As a follow up to the Utah School Technology Inventory, LCSD technology staff regularly updates inventory numbers and works with our community, administration, and teachers to:

- 1. Standardize End User Devices, Software, and Classroom Equipment.*
- 2. Maintain Device Renewal and Sustainability.*
- 3. Provide cost projections, total cost of ownership analysis, and recommendations for completion of district wide one-to-one goals.*

Along with the Utah School Technology Inventory summary page for Logan City School District, links are also provided to our inventory analysis and projection spreadsheets.

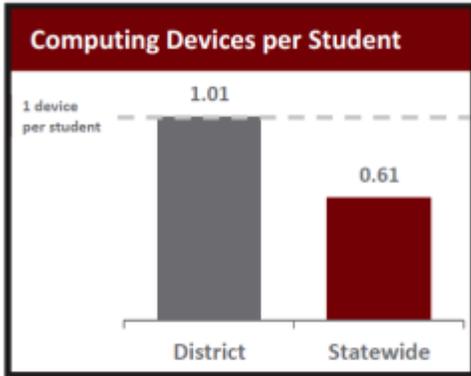
[LCSD Device Inventory/Cost Replacement FY16](#)

[LCSD Software Investment FY17](#)

[LCSD Inventory Ratios FY17](#)

[LCSD Projected Costs for Full 1:1 FY17](#)

Logan City School District



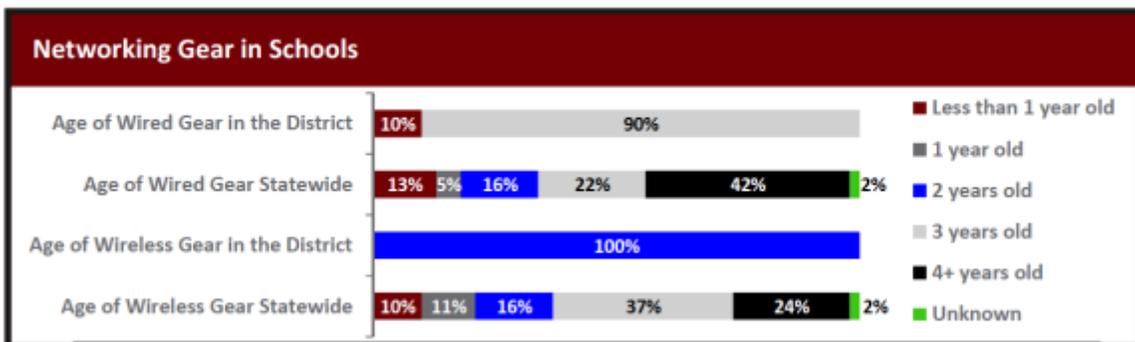
Computing Devices Used in Schools

	Total for Student Use	Total for Teacher or Administrator Use
Desktops Using Windows OS	1,044	501
Laptops Using Windows OS	732	131
Mac Desktops	196	14
Mac Laptops	225	175
Google Chromebooks	1,481	0
Windows Tablets	0	0
Android Tablets	0	0
iOS Tablets	557	307

0.42 Wi-Fi Access Points
Per Classroom
Compared to
0.58 Statewide

District Facts

Population	48,933
Student Body Size	5,970
Number of Schools	10
Urban/Rural	Urban
Median Household Income	\$36,131
Poverty Rate	28.3%
Free/Reduced Lunch Eligible	57.9%



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.

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

Logan City School District (LCSD) proposes to use the Three Year Digital Teaching and Learning funds to maintain the renewal of our teacher devices. With our current investments in student devices, software solutions, and inventory tracking tools, the Three Year Digital Teaching and Learning funds are just enough to reach and sustain our goal of a three-year to four-year renewal cycle for teacher devices (some of which are currently six to eight years old.)

LCSD has made significant investments in digital learning software, infrastructure, classroom technology, and student devices. Additional funding would allow Logan City School District to:

- 1. Purchase additional infrastructure in the form of server capacity and Wi-Fi access points,*
- 2. Train for key staff at each school to provide local facilitators for transitions to digital learning,*
- 3. Extend Personalized Professional Learning content contracts with such as Kyte Learning and Lynda.com (a key area of need identified in our FutureReady Digital Learning Readiness Report), and*
- 4. Update aging classroom equipment.*

[Go to budget pages](#)

FY17 Logan City School District Inventory Results

How Logan City School District integrates the following software tools into their curricula (Figure 1).

Figure 1.
Logan City School District Uses of Each Application

Software	Availability	Estimated Use
Microsoft Office	K12 Staff and Students	100%
Google Apps for Education	K12 Staff and Students	No more than 40%
Adobe Reader	K12 Staff and Students	100%
Adobe Acrobat	On Request and CTE Students	No more than 20%
Pioneer Library	K12 Staff and Students	No more than 10%
ALEKS – Math	Students Grades 9-12	No more than 30%
Adobe Photoshop	On Request and CTE Students	No more than 20%
UEN Open Education Resources	K12 Staff and Students	No more than 10%
Canvas (LMS)	All Staff and Students Grades 6-12	About 60%
eMedia	K12 Staff and Students	No more than 10 %

Logan City School District uses ASPIRE, Utah’s Student Information System (SIS), to help with tasks such as tracking student grades, attendance, and to ensure that students are on track academically. LCSD estimates current replacement cost for third party vendor software and programming developed in-house to facilitate digital learning needs to be \$4,315,631. The district also sets reprogramming costs to switch to another student information system at \$3,500,000 (an investment made in over a decade of programming.) In addition to the [numerous curriculum software integrations](#), the district current integrates the following software systems with ASPIRE (Figure 2.)

Figure 2.
Logan City School District Student Information Systems (ASPIRE) and Related Programs

Software Connected to ASPIRE	Purpose	Vendor
Pay-For-It	Online Purchasing	Data Business Systems
ParentLink	Home School Communications	BlackBoard
After School Club Portal	Program Participation Data	District Created
Educators Handbook	Behavior Data (K-8)	Educators Handbook
Hero	Behavior Data (9-12)	Hero
ArcServe	Mapping/Demographics for Bussing	ArcServe
Qualtrics	Post-Secondary College and Career	Qualtrics
Ellevation	ELL Program Data	Ellevation
TetraAnalytics	Stakeholder Survey	TetraAnalytics
Intervention	Data Tracking 9-12 Interventions	District Created
K-Ready	Kindergarten Pre-assessment	District Created
MasteryConnect	Formative Assessment (4-6 yearly)	MasteryConnect
ObserverTab	Evaluation Observation Data	ObserverTab
ACT, Plan, and Explore	ACT Assessment Data	Explore ACT
SAGE	Performance Data 3-12	AIR
Student IDs	Student File Picture	LifeTouch, Bell Photography, and Interstate Studios
Online Registration Portal	Self-Registration Service	ASPIRE (USB E)
Online Scheduler	Student Education and Occupation Plan (SEOP)	ASPIRE (USB E)
SSID	Student Identification Code	UTREx (USB E)
Student Account Lookup	Student Account Access	District Created
UTREx	Student Data Reporting	UTREx (USB E)
E Directory	Security, Student and Staff Access	Novell

Logan City School District students and administrators are benefiting from access to technology. With the current investment of the district in [over 6,000 devices for staff and student use](#), student device access is quickly reaching 1:1. The 2015 Utah School Inventory determined there were 0.61 devices per student. Currently, LCSD has 0.84 devices per student (Figure 3).

Figure 3.
Computing Devices Available for Student Use in LCSD Schools

Device	Total	Ratio – Device to Intended Students
All Student Devices	4997	83.8%
Student Desktop Devices	929	15.6%
Student Mobile Devices	4068	68.2%

The MacBook Air is the most widely used computing choice in the school district, followed by Google Chromebooks, and Apple iPads. Demand for desktop computers is now at its lowest Logan, indicating a shift to mobile learning platforms.

Logan City School District relies on Cisco Systems for Wi-Fi access. While not yet at our target coverage, the district currently has sufficient Wi-Fi infrastructure where it is in demand and is working toward a robust infrastructure in all schools (Figure 4).

Figure 4.
Wi-Fi Access Points Compared to Classrooms and Instructional Spaces

District	Instructional Spaces	Access Points	Coverage
Logan City School District	320	210	.68

Classrooms and Instructional Spaces in Logan City School District
Wi-Fi Access Points

Location	Instructional Spaces	Access Points	Coverage
Adams Elementary	21	11	.52
Bridger Elementary	27	15	.56
Ellis Elementary	21	12	.57
Hillcrest Elementary	25	12	.48
Wilson Elementary	30	13	.43
Woodruff Elementary	33	13	.39
Mount Logan Middle School	71	66	.93
Logan High School	71	49	.69
LHS South Campus	4	2	.50
Riverside Preschool	4	4	1.00
Cache Valley Youth Center	3	3	1.00
District Office	10	10	1.00

The 2015 Utah Technology Inventory states, “On average, Utah schools report having 0.58 APs per classroom or instructional space (or excluding districts that do not offer Wi-Fi access, 0.65 on average).” At an average of 0.68, Logan is maintaining a standard above the state average with Wi-Fi access.

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

Select One of the Following Outcomes:

<p><u>Option A: SAGE Baseline</u> A 5% increase on each school’s performance on SAGE using a baseline of the school’s 2015-16 SAGE proficiency scores by the end of the third year of the LEA’s implementation of the program;</p>	<p><u>Option B: Local Baseline</u> Selected by the LEA related to student learning outcomes;</p>
<p>All Plans must address:</p> <ol style="list-style-type: none"> 1. Long-term Outcomes 2. Intermediate Outcomes 3. Direct Outcomes as Defined in the Master Plan (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf) <p>These may include, but are not limited to: <i>Student achievement on statewide assessments, Cost savings and improved efficiency relating to instructional materials, facilities, and maintenance, Attendance, Discipline incidents, Parental involvement, Citizen involvement, Graduation rates, Student enrollment in higher education, Dropout rates, Student technology proficiency for college and career readiness, Teacher satisfaction and engagement, Other school level outcomes approved by the advisory committee or the Board</i></p>	

LCSD Outcomes: Monitoring Opportunities to Respond

Long Term Outcome

1. 2015-16 ACT baseline scores will be used to compare to year three (2018-19) ACT results
2. At the end of the 2019-20 school year, the percentage of students reaching all four of the ACT College Readiness Benchmarks will meet the national average (+26%).

Intermediate Outcome

1. All schools in the Logan City School District will achieve a Median Growth percentile (MGP) of seventy-five (75) on the 2019 SAGE assessment, or increase their MGP from the 2016 SAGE assessments by seven (7) points.

Direct Outcome

1. Through classroom observation we will see an increase in student engagement in classroom learning activities.
 - Observer Tab will be used to gather engagement data during classroom observations.
 - During regular site visits, district staff and building principals will conduct joint observations of classroom instruction.
 - LCSD Administrators will observe 30% of their staff in the month of January each year to monitor engagement.
 - Using 2015-16 Observer Tab data as a baseline for student engagement, we will see an increase in the percentage of students engaged in classroom instruction
 - We will use the discussion of student engagement to strengthen understanding of the District's instructional non-negotiables
 - Review principles related to student engagement with all district administrators before January observations each year.
2. We will use the paired observations between building principals and district staff to develop administrators' abilities to provide effective coaching and feedback to teachers. We will align these interactions with the principles explained in Leverage Leadership, which is being used as a resource for our administrative professional learning.

Root Causes:

Logan City School District is a district that serves a population with 50-80% low income populations in all of our schools, about 20% English Language Learners, two-thirds of white students, about one-third Hispanic students. With the diverse needs in the homes of our student's, the demand for more individualized learning opportunities is ever increasing. Differentiation in school settings on the scale demanded was impossible without the management systems and access to personalized direct instruction now available through technology. Over the next fifteen years our district is projected to grow beyond the current capacity of our buildings and programs. We believe the proper use of technology will allow us to utilize our resources with greater efficiency, allowing us to give better services to more students. We understand the increased demand for individualized learning experiences to help our students succeed. As the needs of our students continue to grow and become increasingly diverse, we recognize the need to continually train our teachers to meet these demands and to provide them with access to the digital tools available to help provide the individualized instruction students need to be successful. Training will be needed for both the use of digital tools, as well as the implementation of teaching strategies to best utilize those tools in ways that positively impact student learning.

In our district there is a clear need for additional digital devices for student use, the replacement of aging computers in schools, and mobility of the teaching environment to provide more authentic experiences for students rooted in the twenty first century tools used in business and higher education. Currently our district's infrastructure and device count could provide a one to one ratio for student device usage if all devices were up-to-date. As agreed upon, principals are replacing stationary equipment with mobile labs when necessary and one to one settings whenever possible. Continued use of aging equipment or lack of skill with current systems requires teachers to plan lessons without the use of technology, greatly diminishing the advantages that technology would bring to student learning outcomes. In order to address the need for an increased number of devices we intend to purchase a lap-top computer for every teacher in the district. With strategic focus on the purchase of student devices the district would be able to move toward an implementation model where a classroom set of lap-top computers can be shared between two partner classrooms or going one to one where budgets allow. By providing at least a lap top cart for every two classrooms use of technology becomes a part of the classroom systems, allowing schools to recapture lab spaces as instructional spaces. The mobile nature of the lap-top cart also provides teachers with flexibility to have the devices available wherever the learning needs to take place, and also provides students with the ability to collaborate more effectively with one another.

By using the tools and training associated with our goal implementation we expect to meet our Intermediate and Long Term Outcomes as stated above.

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.**

1. *Training in Personalized Learning*
 - *Personalized learning will allow more students to receive the targeted instruction and curriculum exposure that will promote high levels of individual growth. As we promote high levels of student engagement and personalized learning, more students will reach the levels of achievement we hope they attain.*
2. *Monthly meetings with all administrators to review engagement data*
 - *Gather engagement data from administrator's monthly*
 - *Administrators participate in PLC Book Study using Leverage Leadership.*
 - *The data gathered and discussed in these meetings will be used to track our patterns of student engagement. That information will then inform our professional coaching of teachers in order to promote changes in teacher behavior that will increase student engagement, and consequently, student achievement.*
3. *SLO Training*
 - *Our district has chosen to require all of our teachers to develop SLOs for their classes. As training and support are provided, teachers improve their ability to work in effective professional learning communities. The work done in that setting, and the conversations that take place, will promote student academic achievement and closing achievement gaps in all of our schools.*
4. *PLC Training - Mike Mattos and Luis Cruz*
 - *The focused conversations that take place in professional learning communities are key to the ongoing success of our students. Through these trainings teachers will increase their ability to effectively manage the focused conversations that ensure students and teachers remain focused on achieving high academic standards and closing achievement gaps.*
5. *Monthly District Liaison meeting with Building Principals*
 - *As instructional leaders, principals play a key role in promoting the ongoing learning and improvement of each teacher's professional abilities. As district personnel meet with building principals their discussions will focus on developing teachers' ability to promote student engagement. As we increase the levels of active engagement, more students will develop the skills and knowledge that will promote high levels of student achievement.*

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.

1. Professional Development Timeline for Personalized Learning Workshops

FutureReady: Personalized Learning Toolkit - Workshop Schedule							
Timeline - Professional Development	Topic	2016-17	2017-18	2018-2019	2019-2020	2020-21	2021-22
Administrator Training I	Introduction to Personalized Learning	Feb.			Feb. (r)		
Administrator Training II	Exploring One-to-One Computing	Jun.			Jun. (r)		
Administrator Training II	Implementing A One-to-One Program		Sept.			Sept. (r)	
Teacher Training I	What is Personalized Learning	Mar.				Mar. (r)	
Teacher Training II	Mobile Learning in the 21 st Century Classroom		Sept.			Mar. (r)	
Teacher Training III	Instruction and Personalized Learning		Mar.				Sept. (r)
Teacher Training IV	Personalization and Students w Special Needs			Sept.			Sept. (r)
Teacher Training V	Models of Technology Integration			Mar.			Mar. (r)
Teacher Training VI	Assessment and Personalized Learning				Sept.		Mar. (r)

***Need to work these teacher instructional skills into their observation and supervision piece.**

****Deliver the workshop to teachers so that teachers experience Digital Learning as their students are intended to experience**
(r) – Review, assess, and plan

Workshops are to be built into Canvas courses and recorded when originally delivered to assist new staff with orientation to personalized learning.

[Go to Personalized Professional Learning](#)

2. Administrator PLC plan – Administrators meet monthly to discuss progress indicators in the school district, conduct observations together, share observation, discuss recent book study assignment, and review goals for upcoming liaison visits by district office staff to assigned school sites.
 - a. Monthly meeting
 - b. Book Study of Leveraged Leadership
 - c. District Liaison Visits

District Liaison On-Site Template

Student Learning Outcome Observation Template

Data Analysis Protocol Template

LRBI Classroom Checklist

When discussing a data dashboard for the school district we look for tools that can incorporate data gathered through observation efforts. When vendor provided tools do not meet our needs and requirements, programming efforts are undertaken with district personnel.

3. *Logan City School District remains committed to the PLC process. This year district wide PLC training with Mike Mattos is November 29-30, 2016 and Logan High School training with Luis Cruz March 10, 2017. In additions to contracting for these trainings, administrators follow up with teacher who meet each week in collaboration meetings.*

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.

Organizationally, Logan City School District has desired to partnerships between curriculum and technology department, and LCSD works to include parents and other community stakeholders in decisions about the direction and use of technology in the school district to leverage learning opportunities. Along with regular discussions at board meeting, administrator meetings, CTE advisory meetings, and school staff meetings, there has also been an effort to include parents in discussions with our Technology and Curriculum Committee, the Technology Planning Committee, Community Council Meetings, and parent meetings for technology distribution events like our Laptop Distribution meetings at Logan High School.

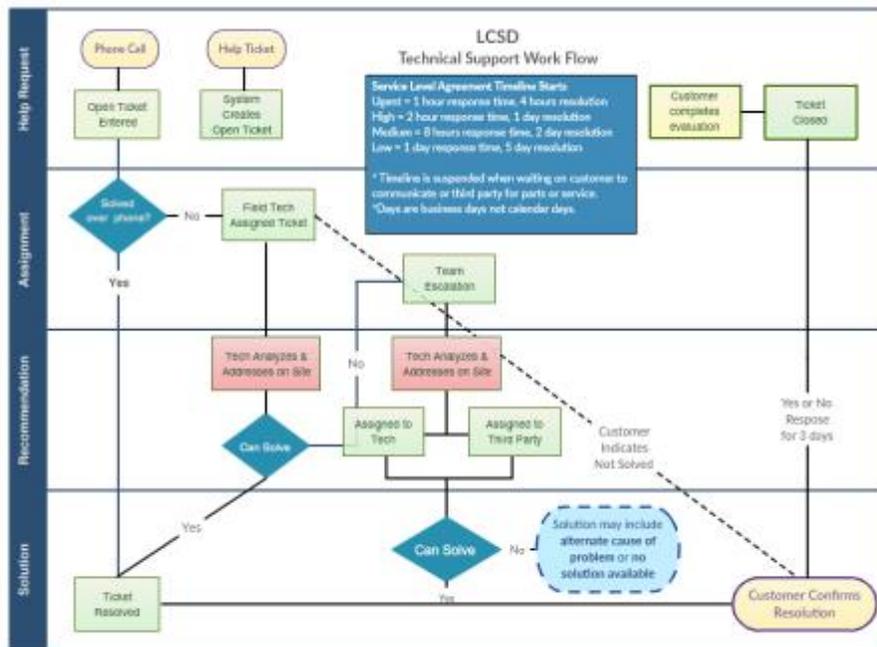
The FutureReady Framework and the Digital Teaching and Learning Grant boot camp process are great examples of defining roles and responsibilities. Through this process participation and expertise came from district leadership, community members, business, librarians, and classroom teachers. Such a stakeholder group will expand as we seek to continue our conversations and evaluation of digital teaching and learning over the next three years.

LCSD Participants in the Digital Teaching and Learning Grant writing process:

- *Frank Schofield, Superintendent*
- *Jeff Barben, Business Administrator*
- *David Long, Director of Education and Technical Services*
- *Theresa Hough, Director of Curriculum, Instruction and Assessment*
- *Jolene Herzog, Professional Learning Specialist*
- *Rik Stallings, Senior Network Manager*
- *Shay Walton, Librarian or Media Specialist*
- *Julie Barlow, Librarian or Media Specialist*
- *Spencer Holmgren, Elementary School Principal*
- *Elementary School Teacher*
- *Ken Auld, Logan High School Principal*
- *Daryl Guymon, Mt Logan Middle School Principal*
- *Steve Bennett, Secondary School Teacher*
- *Eric Bingham, Secondary School Teacher*
- *Marisa Oviatt, School based edtech leader or instructional coach*
- *Eric Eliason, Community and/or Business Leader*
- *Lisa Hopkins, School Board Member*

The technology department is currently supported by twelve full time technicians, engineers, and programmers. Support structures developed in the last year include:

LCSD Technology Support Work Flow



Service Level Agreements are also in place to promote measurable response times and manage expectations between technicians and end users. The [LCSD Service Level Agreements](#) may be view online.

Board members and the superintendent have been involved since the beginning of our digital teaching and learning efforts. As more resources become available, LCSD will be looking at the best ways to leverage technology to promote more blended and personalized learning options. As we explore and implement personalized learning over the next 3-6 year, district leadership anticipates the use of Open Education Resources and other free tools in order to maximize the tools made available to students to develop a true 21st Century Learning experience.

Part D. Communication Plan

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

Links between technology and student outcomes are best discovered through observation and analysis of observation data compared with assessment data. To make connections between academic outcomes and how technology contributes to these outcomes the district will:

1. Share a data dashboard for outcome data on the district website and ParentLink.

The school district is in the process of developing a dashboard that will allow a global view of student achievement for instructors and leadership, but also provide item level, standard level review of individual progress by students and parents. The dashboard will allow regular tracking of key performance indicators, sharing of data with state leaders, and identification of gaps and interventions needed in our programs.

2. Include achievements related to program goals in district celebrations.

District communications through website development and recognitions is better than ever. Celebrations occur weekly for documented and noteworthy achievements by individuals and organizations. Ways to capture and promote further celebrations data will be our next challenge in this area.

- 3. Continue discussion forums that allow district and community stakeholders to plan and promote positive technology use in schools.*

Perhaps our most effective stakeholder discussions have taken place with local industry leaders. Participating with them in discussions about local industry needs, ties to school programs at secondary, post-secondary, and even graduate program have developed some of our best partnerships.

We will provide data to USBE on an annual basis by June 30th each year related to our program outcomes.

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

Logan City School District primarily uses vendor provided curriculum software products as supplemental resources. Examples include the following:

Software	Use	Recommended Requirements
ReadyGen – Houghton Mifflin	Supplemental – Two to three times weekly depending on availability of devices.	20 minutes daily
Go Math	Supplemental – Two to three times weekly depending on availability of devices.	20 minute daily
College Preparatory Math (CPM)	Daily, but 2-3 times weekly in school. Targets only advanced learners.	20 minutes daily
Imagine Learning	Daily for a target English Language Learners. 2-3 times weekly depending on availability of devices for K-3 students.	20 minutes daily
Amplify	Supplemental – Two to three times weekly depending on availability of devices.	20 minutes daily with purchase of additional modules such as Burst Reading.
Think Central – Houghton Mifflin	Supplemental – Two to three times weekly depending on availability of devices.	20 minutes daily
ALEKS – McGraw Hill	Daily, but 2-3 times weekly	20-30 minutes daily

	in school. Targets only specific learners.	
Reflex Math	Daily, but 2-3 times weekly in school.	20 minutes daily
Renaissance Place (AR and STAR Assessments)	Reading 20 minutes a day, not dependent on technology. Testing 1-2 times a week.	Reading 20 minutes a day, not dependent on technology. Testing 1-2 times a week.
Utah Compose	Supplemental – Two to three times weekly.	20 minutes daily
ACT Prep	Supplemental test preparation – Two to three times weekly. More frequently before testing dates.	Supplemental test preparation – Two to three times weekly. More frequently before testing dates.
Canvas	Daily for grades 6-12. Allows management and grading of assignments, tracking of student progress, tracking of engagements, and reporting of competencies.	Daily for K12. Allows management and grading of assignments, tracking of student progress, tracking of engagements, and reporting of competencies.
Microsoft Office Suite Adobe Suite	Facilitates learning activities daily in a variety of ways.	Facilitates learning activities daily in a variety of ways.

Efforts to work with software providers to find a perfect system or those elusive twenty minute standards recommended by them will continue. Our best experience with integrating technology and learning is finding the tools such as Canvas, Microsoft Office Suite, and Adobe Suite that facilitate learning processes rather than looking for programs that will provide scope and sequence, curriculum map, and evaluate student progress for us. That said, we are seeing more and more promising products from software providers that work with educators to promote individualized learning. Tools that complete analytics work, provide immediate feedback, and allow open access to tailor learning experiences for each student are proving the most desirable.

The LCSD Technology and Curriculum Coordination Committee evaluates curriculum tools on an annual basis to determine likely implementation or continued use with fidelity and matches for district instructional programs. The annual cycle for this committee is to

- 1. Review outcome data and identify potential areas of need in the fall.*
- 2. Review current software products matching needs in the winter.*
- 3. Recommend purchasing, development, or discontinuance of software products in the spring.*
- 4. Develop implementation plans and professional development schedules before summer.*

Implementation now includes:

- 1. The intention to have technology mentors in each school building:
(2) at least at each elementary school*

(8) at Mount Logan Middle School

(8) at Logan High School

- 2. An implementation plan where teachers train and/or certify to become building experts*
- 3. Recognition of the mentoring role through district badging or state certification. (Both of which can lead to additional compensation.)*
- 4. Mentoring reports on use and individual progress toward proficiency.*
- 5. District badging or state certification in use of specific technologies.*

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.

Personalized Learning Plan

Our plan begins with professional development in personalized learning. Unanimously, Digital Teaching and Learning team members wanted to shorten the timeline for training staff, provide means for new staff to get the same training, and create a review cycle that will keep Personalized Learning efforts fresh. We believe it will take a full six years to establish personalized learning as part of the culture of Logan City School District, but along the way we expect to establish the following:

Professional Development Timeline for Personalized Learning Workshops

FutureReady: Personalized Learning Toolkit – Workshop Schedule

Timeline - Professional Development	Topic	2016-17	2017-18	2018-2019	2019-2020	2020-21	2021-22
Administrator Training I	Introduction to Personalized Learning	Feb.			Feb. (r)		
Administrator Training II	Exploring One-to-One Computing	Jun.			Jun. (r)		
Administrator Training II	Implementing A One-to-One Program		Sept.			Sept. (r)	
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Teacher Training V	Models of Technology Integration			Mar.			Mar. (r)
Teacher Training VI	Assessment and Personalized Learning				Sept.		Mar. (r)

***Need to work these teacher instructional skills into their observation and supervision piece.**

**Deliver the workshop to teachers so that teachers experience Digital Learning as their students are intended to experience (r) – Review, assess, and plan

Workshops are to be built into Canvas courses and recorded when originally delivered to assist new staff with orientation to personalized learning.

Personalized Implementation Schedule

Personalized Learning Timeline	Focus	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Common Definition	Build community conversation around the LCSD Personalized Learning plan, implementation targets, and expected benefits.	Feb.	Aug. Feb.	Aug. Feb.	Aug. (r) Feb. (r)	Aug. (r) Feb. (r)	Aug. (r) Feb. (r)
One-to-one computing	Maintain LHS 1:1 program through device renewal				Jun.		
One-to-one computing	Build inventory at MLMS to provide a 1:1 experience at school.			Jun.			
One-to-one computing	Build inventory at elementary schools to provide a 1:1 experience at school for grades 3-5.		Jun.				
One-to-one computing	Build inventory at elementary schools to provide a 1:1 experience at school for grade K-2.				Jun.		
One-to-one computing	Introduce Partnership Purchasing Program	Jan.					
Digital Citizenship	Annual training for staff, including: Responsible Use Agreement (RUA), accident protection plan expectations, critical policies review, and expectations to model behavior.	Aug. Sept. Jan.	Aug. Sept. Jan.	Aug. Sept. Jan.	Aug. Sept. Jan.	Aug. Sept. Jan.	Aug. Sept. Jan.
Digital Citizenship	Annual training for students, including: RUA review when school starts, accident protection plan expectations when school starts, Netsmartx assembly and curriculum in the fall, and device damage report on turn in.	Aug. Sept. May	Aug. Sept. May	Aug. Sept. May	Aug. Sept. May	Aug. Sept. May	Aug. Sept. May
Digital Citizenship	Annual training for parents, including: RUA review, device expectations training, Netsmartx participation						
Digital Citizenship	Train parent groups in digital safety, district filtering solutions, data security, and protection of privacy measures.	Aug-Nov.	Aug-Nov.	Aug-Nov.	Aug-Nov.	Aug-Nov.	Aug-Nov.
Mobile Learning in the Classroom	Identify successful 21 st Century Classroom strategies used locally at annual staff trainings. Use of in district examples is key. A good local attempt is reported to hold more interest than professional productions currently available.	Sept. Mar.	Sept. Mar.	Sept. Mar.	Sept. Mar.	Sept. Mar.	Sept. Mar.
Teacher and Student Certs.	Certify users in technology skill sets (formally where possible or with district badges when needed)	All year	All year	All year	All year	All year	All year
Digital Content	Review eMedia , Digital Libraries, OER curriculums, and vendor digital curriculum for renewal or adoption.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.
Implementation Review	Evaluate digital learning experience for each demographic.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.	Jan. - Mar.
Celebration	Annual Models of Technology Use Event – Student presenters share achievements with technology.	Mar.	Mar.	Mar.	Mar.	Mar.	Mar.
Evaluation	Compare Assessment Outcomes with and Personalized Learning Implementation	Sept.	Sept.	Sept.	Sept.	Sept.	Sept.

(r) – Review, assess, and plan

DATA

The personalized implementation schedule allows us to collect some straightforward data about implementation success. We should be able to record number of participates, new strategies shared, devices deployed, certifications earned, etc. Participation data compared with assessment outcomes data should give some correlations about the effectiveness of our personalized learning efforts.

Plan must articulate how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.

Due to the growing need for diverse and personalized instruction as noted in Section III above ([Root Causes](#)), the demand for the use technology resources in more and more learning activities is ever increasing as well. Digital learning activities are integrated into every subject area and every grade level throughout the district. Requests for additional digital learning tools, access to additional technology equipment, and training in the use of digital tools or equipment happens weekly. Lower grade levels are dependent on lessons integrated into touch panel displays. Elementary also uses of formative assessment tools like Amplify for DIBELS progress monitoring and MasteryConnect for the creation of formative assessments in all other instructional areas, both tools are used because they provide real time feedback on student progress and analysis that immediately directs efforts toward appropriate interventions when needed. Teachers are beginning to use Google Classroom tools to create a completely digital workflow where supporting devices allow this process. Our middle school is also leveraging the use of MasteryConnect for their PLC process, providing crucial data to monitor student progress and refine the effectiveness of instructional strategies. Many teachers are using Canvas effectively to manage the delivery, monitoring, and interventions needed for individual students. The high school is also using Canvas and many other technology resources. Departments will continue to use programs like ALEKS for math instructional support, video capture for flipped learning models, video content segments linked to specific lessons through Canvas, and the research tools available through Utah's Online Library and other UEN resources. With the one-to-one laptop program currently in place at Logan High School and completion of their new building this year Logan High School is expected to deliver more opportunities to students than ever before. During this grant we expect to expand our online instructional offerings, develop personalized learning through blended learning resources, increase offerings in AP and concurrent enrollment in collaboration with other districts and post-secondary institutions throughout the state through the use of interactive video conferencing systems, and turn the school into an exemplar of the new opportunities for students to create, present, and collaborate like never before. Logan High School will support a maker space utilized throughout the school day and after hours through community partnerships. Logan High School will be capable of hosting events like a science fair in which every student presenting can access a digital display to demonstrate their process or concept (our common areas could host more than one hundred display locations.) With all that is happening and will continue to develop in digital learning throughout the district, keeping technology resources like teacher laptops and student devices updated in a sustained effort is crucial to our plan.

Plan must articulate how students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets.

The Logan City School district is committed to meeting the needs of each student by building a culture of excellence in which all students leave school ready to create a positive future for themselves and their community. Digital learning enables and facilitates the district's vision by providing each student with the tools to access learning resources and instructional pathways that will fulfill individual college and career goals. As staff and students gain experience in the use of digital learning strategies all will learn the power of technology to provide students control to determine where, when, how, and what to study to

meet these goals. Key to beginning the path toward digital learning is giving both staff and students information about individual progress and shortening the gap between the delivery of instruction and information about mastery of learning goals. Programs like Canvas and MasteryConnect help with shortening and even eliminating the mastery and readiness gaps that identify when students are prepared for further learning. The district will continue to use Canvas and MasteryConnect to monitor student progress and adapt instruction. As the capacity to deliver more personalized learning options continues, the need for a data dashboard for individual students based on grade level or subject area is now needed. The data dashboard would provide real time updates on individual and class student progress in succinct report. The district is currently evaluating options for fulfilling this need, including: creating our own data dashboards, using a resource like the LearN platform, or replacing MasteryConnect with Elevate which is a platform created by Illuminate and could perform the current functions of MasteryConnect while also incorporating all student data from all relevant sources into one data dashboard. The district's goal is for a student, parent, instructor, or administrator to have the ability to review progress on any skill at will. These resources and their continued development will enable the district to track student progress toward personal learning goals, outcomes of instructional strategies, and progress toward district goals covered in Section III of this application.

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;

[Personalized Professional Learning Plan](#)

1. Administrator and Teacher Workshops over the next three years Beginning with the FutureReady: Personalized Learning Toolkit will give administrators a common language to assist with implementation and evaluation of personalized learning programs. (Click on the link in this title to go to the plan for LCSD.)
2. Video series produced by the district defining “Personalized Learning”. As staff participates in Personalized Learning training, sessions will be recorded to assist new staff, support staff, parents, and community members in gaining understanding of the program.
3. UEN Courses Endorsements for mentors and other interested staff will be encouraged by the school district. Teachers obtaining their technology endorsement will benefit through access to additional tools and the usual increases on the salary schedule.
4. Independent Learning Resources have been provided for independent learning and collaboration. All high school staff have access to Kyte Learning, Apple Training, and Lynda.com training libraries as part of their one-to-one implementation. All district staff have access to Lynda.com training libraries. Recognitions for badge achievements in Kyte Learning or successful course completions assessments in Lynda.com are being developed.
5. Mentoring new faculty will take place during new teacher induction programs. Recordings of Workshops and Canvas courses for review will be used with starting new staff.

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

FutureReady: Personalized Learning Toolkit - Workshop Schedule

Timeline - Professional Development	Topic	2016-17	2017-18	2018-2019	2019-2020	2020-21	2021-22
Administrator Training I	Introduction to Personalized Learning	Feb.			Feb. (r)		
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***Need to work these teacher instructional skills into their observation and supervision piece.**

****Deliver the workshop to teachers so that teachers experience Digital Learning as their students are intended to experience**

(r) – Review, assess, and plan

Workshops are to be built into Canvas courses and recorded when originally delivered to assist new staff with orientation to personalized learning.

Success of Personalized Professional Learning will be measured in course time participation, course completion, and course certifications.

Plan must focus on curriculum planning and student-learning activities integrated with digital technology tools and resources.

The Logan City School District: Flagship Plan articulates the Instructional non-negotiables (pp. 7-9), Achievement non-negotiables (p. 6), and Professional Learning Community non-negotiables (p.12) that drive our student-learning activities. Integration of digital technology tools and resources facilitates the realization of each of these commitments in the district plan. Whether we are using Hero to track positive behavior supports, sharing learning objectives and targets in Canvas, or taking advantage of the ready access of devices for students to allow immediate response and feedback programs like Kahoot or MasteryConnect, technology facilitates frequent opportunities for students to respond. As teachers become more familiar with personalized learning practices over the next three years of this plan, they will realize the safety net and benefits of technology tools that track student progress. As a result, we expect our data dashboard that will develop during the implementation of this plan to facilitate the gradual release of responsibility at the heart of instruction driven by individual student needs. The data dashboard will provide instructors, parents, and students with the assessment information and ongoing feedback needed to target specific learning needs, allowing mentors to know when and specifically where intervention is needed from week to week. Differentiation has been a goal for quality instructional practice for years. Real time information on progress has always hindered response time, creating a natural time lag when moving students through their curriculum. Technology resources integrated into the delivery, assessment, reporting, and analysis of student learning now allows for true differentiation and instructional efficiencies only dreamed of by educators. Logan City School District is committed to procuring and maintaining

mobile devices for teachers and students to support differentiation and all of our instructional non-negotiables.

Plan must focus on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.

Logan City School District remains committed to providing content-specific strategies for integrating digital technology into the curriculum. The district has been and continues to develop connections between curriculum and media resources used to deliver instruction, including: training and support for curriculum connections to Utah's Online Library, our Safari Montage digital media repository for locally created materials, and support of other online resources like the digital science curriculum created by the Utah State Board of Education or other free online resources like those provided by Kahn Academy. The district also provides tools like ALEKS for math instruction, Imagine Learning and RosettaStone for language acquisition, and digital curriculum tools like those found in Think Central or with BYU Independent study. The district continues to support digital technology use in all content areas and at every grade level.

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

Currently, LCSD has several technology use and management programs, and we are looking to implement the LEARN technology use monitoring. Beyond, monitoring software LCSD intends to use our observation rubrics linked in [Section IV](#) as one way to monitor student and teacher usage. We also plan to use the data gathered in [Section VI](#) to evaluate use.

Data, recommendations from the Technology and Curriculum Coordination Committees, and recommendations from the Technology Committee will be evaluated by all stakeholders through committee meeting invitations, publications on our website, and school board proposals. We will also encourage community councils to include digital teaching and learning goals with their school improvement plans and provide them with data to evaluate individual school achievement related to technology use. (Include device inventory data, use data, observation data, stakeholder survey data, and administrative reviews.)

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.

Logan City School District remains committed to maintaining a robust infrastructure including our wireless network to support digital teaching and learning.

Along with the Utah School Technology Inventory summary page for Logan City School District, links are also provided to our inventory analysis and projection spreadsheets.

[LCSD Device Inventory/Cost Replacement FY16](#)

[LCSD Software Investment FY17](#)

[LCSD Inventory Ratios FY17](#)

[LCSD Projected Costs for Full 1:1 FY17](#)

The district intends to leverage all E-Rate eligible items to maintain a robust infrastructure. We expect to have at least one access point for each classroom by the end of this project. In our efforts to scale we are developing standards for device to infrastructure ratios, technicians to device ratios, and device refreshment rates. Common areas in and out of the school have Wi-Fi access to enable use beyond normal school hours. Staff schedules are also being explored to allow access within the school.

Plan must report site specific validate-able enrollment, both fulltime and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items.

[FY16 ADM Report](#)

[FY17 Fall LEA Demographics Report](#)

[FY17 Fall School by Grade Demographic Report](#)

[FY17 Logan City Projected Growth by Elementary School](#)
[FY17 Logan Proficiency and Demographic Data](#)

Logan City School District will be applying for Category 2 E-Rate funds to increase access points at all schools and wireless infrastructure within the school district. The district currently plans to upgrade wireless access to include up to one in a half access points for high use areas and at least one access point per classroom. Device use reports are embedded in management systems, giving us uptime reports as well as proxy reports used to for security and filtering. Faculty currently has access to 500 GB of cloud storage through our FILR system. Student also have access to FILR at 100 GB of cloud storage secured on our local servers.

BEN	District	SUM of Total Students Enrolled (2016 SVF)	Total CAT2 Budget	2015 Committed Total Cost	2016 Requested Total Cost	Budget Remaining	2016 USAC CAT2 Discount	CAT2 Discount (Assume 55% if unknow)	E-Rate Funds Remaining	Local Funds Needed to Maximize E-rate
142836	Logan City School District	5957	\$893,550	\$0	\$0	\$893,550	#N/A	50%	\$446,775	\$446,775

Plan acknowledge inventory tracking requirements for at least five years.

Logan City School District maintains an active inventory through SchoolDude and we use AssetTiger for device checkout to staff and students. All technology used in the district is recorded in our inventory system, including: infrastructure, software, end user devices, and classroom systems. LCSD will maintain and make available information for reports from year-to-year as needed for inventory tracking requirements as part of our ongoing standard operations.

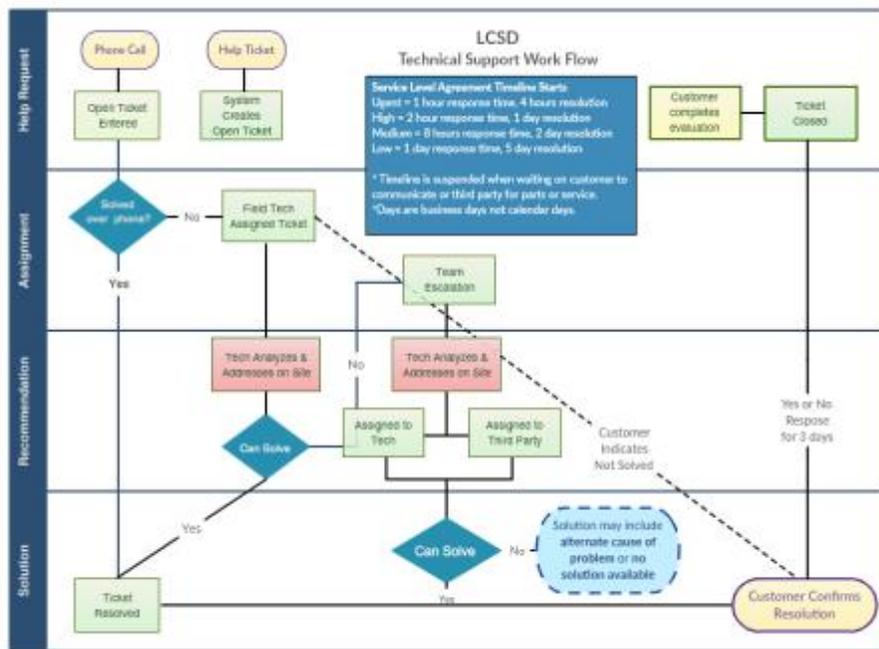
X. Technical Support for Implementation and Maintenance of the Program

These technical support standards should:

- i. Include support for hardware and Internet access; and
- ii. Remove technical support burdens from the classroom teacher

The technology department is currently supported by twelve full time technicians, engineers, and programmers. Our goal is to have one technician for every 500 devices. At full one-to-one implementation K12 we would need to double our support staff to meet this ratio. Support structures developed in the last year include:

[LCSD Technology Support Work Flow](#)



Service Level Agreements are also in place to promote measurable response times and manage expectations between technicians and end users. The [LCSD Service Level Agreements](#) may be view online.

All devices are managed through a mobile device solution best suited to their operating systems: Go Guardian for Chromebooks, JAMF for Apple products, and LAN School for everything else. Supporting multiple management systems is also a step toward supporting BYOD (bring your own device.) Proxies are set to check in with devices throughout each day. The proxy is also used to maintain required filtering and monitoring solutions compliant with CIPA, COPPA, and FERPA.

Plan must address scale up of technical support to be available so that business and instructional operations are minimally impacted.

Logan City School District scale up of technical support is based on three factors, including:

1. Staffing requirements for growth in equipment support or service needs,

2. The establishment of protocols for device and software replacement or implementation, and
3. Systems for regular input from all stakeholders on the current status and direction of technology use.

Growth and Support Services

The district has created a guide for calculating and projecting district support costs that is included as a line item with cost projections for an additional equipment or software. Using this guide, IT Staff is able to provide site and district level administration cost related to IT requests.

[LCSD Hourly Service Cost Guide](#)

Protocols for Devices and Software

Site and district level administration is encouraged to use recommended equipment, replace equipment on the recommended time tables, and work with IT to establish return on investment (ROI) and total cost of ownership (TCO) before making purchases to avoid additional support costs. To assist in projections, the following district calculations are used by administration and IT staff:

[LCSD Device Inventory/Cost Replacement FY16](#)

[LCSD Software Investment FY17](#)

[LCSD Inventory Ratios FY17](#)

[LCSD Projected Costs for Full 1:1 FY17](#)

Stakeholder Input

Representatives from the community, from each school, and from the school district are now part of technology committees that meet four to five times a year to review our technology plans and implementation and to make recommendations for the coming year to administration and the school board. The Technology Committee focuses mainly on infrastructure updates and recommended equipment for end users and classrooms. The Technology and Curriculum Coordination Committee focuses on the instructional use of technology, technology training for all users, and software that supports access to data, student learning, and collaboration.

The school district intends to build inventory to support a one to one device to student ratio at all grade levels in the next six years. The Digital Teaching and Learning Grant funds will allow teacher laptops and other classroom devices to be updated in preparation for professional development around personalized learning.

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

Part A. LEA Security Policies

For both consumers and data managers, Data Security has become one of our chief concerns. The goal of the Logan City School District has been to stay up-to-date with security trends and implement best practices. As network administrators and a data management team we have maintained the following practices:

- Regular **end user** training. (see the [Electronic Device Policy](#))
- Regular **system updates**. (Software and hardware go through regular reviews and upgrades to assure the maximum practical security for our systems. Most software upgrades occur immediately and hardware is upgraded on an annual basis unless otherwise prescribed by our service providers. This includes reviewing standards covered in the Student Privacy Pledge.)
- **Day-to-day reviews** of our network usage to look for anomalies and note significant attacks on our network. (Every network gets attacked every day. The key is to identify breaches or potential breaches of the firewall before hackers have time to exploit them.)
- Regular **testing** of our firewall. (State level experts provide security assessments annually or as often as a need is identified.)

Staying up-to-date on network security **trends and concerns**. (School district network administrators attend annual training through state and professional organizations. We also participate in monthly regional and state meetings addressing school system network issues.)

Part B. LEA Security Audit Plan

Logan City School District plans to participate in regular security audits with UEN.

Part C. LEA Student Data Privacy Policies and Procedures

Data privacy is best covered in a review of the [Logan City School District Responsible Use Policy](#) and review the Responsible Use Agreements for each user:

[High School RUA](#)

[Middle School RUA](#)

[Elementary RUA](#)

[Staff RUA](#)

In addition, the district is in the process of updating a data policy for all users that will include required data practices and compliance with the LCSD Critical Policies.

Further information about implementation efforts may be found at <http://www.elearning2lcsd.org>

Part D. LEA Remediation Plan of Identified Lapses

We follow data breach requirements by our insurer and best practices shared at SAINTcon, Common Sense Media, Project Red, ISTE, and CoSN.

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.

Logan City School District (LCSD) participated fully in the 2015 Utah School Technology Inventory required by SB 222. As a follow up to the Utah School Technology Inventory, LCSD technology staff regularly updates inventory numbers and works with our community, administration, and teachers to:

- 1. Standardize End User Devices, Software, and Classroom Equipment.*
- 2. Maintain Device Renewal and Sustainability.*
- 3. Provide cost projections, total cost of ownership analysis, and recommendations for completion of district wide one-to-one goals.*

Along with the Utah School Technology Inventory summary page for Logan City School District, links are also provided to our inventory analysis and projection spreadsheets.

[LCSD Device Inventory/Cost Replacement FY16](#)

[LCSD Software Investment FY17](#)

[LCSD Inventory Ratios FY17](#)

[LCSD Projected Costs for Full 1:1 FY17](#)

Along with maintaining our current inventory through existing budgets, Logan City School District intends to develop BYOD programs, Partnership Purchasing programs, and grant applications whenever practical to speed up our transition to Digital Teaching and Learning.

While the Logan City School District [FutureReady Action Plan](#) is reflective of the budgeting that needs to be considered if we truly intend to reach the Digital Teaching and Learning objectives, the current request of funding for teacher laptop renewal reflects a realistic budget and use of funds for what is available. Logan City School District would request to pilot a programs approaching our objectives stated in the district's FutureReady Action Plan should any additional funds become available.

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.

Budget

In the FutureReady: Digital Teaching Readiness Digital Teaching and Learning Grant 3-year funds are sufficient to fund 10% of Line 48 of the anticipated technology budget of the school district. The anticipated DTLG funding of \$83,300 is just enough to cover teacher device renewal cycle for the school district and some planning expenses. Additional funding would go toward the goals state in [Section II, Part B](#).

Plan must include how the LEA will identify, capture and re-purpose savings resulting from this program.

Our district will work collectively with our business administrator to monitor the costs associated with digital teaching and learning. As cost savings are realized (through textbook savings, transitioning devices from students to classrooms as part of recycle, etc.) we are committed to repurposing those funds to support the refresh needs associated with infrastructure necessary to sustain and grow digital teaching and learning. We will look to grow beyond our goal set to address additional subject areas and grade levels as funds become realized.

	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
3					
4					
5					
6	Gear 1.1.3	\$2,500	\$0	\$0	\$2,500
7	Gear 1.2.2	\$9,600	\$9,600	\$9,600	\$28,800
8	Gear 2.1.1	\$90,000	\$90,000	\$90,000	\$270,000
9	Gear 2.1.2	\$9,000	\$9,000	\$9,000	\$27,000
10	Gear 2.1.2	\$6,000	\$6,000	\$6,000	\$18,000
11	Gear 2.3.1	\$3,200	\$0	\$0	\$3,200
12	Gear 3.2.1	\$42,000	\$42,000	\$42,000	\$126,000
13	Gear 3.2.2	\$50,000	\$50,000	\$50,000	\$150,000
14	Gear 4.2.1	\$9,000	\$9,000	\$9,000	\$27,000
15	Gear 4.2.2	\$6,000	\$6,000	\$6,000	\$18,000
16	Gear 4.2.3	\$19,122	\$19,122	\$19,122	\$57,366
17	Gear 7.1.1	\$6,000	\$6,000	\$6,000	\$18,000
18	Gear 8.1.1	\$800	\$800	\$800	\$2,400
19	A. (100) Salaries	\$253,222	\$247,522	\$247,522	\$748,266
20	B. (200) Employee Benefits	\$79,360	\$77,573	\$77,573	\$234,507
21					
22	Gear 1.1.1	\$12,500	\$12,500	\$12,500	\$37,500
23	Gear 2.1.3	\$9,000	\$9,000	\$9,000	\$27,000
24	Gear 2.2.2	\$40,000	\$40,000	\$40,000	\$120,000
25	Gear 2.2.3	\$90,000	\$90,000	\$90,000	\$270,000
26	C. (300) Purchased Professional & Technical Services	\$151,500	\$151,500	\$151,500	\$454,500
27					
28		\$0	\$0	\$0	\$0
29	D. (400) Purchased Property Service	\$0	\$0	\$0	\$0
30					
31		\$0	\$0	\$0	\$0
32	E. (500) Other Purchased Service	\$0	\$0	\$0	\$0
33					
34		\$0	\$0	\$0	\$0
35	F. (580) Travel	\$0	\$0	\$0	\$0
36					
37	Gear 1.3.2	\$40,000	\$40,000	\$40,000	\$120,000
38	Gear 4.1.1	\$180,000	\$180,000	\$180,000	\$540,000
39	Gear 4.1.2	\$90,000	\$90,000	\$90,000	\$270,000
40	G. (600) Supplies & Materials	\$310,000	\$310,000	\$310,000	\$930,000
41					
42		\$0	\$0	\$0	\$0
43	H. (800) Other (Exclude Audit Costs)	\$0	\$0	\$0	\$0
44	I. TOTAL DIRECT COSTS (Lines A through H)	\$794,082	\$786,595	\$786,595	\$2,367,273
45	J. (800) Other (Audit Costs)	0	0	0	0
46	K. Indirect Cost	0	0	0	0
47					
48	Gear 2.3.2	\$274,058	\$274,058	\$274,058	\$822,174
49	Gear 2.4.1	\$0	\$0	\$151,200	\$151,200
50	L. Property (includes equipment)	\$274,058	\$274,058	\$425,258	\$973,374
51	M. TOTAL (Lines I through L)	\$1,068,140	\$1,060,653	\$1,211,853	\$3,340,647

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.

Bibliography

Croft, A., Coggshall, J.G., Dolan, M., Powers, E., & Killion, J. "Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get it Done Well." *Learning Forward Issue Brief*, April 2010.

Learning Forward, Standards for Professional Learning, Accessed July 1, 2016.
<http://learningforward.org/standards#.Vyd8ZUwrKcw>

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<https://www.sri.com/work/publications/design-considerations-evaluating-effectiveness-technology-related-teacher-professi>

"National Educational Technology Standards for Administrators." International Society for Technology in Education. Eugene, OR: International Society for Technology in Education, 2009.

North Carolina Learning Technology Initiative (NCLTI) Framework for Planning. Raleigh: Friday Institute for Educational Innovation, 2008. http://www.fi.ncsu.edu/assets/research_papers/nc-11-learning-technology-initiative-planning/nclti-planning-framework-.doc.

Staker, H. & Horn, M. "Classifying K-12 Digital Learning." *Innosight Institute, Inc.*, May 2012.
<http://www.christenseninstitute.org/?publications=classifying-k-12-digital-learning-2>.

Texas STaR Chart: A Tool for Planning and Assessing School Technology and Readiness Aligned with the Texas Long-Range Plan for Technology. Texas Education Agency. 2001.

US Department of Education, Office of Educational Technology, Accessed July 1, 2016
<http://tech.ed.gov/professional-learning/>

Utah Master Plan: Essential Elements for Technology Powered Learning. Utah State Board of Education. 2015. http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf



Flagship Plan





101 WEST CENTER STREET, LOGAN, UTAH 84321
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P 435 755 2300
F 435 755 2311



"If you want to go fast, go alone. If you want to go far, go together."

African proverb

Dear Colleagues,

In education, the distinction between going fast or slow is comparable to having short or long-term goals. Our desire is not simply to address short-term learning goals, but to also help students develop the attitudes, behaviors, and skills that promote long-term success. In essence, our focus as educators must include an understanding of what it takes to figuratively help students go far, not just go fast.

This concept of going far is encapsulated in our District's mission to "ensure all students leave our schools ready to create a positive future for themselves and their community." Our ability to meet this goal is greatly increased when educators work together to collaboratively identify students' needs and then systematically develop plans to effectively address those needs.

I am excited to be a part of this effort in the Logan City School District, and I invite you to join me in this endeavor. This booklet contains information related to our District goals, our expectations of educators, and the supports and structures each of us can access to improve our performance as a District. As we utilize these supports, as we apply our collective knowledge, and as we remain focused on common goals, I am convinced we will help an ever increasing number of students succeed.

Thank you for your commitment to the students of the Logan City School District.

Warmly,

Frank Schofield
Superintendent, Logan City School District

Mission of the Logan City School District

Why we exist...

“Ensure all students leave our schools ready to create a positive future for themselves and their community.”



High Reliability Organizations...

- Perform successfully under *high-stakes* conditions
- Demonstrate *low variability* in the quality of work between individuals/sites
- *Mindfully monitor* for the early signs of failure and respond quickly
- Use various *evidence-based* practices in pursuit of error-free performance

High Reliability School Districts...

- Ensure high levels of *student achievement*
- Ensure *high-quality instruction* in every classroom, every day
- Ensure *low variability* in the quality of instruction within and between schools
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- Ensure superior execution of effective *evidence-based* practices

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Logan City School District A HIGH-RELIABILITY SCHOOL DISTRICT



+

Achievement Non-Negotiables - 5 Year -

- At the end of the 2017-18 school year, the percentage of students reaching all four of the ACT College Readiness Benchmarks will meet the national average.
- At the end of the 2019-20 school year, the percentage of students reaching all four of the ACT College Readiness Benchmarks will surpass the national average.

Achievement Non-Negotiables - Annual -

- Every K-3 student will achieve a growth score at or above the 48th percentile as measured by the DIBELS assessments.
- Students who take the 2016 SAGE assessments will achieve a Student Growth Percentile (SGP) equal to or greater than 50.
- The percentage of students at each school scoring at proficiency on each of the 2016 SAGE assessments will increase by two points when compared to their 2015 results.
- The percentage of students meeting all four of the ACT College Readiness Benchmarks will increase by one point.

Instruction Non-Negotiables

Every teacher, in every classroom, every day will provide:

1. Positive Behavior Supports
2. Articulated Learning Objectives and Targets
3. Frequent Opportunities for Students to Respond
4. Gradual Release of Responsibility
5. Assessment
6. Ongoing Feedback
7. Differentiation

Logan City School District Instruction Non-Negotiables Description and Rationale

Instruction Non-Negotiable	Description	Rationale
1. Positive Behavior Supports	<ul style="list-style-type: none"> • School-wide and corresponding classroom systems of behavioral supports • Proactive strategies for defining, teaching, and reinforcing appropriate student behaviors • Consistent, predictable responses to inappropriate behavior 	<p>Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.</p>
2. Articulated Learning Objectives & Targets	<ul style="list-style-type: none"> • Clearly stated learning objectives that guide the teacher • Targets that reflect student performance outcomes • These objectives and targets are tied to essential learnings which are communicated to students 	<p>Clearly communicated <i>objectives</i>:</p> <ul style="list-style-type: none"> • Provide direction for teacher's lesson planning • Provide the foundation for assessment activities • Answer the key question of a PLC, "What do we want students to learn?" <p>Clearly communicated <i>targets</i>:</p> <ul style="list-style-type: none"> • Develop student ownership of their role in the learning process • Develop students' metacognitive abilities
3. Frequent Opportunities for Students to Respond	<p>Teachers utilize strategies that provide frequent response opportunities whenever teaching</p> <ul style="list-style-type: none"> • academic skills • social skills • collaboration skills • self-management skills • career skills 	<p>Students who are actively engaged in learning activities where they experience frequent opportunities to practice correct responses demonstrate fewer learning errors and misbehaviors. Students experience greater satisfaction with school, and develop an ability to persist in the face of difficulty or absence of extrinsic rewards.</p>
4. Gradual Release of Responsibility	<p>Teacher leads students through the following sequence of instructional scaffolding:</p> <ul style="list-style-type: none"> • I do • We do • You all do • You do 	<p>Before asking students to complete work independently, the teacher scaffolds their successful participation in assignments through teacher modeling, group completion of tasks, and individual practice. This process promotes students' ability to complete individual tasks successfully through repeated exposure to content and gradual increases in individual responsibility for learning.</p>

<p>5. Assessment</p>	<ul style="list-style-type: none"> • Teacher behaviors that allow students to demonstrate their current levels of learning • Assessment allows the teacher to make judgments regarding the students' learning (evaluation) • Assessment results are used to make instructional adjustments to ensure mastery of key content • Assessment is frequent and focused on identified learning objectives, targets, and essential learnings • Assessment may be formal or informal 	<p>Assessment allows teachers to answer the key question of a PLC, <i>"How will we know if/when students have learned what we wanted them to learn?"</i> Assessment gives direction to curricular and instructional decision making processes. Effective formative assessment reduces the gap between current and desired performance, and provides the necessary information for the teacher to plan future instructional activities.</p>
<p>6. Ongoing Feedback</p>	<ul style="list-style-type: none"> • Communication between students and teacher that illustrates whether/how learning is taking place. • Includes three questions: <i>Where am I going?</i> (goal) <i>How am I doing?</i> (self-assessment) <i>What do I need to do next?</i> • Effective feedback may be given in many ways, and is always timely, specific, actionable and consistent 	<p>Feedback is more consistently related to student achievement than any other teacher behavior. Feedback gives student and teacher information regarding the current status of learning, the next steps required to improve learning, and the student's progress toward reaching a higher level of learning. Feedback to students provides direction, motivation, and updates on progress. It can be a primary motivator of ongoing student effort and success.</p>
<p>7. Differentiation</p>	<ul style="list-style-type: none"> • Providing students with different avenues to learning so all students in a classroom may learn effectively, regardless of differences in ability • Differentiation may address the content, product, process, or environment of learning 	<p>Differentiation addresses the wide variance that inevitably exists within any group of learners, and allows bridges to be built between the learner and learning. It promotes the opportunity for additional practice for students who have not yet reached mastery, and provides possibilities for extended growth once students have developed essential proficiencies.</p> <p>Differentiation helps teachers answer the key questions of professional learning communities: <i>"How will we respond when our students don't learn"</i> and <i>"How will we enrich and extend learning for students who are proficient?"</i></p>

References

Positive Behavior Supports

<https://www.pbis.org/research>

<http://www.safeandcivilschools.com/research/papers/pbs.php>

<http://www.rtnetwork.org/learn/behavior-supports/schoolwidebehavior>

Learning Objectives

<http://files.eric.ed.gov/fulltext/ED496125.pdf>

<http://www.ascd.org/publications/books/109001/chapters/Know-Where-Your-Students-Are-Going.aspx>

Opportunities to Respond

<https://education.wm.edu/centers/ttac/resources/articles/teachtechnique/increasingstudentotr/index.php>

<https://louisville.edu/education/abri/primarylevel/otr/group>

Gradual Release of Responsibility

<http://www.ascd.org/publications/books/113006/chapters/Learning,-or-Not-Learning,-in-School.aspx>

https://www.mheonline.com/_treasures/pdf/douglas_fisher.pdf

http://fisherandfrey.com/uploads/posts/Release_EL.pdf

Assessment

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

<http://www2.glos.ac.uk/offload/tll/lets/lathe/issue1/issue1.pdf#page=5>

Feedback

http://www.waikato.ac.nz/tdu/pdf/booklets/6_AssessmentFeedback.pdf

<http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>

Differentiation

<http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

<http://www.icsei.net/icsei2011/Full%20Papers/D155.pdf>

Notes

STUDENT LEARNING OBJECTIVES

Identify Learning Goal

**Design Pre/Post Assessments
and
Scoring Rubrics**

**Identify and Map
Learning Targets**

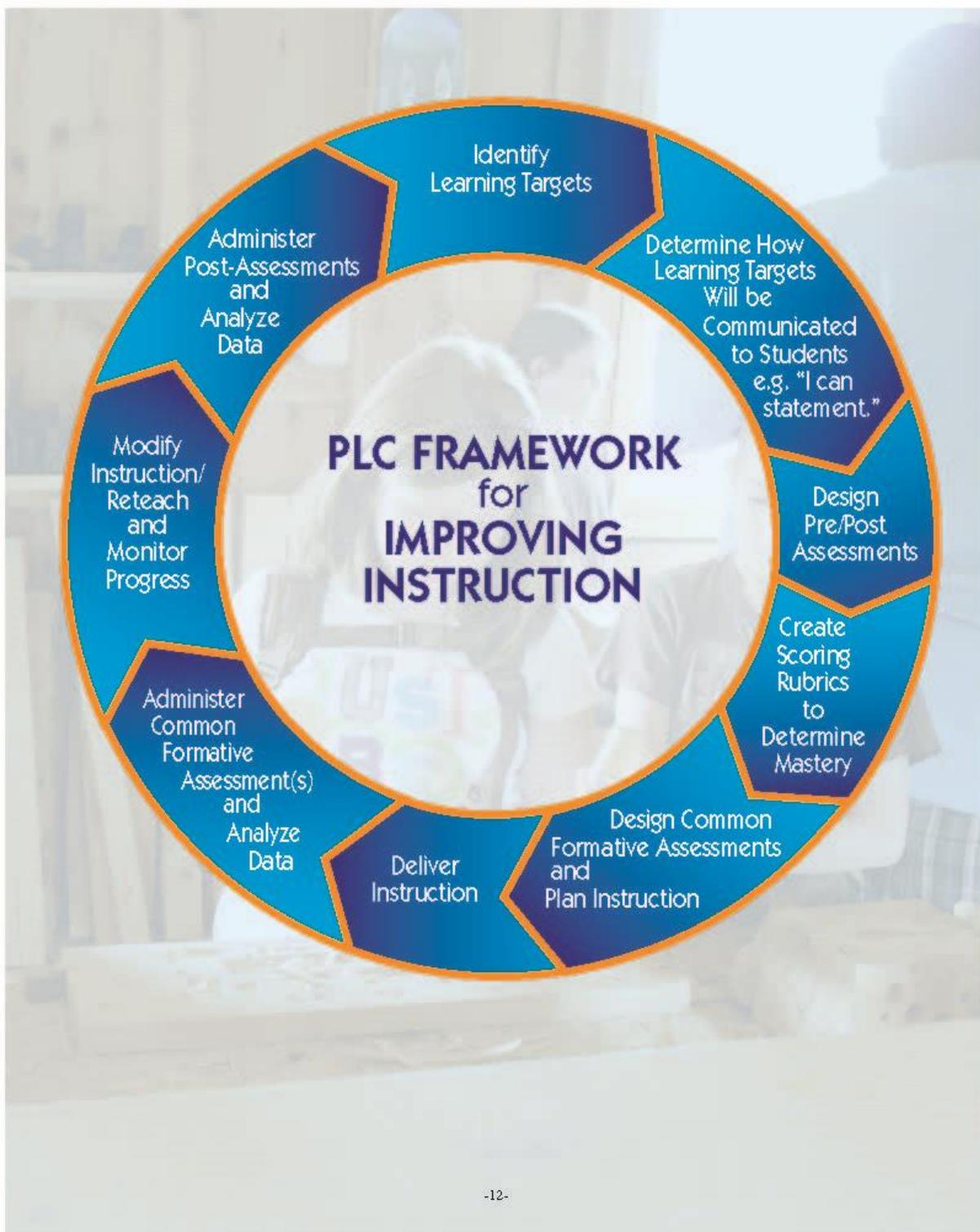
Identify Expected Outcomes
for student sub-groups
e.g. LEP, SWD, Caucasian, Hispanic

Modify Instructional Plan
based on mid-year
data analysis

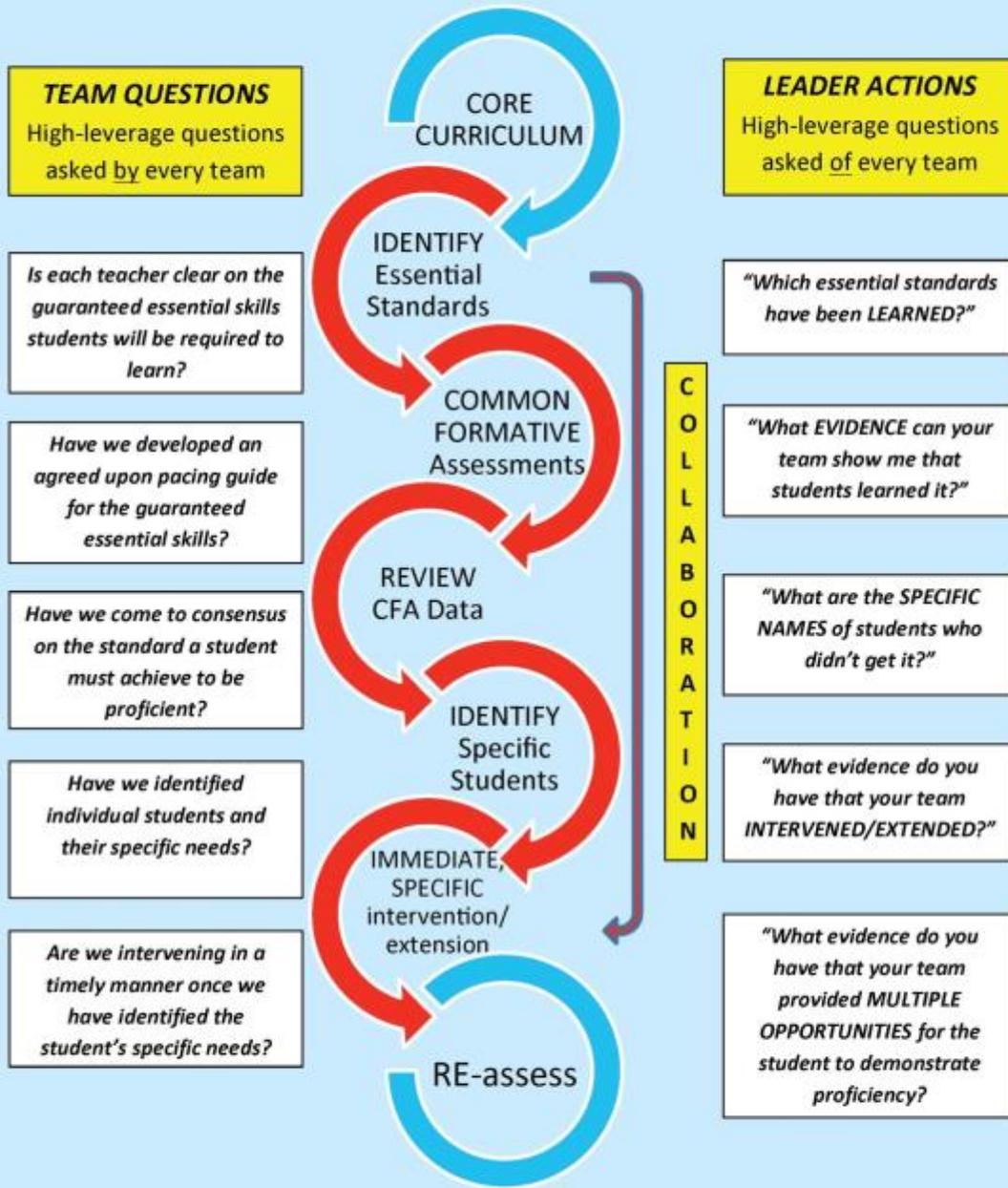
Professional Learning Community Non-Negotiables

1. Every educator participates on an organized PLC team.
2. Every PLC team meets weekly for at least 40-60 uninterrupted minutes, or more when time is embedded in the educators' team schedule.
3. Every PLC team collaboratively develops and administers common formative assessments (CFA) based on identified essential learnings.
4. Every PLC team utilizes CFA data to help answer the following questions:
 - What must our students know and be able to do as a result of what we are about to teach?
 - How will we know if our students are learning?
 - How will we respond when our students don't learn?
 - How will we enrich and extend the learning for students who are proficient?
5. Every PLC team will use one of two district-wide PLC frameworks (see pages 12 -13).





Ensuring High Levels of Learning for EVERY Student



Team and leader actions to ensure high-levels of learning for EVERY student



*The Board of Education and
the Administration of
the Logan City School District will...*

- Provide **training** to ensure teachers and administrators are highly qualified experts.
- Provide **resources** to reach and challenge every student.
- Ensure **achievement** expectations are high, and world-class opportunities are provided to all students.
- Ensure **communication** is open, and parents and community are involved in decision making.
- Provide **safety** through a caring, orderly, positive environment.



Addendum B

Future Ready Framework for Digital Learning

ACTION PLAN: Logan City

This action plan was created within the Future Ready Schools dashboard by school district representatives on Friday August 5th, 2016 and exported on Wednesday November 30th, 2016. Formatting in this document has been intentionally kept to a minimum to enable the district to edit as they deem appropriate.

Gear 1: Curriculum, Instruction, and Assessment

Goal 1: District Staff and Principals must have a clear understanding and a workable knowledge of personalized learning and 21st Century Skills.

Action 1: Create a team that will attend trainings and conduct research on personalized learning and 21st Century Skills to create a clear definition and rationale.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: October 27, 2016

Completion date: June 30, 2021

Anticipated Budget: \$12,500

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Facilitator training for personalized learning and 21st Century Learning

Notes: Budget is based on training conference or by consultant, and \$1,500 stipend for teacher facilitators.

Action 2: Develop/adopt content standards for 21st Century skills.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: October 26, 2016

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Find or develop rubrics for digital content purchasing and 21st Century Skills curriculum/training.

Notes: Budget is included in another action step.

Action 3: The team will schedule professional development to train district staff and principals to train and ensure common and clear understanding.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: August 26, 2016

Completion date: October 07, 2016

Anticipated Budget: \$2,500

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Professional development planning calendar, calendaring process to identify key dates, and communication of dates to all participants.

Notes: This process was completed on September 23, 2016.

Goal 2: Provide professional development using personalized learning strategies, and provide clear expectations for implementation of these strategies and 21st Century Skills in the classroom.

Action 1: Provide rationale and create a sense of urgency among staff for personalized learning and 21st century skills.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: August 26, 2016

Completion date: June 06, 2017

Anticipated Budget:

Funding source:

Resources required: Identify resources, integration expectations, best practice, and relevancy rationales.

Notes:

Action 2: Develop a scope and sequence for what we want teachers to know and be able to do using personalized learning strategies, and determine a measurement tool for accountability.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: January 25, 2017

Completion date: June 06, 2017

Anticipated Budget: \$9,600

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Teachers to participation in scope and sequence meetings, planning frameworks, and evaluation rubrics.

Notes: Budget based on substitute costs for 24 teachers participating in 4 planning meetings.

Action 3: Develop a schedule for professional development for training all staff and moving forward with accountability.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: June 06, 2017

Completion date: May 30, 2020

Anticipated Budget:

Funding source:

Resources required: Funding provided in Instructional Mapping staff.

Notes: Staff participating in the Instructional Mapping sessions should also work out professional development schedules integrating technology accountability conversations with professional learning community and student learning outcome trainings.

Goal 3: Move instructional delivery from lecture driven to personalized learning and move students toward more independent learning.

Action 1: Provide personalized ongoing training with coaching and modeling reinforced by the observation and feedback cycle.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and planning committee

Start date: June 06, 2018

Completion date: September 03, 2020

Anticipated Budget:

Funding source:

Resources required: Budget provided in action step for mentors.

Notes:

Action 2: Using student and teacher data to determine effectiveness provide interventions as needed.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: June 06, 2016

Completion date: June 30, 2020

Anticipated Budget: \$40,000

Funding source: General Funds, State Grant Funds, Federal Grant Funds, and Digital Teaching and Learning Grant Funds

Resources required: Analytics tools designed to track technology use (both device and applications), analytics tools designed to gather data on student progress, and a data dashboard to provide realtime activity tracking.

Notes: Data may be gathered on use of technology and academic achievement separately. Correlating technology use with academic achievement still remains a challenge.

Action 3: Celebrate successes and monitor for needs.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: September 03, 2017

Completion date: June 30, 2021

Anticipated Budget:

Funding source:

Resources required: Identify expectations to celebrate, use district recognitions as opportunities to celebrate digital teaching and learning successes.

Notes: The district has several established mechanisms for celebrating success. This action step is a reminder to look for and monitor where technology has aided achievement.

Gear 2: Use of Space and Time

Goal 1: Learn to use technology to leverage space, and time; ultimately increasing achievement.

Action 1: Encourage and support technology innovators by providing opportunities to collaborate on and develop personalized learning strategies.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Jeff Barben, and school administrators

Start date: January 25, 2017

Completion date: May 30, 2017

Anticipated Budget: \$1,600 for planning this year. \$90,000 annually which is five percent (5%) of anticipated annual base technology budget to support this action step each year.

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Both the Technology and Curriculum Coordination Committee and the Technology Planning Committee will develop procedures for piloting, adopting, and standardizing software and hardware purchases.

Notes:

Action 2: Have innovators provide professional development for staff members on utilizing time and space for personalized learning.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, trailblazers, and building administrators

Start date: January 25, 2017

Completion date: May 30, 2017

Anticipated Budget: \$6,000 for process development this year. \$9,000 for six selected innovators to prepare and presents training for adopted innovative practices each year.

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Innovator identification process. Access to training or training materials for innovators. Software and hardware required for innovators proof of concept. Agreed upon collaboration and communication platform(s). Evaluation procedures.

Notes: Identifying, implementing, standardizing, and disseminating innovations must be part of established procedures that follow district policy.

Action 3: Provide time and space for teachers to develop their personalized learning instruction and strategies.

Status: Not Started

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, and school administrators

Start date: January 25, 2017

Completion date: June 06, 2017

Anticipated Budget: \$9,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Innovators, targeted technology use to research, and identified mentors/thought leaders, and intended outcome statement.

Notes: \$9,000 is ten percent (10%) of the anticipated annual innovation budget. Funding is earmarked to support one professional training and required substitute costs, three conference or training attendees, or six staff stipends for approved innovation efforts (paid on completion of approved work.)

Goal 2: Communicate opportunities and added responsibilities necessary to support better uses of time and space continually with student, parents, and school personnel.

Action 1: Start by encouraging school personnel to better use time and space to support personalized learning.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, trailblazers, and building administrators

Start date: January 25, 2017

Completion date: August 30, 2017

Anticipated Budget: \$125,000

Funding source: Professional development Funds, District General Funds, and any additional Digital Teaching and Learning Grant funds

Resources required: Facilitators, facilitator training for Personalized Learning implementation, and half of one annual professional development day.

Notes: Complete Personalized Learning Workshop I for Administrators by the end of FY17 and complete Workshop I for Teachers at the beginning of FY18. Annual teacher training will be half of a regularly scheduled professional development day.

Action 2: Develop a method to certify teacher use of personalized learning strategies for students.

Status: Not Started

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, and school administrators

Start date: January 25, 2017

Completion date: May 06, 2017

Anticipated Budget: Up to \$40,000 per year

Funding source: Professional development Funds, District General Funds, and any additional Digital Teaching and Learning Grant funds

Resources required: Learning management system (LMS) for staff certification that will facilitate: 1) Badge recognition of desired competencies, 2) Collaborative and independent access to established trainings, 3) Tools to add training and certifications, 4) Tools for administrators to view certification and progress toward certifications, and 5) Tools for staff to share certifications and progress toward certifications.

Notes: Budget is to support anticipated annual costs for a Personalized Professional Learning management system.

Action 3: Communicate with parents the power of personalized learning.

Status: Not Started

Person(s) responsible: David Long, Theresa Hough, Shana Longhurst, and building administrators

Start date: January 25, 2016

Completion date: June 01, 2021

Anticipated Budget: \$90,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Home school communication system, website maintenance, communications officer, and planned parent/community outreach.

Notes: Budget is five percent (5%) of anticipated annual technology base budget. The budget only covers a percentage of the stated required resources.

Goal 3: Support resources that allow and encourage anytime, anywhere learning (24/7 access); including, staggered staffing times to keep buildings with wifi access and learning resources open longer each day, supplied or supported take home one-to-one devices, and use of learning management systems that gather data and give immediate feedback.

Action 1: Develop a scope and sequence for resource allocation at a district and school level.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, and planning committees

Start date: January 25, 2017

Completion date: June 06, 2017

Anticipated Budget: \$3,200

Funding source: General Funds

Resources required: Annual meeting cycle for technology planning committees and substitutes costs for eight teachers attending the four annual meetings.

Notes: The Technology Planning Committee and Curriculum and the Technology Coordination Committee each meet four times annually.

Action 2: Use the allocation plan to develop instructional schedules and strategies that support the use of these resources.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: August 25, 2017

Completion date: June 30, 2021

Anticipated Budget: \$1,791,566

Funding source: General Funds, State Grant Funds, Federal Grant Funds, and Digital Teaching and Learning Grant Funds

Resources required: End user devices, standard classroom equipment, and infrastructure required to support the district personalized learning plan.

Notes: This budget is a \$548,116 increase over current district technology expenditures. The high school is currently in a one to one environment. The increase would complete a one to one environment at the middle and elementary schools in the district.

Goal 4: Develop more flexibility in existing schedules .

Action 1: Provide time and space for teachers to develop their personalized learning instruction and strategies.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, and school administrators

Start date: October 07, 2017

Completion date: June 06, 2017

Anticipated Budget: \$151,200

Funding source: General Funds and Digital Teaching and Learning Grant Funds

Resources required: Building access for twelve hours on weekdays year round.

Notes: Budget is based on establish facility use costs for additional hours during the school year as well as additional summer days for year round access. Scheduling will also involve flexible access to instruction based on consistently (weekly) monitored student self pacing plans.

Gear 3: Robust Infrastructure

Goal 1: Develop renewal and sustainability plans for all supported technology resources, including support for 1:1 at all grade levels, and infrastructure to provide capacity for current and future technology needs.

Action 1: Create a standardized list of essential equipment to support classroom activities across all school levels. Create a rotation plan to keep this equipment up to date and properly sunset older equipment.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Jeff Barben, and school administrators

Start date: June 06, 2017

Completion date: June 30, 2021

Anticipated Budget: \$300,000

Funding source: General Funds, State Grant Funds, Federal Grant Funds, and Digital Teaching and Learning Grant Funds

Resources required: IT Staff to support rotation, maintenance, and innovation efforts.

Notes: Budget is based on current and anticipated annual department personnel costs, consultant costs, and vendor support costs.

Action 2: Investigate leasing opportunities to support district 1:1 plan. Place emphasis on digital textbooks and paperless resources.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, and planning committees

Start date: June 06, 2016

Completion date: June 30, 2021

Anticipated Budget: \$300,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including curriculum funds.)

Resources required: Digital content for all subject areas at all grade levels, digital library resources, and digital production, presentation, and storage resources. Student needs digital resources that allow exploration, creation, presentation, and archiving of learning experiences.

Notes: Budget is based on a \$5 per subject annual cost per student for each subject plus anticipated purchase and development of library resource.

Goal 2: Develop an efficient support plan through standardized equipment and resources, sufficient support personnel, and user training on available technologies.

Action 1: Provide individualized training for faculty at all grade levels to increase proficiency. Find faculty experts at each location to offer help as needed.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: November 13, 2016

Completion date: June 30, 2021

Anticipated Budget: \$42,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Mentor training, mentor rubrics for district initiatives, mentor collaboration meeting schedules, and plans to mentor staff in the use of technology

Notes: Budget is based on one upper and one lower grade technology mentor at each elementary school and eight technology mentors at each secondary school. Mentors would receive a \$1,500 annual stipend.

Action 2: Planning new technology acquisitions should include funds for additional support personnel. TCO for each technology should be calculated and included in budgets.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Jeff Barben, and school administrators

Start date: July 15, 2011

Completion date: June 30, 2021

Anticipated Budget: \$300,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: \$60,000 per additional staff. Provide support personnel at the recommended level of one technician for every 500 devices purchase. Currently the district supports 8,025 devices and employs 12 technicians. The district is planning to add 4,000 devices to be one to one K12.

Notes: Along with recommended staffing ratios for support, staffing ratios to onboard or surplus equipment must also be established. Currently technical staff anticipates fifty devices will take a minimum of ten days to onboard or surplus.

Gear 4: Data and Privacy

Goal 1: Use technology tools to give access to current and past progress data that informs students learning.

Action 1: Use technology to create efficiencies in targeting student learning gaps, identifying resources to meet student needs, and guiding educators toward best practices with all resources: curriculum, facilities, use of time and space, use of funds, and use of technology resources.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jolene Herzog, Jeff Barben, school administrators, and all staff.

Start date: June 06, 2016

Completion date: June 30, 2021

Anticipated Budget: \$180,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Use monitoring tools, student performance diagnostic and analytic tools, student progress monitoring tools, staff observation tools, and data analysis platforms.

Notes: This budget only covers the costs of technology use monitoring network, equipment, and software use.

Action 2: Create a Data Dashboard for students, teachers, schools, and the school district that continuously monitors Key Performance Indicators (KPI).

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Matt Ward, Rik Stallings, Theresa Hough, and technology planning committee members.

Start date: August 25, 2015

Completion date: August 22, 2018

Anticipated Budget: \$90,000

Funding source: General Funds and Digital Teaching and Learning Grant Funds

Resources required: Dashboard item identification, data source identification, and programming time

Notes:

Goal 2: Secure and maintain privacy of all personal data.

Action 1: Update data management and privacy policies consistent with best practices, e.g., the Trusted Learning Environment certification developed by CoSN, ISTE Privacy Standards, and other recommendations in law or from respected professional organizations.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Matt Ward, Rik Stallings, Jeff Barben, and technology planning committee members.

Start date: November 13, 2012

Completion date: June 30, 2021

Anticipated Budget: \$9,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Annual data management and privacy policy review, adoption, and training process.

Notes:

Action 2: Hold vendors to district privacy standards when any student data is involved with programs and software used.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Matt Ward, Rik Stallings, Jeff Barben, and technology planning committee members.

Start date: October 10, 2013

Completion date: June 30, 2020

Anticipated Budget: \$6,000
Funding source: General Funds, State Grant Funds, and Federal Grant Funds
Resources required: Annual updates to district privacy standards. Create a purchasing approval process to ensure compliance.

Notes:

Action 3: Provide regular training on the proper use and protection of student records in all forms.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Matt Ward, Rik Stallings, Jeff Barben, and technology planning committee members.

Start date: October 10, 2013

Completion date: June 30, 2021

Anticipated Budget: \$115,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Annual attendance by IT Staff at conferences like SAINTCON, annual staff training process, and secure electronic records management systems.

Notes:

Gear 5: Community Partnerships

Goal 1: Create a culture in which all community stakeholder have a shared vision of 21st Century Skills and technology use.

Action 1: Maintain and extend opportunities to constantly communicate about 21st century learning and technology use.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, and all staff.

Start date: November 13, 2012

Completion date: June 30, 2021

Anticipated Budget: \$250,000

Funding source: General Funds, building funds, state grant funds, and federal grant funds.

Resources required: Communications officer, webmaster, message delivery software, survey software, broadcast recording and distribution equipment, facility upgrades, and signage software.

Notes: Much of this work has already been incorporated into the redesign of Logan High School. Every opportunity is taken to have community conversations whether it involves technology use in schools such as our high school 1:1 program or by taking the opportunity to go beyond legal requirements with our community discussions.

Action 2: Show case student achievements and give student more opportunities to use technology resources to present their work.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, and all staff.

Start date: August 23, 2016

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: #TeamLogan gear, Shout Out recognitions, forums and events for student presentations, storage and retrieval systems

Notes:

Goal 2: Create opportunities for students to engage in community partnerships by promoting the anywhere, anytime use of resources needed to succeed.

Action 1: Use and model personalized learning structures when creating dialogue or promoting understanding about 21st Century Skills and technology use.

Status: In Progress

Person(s) responsible: David Long, Theresa Hough, Jolene Herzog, Shana Longhurst, and building administrators

Start date: November 13, 2012

Completion date: June 30, 2021

Anticipated Budget: \$200,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Digital communication tools and training for staff and students. Tools include interactive video conferencing equipment, screen casting applications, digital storage and distribution systems, and access to broadcasting resources.

Notes:

Action 2: Provide access to facilities and resources after hours.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, staff, and community volunteers.

Start date: November 13, 2012

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: Staffing with split schedules, clear use policies for specific locations and resources, and partnerships that provide reliable use of resources.

Notes:

Gear 6: Personalized Professional Learning

Goal 1: Integrate professional development for technology with other professional learning opportunities.

Action 1: Identify teachers (trailblazers), in different content areas, who are willing to adopt new technologies and pedagogies.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: November 13, 2016

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Selection and self selection processes.

Notes:

Action 2: Take trailblazers to other schools/districts that are successfully implementing the new technology/pedagogy to observe how the desired tools/approaches are being used

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, and school administrators

Start date: November 13, 2016

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Identifying research, desired outcomes, and thought leaders identifying means and methods of enhancing outcomes through technology use.

Notes:

Action 3: Trailblazer teachers develop a learning progression for the implementation of new technologies/pedagogies by teachers.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and trailblazers

Start date: June 06, 2017

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: System to archive, update, and grant general access to staff anytime and anyplace.

Notes:

Action 4: Trailblazer teachers develop and carry out the training, mentoring, and oversee the accountability of teachers who are developing competencies.

Status: Not Started

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, building administrators, and trailblazers

Start date: January 25, 2016

Completion date: June 30, 2021

Anticipated Budget:

Funding source: General Funds, State Grant Funds, and Federal Grant Funds (Including professional development funds.)

Resources required: Mentoring Rubrics and schedules

Notes:

Goal 2: Develop positive staff culture to motivate professional learning activities.

There are no actions defined for this goal.

Goal 3: Ensure individuals are accountable as they are given more control over Personalized Professional Learning.

There are no actions defined for this goal.

Gear 7: Budget and Resources

Goal 1: Develop a comprehensive plan for instructional technology budgets that start with identifying the intended outcomes of instructional technology, then identify appropriate tools and expected uses in the classroom. Ensure that instructional technology budgets include the cost of training and time to implement. Plan includes the instructional technology learning needs of all schools, grade levels and students.

Action 1: Support an annual technology review, adoption, standardization, and surplus process to sustain one to one. This process will include team members who would be best able to identify the student outcomes, tools and expected uses of instructional technology.

Status: In Progress

Person(s) responsible: Frank Schofield, David Long, Theresa Hough, Jeff Barben, school administrators, and planning committees

Start date: June 06, 2016

Completion date: June 30, 2021

Anticipated Budget: \$6,000

Funding source: General Funds, State Grant Funds, Federal Grant Funds, and Digital Teaching and Learning Grant Funds

Resources required: Technology Planning Committee, Curriculum and Technology Coordination Committee, Annual Administrative Review Process, and Annual Board Reporting and Approval Process

Notes: Committee schedules have been established. Administrative schedules, board reporting and approval schedules, and evaluations need further development.

Gear 8: Across the Gears: Collaborative Leadership

Goal 1: Leadership should be aware of, committed to, and promoting a common vision for technology use in the school district.

Action 1: Align technology vision and goals with the district vision and goals for student success.

Status: In Progress

Person(s) responsible: David Long and Theresa Hough

Start date: October 07, 2016

Completion date: January 25, 2017

Anticipated Budget: \$800

Funding source: General Fund

Resources required: Technology and Curriculum Coordination Meeting agenda time. Substitutes for teacher participants.

Notes: The Technology and Curriculum Coordination committee will include this action step on their October and January agendas. Up to four teachers will participate on the committee.

Action 2: Standardize technology for staff and students, build funding models to financially sustain these commitments, and provide training and technical support to promote effective use.

Status: In Progress

Person(s) responsible: David Long and Jeff Barben

Start date: October 07, 2016

Completion date: June 30, 2021

Anticipated Budget: \$10,749,396

Funding source: District General Funds, Digital Teaching and Learning Grant Funds, and Partnership Purchasing Funds

Resources required: Hardware, Software, Technicians, Professional Development, and Infrastructure

Notes: Funding is based on moving from a standard four year cycle for all devices to a structured six year cycle that includes no replacements or up to three replacements in a six year period based on the type of device use.

Action 3: Communicate this new vision, the technology available, and the plans for financial upkeep, to the administrators, teachers, parents, students.

Status: In Progress

Person(s) responsible: David Long, Theresa Hough, Shana Longhurst, and building administrators

Start date: October 07, 2016

Completion date: January 25, 2017

Anticipated Budget: \$800

Funding source: General Fund

Resources required: Make sustainability, standardization, and communication through a district Technology Handbook a Technology Committee agenda item.

Notes: The Technology Committee will meet twice by January 25, 2017.

Goal 2: Develop use of digital textbooks, collaboration tools, and experiences that build technology capacities of students, staff, and families.

Action 1: Provide digital online resources for teachers and students, including interactive textbooks with rich media content.

Status: In Progress

Person(s) responsible: Theresa Hough, David Long, Jolene Herzog, and building administrators

Start date: October 07, 2016

Completion date: June 30, 2021

Anticipated Budget: \$6,000,000

Funding source: General Funds, State Grant Funds, and Federal Grant Funds

Resources required: The Technology and Curriculum Coordination Committee will need to meet regularly to propose, adopt, evaluate, and conclude the use of digital content resources.

Notes: Anticipated budget is based on a current software budget of approximately \$1,000,000 per year.

Action 2: Administrator and teacher workshops in Personalized Learning and the district resources to support it will take place over the next six years. Synchronous and asynchronous, independent and collaborative training will be provided on an annual basis for all staff to promote understanding of how to use the technology that is available to them.

Status: In Progress

Person(s) responsible: David Long, Theresa Hough, Jolene Herzog, and building administration

Start date: October 07, 2016

Completion date: June 30, 2021

Anticipated Budget: \$2,000,000

Funding source: Professional Development Funds, District General Funds, and any additional Digital Teaching and Learning Grant funds

Resources required: Personalized Learning facilitator training, schedules for workshops, schedules for model site visits, and professional development goals in digital teaching and learning for all staff.

Notes: Workshops will be scheduled and budgeted over a six year period. Workshops are anticipated to last one half day each, while three planned site visits will each take an entire school day.

Action 3: Provide school district approved access to students for anywhere, anytime learning, provide digital citizenship training, and provide access to technical support staff.

Status: In Progress

Person(s) responsible: Students, Parents, administration, and all school staff

Start date: October 07, 2016

Completion date: June 30, 2021

Anticipated Budget: \$900,000

Funding source: General funds, State Grant Funds, and Federal Grant Funds

Resources required: Regular parent and student meetings will be provided along with staff training each year.

Notes: Budget is based on \$150,000 annual expenditures for home and school communication tools that will support community awareness of available resources and proper means for accessing technology.