USBE Digital Teaching and Learning (DTL) Grant Program

FY2021 - FY2025

DTL Leadership

Title	Name	Email	Phone Number
Superintendent/Director	*Frank Schofield*	*frank.schofield@loganschools.org*	*435-755-2300*
Curriculum Director	*Daryl Guymon*	*daryl.guymon@loganschools.org*	*435-755-2300*
Technology Director	*Melisa Richardson*	*melisa.richardson@loganschools.org*	*435-755-2300*
Assessment Director	*Jed Grunig*	*jed.grunig@loganschools.org*	*435-755-2300*
School Leaders...	*Spencer Holmgren*	*spencer.holmgren@loganschools.org*	*435-755-2360*
School Leader	*Eric Markworth*	*eric.markworth@loganschools.org*	*435-755-2380*
Business Administrator	*Jeff Barben*	*jeff.barben@loganschools.org*	*435-755-2300*
School Leaders...	*Thane Hutchinson*	*thane.hutchinson@loganschools.org*	*435-755-2370*
School Leader	*Jeffrey Alley*	*jeffrey.alley@loganschools.org*	*435-755-2300*

	As required by Board Rule R277-922-7, our DTL leadership team participated in at least one ***pre-grant submission training*** conducted by USBE. See details below. Superintendent/Director: Frank Schofield Curriculum Director: Jed Grunig Technology Director: Melisa Richardson School Leaders: Daryl Guymon, Spencer Holmgren, Eric Markworth, Thane Hutchinson
	As required by Board Rule R277-922-7, our DTL leadership team participated in at least one ***leadership and change management training*** conducted by USBE. See details below. Superintendent/Director: Frank Schofield Curriculum Director: Jed Grunig Technology Director: Melisa Richardson School Leaders: Daryl Guymon

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

LEA Overview

<table>
<tr><td>LEA Name</td><td>Logan City School District</td></tr>
<tr><td>LEA Address</td><td>101 W. Center Street</td></tr>
<tr><td>LEA Phone Number</td><td>435-755-2300</td></tr>
<tr><td>Site-specific enrollment, both full-time and part-time, and NSLP income eligibility data as per E-Rate eligible items.</td><td>
<table>
<tr><th>School</th><th>Enrollment</th><th>Free Lunch</th><th>Reduced Lunch</th></tr>
<tr><td>Adams Elementary</td><td>307</td><td>172</td><td>28</td></tr>
<tr><td>Bridger Elementary</td><td>515</td><td>307</td><td>70</td></tr>
<tr><td>Ellis Elementary</td><td>305</td><td>184</td><td>43</td></tr>
<tr><td>Riverside Preschool</td><td>81</td><td>0</td><td>0</td></tr>
<tr><td>Early Childhood Center</td><td>98</td><td>0</td><td>0</td></tr>
<tr><td>Hillcrest Elementary</td><td>425</td><td>129</td><td>38</td></tr>
<tr><td>Wilson Elementary</td><td>473</td><td>179</td><td>48</td></tr>
<tr><td>Woodruff Elementary</td><td>645</td><td>300</td><td>101</td></tr>
<tr><td>Mount Logan Middle</td><td>1265</td><td>571</td><td>151</td></tr>
<tr><td>Logan High</td><td>1485</td><td>497</td><td>130</td></tr>
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</td></tr>
<tr><td>FY21 Projected DTL Allocation</td><td>187,888.13</td></tr>
<tr><td>If approved, LEA schools that will engage in DTL</td><td>8 district schools, K-12</td></tr>
<tr><td>If approved, number of students potentially impacted</td><td>5900</td></tr>
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Vision Statement

Digital teaching and 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. Resources that were unavailable and expertise that was not accessible is now instantly attainable. Digital teaching and learning can change and improve the culture of public education, classroom instruction, student and parent engagement, teaching and learning processes.

Why? Statement

Our students are part of an increasingly interconnected world where they are presented with countless sources of information and entertainment through various forms of digital technology. The ability to effectively manage digital technology is a key element of our students' academic, social/emotional, and future professional success.

Regular use of technology in the classroom provides students opportunities to develop the thought processes, decision making skills, and basic technical abilities required in today's increasingly technical society. Technology rich classrooms allow students to develop these skills in a structured, supportive environment, under the guidance of skilled professional educators who effectively use digital resources in their teaching practices.

Background and Local Context

Logan City School District is a diverse district that serves a population with 57% free and reduced lunch, 17% English Language Learners, 13% Special Education, 43% ethnicity other than white, and 30% students are Hispanic.

Demographics as of Oct 1, 2019

Categories		Count	Prior Year Count	Categories		Count	Prior Year Count
Overall		5419	5568	**Limited English Proficient**	Yes	878	817
Ethnicity / Race	Hispanic/Latino	1679	1671		Refused Service	4	4
	American Indian	115	121		Fluent	**39**	23
	Asian	234	244		Total	921	844
	African American/Black	**190**	157	**Selected Flags**	Homeless	**104**	91
	Pacific Islander	119	120		Migrant	**42**	5
	White	4918	5069		Native Language Spanish	1135	1145
Gender	Female	2642	2686	**Tribal Affiliation**	Goshute	0	0
	Male	2777	2882		Navajo	79	86
Free Lunch	Eligible for Free	2461	2606		Paiute	0	0
	Eligible for Reduced Price	**637**	561		Northwest Band Shoshone	0	0
	Economic Disadvantaged	0	0		Ute	0	0
	"Disadvantaged" Total	3098	3167		Other Tribe	36	35
Special Education	Time 'A'	**508**	417	**Youth In Custody**	Time 'A'	**5**	2
	Time 'B'	**115**	237		Time 'B'	**9**	0
	Time 'C'	89	98		Time 'C'	**5**	0
Immigrants		**200**	122				

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 is 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.

With this in mind, we've committed to provide students with appropriate access to technology while prudently managing our available resources in order to meet the needs of all students in our district. By managing our resources efficiently, we support the following student to device ratio in our classrooms with the understanding that individual schools may supplement this plan according to their additional resources:

- 1:1 Grades 9-12
- 1:2 Grades 3-8
- 1:6 Grades K-2

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 have been replacing stationary equipment with mobile labs and individual devices 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. With strategic focus on the purchase of student devices, the district is moving 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 laptop 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 Long-term, Intermediate and Direct Outcomes as stated.

To summarize some of our past DTL accomplishments, a one-to-one program was started with the high school students in 2016, and our personalized Innovations program was started at Logan High School in 2017. Our middle school and 6 elementary schools are currently equipped with one-to-one devices in the classrooms for grades 3-8 and small group access to devices in grades K-2. We utilize age-appropriate digital curriculum and programs at all levels, and our communities have been very supportive of using technology in the classroom. Our teachers have access to more than they have time to learn, so our next steps include a better implementation plan and classroom support.

Theory of Change

Logan City School District proactively pursues opportunities to give students and teachers the best resources to be successful in a digital world. We are committed to providing access to technology in a way that enhances the classroom environment and student learning opportunities at all grade levels. We know that technology improves the efficiency of systems and processes and can help students take more control of their own learning experience. Our teachers use technology to help promote innovation and creativity, encourage individual learning and apply necessary 21st century skills.

When we, as educators, thoughtfully use technology in the classroom, students have increased access to personalized learning opportunities, which facilitate the development of academic and behavioral skills needed to promote long term success.

We know that all age groups and content areas benefit from the appropriate use of instructional technology. The way teachers use technology in the classroom can be grouped into four general categories, commonly known as the SAMR Model, which are: Substitution, technology acts as a direct tool substitute, with no functional change (i.e. a word processor replaces a pen/pencil in a writing assignment); Augmentation, technology acts as a direct tool substitute, with functional improvement (i.e. a word processor and text-to-speech function are used to improve the writing process); Modification, Technology allows for significant task redesign (i.e. the writing assignment is created in Utah Compose where feedback can be received and incorporated to improve the quality of writing); Redefinition, technology allows for the creation of new tasks, previously impractical or inconceivable (i.e. instead of a written assignment, students convey analytic thought using multimedia tools).

As a district, we need to help our teachers move from “substitution” to “redefinition” as they better utilize the tools they have access to.

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

The Logan City School District recognizes that investment in educator learning has the most powerful impact on student learning. Buying the necessary tools (equipment, software, etc.) was a great place to start, but we have learned that there needs to be a more systematic approach to educating our students, teachers, and staff on the use of the technology. Some of our teachers are not even aware of what technology is available to them or how it works.

Our focus in the next 5 years is developing Tier 1 instructional strategies supported by technology; utilizing a Tech Ed coach, school instructional coaches, and administration to develop educator capacities. John Hattie found that when instructional coaching is conducted over time, utilizing evidence of student learning to inform instruction, student growth is impacted with an effect size of .51. Coaching done well, increases the likelihood of teachers implementing the knowledge learned about in district, school, or team-led professional development.

Part B: DTL Plan Abstract

Our District Mission is to:
Ensure all students leave our schools ready to create a positive future for themselves and their community.

Our District Flagship plan outlines our Instructional Technology philosophy (p.14) as follows:

INSTRUCTIONAL TECHNOLOGY

Our students are part of an increasingly interconnected world where they are presented with countless sources of information and entertainment through various forms of digital technology. The ability to effectively manage digital technology is a key element of our students' academic, social /emotional, and future professional success.

Regular use of technology in the classroom provides students opportunities to develop the thought processes, decision-making skills, and basic technical abilities required in today's increasingly technical society.

Technology rich classrooms allow students to develop these skills in a structured, supportive environment, under the guidance of skilled professional educators who effectively use digital resources in their teaching practices.

All age groups and content areas benefit from the appropriate use of instructional technology. The multiple ways in which teachers use technology in the classroom can be grouped into four general categories. These categories, commonly known as the SAMR Model, are defined as follows:

Substitution: Technology acts as a direct tool substitute, with no functional change (i.e. a word processor replaces a pen/pencil in a writing assignment)

Augmentation: Technology acts as a direct tool substitute, with functional improvement (i.e. a word processor and text-to-speech function are used to improve the writing process)

Modification: Technology allows for significant task redesign (i.e. the document created using the word processor and text-to-speech function is shared on a blog where feedback can be received and incorporated to improve the quality of writing)

Redefinition: Technology allows for the creation of new tasks, previously impractical or inconceivable (i.e. instead of a written assignment, students convey analytic thought using multimedia tools)

When we, as educators, thoughtfully use technology in the classroom, students have increased access to personalized learning opportunities, which facilitate the development of academic and behavioral skills needed to promote long term success.

As described in Section A, Logan City School District has invested significantly in technology, both in the devices for classrooms, teachers, and students and in the digital instructional resources. Our schools manage their budgets to provide additional digital curriculum and devices for every student. Our Long-Term learning outcomes will be a 5% increase in growth or proficiency in Language Arts in all grade levels on the state-wide accountability metrics by the end of 2025. We also have a goal for every student to be digitally literate and have a deep understanding of digital citizenship and digital safety.

Implementation Plan:
With our DTL funding we plan to hire a Technology Coach with the following responsibilities that align with our district goals and flagship plan:

- ➔ District Guidance
  - ◆ Technology Onboarding for new teachers
  - ◆ Identify and Prioritize district educational technology
  - ◆ Manage district professional development
- ➔ School Guidance
  - ◆ Work with school administration to develop school technology plans
  - ◆ Identify primary TechEd integration priorities
  - ◆ Train instructional coaches on technology integration
  - ◆ Deliver school professional development as needed
- ➔ Small Group and Individual Guidance
  - ◆ Work with small groups and individuals as needed to integrate technology into teaching practices
  - ◆ Use the SAMR model to help our teachers move from Substitution to Redefinition
- ➔ Digital Citizenship & Literacy Program
  - ◆ Develop curriculum
  - ◆ Work with Computer Specialists in each school
  - ◆ Monitor implementation
- ➔ Data
  - ◆ Use LearnPlatform to analyze usage and impact data
- ➔ Create Self-development resources for teachers
  - ◆ Microlearning Canvas modules
  - ◆ Teacher tips

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. Using LearnPlatform will help us manage and analyze our EdTech solutions. The annual cycle for this committee is:

1. Review usage and impact data and identify potential areas of need in the fall.
2. Review current software and hardware 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.

Our administrators, instructional coaches, and Language Arts teachers (all grades) will all be trained on using a consistent lesson plan template that incorporates high impact instructional strategies and digital teaching and learning opportunities. Our best experience with integrating technology and learning is finding the tools such as Canvas, Utah Compose, Microsoft Office Suite, Adobe Suite, etc. 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 such as Edgenuity and Spark 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.

Part C: Future Ready Schools (FRS) Readiness Assessment

Readiness Assessment Results

As our FutureReady report explains, “now more than ever, the nation’s education system is faced with high demands to prepare students for an information-rich, high-tech, entrepreneurial, global economy that requires a highly skilled, knowledgeable, flexible, and capable workforce. Additionally, since January 2010, the US economy has added 11.6 million jobs, and 99% of those jobs have gone to workers with at least some college or postsecondary education. These national trends emphasize the increasingly high demands for graduates who have deeper learning competencies, skills, and grit to take on a future economy wrought with new challenges. To prepare graduates for this environment, district and school leaders must build their own leadership capacity to implement innovative practices in curriculum, instruction, assessment, and professional learning that ensure more students engage in rigorous academic course work and follow interest-driven personalized routes to success. It is critical that education leaders rethink their vision for education, create a plan for digital transformation, and leverage research-based measurement to assess their progress.”

Our readiness assessment results did not surprise us. We are strongest in the areas of data and privacy, budget and resources, and collaborative leadership. We’ve invested significantly in these areas and feel that these areas provide a strong foundational piece for us to concentrate now on building other areas. Some of our lowest scores include use of time and space and personalized professional learning and instruction, which will be our highest priority moving forward.

Readiness Assessment Report

Element 5:
https://static1.squarespace.com/static/553aa87be4b0f714a500848a/t/5ea30359c50a6c61eaea7e6f/1587741543716/Digital+Learning+Readiness+Report.pdf

Readiness Assessment Stakeholder Participation

Melisa Richardson, Director of IT and Student Services
Spencer Holmgren, Elementary School Administrator
Thane Hutchinson, Middle School Administrator
Eric Markworth, High School Administrator
Melissa Sirin, High School Administrator
Amy Hamblin, Parent and District Webmaster

Part D: DTL Outcomes

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

Statement of Purpose

According to our readiness report, “To succeed in today’s workforce, a high school diploma is not enough - And a K-12 public school system with a traditional, teacher-centered approach to instruction will not adequately prepare students for the ever-growing post-secondary aspirations for students whether it be college, certification, career, or another pathway to success.”

With our goal focusing on Language Arts and Reading, we expect to see students achieving one or more academic years of growth in reading comprehension. To accomplish this we expect to see our teachers integrating technology so we should see an increase in usage with the elementary digital reading programs, Accelerated Reader program, Renaissance Reading Assessment, Utah Compose, and Canvas.

Success will be measured by using LearnPlatform to analyze our education technology usage and impact data of these digital resources.

Long-term Student Learning Outcome:	Measurement Instrument	Timeline
A 5% increase in growth or proficiency in Language Arts, grades 3-11, on the state-wide accountability metrics by the end of the fifth year of the LEA's implementation of the program.	Aspire+ Assessment Rise Assessment	By Spring of 2025

Associated Intermediate Outcomes:	Measurement Instrument	Timeline
1. Language Arts and Reading teachers will use a consistent lesson plan template that incorporates high impact instructional strategies and the use of technology to develop and implement instruction. 2. All students will become digitally literate.	1. Implementation: -Teachers and Administrators will be trained in the process and usage of the lesson plan template through "Lesson Study." -"Lesson Study" is a small group of educators collaborating together to design a technology supported lesson plan using gradual release strategies. The members of the group, the coach, and principal will have opportunities to observe the lesson being taught and debrief with each teacher. Measurement: Observations of 2 lessons per teacher. 2. Implementation: -The EdTech Coach will work with schools and computer specialists to develop a scope and sequence and Canvas course for each grade level. Measurement: Students will complete the Canvas course with 80% proficiency or higher.	By end of each school year 2021-2025
Associated Direct Outcomes:	**Measurement Instrument**	**Timeline**
Teachers will be more effective in utilizing Tier 1 strategies as outlined in the district flagship plan, including success criteria on each instructional non-negotiable. Students will have a deeper understanding of digital citizenship and digital safety.	Classroom observation and evaluation. - Learning Academy - Academic Coaching - Student Literacy Academy - K-12 PD Approach - Instructional Team Meetings - PLC meetings - Coaching Cycle Data - District data non-negotiables Canvas course survey	By end of each school year 2021-2025

Section 1: Curriculum, Instruction, and Assessment

Readiness Assessment Scores	
21st Century Skills/Deeper Learning	7.0
Personalized Learning	5.0
Collaborative, Relevant, and Applied Learning	3.0
Leveraging Technology	7.0
Assessment—Analytics Inform Instruction	10.0

Targeted Vision Statement for Curriculum, Instruction, and Assessment
Our district Flagship plan outlines the vision and expectations for curriculum, instruction, and assessment including specific non-negotiable best practices. https://www.flipbookpdf.net/web/site/19c53a59e7cd8c0f4e059055626692b1be8c72cb202001.pdf.html#page/4 Through a more flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers will have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high quality academic content offers students much greater opportunities to personalize learning and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics.

Activity and Related Deliverable	Roles/Responsibilities	Timeline (Dates)
Purchases	Elementary & Secondary Directors determine curriculum materials purchased.	Assessed Yearly
Hiring Employees	Directors and Administrators work in collaboration with the HR department to hire employees.	As needed
Professional Learning	Directors provide professional learning opportunities for Administrators and Instructional Coaches, who then provide training for teachers.	Professional learning plans for schools and individuals are developed yearly.
Administrator meetings	Directors meet with Administrators in four-hour training blocks.	Twice monthly
District Administrator meetings	District administrators meet three hours each week.	Weekly

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

Monitor Implementation - Continuous Improvement

Teachers currently utilize digital curriculum and other software resources at all levels to provide a rich experience for students, including but not limited to: Edgenuity, Spark, GoMath, Aleks, Lexia, Canvas, etc. The lesson plan template that teachers will be using will outline specific curriculum and software resources to deliver high quality tier-1 instruction.

Activities:

1. Education Technology Coach will:
    a. Develop the Logan City School District Educational Technology professional learning plan and schedule;
    b. Work with school administrators on primary EdTech integration priorities at each school, help develop the whole staff PD, and provide training as needed on district tech priorities such as Canvas, Google, ParentLink, LanSchool, VIVI, etc.;
    c. Collaborate with small groups, PLC groups, grade level teams, etc. to help with specific Ed Tech integration, WebX meetings/recordings/trainings, etc.;
    d. Work with individuals. They can schedule time through the Helpdesk system, or calendly, etc.; and
    e. Develop self-development resources for professional personalized learning opportunities.
    f. Develop the digital citizenship and internet safety curriculum for each grade level into Canvas courses.

2. Training in Personalized Learning opportunities for students:
    a. 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.
    b. Every teacher will participate in the 9-hour UEN Canvas course and utilize Canvas for their courses.

3. Bi-montly meetings with all administrators to:
    a. Review student engagement and achievement data;
    b. Provide professional training and development;
    c. Participate in collaborative book study; and
    d. Strategically plan.
    e. 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.

4. Monthly faculty meetings at each school:
    a. 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.
    b. Teachers are trained in Tier 1 best practice instructional strategies;
    c. Teachers are trained in implementation of district supported technology and educational technology.

5. Individual Coaching:
    a. Teachers will work with coaches and study groups to practice using the district Lesson Plan Template;
    b. Coaches will provide small group and individual feedback and guidance.

6. PLC Training
    a. Each year we provide all new teachers with an opportunity to participate in the PLC conference and ongoing training.
    b. 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.

Roles & Responsibilities:
Organizationally, Logan City School District has desired 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.

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 3-5 years, 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. Teachers are utilizing our EdTech library through LearnPlatform so our students and families have consistency at all levels.

Implementation Communication and Outreach

Logan City School District uses many tools for communication and outreach, but our primary mass-communication tool is ParentLink (through Blackboard). We have developed a customized district App that parents and students can use to access information from their school and the district, including information from Aspire such as grades, attendance, lunch balances, etc. Parents can customize their app to receive messages as they prefer (phone, text, email, etc.). Messages can also be received in many languages.

Committees:
We have many school and district committees that staff, community members, and board members all participate in.

Personalized Learning

Targeted Vision Statement for Personalized Learning

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 3-5 years, 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.
Personalized Learning recognizes that learners engage in different ways and have varying strengths, needs, skills, and aspirations. This year, our team is diving deep into **7 Key Benefits of PersonalizED Learning**:

1. **Strengthen** dispositional learning with a focus on empathy, belonging & learner power
2. **Expand** personalized, differentiated professional learning through collaborative inquiry
3. **Explore** the role and benefits of competency-based learning
4. **Enliven** student ownership by leveraging self-assessment, reflection, peer assessment, and goal setting
5. **Leverage** flexible learning by adapting time and space for personalization
6. **Amplify** student voice and choice through authentic, relevant, learning experiences
7. **Engage** networks of learning to enhance learner experience

Detailed Plan for Personalized Learning Opportunities

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 a succinct report. The district is currently evaluating options for fulfilling this need, including: creating our own data dashboards, using a resource like the LearnPlatform, 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.

To get more specific in our plan for personalized learning opportunities, our high school is currently a 1:1 school. Every student has a take home device to access academic content at home. We plan to maintain the LHS 1:1 program through device renewal as we transition from Macbook Air computers to Chromebooks. We are utilizing resources like Turbo to allow students access to all applications through a Chromebook device so as not to disrupt the learning and functionality students and teachers are accustomed to. All students participate in traditional and blended learning courses using Canvas. Logan High School continues the school-within-a-school concept with the Innovations program, a personalized learning program designed to help students move at their own pace. Digital curriculum through the SPARK LMS is used for the 400 students in this program.

As a district, we have also begun discussions with Mount Logan Middle School to employ a 1:1 program assigning chromebooks to students. We continue to build inventory at the elementary schools to also provide a 1:1 experience in grades 3-5. All grade level teachers, including our pre-school, are using Canvas to some extent. We also use LearnPlatform to manage usage and impact of personalized learning curriculum.

Critical Thinking, Communication, Collaboration, and Creativity

Due to the growing need for diverse and personalized instruction as noted in our root causes analysis, the demand for the use of technology resources in more and more learning activities is ever increasing as well. We utilize many of the state provided resources such as Canvas, Nearpod, Utah Compose, etc. as well as programs we purchase such as Renaissance Learning, Lexia, Accelerated Reader, etc. 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 and is managed in our LearnPlatform educational technology library. Lower grade levels are dependent on lessons integrated into touch panel displays. Elementary also uses formative assessment tools like Amplify for Acadience 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.

Students have consistent opportunities to participate in digital learning activities through the use of Canvas and Nearpod. All teachers are using the Canvas LMS and integrated tools such as Nearpod interactive digital lessons, Zoom conferencing, etc. to create a completely digital workflow that can be self-paced or teacher led. Canvas provides a platform where students can collaborate with each other, communicate with peers in discussions, participate in interactive assignments that promote critical thinking and creativity skills.

Teachers can integrate their reading programs and assignments in Canvas, and our digital literacy and internet safety course will also transition from our current scope and sequence to a blended learning Canvas course. Many teachers are using Canvas effectively to manage the delivery, monitoring, and interventions needed for individual students. Every classroom is also equipped with presentation equipment that allows for interactivity. Schools either use the VIVI wireless presentation system or the Epson interactive projectors. Most teachers utilize the Smart Software to facilitate interactive classroom lessons.

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. 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, 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 also supports a maker space utilized throughout the school day and after hours through community partnerships. 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.

Digital Citizenship

Digital Citizenship Plan
This will be a primary function and responsibility of the Educational Technology Coach to work with schools and develop comprehensive Digital Citizenship and Internet Safety Canvas courses for each grade level. We currently have a scope and sequence and curriculum map in place for our elementary students, but we don't have the content in a common delivery lesson or LMS. *See Appendix A for scope and sequence The district Education Technology Coach will compile and develop curriculum in Canvas courses for each grade level. Elementary students will learn this curriculum during their time with the Computer Specialist, MLMS and LHS students will receive instruction through current courses such as CTE, social studies, etc. Annual training modules will be created for staff which include the responsible use agreement, accident protection plans, device damage, etc. Our coach will certify users in technology skill sets with a badging system. Website information will be updated for parents to access information on digital safety, filtering solutions, data security, and protection of privacy measures.
Responsible Use Policy
https://www.loganschools.org/fef-student-responsible-use-of-the-internet-and-other-electronic-information-resources

High Quality Digital Instructional Materials

Analysis of our technology will be part of the role of the Technology Coach as he works with Learn Platform and the vendors to determine usage and impact.

Name of High Quality Instructional Materials (software product, online resource, i.e. Utah's Online Library, OER, etc.)	**Description**	**New or Pre-existing?**	**Content Area and Grade Level**	**Recommended usage target (fidelity) and best practices from software provider**
Canvas	LMS & Curriculum	Pre-existing	K-12 All subjects	Daily usage by all teachers & students for graded work & parent/student communication..
Nearpod	Curriculum & Lesson Library	New	K-12 all subjects	All teachers integrate one lesson into each course in the first year of use. Increase usage in years 2-5.
Onfire Learning	SPARK LMS & Curriculum	Pre-existing	9-12 Innovations Program, 10 teachers/400 students	Daily usage by all teachers and students
Edgenuity	LMS & Curriculum	New	9-12 Credit Recovery	Daily usage, only for students recovering credit.
ReadyGen	Language Arts Reading Curriculum	Pre-Existing	K-5 Language Arts Reading in select schools	Daily usage, 60 minutes/day
Imagine Learning	ELL Reading	Pre-Existing	ELL students Level 1-2, K-5	Daily usage, 20 minutes
Mastery Connect	Formative Assessment	Pre-Existing	K-8 all subjects	Daily for elementary Math, 20 minutes. Weekly data analysis in teacher PLC's.
Renaissance Reading	Reading Assessment & Accelerated Reader	Pre-Existing	K-11	3-4 assessments per year. Daily, 20 min. Reading per day.

Utah Compose	Writing Feedback/Assessment	Pre-Existing	6-12 English Language Arts	30 minutes/week in Language Arts Classes
Microsoft Office	Docs, sheets, presentations	Pre-Existing	K-12 Staff 6-12 Students	Daily for teachers, Select classes for students
Adobe Creative Cloud	Acrobat, Photoshop, Etc.	New	K-12 All Staff & Students	Daily for teachers, select classes for students
Reflex Math	Math Curriculum	Pre-Existing	1-5	Daily, 20 minutes.

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

Ed-Tech Management and Effectiveness

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

X	Option 1: use LearnPlatform as our Ed-tech management solution.
	Option 2: use a *different* solution as our Ed-tech management solution. Explanation:

Data-informed Instruction
We started using LearnPlatform in January 2020. As we moved into the closure of schools this year, we quickly added software to our teacher EdTech library in an effort to direct teachers to the right tools as they were exploring new EdTech options. The new technology coach that we hire will work with LearnPlatform to analyze the usage and impact data of the technology we are utilizing the most. The technology coach will also be responsible for approval of technology added to the library and will make suggestions based on the data collected.

EdTech Tool Adoption and Utilization:

- The LearnPlatform impact data will help us have conversations with school administrators and teachers to help guide them in their instructional decisions.
- The technology coach will meet with administrators to determine their EdTech priorities for the year and collaboratively develop a professional development plan to support those priorities.

Resource Allocation ($):

- We rely heavily on EdTech that is financially state supported such as Canvas, LearnPlatform, Nearpod, etc. We then supplement other technology to address gaps. The curriculum and programs we purchase will be evaluated to analyze achievement and determine cost effectiveness.

Focus Effort:

- As a positive result of the school closure, we have really been able to focus as a district on the technology that we use. The adopted technology we have has been consistent for many years, but usage across the district has been sporadic and our teachers haven't been cohesive in practice. In March we required every teacher to take the UEN Canvas course if they weren't already using Canvas. The purpose of this and identifying other tools (Zoom, Nearpod, parentlink, etc.) that are consistent in every classroom is to simplify the process for families. Even one student with 8 teachers trying to manage different learning platforms can be problematic for parents and students. Parents with multiple children face additional challenges when trying to juggle multiple programs and management systems. Our teachers have been very receptive to this focused approach and can now collaborate much better using the same systems!

Achievement Gap Analysis:

- Our technology coach will be working with LearnPlatform to evaluate a few pilot programs we are considering next year. We will also identify our most used EdTech and also focus on our reading technology to run impact reports on. This data will be shared with district and school administrators to support instructional decisions to help us achieve our language and reading goals.

Ongoing Data Collection - Process Improvement

We use many sources on data to help improve instruction that include, but are not limited to:

- Daily classroom observations by administrators
- Peer observations by teachers and coaches
- Formative assessments discussed in professional learning communities
- Summative assessments discussed in professional learning communities
- Mastery Connect data
- ObserverTab teacher observation data
- Canvas, Spark, and Edgenuity Learning Management Data
- LearnPlatform, usage and impact data

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

Section 2: Use of Space and Time

Readiness Assessment Scores	
Flexible learning - anytime, anywhere	7.0
New pedagogy, schedules, and learning environment for personalized learning	5.0
Competency-based learning	7.0
Strategies for providing extended time for projects and collaboration	3.0

Targeted Vision Statement for Use of Space and Time

Student-centric learning requires changes in the way instructional time is used. There are new opportunities for utilizing in-school and out-of-school time, and leveraging approaches such as competency-based learning to make learning more personalized and learning opportunities more accessible. These new opportunities leverage technology to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for assessing student learning, managing learning, engaging students in learning, disseminating content, and providing the infrastructure necessary to encourage flexible, anytime, anywhere learning opportunities.

In the past, a significant obstacle to personalized learning has been a lack of understanding of how to use the technology by teachers and parents. Currently, our parents are much more engaged in learning the tools to help their children be successful. Our teachers have all received a “crash course” in utilizing space and time differently as we hastily scrambled to prepare for “at home” learning during the state-wide school dismissal. I am confident that this experience will propel us into a better understanding of personalized learning and give teachers the tools to help students learn in alternate settings at their own pace. It’s been interesting to see some teachers begin with packets or “busy work” and then quickly transform their thinking into online learning and competency-based practices.

We continue to build understanding and clarity of what best practice looks like and why it's beneficial. This is for students, teachers, and community members. This is a paradigm shift that we need more information to understand. We are in the research space for most of this. Conversations are beginning to happen district-wide and our schools are operating less in silos. Creating consistency for our students and parents across the district has become a priority.

One facet of personalized learning, Competency-Based Learning (CBL), integrates student voice and choice, flexible paced learning with timely support, and demonstration of academic proficiency. Pace of learning is flexible based on the needs of individual students and the challenges of complex, often project-based work. Timely support is provided to accommodate learning needs and guarantee access to content and resources. Upon mastery of explicit, measurable and transferable outcomes that demonstrate the application and creation of knowledge, learners move on to a new, targeted standard or course.

Section 3: Robust Infrastructure

Readiness Assessment Scores	
Adequacy of Devices; Quality and Availability	10.0
Robust Network Infrastructure	5.0
Adequate and Responsive Support	3.0
Formal Cycle for Review and Replacement	5.0

School Technology Inventory Summary Report

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

Quality and Availability of devices:
The school has considered a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.

Robust network infrastructure:
Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. Privacy, safety and security are primary concerns as well. The school community collaboratively designs responsible use policies, and confirms that the network design is supportive of these policies.

Devices per student (1.01)

Logan City School District students and administrators are benefiting from access to technology. With the current investment of the district in over 6,000 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 for 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

Infrastructure Needs and Refreshment Cycle

Plan to acknowledge inventory tracking requirements for at least five years.
Logan City School District maintains an active inventory through Asset Tiger 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.

Each school and our district office has been tasked with developing a 5-year technology plan for review and replacement of devices. School administration and technology support teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunsetting/eliminations in a timely, environmentally responsible, and proactive manner.

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

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.

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 for security and filtering. Faculty currently have access to 500 GB of cloud storage through our FILR system. Students also have access to FILR at 100 GB of cloud storage secured on our local servers.

Technical Support Procedure

The technology department is currently supported by ten 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 viewed online.

Helpdesk System
Adequate and Responsive Support:
Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

The technology department is currently supported by ten 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.

All devices are managed through a mobile device solution best suited to their operating systems: Go Guardian for Chromebooks, JAMF for Apple products, and LANSchool 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.

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 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.

Stakeholder Input

Representatives from the community, from each school, and from the school district are now part of technology committees that meet four 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.

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

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

Section 4: Data and Privacy

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

Student Data Privacy Report

https://docs.google.com/document/d/1Jx9UVW8vGnRTci8qq1hiJcruXKt5PwLAE0qc_PdFgGU/edit?usp=sharing

Student Data Protection Policy: *https://www.loganschools.org/fed-student-data-protection*
Student Data Collection Policy: https://www.loganschools.org/new-page-9

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

IT Security Policy

IT Security Policy: *https://www.loganschools.org/technology-security-plan*

For both consumers and data managers, Data Security has become one of our primary 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, including new employee onboarding.
- Routine use of GoGuardian to test our stakeholder knowledge of phishing and other security threats.
- 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.)

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.

IT Security Audit

LEA Security Audit Plan

Logan City School District plans to participate in regular security audits with UEN. We are currently in the process of updating our internal firewall and moving to Active Directory. We plan to complete this by the summer of 2021 and intend to participate in an audit with UEN during the summer of 2021.

Remediation Plan

We currently employ a Senior Network Manager and a Network Manager to respond to all security concerns and proactively prevent problems. We have an allocated yearly budget for our technology infrastructure and security upgrades that has been sufficient to address any potential concerns. When the audit is complete in 2021, we will be able to devise a more comprehensive response and budget.

Section 5: Community Partnerships

Readiness Assessment Scores	
Local Community Engagement and Outreach	5.0
Global and Cultural Awareness	5.0
Digital Learning Environments as Connectors to Local/Global Communities	7.0
Parental Communication and Engagement	5.0
District Brand	**7.0**

Targeted Vision Statement for Community Partnerships

Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that ensure online safety and security.

Community Communication Plan - DTL Implementation

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.)

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*
Habyts	*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 (USBE)*
Online Scheduler	*Student Education and Occupation Plan (SEOP)*	*ASPIRE (USBE)*
SSID	*Student Identification Code*	*UTREx (USBE)*
Student Account Lookup	*Student Account Access*	*District Created*
UTREX	*Student Data Reporting*	*UTREX (USBE)*
E Directory	*Security, Student and Staff Access*	*Novell*

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

School leaders engage parents and students in home-to-school communications through a variety of venues. While this may include internet- based solutions, it also includes options that do not depend on connectivity in the home.

Attached is data we collected this year on communication with home:
https://docs.google.com/spreadsheets/d/1Cau3HjovHGBkSIu7VXrOgMMOmqKx62KBvJddRqe7Fbs/edit?usp=sharing

We now have all teachers using Canvas and Parentlink (Blackboard) to communicate with students and parents.

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:

Include achievements related to program goals in district celebrations:
District communications through website development and recognition 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.

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 programs 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.

Section 6: Personalized Professional Learning

Readiness Assessment Scores	
Shared Ownership and Responsibility for Professional Growth	3.0
21st Century Skill Set	7.0
Diverse Opportunities for Professional Learning Through Technology	3.0
Broad-Based, Participative Evaluation	10.0

Targeted Vision Statement for Personalized Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high-quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital Professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

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 five years of this plan, they will realize the safety net and benefits of technology tools that track student progress.

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.

Personalized Professional Learning Plan
This is an area that needs to be strengthened and developed more. With our DTL funding, we will be hiring an Education Technology Coach who will: ● Develop the Logan City School District Educational Technology professional learning plan and schedule; ● Work with school administrators on primary EdTech integration priorities at each school, help develop the whole staff PD, and provide training as needed on district tech priorities such as Canvas, Google, ParentLink, LanSchool, VIVI, etc.; ● Collaborate with small groups, PLC groups, grade level teams, etc. to help with specific Ed Tech integration, WebX meetings/recordings/trainings, etc.; ● Work with individuals. They can schedule time through the Helpdesk system, or calendly, etc.; and ● Develop self-development resources for professional personalized learning opportunities. Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. 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. Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and often supported by the latest technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district. 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 creates 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.

Management Restructuring

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

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

Section 7: Budget and Resources

Readiness Assessment Scores	
Efficiency and Cost Savings	7.0
Alignment to District and School Plans	7.0
Consistent Funding Streams	7.0
Learning Return on Investment	10.0

Current Technology Expenditures

Logan City School District (LCSD) has made significant investments in student and teacher digital devices, digital learning software, infrastructure, and classroom technology.

Currently, our annual investments include approximately $400,000 in hardware purchases, $350,000 in software, and $200,000 for infrastructure.

Proposed DTL Plan Budget Narrative

LCSD proposes to use the Five Year Digital Teaching and Learning funds to increase support for our current technology and to provide assistance for teachers and students learning to use new technology tools.

Additional funding would allow LCSD to:

1. Hire one Education Technology Coach for the purpose of training staff at all schools on the use of key programs and helping teachers transition to digital teaching and learning
2. Hire one Computer Technician to provide additional tech support for the increased student and teacher inventory and need for tech support
3. Purchase programs that help sustain digital teaching and learning (i.e Turbo, a cloud based system that allows all students on chromebooks access to tools such as Adobe Suite, Microsoft Office, etc.)
4. Upgrade aging classroom equipment
5. Standardize End User devices, software and classroom equipment
6. Maintain device renewal and sustainability

Integration of Existing Resources

Along with maintaining our current inventory through existing budgets, Logan City School District intends to develop and continue 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.

Non-Grant Funds

Currently, our annual investments include approximately $400,000 in hardware purchases, $350,000 in software, and $200,000 for infrastructure. This includes funding from our general budget, capital budget, and ERate supplements.

Sustainability

We are adjusting the Total Cost of Ownership formulas we have been using in the past to be included in a school's overall budget.

The partnership purchasing program has helped us recoup funding for obsolete devices that help us maintain our current device allocation.

Our self-sustained insurance program helps us maintain and replace damaged equipment.

Capture and Re-Purpose Savings

We use auction sales for surplus equipment to capture savings. We also have a partnership purchasing program to recoup funding.

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.

Increase in Funding

In the event that additional DTL funding becomes available we anticipate using the funds accordingly:

50% increase:

- Provide 1:1 device support in grades 5-8
- Hire an additional computer technician

100% increase:

- Provide 1:1 device support in grades 2-8
- Hire an additional computer technician
- Hire and additional technology coach

Proposed DTL Budget

LEA FY2021 DTL Projected Allocation from Appendix A
Element 30: $187,888.13

Proposed Budget					
Description	Funding Requested – Year One	Funding Requested – Year Two	Funding Requested – Year Three	Funding Requested – Year Four	Funding Requested – Year Five
A.(100) Salaries	101537.48	105598.97	109822.92	114215.83	115784.46
B (200) Employee Benefits	62539.48	65041.06	67642.70	70348.41	72103.67
C. (300) Purchased Professional & Technical Services					
D. (400) Purchased Property Services					
E. (500) Other Purchased Services					
F. (580) Travel					
G.(600) Supplies/Materials	8811.17	5248.10	3422.51	323.89	0
H. (800) Other (Exclude Audit Costs)					
I. TOTAL DIRECT COSTS (Lines A through H)					
J. (800) Other (Audit Costs)					
~~K. Indirect Cost~~					
L. Property (includes equipment)	15000	12000	7000	3000	0
M. TOTAL (Lines I through L)	**187,888.13**	**187,888.13**	**187,888.13**	**187,888.13**	**187,888.13**

STATEMENT OF ASSURANCES

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

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

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

   a. Title VI of the Civil Rights Act of 1964

   b. Title IX of the Education Amendments of 1972

   c. Section 504 of the Rehabilitation Act of 1973

   d. Age Discrimination Act of 1975

   e. Americans with Disabilities Act of 1990

   f. Improving America's Schools Act of 1994

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

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

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

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

Melisa Richardson	Director of IT	Melisa Richardson	3/27/2020

APPENDIX A – Digital Citizenship, Safety, and Literacy Curriculum Map 2020-2021

Month/Grade	Essential Standard	Explanation
SEPT.		
2,3,4,5	· I can learn Touch Typing with Proper Technique. · I can learn what digital literacy is and how to be a good digital citizen.	2,3,4,5: I can review correct keyboarding techniques and finger placement. 3,4,5: I can learn the difference between private and personal information. 5: I can begin to develop my own personal definition of media balance. 4: I can learn how to make good media choices and how to balance media time. 3: I can be responsible for my choices and how they affect me, my community and my world. 2: I can tell an adult if I see something that makes me uncomfortable online. I can pledge to be a good digital citizen and make responsible choices on my computer.
K,1	· Standard 1: I can use my mouse correctly. · I can learn what digital literacy is and how to be a good digital citizen.	K,1: I can use the correct mouse button. I can click with my mouse. I can “drag and drop” with my mouse. K,1: I can tell an adult if I see something that makes me uncomfortable online. I can pause and think about my choices online. K: I am okay when I have to take a break from technology.
OCT.		
2,3,4,5	· I can learn Touch Typing with Proper Technique · Ed Technology Standard 4: Use general productivity tools . . . to facilitate learning. · I can learn what digital literacy is and how to be a good digital citizen.	2,3,4,5: I can review correct keyboarding techniques and finger placement. 2,3,4,5: I can use Microsoft word to create a product (poem, letter, story). I can use the tools (underline, bold, italics, etc.) in Microsoft Word. 5: I can learn to avoid stereotypes online. 4: I can create a positive digital footprint. 3: I can learn how to create a strong password.

		2: I can give proper credit to a person who created a work of art.
K,1	· Standard 1: I can use keyboards and other common devices effectively. · I can learn what digital literacy is and how to be a good digital citizen.	K, 1: I can use my keyboard effectively by finding all the letters of the alphabet. K,1: I can use my mouse to click, and "drag and drop." I can use the scroll wheel on my mouse. 1: I can understand the emotions technology makes me feel. K: I can lean to balance time that I spend online with time offline. K,1: I can give proper credit to a person who created a work of art.
NOV/DEC		
2,3,4,5	· I can learn Touch Typing with Proper Technique · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	2,3,4,5: I can practice correct keyboarding techniques and finger placement. 2,3,4,5: I can learn about sequencing and how to use loops in coding. 2: I can learn about being device-free. I can keep my information private. 3: I can create a positive online footprint. I pledge to be a good digital citizen. 4: I can keep online games fun and friendly. I can learn what cyberbullying is and how to stand up for others and be kind. 5: I can learn to avoid "clickbait," and what that means. I can learn what cyberbullying is and how to stand up for others and be kind.

K,1	· Standard 1: I can use keyboards and other common devices effectively. · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	K,1: I can use my mouse and keyboard properly. K,1: I can learn how to click on and drag and drop blocks in code. K,1: I can go to online places safely. I can keep my information private.
JAN/FEB		
3,4,5	· I can learn Touch Typing with Proper Technique. · Ed Technology Standards 1 and 5 · I can learn what digital literacy is and how to be a good digital citizen.	3,4,5: I can review correct keyboarding techniques and finger placement. 3,4,5: I can learn to use Powerpoint and create a presentation to be presented to my class. 3rd: All About Me, 4th: Animal 5th: State Report 3,4,5: I can learn how to cite a site. I can learn about a creator's rights.
2	· I can learn Touch Typing with Proper Technique. · I can learn what digital literacy is and how to be a good digital citizen. · I can understand basic concepts of coding.	2: I can review correct keyboarding techniques and finger placement. 2: I can create a positive digital footprint. I can be part of an online community. 2. I can learn about sequencing and loops in code.

1	· I can learn about home row. · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	1: I can learn that my fingers have a place on the keyboard. 1: I can learn to put blocks in order in code. 1: I can learn how email works. I can find sites I like that are safe.
K	· Standard 1: I can use keyboards and other common devices effectively. · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	K: I can recognize letters from the alphabet and find them on my keyboard. I can use my mouse properly. K: I can learn to put blocks in order in code. K: I can learn how email works. I can find sites I like that are safe.
MAR/APR		
1,2,3,4,5	· I can learn Touch Typing with Proper Technique · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	1,2,3,4,5: I can review correct keyboarding techniques and finger placement. 1,2: I can learn about events in coding. 3,4,5: I can learn about nested loops and conditionals in coding. 1: I can have good manners online. 2: I can help stop online meanness. I can learn how email works. 3: I know that words are powerful. I can understand that not everything online is real. 4: I can be a super digital citizen. 5: I can learn about having safe friendships online. I can understand news online and realize it is not always true.

K	· Standard 1: I can use keyboards and other common devices effectively. · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	I can recognize letters from the alphabet and find them on my keyboard. I can use my mouse properly. K: I can learn to put blocks in order in code. K: I can have good manners online.
MAY		
2,3,4,5	· I can learn Touch Typing with Proper Technique · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	2,3,4,5: I can review all standards learned in computers this year.
K,1	· Standard 1: I can use keyboards and other common devices effectively. · I can understand basic concepts of coding. · I can learn what digital literacy is and how to be a good digital citizen.	K,1: I can review all standards learned in computers this year.

Please note: STAR Testing will be done the first week of each month for Grades 2-5 September – May. First Grade will test each month January – May.

Keyboarding programs used: Grades 2-5: Typing.com; Grade 1: Keyboard Zoo, BBC Typing; K: Keyboard Zoo.

Digital Literacy Sites used: commonsense.org

Coding Sites used: code.org