Utah 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
Coordinator Digital Teaching and Learning
Utah State Board of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone: (801) 538-7959
sarah.young@schools.utah.gov

Rick Gaisford
Education Technology Specialist
Utah State Board of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone: (801) 538-7798
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
Coordinator Digital Teaching and Learning
Utah State Board of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 – 4200
Phone: (801) 538-7959
sarah.young@schools.utah.gov

Rick Gaisford
Education Technology Specialist
Utah State Board of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114 - 4200
Phone: (801) 538-7798
rick.gaisford@schools.utah.gov
# Utah Digital Teaching and Learning Grant Program Timeline

## FY 2017 Grant Application Period

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


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](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](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.

**Required Plan Elements:**

- Plan must include a self-assessment summary report from an Advisory Board Approved Digital Teaching and Learning Readiness Assessment Tool.
- The submitted self-assessment tool needs to demonstrate that all required elements and data points requested by the tool were provided.

**Section I Response**

**Readiness Assessment Results**

In February and March 2016, Canyons District personnel completed the Future Ready Digital Learning Readiness self assessment ([Attachment 1](#)). A small team of District personnel first completed the District Assessment together, and additional personnel completed individual gear assessments relative to their roles within the District next. Ideally, a wider sample size would have yielded a more accurate representation of District-wide perceptions and realities. Nevertheless, our District Academic Leadership team felt that the sample size we did acquire was adequate for this first gathering of benchmark data.

A summary of the self assessment results follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>District Assessment Score (10 Possible)</th>
<th>Consolidated Gear Assessment Score (10 Possible)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Digital Learning Readiness</td>
<td>8.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>8.0</td>
<td>6.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Use of Space and Time</td>
<td>4.3</td>
<td>6.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Gear Assessment</td>
<td>Score</td>
<td>District Personnel</td>
<td>Variance</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td>--------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Robust Infrastructure</td>
<td>9.3</td>
<td>7.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Data and Privacy</td>
<td>10.0</td>
<td>6.7</td>
<td>3.3</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>9.0</td>
<td>6.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Personalized Professional Learning</td>
<td>10.0</td>
<td>6.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Budget and Resources</td>
<td>8.5</td>
<td>6.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>7.8</td>
<td>6.1</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Although our Overall District-wide readiness score was 8.3 out of 10, individual Gear Reports indicated a significant amount of variance in readiness, compared with the readiness perceptions of District personnel. This variance in individual perception demonstrated across personnel surveyed suggests a need for additional professional development and improved collaboration, not only related to where we might head as a District, but also related to how far we’ve come. The charts that follow provide summary data relative to each gear assessment, in comparison to readiness assessment indicators provided by District personnel.
Figure. Comparison of Gear ratings for Curriculum, Instruction, and Assessment

Sources: 6 Gear Assessment respondents (January 2016 - June 2016); District Assessment (February 2016)

Figure. Comparison of Gear ratings for Use of Space and Time

Sources: 4 Gear Assessment respondents (January 2016 - June 2016); District Assessment (February 2016)
Figure. Comparison of Gear ratings for Robust Infrastructure

<table>
<thead>
<tr>
<th>Category</th>
<th>Consolidated Gear Assessment</th>
<th>District Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of Devices; Quality and Availability</td>
<td>6.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Robust Network Infrastructure</td>
<td>7.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Adequate and Responsive Support</td>
<td>8.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Formal Cycle for Review and Replacement</td>
<td>6.1</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Level of readiness

Sources: 3 Gear Assessment respondents (January 2014 - June 2016); District Assessment (February 2016)

Figure. Comparison of Gear ratings for Data and Privacy

<table>
<thead>
<tr>
<th>Category</th>
<th>Consolidated Gear Assessment</th>
<th>District Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data and Data Systems</td>
<td>7.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Data Policies, Procedures, and Practices</td>
<td>6.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Data-Informed Decision Making</td>
<td>6.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Data Literate Education Professionals</td>
<td>5.3</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Level of readiness

Sources: 4 Gear Assessment respondents (January 2016 - June 2016); District Assessment (February 2016)
Figure. Comparison of Gear ratings for Community Partnerships

- Local Community Engagement and Outreach: Consolidated Gear Assessment 5.6, District Assessment 10.0
- Global and Cultural Awareness: Consolidated Gear Assessment 4.7, District Assessment 5.0
- Digital Learning Environments as Connectors to Local/Global Communities: Consolidated Gear Assessment 6.3, District Assessment 10.0
- Parental Communication and Engagement: Consolidated Gear Assessment 6.8, District Assessment 10.0
- District Brand: Consolidated Gear Assessment 7.6, District Assessment 10.0

Sources: 2 Gear Assessment respondents (January 2016 - June 2016); District Assessment (February 2016)

Figure. Comparison of Gear ratings for Personalized Professional Learning

- Shared Ownership and Responsibility for Professional Growth: Consolidated Gear Assessment 6.7, District Assessment 10.0
- 21st Century Skill Set: Consolidated Gear Assessment 6.8, District Assessment 10.0
- Diverse Opportunities for Professional Learning Through Technology: Consolidated Gear Assessment 7.0, District Assessment 10.0
- Broad-Based, Participative Evaluation: Consolidated Gear Assessment 7.0, District Assessment 10.0

Sources: 2 Gear Assessment respondents (January 2016 - June 2016); District Assessment (February 2016)
Upon reviewing the data resulting from these self-assessments, therefore, the following areas were identified as key areas of focus and potential improvement:
• Global and Cultural Awareness
• Strategies for Providing Extended Time for Projects and Collaboration
• Personalized Learning
• System-wide technology-related professional development

Consequently, this plan will focus on improving our District's performance in these areas over the course of the next three years.

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.)

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

Required Plan Elements:

• Plan must include a school summary report from the Utah School Technology Inventory Tool.

Section II Response

Part A. Inventory of Current Technology Resources, Including Software

In the spring of 2016, Canyons School District participated in the state-wide classroom inventory effort. A copy of our summary (Attachment 2) indicates a Student to Computer ratio of 0.71 and a Wifi Access Point to Classroom ratio of 0.62. As a District, over the past several school years we have done school wide inventories, and we plan to continue to engage in ongoing inventory efforts, to increase our accessibility in all learning environments, and to ensure full connectivity throughout our district. We will participate in future inventory efforts with UETN as
The inventory helps the school to better plan for the future and to know how to budget for upcoming expenses. As a District, we have made extensive efforts to improve wireless connectivity in our schools. When we remodel or build a new school we over design the network in anticipation of the influx of technology into the schools. Our efforts are not limited to the buildings experiencing change, we have measured the connectivity in all of our schools and strive to improve them all. Many summer projects have improved the networks in the schools found wanting. New switches, new cabling, new fiber, and increased redundancy have been on the list of many project over the past summers. With 35% of our wireless gear being new in the last year, and 33% being only a year old, 68% of our wireless infrastructure is using current technology. The remaining isn’t that far behind, with only 2% being 4+ years. Our wired infrastructure is nearly the same with 80% of the technical gear being only 2 years old. Clearly Canyons District is building for the future and the stability in connections that our teachers and students require and expect. As technology and the needs of technology use changes for our teachers and students, Canyons district is committed to building the infrastructure they need to be successful in the classroom.

Classroom technology is critical to successful teaching in the 21st Century. In the Canyons District Three Year Digital Teaching and Learning Program, we will use existing and future resources to meet the digital teaching and learning needs of teachers and students District-wide. These resources include student and teacher (laptop, desktop, iOS, and Chromebook) computers, hosted and locally installed software in its many variants, network and data center infrastructure, IT and Ed Tech staff and administration, budget and other fiscal assets, time, and other resources.

Currently we have 7,257 desktop computers, both Windows & Mac, for teachers and students to use. Since much of their work is mobile, we also have 7,428 full sized laptops running Windows and Mac OS. But the astounding number is the number of chromebooks that have been introduced to Canyons district in the past few years, over 8,100! These are all for student use and have dramatically changed the way teachers and student learn. Making the classroom more interactive has also been a big push by Canyons teachers. Many teachers are using iPads in the classroom. Science has been the big winner here with apps that allow for the students to experiment with scientific parameters within the proximity of the app itself, increasing the ability for the student to interact and experiment in
the scientific world and decreasing the expense of science supplies. With just over 5,600 iPads in the district interactivity is reaching more students than ever before.

It is difficult to list all of the software applications we use on Mac OS, Windows, and iOS, let alone the Chrome extensions and SaaS (Software as a Service) applications that we use across the various grades levels and schools. Nevertheless, a list has been attempted below in order to describe the technology being used to provide an education to the 34,000+ students in the Canyons District.

<table>
<thead>
<tr>
<th>Microsoft Office</th>
<th>OWA</th>
<th>Aerohive</th>
<th>MS Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Apps for Education</td>
<td>Google Gmail</td>
<td>Aruba</td>
<td>Physics.com</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>Yahoo! Mail</td>
<td>Cisco</td>
<td>Trimble Sketchup</td>
</tr>
<tr>
<td>Adobe Acrobat Reader</td>
<td>Apple iCloud</td>
<td>HP</td>
<td>Autodesk Inventor</td>
</tr>
<tr>
<td>Adobe Photoshop</td>
<td>Pages</td>
<td>Meraki</td>
<td>Smart notebook</td>
</tr>
<tr>
<td>Canvas (LMS)</td>
<td>Numbers</td>
<td>Ruckus</td>
<td>Joomla</td>
</tr>
<tr>
<td>Pioneer Online Library</td>
<td>Keynote</td>
<td>Xirrus</td>
<td>Weebly</td>
</tr>
<tr>
<td>eMedia</td>
<td>MS Word</td>
<td>Moby Max</td>
<td>Explain Everything</td>
</tr>
<tr>
<td>UEN Open Educational Resources</td>
<td>MS Excel</td>
<td>Imagine Learning</td>
<td>Doceri</td>
</tr>
<tr>
<td>ALEKS-Math</td>
<td>MS Powerpoint</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to narrow our focus for the purposes of this grant, we would like to discuss the impact that we have seen by the implementation of our LMS, Canvas. We started using Canvas on a small scale during the summer of 2012. The first official school year that we rolled out Canvas to all teachers was 2013-14. The increase in devices in the school has been directly proportional to the number of teachers using Canvas in the school. Nothing we have ever implemented has given administrators this strong of a desire to increase the student access to technology, and in turn giving them better access to their learning.

**Part B. Description of How Existing Resources will be Integrated into the Proposed Three Year Program**
With the increasing use of Canvas in our secondary schools, we are in a position to increase student feedback from teachers. One of our focuses with Canvas is the use of Speedgrader by teachers. Not only do our students turn in and receive assignments digitally, our teachers can give pertinent and immediate feedback in one of 3 ways. First, they can annotate directly on the student work, giving direction and encouragement. This takes the form of highlighting, comments, and drawing. Second, the teacher can record a voice comment directly to the student; and third, our teachers can record a video comment to give the student direct feedback. This increased feedback will directly impact student growth. This student-teacher interaction will promote learning in all subjects, including science. Direct instruction from the teacher has always been the key to success in the classroom. Never has a tool been so easy to give this feedback than Canvas. A teacher could spend all class period talking to students and not have the amount of communication that Canvas provides through its grading and messaging tools.

Canvas and all of the above listed technologies require devices in the hands of the students. In Canyons District, we are focused on improving the learning and engagement of all students. We strive to improve the way teachers teach and to put into their hands the tools that will help them successfully engage, enlighten, and retain their students. It is hard to make someone learn if they don’t want to, it is even harder to stop them from learning when students are fully engaged. Technology in the hands of a gifted teacher can have that effect on students. Our goal is to share that gift with the teachers of Canyons School District, starting with science teachers, to help them reach out to their students, with authentic learning opportunities and engaged classrooms in order to shift their desire to learn.

“If students are sharing their work with the world, they want it to be good. If they are sharing it with you, they want it to be good enough.”

- Rushton Hurley

To meet our goals, laptops, Chromebooks, desktops, tablets, and infrastructure are all very import tools. We can not meet these goals without them. Consequently the Professional Development to productively help teachers
use these tools is critical for the success of technology implementation in the Canyons School District. This is such an integral part of the fabric of our District, assuring that these goals will be accomplished.

**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:

<table>
<thead>
<tr>
<th><strong>Option A: SAGE Baseline</strong></th>
<th><strong>Option B: Local Baseline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>Selected by the LEA related to student learning outcomes;</td>
</tr>
</tbody>
</table>

All Plans must address:

1. Long-term Outcomes
2. Intermediate Outcomes
3. Direct Outcomes as Defined in the Master Plan


These may include, but are not limited to: **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**

**Required Plan Elements:**

- **An LEA level outcome (long-term, intermediate, and direct outcomes) that are measurable, quantitative, and directly related to student learning outcomes.**
- **Plan must identify specific and actionable root causes of performance challenge(s) with clear solutions for the long term outcomes. Plan must describe the rationale (including supporting data) for identifying each root cause.**
- **Plan must provide evidence that the vision, goals, and strategies for digital teaching and learning are integrated as core components of the LEA’s strategic plans and other high-level guiding frameworks.**
Section III Response

Canyons School District is a public education system dedicated to delivering a high-quality education to students, valuing and rewarding the vital contributions of employees, and helping learners of all ages be prepared for meaningful life opportunities. We value transparency and collaboration in governance. We work together with families and community partners to establish and maintain safe, supportive, and academically challenging school environments which strengthen neighborhoods and communities.

There are two categories for which we will measure LEA Level Outcomes associated with this grant: Student Learning Outcomes and Teacher Satisfaction and Engagement. Before providing a statement of purpose, background information will be provided.

Background - Student Learning Outcomes

Throughout the history of SAGE summative testing in Utah, students attending high schools in the Canyons School District have experienced varied success in the area of Science. Although Biology students saw marked improvement in proficiency last year, Canyons students in other Science subject areas continued to lag behind their Science-taking peers in other districts across the state. The following chart summarizes high school SAGE Science proficiency results from 2014, 2015, and 2016.
Thus, while the percentage of Biology students who attained proficiency last year was ten percent higher in Canyons schools than the Utah state average, proficiency percentages in Canyons lagged behind state averages in both Chemistry (down 3%) and Physics (down 4%).

Average Grade 11 ACT Science scores also confirm a need to bolster Science instruction in our District. Without question, Canyons students continue to improve in Science proficiency as the years progress. Nevertheless, Science continues to be one of our District’s areas of weakness. In the spring of 2016, for example, the average Science score for Canyons 11th Grade students dropped slightly, in spite of a significant increase in 11th Grade Science scores statewide.
The evidence stemming from SAGE and Grade 11 ACT proficiency scores indicates that improvement is needed in the area of High School Science.

**Background - Teacher Satisfaction and Engagement**

In April 2016, the Canyons District Board of Education approved a five year Technology Plan (http://www.canyonsdistrict.org/techplan) that identifies the following five technology-related priorities for 2016-2021:

1. Improve Canvas, CSDDocs (Google Classroom), and Nearpod use across the District.
2. Build teacher capacity in their knowledge of technology-facilitated pedagogy.
3. Maintain high quantity and quality levels of technology-related professional development.
4. Improve technology access and improve its academic use by students (including at-home use).
5. Maintain the infrastructure needed to meet these technology-related needs.

The first three priorities relate directly to teacher satisfaction and engagement. Since the beginning of the Canyons School District in 2009, district leadership has prioritized the support and professional development necessary for teachers to effectively use technology in the classroom. In addition to providing teachers and other school personnel
with Field Tech, Networking, Help Desk, Systems Development, and Engineering technology support, ensuring regular
direct instruction in the effective pedagogical use of technology has been an important emphasis of our district-wide
efforts.

Current research suggests that ongoing professional learning should be an integral facet of all educational
institutions, for several important reasons. Namely:

- Teachers are among the most powerful influence on student learning (Hattie, 2009).
- The greatest effects on student learning occur “when teachers become learners of their own teaching, and
  when students become their own learners” (Hattie, 2012, p. 14).
- One of the most powerful ways that school leaders can impact the learning of their students is to promote
  and participate in the professional learning of their teachers (Robinson, 2011).

As a result, Canyons School District plans to retain technology-related professional development as a top priority of
both Education and Information Technology teams.

In addition to the in-school technology coaching that takes place on a daily basis, technology-related
professional development has also been provided in after-school large and small group settings. The table on page 12
of our Technology Plan summarizes most of the professional development efforts made at the District level since
2011, often outside of the regular school day. Because of these professional development efforts, 116 teachers and
administrators within our District have earned a USBE endorsement in Educational Technology since that time. In
spite of these efforts, nevertheless, we have struggled to measure incremental progress in the learning and technical
proficiency of our District’s teachers. Furthermore, we’ve failed to reach the bulk of our teachers in our professional
development efforts, and have often isolated learning to those teachers willing to invest the time and effort required
to earn the eighteen course credits required for the Endorsement. These trends have led us to conclude that a better
way to measure teacher understanding and growth in their instructional use of technology is a very real and
significant need district-wide.

LEA Level Outcomes
There are two categories for which we will measure LEA Level Outcomes associated with this grant: Student Learning Outcomes and Teacher Satisfaction and Engagement. For both categories, the planned Long Term, Intermediate, and Direct Outcomes resulting from this effort follow:

**Student Learning Outcomes**

Because the evidence stemming from SAGE and Grade 11 ACT proficiency scores indicates that improvement is needed in the area of High School Science, our Student Learning Outcomes of this project will focus on High School Chemistry and Physics student proficiency.

- **Long Term** - By June 2019 district-wide high school Student Achievement, as measured by student proficiency on SAGE, will improve by at least five percentage points on the Chemistry and Physics summative assessments. Furthermore, College and Career Readiness, as measured by district-wide Grade 11 ACT scores, will continue to trend higher, relative to statewide 11th Grade student performance.

- **Intermediate** - By June 2018, district-wide high school Student Achievement, as measured by student proficiency on SAGE, will improve by at least three percentage points on the Chemistry and Physics summative assessments. Furthermore, College and Career Readiness, as measured by district-wide Grade 11 ACT scores, will continue to trend higher, relative to statewide 11th Grade student performance.

- **Direct** - By June 2017, the Canyons District Science Academy will be in full swing, ensuring that all high school science teachers district-wide are on track to receive the 3D science certification in the next five years. Furthermore, the following classroom technologies and systems will be successfully deployed to all science classrooms: Canvas, Nearpod, Google Apps, and at least one 40-station Chromebook cart per Physics and Chemistry subject area team.

**Teacher Satisfaction and Engagement**

Because our Spring 2016 Future Ready Digital Learning Assessment and Board of Education-approved technology-related goals indicated such a significant need for increased and improved professional development regarding the effective use of classroom technology, the Canyons District planned outcomes include the following goals and measures of Teacher satisfaction and engagement:
• Long Term - By June 2019, one half of all Canyons licensed personnel will have become Level 1 Ed Tech certified, as defined in this document and as documented on the Canyons District Ed Tech Certification web site (see http://etc.canyonsdistrict.org). Furthermore, in this same timeframe, one third of all Canyons licensed personnel will have become Level 2 Ed Tech certified and Canyons School District will become a Common Sense Certified District, as outlined on the Common Sense Education website (https://www.commonsensemedia.org/educators/certification-district).

• Intermediate - By June 2018, one third of all Canyons licensed personnel will have become Level 1 Ed Tech certified, as defined in this document and as documented on the Canyons District Ed Tech Certification web site. Within this same timeframe, half of all Canyons School District schools will become Common Sense Certified Schools, as outlined on the Common Sense Education website (https://www.commonsensemedia.org/educators/certification-school).

• Direct - By June 2017, the Canyons District Ed Tech and IT Departments will have fully-functional Level 1 Certification, Level 2 Certification, and Ed Tech Endorsement programs. These programs will measure what Canyons District teachers know and are able to do with regard to their instructional use of classroom technology. More importantly, these programs will help teachers to know what they don’t know, and measure their progress in their attainment of critical skills required for the successful implementation of classroom technology. In addition, Digital Citizenship Coordinators will be assigned to each school location, and will begin laying plans for becoming Common Sense Certified Schools.

Root Causes of Performance Challenge

First, the primary root cause of performance challenge in the area of Science Achievement is the lack of effective peer and teacher feedback on student learning and growth. John Hattie (2011) has identified feedback as one of the most critical influences on student learning. By improving the quantity and quality of feedback that students receive about their learning and performance, students will be able to better retain concepts taught. Second, the primary root cause of performance challenge in the area of Teacher Satisfaction and Engagement is limited teacher time and budget for incentivizing professional development participation. Because we’ve not had
budget to fully compensate teachers for participating in after-school professional development efforts in the past, relatively few teachers have participated in the past. With adequate compensation and skillful instruction, teacher participants are generally more than willing to learn new skills and adopt improved practices.

In addition to these challenges, another root cause of performance challenge in the area of Science Achievement exists in our lack of Science and Technology direct instruction in Canyons District Elementary Schools. Currently in these schools, Technology and Engineering “Booster” courses focus on technology and science core areas, and often lack the technology necessary to effectively address essential areas of the ISTE and upper grades Science Standards. By eventually providing each 4th and 5th Grade team with an additional Chromebook lab, we anticipate that student, teacher, and parent feedback will increase, and technology and science instruction will improve in all Elementary Schools, district-wide.

**Technology Integration - A Core Principle in the Canyons School District**

To be clear, the vision, goals, and strategies for digital teaching and learning are integrated as core components of Canyons District strategic plans and frameworks. Since its creation in 2009, the effective use of technology has played an important role in meeting the academic and systemic goals of the District. Evidence sustaining this claim includes the following:

- The Administration and Board of Education’s continued support of substantial IT and Educational Technology budget and staffing resources.
- The ISTE Standards are included within the Canyons District Academic Framework (see Attachment 3).
- This grant plan was discussed in the September 22, 2016 meeting of the Canyons District Board of Education, and is scheduled to be discussed once again in December 2016.

The professional development and technology resources planned to be provided as a result of this grant will help our District to further its goals and mission.

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

**Part A. Activities**

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

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

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

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

Required Plan Elements:

- Plan must clearly identify specific activities (and related deliverables) it will undertake to meet the required strategies to meet the outcome measures aligned to the SAGE and/or measure achievement of the goals.
- Plan must include the integration of effective strategies (e.g. prioritized, sequenced, evidence-based, best-practice oriented, outcome-focused, ambitious and achievable).
- Plan must include a comprehensive stakeholder engagement strategy that will ensure that all stakeholders understand the plan and their roles in ensuring its success.
- Plan must include a comprehensive communications plan for ongoing dialogue with all stakeholders at multiple points along the implementation path.

Section IV Response

A. Activities

In an effort to (1) improve student achievement across the Canyons School District in the area of Science and (2) improve teacher capacity in their academic use of technology, it is proposed that Canyons School District partner with the Utah State Board of Education, through this Digital Teaching and Learning grant. The following activities will be conducted in connection with this partnership:

1. The Canyons School District will provide high quality professional learning for educators, administrators, and support staff by developing and implementing a Basic (Level 1) and Advanced (Level 2) Technology Certification program, in tandem with its existing Educational Technology Endorsement program. These new certifications will include ongoing periodic coaching, to be provided by each school’s Ed Tech Specialist.
2. The Canyons School District will work with teachers and Digital Citizenship Coordinators at each school to provide explicit instruction to students and parents in the subject of Digital Citizenship. The curriculum for this instruction will be produced by Common Sense Education, and delivered through the NearPod platform (see https://nearpod.com/digital-citizenship/). Individual schools and the District as a whole will work toward becoming Common Sense Certified (see https://www.commonsensemedia.org/educators/certification-district).

3. Two 40-station Chromebook labs will be provided to each Secondary School Science team to supplement student technology inventories currently maintained by the schools. In addition, a new Chromebook lab will be provided to the first ten schools to:
   a. have at least one half of licensed personnel achieve the Basic (Level 1) Technology Certification in year one.
   b. have at least one third of licensed personnel achieve the Advanced (Level 2) Technology Certification in year two.
   c. become Common Sense Education Digital Citizenship Certified in year three.

4. Canvas accounts will be provided for all students in grades 4 and 5, and students, teachers, and parents will be taught to use the system to better provide feedback. In addition, one 34-station Chromebook lab will be provided to each 4th and 5th grade team, district wide.

5. The Lea(R)n Platform will be implemented to help teachers and leaders to make informed decisions about technology use. See http://utah.learnplatform.com for additional information. Using this state-supported system, we will be able to access all Ed Tech product management from a single location, with an educator- and administrator-level view of the aggregated tools available and uphold fidelity and student outcome objectives.

6. In partnership with the Canyons District Science Academy, all Secondary Science teachers will use Canvas, Nearpod, and CSDDocs (GAFE) to improve the quantity and quality of academic feedback their students
receive. Moreover, all High School Science teachers will become 3D science certified within the next five years.

7. In partnership with ESP Solutions Group, a student data element dictionary will be produced and published to the public, signalling compliance with some of the requirements of UT SB 358.

**B. Timeline**

The following timeline illustrates the sequence of activities that will take place as a result of this USBE/Canyons District partnership.

- **Fall 2016:**
  - Digital Teaching and Learning Plan - proposal submitted to USBE for approval
  - Digital Teaching and Learning Plan - reviewed by Canyons District Board of Education
  - Canyons District Science Academy - begun with its first cohort (Cohort 1) of teachers
  - Canvas, Nearpod, CSDDocs (GAFE) systems - configuration tasks completed for students and staff

- **Spring 2017:**
  - Basic and Advanced Technology Certifications - created and refined
  - Technology-Related Professional Development - course curricula, scope, and sequence refined to fit within Certification structure
  - Ed Tech Certifications website/system - development completed for professional learning registration and tracking
  - Digital Citizenship Coordinators for each school - identified and provided with initial training
  - Lea(R)n Platform - initial deployment and configuration tasks completed
  - Student Data Element Dictionary - initial deployment and configuration tasks completed
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications
- Common Sense Digital Certification - completed for schools with current capacity
- SAGE Summative and Grade 11 ACT Testing - administered
- Canyons District Science Academy - program and progress analyzed, with preparations made for coming year
- High School Science Teachers - Canvas, Nearpod, and CSDDocs integration define throughout curricula, with subject-specific professional development having taken place
- Lea(R)n Platform - standard academic systems identified, classroom inventory creation begun within the system for each school location
- Canvas in Elementary Schools - professional development planning begun, for 2017-18 implementation in Grade 5

- Summer 2017
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications

- Fall 2017
  - Digital Citizenship Coordinators for each school - identified and provided with annual initial training
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications
  - Canyons District Science Academy - program and progress analyzed, new cohort of teacher begun
  - Lea(R)n Platform - system stabilized, data analyzed and consequent program adjustments made
  - Canvas in Elementary Schools - license acquisition and professional development provided for implementation in Grade 5
- One 34-station Chromebook Lab - deployed to each 5th Grade Team

- Spring 2018
  - Common Sense Digital Certification - completed for schools with current capacity
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications
  - SAGE Summative and Grade 11 ACT Testing - administered

- Summer 2018
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications

- Fall 2018
  - Digital Citizenship Coordinators for each school - identified and provided with annual initial training
  - Technology-Related Professional Development - courses taught, before, during, and after school hours
  - Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications
  - Canyons District Science Academy - program and progress analyzed, new cohort of teacher begun
  - Lea(R)n Platform - system stabilized, data analyzed and consequent program adjustments made
  - Canvas in Elementary Schools - license acquisition and professional development provided for implementation in Grade 4

- Spring 2019
  - One 34-station Chromebook Lab - deployed to each 4th Grade Team
- Common Sense Digital Certification - completed for all schools
- Technology-Related Professional Development - courses taught, before, during, and after school hours
- Stipends - provided to licensed personnel who complete the Basics and Advanced Technology Certifications
- SAGE Summative and Grade 11 ACT Testing - administered

C. Roles and Responsibilities

Canyons School District will partner with numerous external and internal groups to ensure the success of this Digital Teaching and Learning initiative.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Partners</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Level 1 and Level 2 Technology Certification Program</td>
<td>CSD Department of Education Technology&lt;br&gt;CSD Department of Information Technology</td>
<td>● Design, develop, and deliver the professional development required for each certification&lt;br&gt;● Support hardware and infrastructure</td>
</tr>
<tr>
<td>2. Digital Citizenship Education</td>
<td>CSD Department of Education Technology&lt;br&gt;Nearpod and Common Sense Education</td>
<td>● Organize scope and sequence, provide professional development for effective implementation&lt;br&gt;● Purchase Common Sense curriculum through Nearpod&lt;br&gt;● Host and maintain curriculum</td>
</tr>
<tr>
<td>3. Chromebook Lab Deployment and Implementation</td>
<td>CSD Department of Information Technology&lt;br&gt;CSD Department of Education Technology</td>
<td>● Deploy and maintain Chromebook technology and infrastructure&lt;br&gt;● Purchase Chromebook hardware and licensing</td>
</tr>
<tr>
<td>4. Canvas Implementation in Grades 4 and 5</td>
<td>CSD Department of Education Technology&lt;br&gt;CSD Department of Information Technology</td>
<td>● Purchase accounts, add students to existing domain&lt;br&gt;● Provide professional development&lt;br&gt;● Purchase Chromebook hardware and licensing&lt;br&gt;● Deploy and maintain Chromebook technology and infrastructure</td>
</tr>
<tr>
<td>5. Lea(R)n Platform</td>
<td>CSD Department of Information Technology</td>
<td>• Work with Lea(R)n to provide initial interfacing</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>CSD Department of Education Technology</td>
<td>• Work with CSD IT and Academic Teams to determine which systems will be analyzed</td>
</tr>
<tr>
<td></td>
<td>Lea(R)n</td>
<td>• Maintain academic data and system analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist with initial configuration for all systems included within platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide technical support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. CSD Science Academy</th>
<th>CSD Instructional Supports Department</th>
<th>• Provide professional development to Science teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSD Department of Education Technology</td>
<td>• Analyze student achievement data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work with CSD Instructional Supports Department to integrate technology within 3D Science instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Data Dictionary</th>
<th>CSD Department of Information Technology</th>
<th>• Work with ESP Solutions Group to provide initial interfacing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESP Solutions Group</td>
<td>• Configure and communicate system functionality to stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Host system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist with initial configuration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide technical support</td>
</tr>
</tbody>
</table>

**D. Communication Plan**

Communication is an essential component to all successful implementations. Therefore, following the communication protocols established by Canyons District leadership and the Canyons District Department of Communication, all internal District Department Directors will communicate with stakeholders when necessary in their stage of implementation. These communications will include the following:

- December 2016 - Presentation to Board of Education regarding the grant details and implementation timeline
Digital Curriculum - Instructional Tools

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

This section needs to specifically address those high quality digital instructional materials for which grant funds will be used all primary instructional materials for the target population. 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

Required Plan Elements:

- Plan must articulate alignment of new high quality digital instructional materials to address student performance targets articulated in plan goals.
- Plan must articulate how data will be used to inform instruction.
- Plan must address LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.
- Plan must identify a comprehensive set actions to meet fidelity requirements and have a clear, comprehensive and realistic plan for mitigating the challenges.

Section V Response

High Quality Instructional Materials

Canyons School District has worked since the district’s inception in 2009 to provide high quality digital instructional materials for students. Over the past 7 years the District has implemented a variety of systems, software,
and applications to provide access to high quality digital instructional materials for teacher and student use. **Canyons has and plans to continue to rely heavily on the extensive suite of digital resources provided in the Utah Online Library and UETN web sites.**

Early in the District’s existence, GradPoint was selected as the base for credit recovery and alternative education. Gradpoint provides an appropriate selection of courses needed for our most at risk students, including strong courses in science.

Beginning in 2012, we began to implement the Canvas learning management system in the secondary schools of the district. That implementation continues to this day. Nearly all secondary teachers use Canvas to provide content, assignments, and discussion forums for their students. This allows students to access course materials and turn in assignments from school or home. Through Canvas, teachers are also able to gather feedback as to student comprehension of the material in a timely manner.

In 2013 Canyons began an implementation for Google Apps for Education (GAFE). We named this implementation CSDDocs. This implementation provides students and teachers with a common productivity suite in which to produce written documents and visual presentations. More importantly it allows students and teachers to work collaboratively on documents and presentations as needed.
Nearpod was introduced in the District in 2014. The use of Nearpod has allowed teachers to present material digitally to students while also providing immediate feedback tools to measure student understanding. The Nearpod application also allows teachers to provide all students opportunities to respond thereby increasing student engagement as material is being delivered to them. Through Nearpod teachers are able to gather data on student understanding quickly and adjust instruction as needed.

The Canyons District Education Technology Department has provided and continues to provide extensive training on a school and district level to teachers on these systems. Training on these systems includes not only the how to of using the applications, but provides ties to the instructional priorities of the district so that teachers are using these systems to meet the academic needs of students.
In 2016 the Canyons District Instructional Supports Department was awarded a grant from the Utah STEM Action Center that will allow science teachers in our secondary schools to record their teaching for self and peer evaluation. The teachers will use Swivl devices with tablets or other small devices to record themselves while teaching their classes. They will then be able to review those recordings and share them with peers to allow for evaluation to help them improve their instruction. As part of this grant, teachers will also have access to the Edivate (previously PD360) platform to give them opportunities to develop and utilize their own professional learning program. This use of Edivate is designed to help them improve instruction as they use the resources their along with their own recorded videos.

**LEA Procured Digital Content**

Specifically in science classrooms across the District, hardware and software is being used to provide students with a variety of meaningful and engaging learning experiences. Currently throughout the District, science classrooms are using Vernier, Arduino, Labview, and LEGO Mindstorm hardware and software to enhance opportunities for engagement in the science curriculum.

In our high school physics classrooms, Physics teachers chose to adopt The Physics Classroom (physicsclassroom.com) as their Basic physics textbook. The Physics Classroom is an online, free to use physics website primarily used for beginning physics students and their teachers. The website features a variety of sections intended to support both teachers and students in the tasks of learning and teaching physics.

Other science disciplines have the option of using state developed OER textbooks in their classrooms. Teachers are also able to select other appropriate OER content for their classrooms based on needs of their students.

**Fidelity of Implementation**

Canyons School District works hard to ensure fidelity of implementation. Specific to the Digital Teaching and Learning efforts related to improving Physics and Chemistry achievement in our high schools, our plan is to conduct a series of checks throughout the duration of this project, follow up with academic coaching when needed, and work with school administrators to ensure implementation fidelity. Additional specifics follow.
In-Person Check-Ins. To begin with, Canyons District Science Academy Team will conduct a person to person check-in with each of the academy participants three times during each school year. The mid-year check in will be completed by February, and the end of year check in will be completed by May. Classroom observations and feedback from Science Academy Teams will be kept in Edivate Professional Learning System.

Each secondary school has an Achievement Coach housed at the school. The Science Academy Team will work collaboratively with the Achievement Coaches to provide them with specific focuses for classroom observations of Academy participants. This ensures that Academy participants receive regular coaching cycles and targeted feedback on their classroom teaching and use of skills that are being learned in Science Academy.

Digital Check-Ins. In addition to the person to person check-in, the Science Academy Team will also post lessons plans that meet NGSS (Next Generation Science Standards) to a shared folder in Google Drive. This will facilitate teacher to teacher and district specialist to teacher feedback for fine tuning, thereby creating a library of exemplar lesson plans to be shared with all science teachers. Bi-monthly feedback for teachers will be provided by the Science Academy Team through the Edivate platform as teachers film themselves teaching a NGSS lesson and uploading the video for review by the team. Moreover, using the Canvas LMS, data from common formative assessments will be pulled three times per year in order to give teachers district-wide data that they can use to adjust their pacing and to have an idea of which standards and objectives they need to revisit or support by giving more time to specific standards. This data also gives our district information on where each of our schools are achieving in comparison to others in the district so our Science Specialists can prioritize support for schools and teachers. Common Formative Assessment data will be compiled every October, January and May.

At any time, if there is a lapse in the fidelity of implementation, Achievement Coaches and Educational Technology Specialists will work directly with teachers to provide support and encouragement. If, after three coaching attempts to assist teachers to successfully pass any of the above fidelity checks, school and district administrators will work directly with teachers to ensure that progress is made. Through the multiple fidelity checks described above, we hope to ensure an implementation that is sound.
Systematic Review Using the Lea(R)n Platform. In addition to the efforts detailed above, the Lea(R)n platform will be used to ensure fidelity of implementation. Digital learning tools (informed by the Lea(R)n Platform product library) will be selected based on their research-based, rubric-grounded contextual grades, in addition to the qualitative aggregate feedback from other educators utilizing these tools in their classrooms to drive results for specific student populations and demonstrate increasing achievement metrics. Furthermore, these tools will be filtered and analyzed by performance indicators for closing skills gaps across specific learners, guidelines for utilization and dosage requirements, and delivery on intended outcomes, all captured and aggregated for reporting in Lea(R)n Platform.

Outcomes and analysis of activities reported via Lea(R)n Platform will be shared across Canyons School District and will inform changes in multiple areas:

- **EdTech Tool Adoption and Utilization** - Analyzing utilization in and across schools to know how, how much, how often different technologies are used will inform instructional decisions and professional development.
- **Resource Allocations** - Analysis of utilization and costs will inform investment reallocation, achievement gap analysis and cost effectiveness.
- **Focus of Effort** - Analysis of student achievement and instructional practices to inform professional development and instructional decisions.
- **Achievement Gap Analysis** - Analysis to identify and address outcome gaps by and across student groups.

If students and teachers meet fidelity markers but fail to show learning gains as indicated in our software research, revised software, digital content, and pedagogical focus will be considered.

**Meeting the Special Needs of All Students**

By providing high quality professional development to the Canyons School District teachers, our teachers will be better equipped to meet the special needs of all students, including those who currently receive Special Education services. The purpose of every professional development class offered in the Canyons School District isn’t just to teach a specific tool, rather how to use that tool to reinforce the various teaching strategies and district instructional priorities. As more and more technology tools and programs are developed to help teachers teach concepts in their
classrooms, our Ed Tech Specialists work with teachers to create ways they can differentiate their instruction and meet the specific and unique needs of the students in their classrooms.

All Canyons School District students - including those who receive Special Education services - have continual opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills. The three systems, in particular, that impact student learning in science and other subjects, District-wide: Canvas, CSDDocs, and Nearpod. These systems allow teachers to adjust instruction based on their students' needs. Additional specifics follow:

- Canvas is a learning management system that allows teachers to create and manage a course online. Canvas allows teachers to differentiate instruction and assignments based on student needs, allows students to perform peer reviews on assignments, and facilitates randomly-sorted student grouping to enable easy-to-manage group work and collaboration. As detailed on the Instructure web site, Canvas conforms with the accessibility standards under Section 508 of the Rehabilitation Act and the Act WCAG 2.0 AA Standards.

- Every Canyons School District student (K-12) has access to a CSDDocs (Google Apps for Education) account. Using CSDDocs, students are able to create, edit and share projects with their teachers and other students. Many teachers also use Google Classroom to help manage the use of their students’ CSDDocs. Google Classroom allows teachers to assign tasks to an entire class, small student groups, or individual students. As detailed on Google’s G Suite Administrator web site, CSDDocs maintains a wide variety of accessibility features that we make available to all students, including those within Special Education populations.

- Nearpod allows teachers to create interactive lessons that can be distributed/presented to an entire class in one synchronous setting, or can be assigned as homework to allow students to work at their own pace. By creating lessons that can be assigned as homework, teachers are able to differentiate instruction and activities based on individual student needs. Nearpod also contains a wide range of accessibility features, including screen reader functionality, closed captioning for embedded YouTube videos, a screen magnifier,
and more. These features are available to all Nearpod users, including those within Special Education populations.

In addition to the three systems described above, Canyons School District has chosen to use Apple and iOS devices with our students because of the Accessibility features that those devices provide. Features such as voiceover, display accommodations, font adjustments, magnifier, and dictation allow our teachers to modify devices to accommodate the special needs of their students. Our district also uses Google Read & Write to provide more accessibility for our students with special needs. Google Read & Write works on any Mac, PC and chromebook. Once this extension is added to the Chrome browser students and teachers have access to features such as text to speech, speech to text, dictionary, highlighter (collecting highlights), highlighter (creating a vocabulary list), and a translator. Google Read & Write works with Google Drive, CSDdocs, PDFs, and ePubs.

In summary, we commit that:

1. The primary digital tools we utilize District-wide have accessibility features.
2. Canyons School District will provide access to special education students (and never exclude them from use of the tools).

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.

**Required Plan Elements:**

- Plan must articulate how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.
- 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.
- Plan must articulate a comprehensive plan for teaching digital citizenship.

**Section VI Response**
**Student Engagement in Personalized Learning**

Digital Teaching and Learning will be supported through the implementation of Canyons School District’s five year [Technology Plan](#). In the spring of 2016, the Canyons District Board of Education approved the following goals for continued improvement:

- Improve blended instruction around the District through the use of Canvas, CSDDocs, and Nearpod.
- Build teacher capacity in teacher knowledge of technology-facilitated pedagogy.
- Maintain high quantity and quality levels of technology-related professional development.
- Improve technology access and improve its academic use by students, including at-home use.
- Maintain the infrastructure needed to meet these technology-related needs.

It is our intent that the activities initiated through this Digital Teaching and Learning grant will build upon current efforts.

Consequently, students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills. The suite of online tools currently available in the Learning Express Library and Utah Online Library will prove invaluable as Canyons teachers provide students with personalized learning opportunities. In addition, three other systems in particular, will impact student learning in science and other subjects District-wide: Canvas, CSDDocs, and Nearpod. Additional specifics follow:

- Canvas is a learning management system that allows teachers to create and manage a course online. It can be used alone, or with an existing classroom course in a blended learning model. With Canvas, teachers can give assignments, set up discussion boards, and make announcements. Notifications are given to the students via Facebook, Twitter, and instant messaging all without disclosing student personal information. Moreover, parents can be enrolled as an observer in course of their students. The use of modern tools, such as Google Docs, Microsoft Word, and video recording are incorporated into the Canvas system. Using the SpeedGrader component within Canvas, a teacher can leave comments for a student as they grade the paper, leave a personal video message, and even annotate certain documents. Canvas also allows teachers to differentiate instruction and assignments based on student needs, allows students to perform peer reviews on
assignments, and facilitates randomly-sorted student grouping to enable easy-to-manage group work and collaboration.

- Every Canyons School District student (K-12) has access to a CSDDocs (Google Apps for Education) account. Using CSDDocs, students are able to create, edit and share projects with their teachers and other students. Many teachers also use Google Classroom to help manage the use of their students’ CSDDocs. Google Classroom allows teachers to assign tasks to an entire class, small student groups, or individual students. Teachers and students can communicate through Google Classroom by providing and receiving feedback. In addition, secondary teachers and students can connect their CSDDocs account to their Canvas accounts and use both in tandem, as an avenue to increase feedback, collaboration, communication, and blended learning.

- Nearpod allows teachers to create interactive lessons that can be distributed/presented to an entire class in one synchronous setting, or can be assigned as homework to allow students to work at their own pace. By creating lessons that can be assigned as homework, teachers are able to differentiate instruction and activities based on individual student needs. The Nearpod lessons can be used to reinforce specific Science, Math, and/or ELA concepts.

In connection with this Digital Teaching and Learning grant, the Canyons School District’s Education Technology Department plans to begin a Technology Certification program that will be added to our existing Ed Tech Endorsement program. Every professional development course within the Technology Certifications and Endorsement is designed to help teachers, administrators, achievement coaches, and other licensed staff in the District to become technology leaders within their schools and/or departments. Using the ISTE Standards for Teachers as a guideline, the focus of every professional development opportunity will be to help educators become proficient with various technologies and software, while teaching educators how to create learning environments that promote the District’s Instructional Priorities and other key components of the Canyons District Academic Framework (see Attachment 3).

**Consistent Access to Individualized Learning Paths**
To provide consistent access to individualized learning paths to our students, the Canyons School District has, among other things, established and continues to improve the Canyons Virtual High School (CVHS). CVHS is a year-round, online program dedicated to serving students within the Canyons School District, and elsewhere throughout the state of Utah. The purpose of CVHS is to provide personalized, flexible, and engaging online learning opportunities to help students succeed and prepare for college and career. Each year students may take up to six (6) full credits of online courses as part of their complete high school schedule.

CVHS continues to provide an avenue for students to recover missed instruction, or accelerate their learning with a comprehensive catalog of courses. CVHS contains high caliber curriculum that is aligned to state standards and district pacing guides. Courses are setup to allow personalized learning which allows students to progress at their own pace anywhere and anytime with the support of high qualified teachers. CVHS uses Pearson’s GradPoint and Canvas as its’ learning management systems. Both CVHS courses in Gradpoint and Canvas provide easy-to-use and comprehensive online learning opportunities that help students to develop the skills they need to success in high school, college, and beyond.

Three Year Plan for Teaching Digital Citizenship

Teaching appropriate digital citizenship to all students has been, and will continue to be a top priority in the Canyons School District. In order to build school capacity in teacher knowledge and ability to effectively teach the ever-changing principles of appropriate digital citizenship, every school in the Canyons School District will appoint a School Digital Citizenship Coordinator. This coordinator will work closely with their principal and the Educational Technology Specialist assigned to their school to ensure that their campus is in line with the District’s Digital Citizenship expectations.

School Digital Citizenship Coordinator Expectations

- Participate in a 2 hour in-person training.
- Participate in monthly dissemination of Internet Safety materials to school staff that is provided by the Digital Citizenship team via Canvas.
- Participate in monthly reporting via Canvas.
● If school administration requests assistance, attend the SCC meeting when they discuss The Safe Technology and Digital Citizenship document.

● Encourage their school to become Digital Citizenship Certified, and submit completed paperwork to Common Sense Media.

**Teaching Digital Citizenship Plan for Elementary and Middle Schools**

Digital Citizenship instruction is done on a systematic basis throughout the District:

● Digital Citizenship Coordinator and school leadership will develop each school's digital citizenship vision statement.

● Digital Citizenship Coordinator will provide in-person or online professional development to staff designated for leading student instruction.

● Digital Citizenship Coordinator will complete the Digital Citizenship Certified School Implementation Plan.

● Using Common Sense digital citizenship resources, at a minimum, schools will lead digital citizenship instruction:
  ○ In two grades, teach three hours, 45 minutes of digital citizenship instruction, OR
  ○ In three grades or more, teach two hours, 15 minutes of digital citizenship instruction.

● Digital Citizenship Coordinator will complete the Digital Citizenship Teacher Worksheet to indicate which educators taught the digital citizenship lessons.

● Digital Citizenship Coordinator and school leadership will engage and educate parents about digital citizenship and safety in three distinct ways that could include: setting up a booth at parent teacher conferences, sending out information in weekly or monthly newsletter, posting information on the school website, or even sending out Skylerts.

**Teaching Digital Citizenship Plan for High Schools**

● Digital Citizenship Coordinator and school leadership will develop school's digital citizenship vision statement.

● Digital Citizenship Coordinator will provide in-person or online professional development to staff designated for leading student instruction.
● Using Common Sense digital Citizenship resources, at a minimum, Digital Citizenship Coordinator will lead digital citizenship instruction in 10 classes and teach at least 60 minutes.

● Digital Citizenship Coordinator and school leadership will engage and educate parents in three distinct ways that could include: setting up a booth at parent teacher conferences, sending out information in weekly or monthly newsletter, posting information on the school website, or even sending out Skylerts.

**Improving High School Science Achievement**

In connection with this initiative, improving the quality and quantity of feedback is our primary focus and purpose for the use of technology in science classrooms across the District. We will do this by improving feedback across three important groups: Teachers, Students, and Parents.

To begin with, teachers will participate in lesson study cohorts, to improve instruction by analyzing teacher to teacher feedback through lesson study. Teachers from different buildings who teach like subjects will be paired up and given a SWIVL® device and an iPad mini. Teachers will work digitally through Google Docs, and Canvas to create exemplar lesson plans. One of the teachers will then teach the shared lesson plan and record themselves teaching it. The teacher pairs will then watch the video, make changes to the lessons, and the other teachers on the team will teach the lesson and record themselves. Again, the team will meet digitally through Google Hangouts to review the videos and make edits to the lessons. Once polished, these lesson plans will be stored in Google Drive as exemplar lesson plans and shared with all teachers in the district.

Next, to improve student to teacher feedback, teachers will utilize the Canvas LMS to create and deliver formative assessments at regular intervals. This data will be used by the teachers to shape their instruction. Data will be analyzed to determine if students are missing specific concepts or skills, or whether the class as a whole has a specific skill or concept gap. Using this information will allow teachers to target concept and skill based intervention to students in a timely fashion. Teachers will also utilize the Nearpod system to gather real-time data from students during class instruction. Teachers will create Nearpod presentations to deliver to students. Throughout the Nearpod presentation, the teacher will incorporates checks for understanding. With Nearpod, students will be able to answer multiple choice questions, answer a poll, draw a picture of a system, etc. The data from Nearpod is sent to the
teacher instantaneously, so again, the teacher can make real-time decisions on master of concepts during a lesson plan. This allows teachers to be efficient with their instructional time, spending additional time on concepts students are struggling with, while moving on from topics students have mastered. Data can also be tracked to show which students are at risk for not mastering concepts, allowing teachers to then target their efforts to ensure mastery for all students.

Finally, improving feedback to parents is also a priority. By enabling a Canvas to Skyward gradebook sync, all science teachers will transfer scores for assignments and assessments done in Canvas to Skyward’s gradebook. This will allow parents to easily view achievement data for their students, and will facilitate further communications between teachers and parents. In addition, teachers will use Speedgrader, and integrated tools to easily provide student feedback on each assignment, quiz, test, and CFA. This new way of grading will improve the communication between teachers and students tremendously, as the feedback can be both written and video/audio recorded. Annotations can be added to certain submission types and revision is made very easy via the “Croc-A-Docs” tool. By using all of these integrated tools, we plan to improve the quality and quantity of feedback that students, teachers and parents receive.

**Specific Targets for Measurable Achievement**

Because the evidence stemming from SAGE and Grade 11 ACT proficiency scores indicates that improvement is needed in the area of High School Science (see Section III), our targets for measurable student achievement will focus on High School Chemistry and Physics student proficiency.

- **Long Term** - By June 2019 district-wide high school Student Achievement, as measured by student proficiency on SAGE, will improve by at least five percentage points on the Chemistry and Physics summative assessments. Furthermore, College and Career Readiness, as measured by district-wide Grade 11 ACT scores, will continue to trend higher, relative to statewide 11th Grade student performance.

- **Intermediate** - By June 2018, district-wide high school Student Achievement, as measured by student proficiency on SAGE, will improve by at least three percentage points on the Chemistry and Physics
summative assessments. Furthermore, College and Career Readiness, as measured by district-wide Grade 11 ACT scores, will continue to trend higher, relative to statewide 11th Grade student performance.

- Direct - By June 2017, the Canyons District Science Academy will be in full swing, ensuring that all high school science teachers district-wide are on track to receive the 3D science certification in the next five years. Furthermore, the following classroom technologies and systems will be successfully deployed to all science classrooms: Canvas, Nearpod, Google Apps, and at least one 40-station Chromebook cart per Physics and Chemistry subject area team.

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;

Required Plan Elements:

- Plan must focus on curriculum planning and student-learning activities integrated with digital technology tools and resources.
- Plan must focus on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.

Section VII Response

High Quality Professional Learning

During the 2016-2017 school year, the Canyons District Education Technology Department will begin a Technology Certification program, in addition to their existing Ed Tech Endorsement program. This Technology Certification program will consist of two levels and is designed to help teachers, administrators, achievement coaches, and other licensed staff in the Canyons School District become technology leaders within their schools and/or
departments. Using the ISTE Standards for Teachers as a guideline, the focus of every professional development opportunity will be to help educators become proficient with various technologies and software, while teaching educators how to create learning environments that promote the District’s Instructional Priorities and other key components of the Canyons District Academic Framework (see Attachment 3).

The Level 1 and Level 2 Certifications will be designed to work in conjunction with the USBE Ed Tech Endorsement program. The certification and endorsement programs consist of a menu of courses from which participants can select, facilitating a customized learning experience that best fits learner interests and needs. Participants that complete the Level 1 and Level 2 Certifications will be able to apply credits earned toward the 18 credits required for the USBE Ed Tech Endorsement.

**Level 1 Certification - Technology Basics**

To receive the Level 1 Certification, participants will be required to attend 14 of the 19 classes offered, and complete four 30-minute observations with their school’s Education Technology Specialist. The Level 1 courses will focus on basic technology skills that every Canyons School District employee must know and be able to do. The 30-minute observations will be designed to provide the participant with the opportunity to demonstrate competency and understanding of what they have learned. Our goal will be to have 50% of teachers Level 1 certified by the end of the 2020 school year.

Each of the Level 1 courses below will meet in-person for two hours, and will be offered twice during the school year and once in the summer:

- Citizenship in the Digital Age
- Getting Started with Chromebooks and CSDDocs
- iPad Tips and Tricks!
- What You Need to Know about Skyward and Data Dashboard
- Getting Started with Canvas
- Making Your Mac Work for You
- Meet Nearpod!
- Google Guru: Slides
- Google Guru: Documents
- Google Guru: Sheets
- Google Guru: Forms
- Unleash the Power of Excel
Level 2 Certification - Effective Pedagogy

To receive the Level 2 Certification, participants will be required to complete 13 online classes via Canvas, and complete six 1-hour observations with their school’s Educational Technology Specialist. Classes will be able to be taken in any order. In order for participants to begin the Level 2 Certification, they must be Level 1 Certified, already have an Ed Tech Endorsement, or they may test out of the Level 1 Certification. The focus of the Level 2 courses is not only on learning a specific tool and all of its’ capabilities, but how to use that tool within the classroom setting to enhance student learning and achievement. Each of the Level 2 courses are tied to one of the Canyons School District’s Instructional Priorities, and the final assessment in each course will required that the teacher apply that tool/topic to the assigned instructional priority. The observations for the Level 2 courses will require that the teacher be observed teaching a lesson to his/her students implementing the tool/topic and the instructional priority. The observation will also be followed up with a debrief of the observation with the Ed Tech Specialist.

Each course Level 2 course below will be available entirely online, with 3 hours of instructional content.

- The Benefits and Uses of Student ePortfolios
- Integrating CSDDocs into Your Everyday Instruction
- Animate Student Learning through Stop-Motion Animation
- Gamify Your Curriculum
- Interactive Videos for Learning and Assessment
- Augmented and Virtual Reality in the Classroom
- “Spark” Your Teaching with Adobe Spark!
- Infographics in Education with Piktochart and Easel.ly
- Creating OTRs Using Student Devices
- Do Doceri Projection!
- Captivating Alternatives to PowerPoint
- Mystery Skype and More with Video Conferencing
Educational Technology Endorsement

The Educational Technology Endorsement offered by the Canyons School District follows the Education Technology Endorsement guidelines as outlined on the Utah State Board of Education’s endorsement application. In order to earn an Educational Technology Endorsement, a participant must complete courses totalling 18 credits. The endorsement courses are offered in a variety of face-to-face, blended and online formats. This endorsement program consists of three required courses that are three credits each:

- Foundations of Instructional Design
- Level 2 Certification (formally: Online and Mobile Technologies)
- Professional Growth and Leadership

Participants must complete 6 course credits that focus on technology pedagogy, and 3 course credits that focus on hardware and software.

- Hardware and Software Courses
  - Grant Writing: Show Me the Money!
  - Teach with an iPad in the Classroom
  - Becoming a Google Certified Teacher
  - Education Technology Level 1 Certification

- Pedagogy Courses
  - Community Mapping
  - Digital Citizenship and Online Safety
  - Building Nearpod into the Classroom
Participants have three years to earn their Level 1 and Level 2 Certifications. While some of the courses will remain the same over the three years, courses will be added and some replaced as technology continues to change and the needs of the teachers and students in the Canyons School District change and evolve over time. Upon completion of the endorsement, a letter is composed indicating what courses the participant completed. That letter is submitted with the endorsement application and transcripts to USBE for final approval.

**Canvas Black Diamond Achievement Program**

To support the Canyons School District teachers in their use of Canvas we would like to provide a Canvas Black Diamond Achievement Program. This is a program in which teachers who are using Canvas to push the limits of a blended classroom are rewarded and recognized for their time and efforts. While our Level 1 and Level 2 Certifications include courses on Canvas, the Black Diamond Achievement Program takes Canvas use even further.

We plan to open this program to sixty secondary teachers in the district. While this program will be open to all secondary teachers, in our effort to increase Science scores we would like to start by targeting our Science teachers. This would be approximately 4 teachers from each secondary school. The program would be a blended program where teachers complete tasks online, and twice during the school year we provide two full-day trainings, and substitutes, that focus on Canvas and blended learning strategies. The in-person trainings will allow teachers to share and collaborate with other teachers in the district.

As a result of completing this program, teachers would be able to earn a badge that they can display in their classrooms for other teachers to see and know that they could go to that teacher for Canvas help. Our hope is to incentivize teachers to become experts in Canvas and mentors for other teachers in their schools, and provide a way to recognize their achievements in Canvas.
We will continue to participate in the professional learning and implementation support offered by USBE and UETN.

Meeting the Special Needs of All Students

By providing high quality professional development to the Canyons School District teachers, our teachers will be better equipped to meet the special needs of all students, including those who currently receive Special Education services. As stated above the purpose of every professional development class offered in the Canyons School District isn’t just to teach a specific tool, rather how to use that tool to reinforce the various teaching strategies and district instructional priorities. As more and more technology tools and programs are developed to help teachers teach concepts in their classrooms, our Ed Tech Specialists work with teachers to create ways they can differentiate their instruction and meet the specific and unique needs of the students in their classrooms.

All Canyons School District students continue to have opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills. The three systems, in particular, that impact student learning in science and other subjects, District-wide: Canvas, CSDDocs, and Nearpod. These systems allow teachers to adjust instruction based on their students needs. Additional specifics follow:

- Canvas is a learning management system that allows teachers to create and manage a course online. Canvas allows teachers to differentiate instruction and assignments based on student needs, allows students to perform peer reviews on assignments, and facilitates randomly-sorted student grouping to enable easy-to-manage group work and collaboration.

- Every Canyons School District student (K-12) has access to a CSDDocs (Google Apps for Education) account. Using CSDDocs, students are able to create, edit and share projects with their teachers and other students. Many teachers also use Google Classroom to help manage the use of their students’ CSDDocs. Google Classroom allows teachers to assign tasks to an entire class, small student groups, or individual students.

- Nearpod allows teachers to create interactive lessons that can be distributed/presented to an entire class in one synchronous setting, or can be assigned as homework to allow students to work at their own pace. By
creating lessons that can be assigned as homework, teachers are able to differentiate instruction and activities based on individual student needs.

In addition to the three systems described above, Canyons School District has chosen to use Apple and iOS devices with our students because of the Accessibility features that those devices provide. Features such as voiceover, display accommodations, font adjustments, magnifier, and dictation allow our teachers to modify devices to accommodate the special needs of their students. Our district also uses Google Read & Write to provide more accessibility for our students with special needs. Google Read & Write works on any Mac, PC and chromebook. Once this extension is added to the Chrome browser students and teachers have access to features such as text to speech, speech to text, dictionary, highlighter (collecting highlights), highlighter (creating a vocabulary list), and a translator. Google Read & Write works with Google Drive, CSDdocs, PDFs, and ePubs.

Assessment - Measurable Outcomes

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

Required Plan Elements:

- **Plan must include a process for a team of stakeholders that includes LEA leadership and representatives of other groups such as, school administrators, teachers, parents, students, and/or community members to develop continuous improvement plans for digital learning initiatives aligned to the LEA’s improvement plan.**
- **Plan must address strategies for process improvement for digital learning that are continuously improved based on results of the ongoing data collection (e.g., based on findings professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).**
- **Plan must include multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) that are being used to continuously improve the implementation and impact of digital teaching and learning.**

Section VIII Response

Monitoring Student and Teacher Usage of Program Technology

During 2015-2016, Canyons School District participated in the UETN Ed Tech inventory process, highlighting 14 products in use. Since that time, some of the products once in use have been discontinued or replaced with other products. Through the Digital Teaching and Learning Initiative, Canyons School District will consequently utilize the
USBE-supported Lea(R)n Platform to support overall program management, including monitoring utilization and our educators’ experience with these and other technologies to inform continuous improvement. Our goal is to improve both outcomes for students and our investments in digital teaching and learning.

Canyons School District’s configuration of the Lea(R)n Platform will streamline the process for all stakeholders to (1) develop continuous improvement plans, (2) use data to inform instructional and operational decisions and (3) integrate and analyze multiple data sources to develop plans and continuously improve.

1. During 2016-17, continuous improvement plans will be finalized. Canyons School District will work with the Lea(R)n Platform technical assistance team to quickly configure and align our Lea(R)n Platform account to support our District’s business processes, communication and monitoring for continuous improvement, including:
   a. Integrating our previous Ed Tech inventory and engineering study information;
   b. Configuring the system to match the needs of our administrators, teachers, and students;
   c. Providing access for teachers and administrators to access and monitor their classroom technology;
   d. Defining the key educational technology-related activities, interventions and measurements (see below for examples).

2. Canyons School District’s program management will focus on continuous and ongoing improvement, supported by integrated insights, data and input from and for administrators and teachers. To support our educators’ efforts, we will have a centralized digital teaching and learning profile for each school, with an integrated technology inventory on Lea(R)n Platform. In alignment with all state and federal regulations, the data integration from products, process automation, and communication tools of the Lea(R)n Platform will be used to further streamline processes, such as:
   a. Allowing educators an easy way to centrally see, share insights, learn and ask questions about digital teaching and learning tools;
   b. Efficiently piloting new tools, with both qualitative and quantitative results to inform implementation;
   c. Rapidly analyzing the impact of current and new digital teaching and learning interventions;
d. Providing administrators and educators instant dashboards for digital teaching and learning ecosystem;

e. Use the Google Apps for Education extension to provide time saving tools for educators and remotely monitor which digital teaching and learning tools are used and how often;

f. Centrally managing and sharing findings and status for all teachers and administrators to inform their instructional and operational decisions; and,

g. Enhancing our District’s own processes with insights learned from other LEAs.

3. Program technology utilization and achievement measures will be monitored and centralized in Lea(R)n Platform and mapped against additional data sources which include:

a. Quantified feedback from educators, based on a research-based rubric

b. Pilot and trial tests which survey specific user types, products, learning applications and/or student variables

c. De-identified student co-variate data (demographic, gender and other filters)

d. District and state-level testing data

e. Product utilization data at the user and/or school level

f. Product access monitoring (via Chrome extension where applicable)

Administrators and teachers will have secure access, dashboards, and appropriate controls, as well as quarterly reports to inform plan adjustment to advance our digital teaching and learning initiative.

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](http://purchasing.utah.gov/statecontractdirectory.html)) and existing and future UETN contracts.

**Required Plan Elements:**

- **Plan** must address scaling current network and Internet connection bandwidth to support all LEA access needs without performance degradation even during times of maximum use.
- **Plan** must report site specific validate-able enrollment, both full time and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items.
- Acknowledge inventory tracking requirements for at least five years.
- **Plan** must address actions to scale to meet the goal to ensure wireless access is available and reliable in all instructional spaces and indoor/outdoor common areas.

**Section IX Response**

**Infrastructure Acquisition**

The District’s current WAN environment includes a connection to every location through Gigabit Ethernet connectivity from each of the District’s end sites back to the Data Center located in the Canyons Administration Building - East (CAB-East) at 9361 S. 300 East, Sandy, Utah. A second Gig Ethernet circuit has been added at each school, terminating at Brighton High School, thereby providing additional capacity for the increased number of wired and wireless devices in schools.

**Local Area Network**

The objective of the wired network in Canyons School District is to provide a high performance, highly reliable, secure, and safe computing environment to support teaching, learning, communications, and administrative services. A significant and ongoing investment has been made to provide Canyons School District a robust infrastructure interconnecting the district across a resilient links. LANs throughout the District are comprised of Cat5, Cat5e, or Cat6 cabling terminating in IDF’s located throughout the structures. All switch-ports for Access Points are 1Gbps capable and are PoE+ (802.3at). Cabling is terminated into which is aggregated at an MDF. The LAN at every District location is comprised of HP switches at the core and edge. The Utah Education Network (UEN) provides a Cisco switch for WAN connectivity at every location.

**Wireless Network**

Canyons School District has taken an aggressive approach to improve our wireless infrastructure focusing on high performance and designing every network to meet increasing demands. CSD uses nearly 1,500 access points,
centralized architecture, four controllers configured in a cluster for redundancy and load balancing. We are consolidating APs from older wireless LAN controllers to the new cluster and are replacing old 802.11n APs with 802.11ac Wave 2 APs. Complete migration to 802.11ac Wave 2 (400 APs) will continue throughout the current year and be completed over the next three years. Outdoor rated APs provide Wi-Fi coverage to our outdoor venues and to our transportation department in the bus parking areas.

We expect to have our entire wifi infrastructure in 802.11ac technology integrated with RADIUS authentication in all of our networks by the end of this school year. Wireless access is available in all classrooms, all portables and all common areas with each classroom being able to be reached with a minimum of three radios in the 5GHz frequency. CSD is providing an optimal Wi-Fi experience for both students and staff.

The District invests a budget of 1.15 Million dollars annually in capital network improvement. This improvement ranges from cabling, to the switch and wireless infrastructure.

Canyons Schools District is very aggressive in its approach to E-Rate:

- We were among the first districts in the nation to secure funding for a hosted VOIP system
- We pioneered automated sibling match within the State of Utah
- We secured nearly $400,000 in Category 2 funding the first year it was offered.

Category 2 funded projects include:

<table>
<thead>
<tr>
<th>2015-16</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wi-Fi</td>
<td>New Wi-Fi Controllers / Licenses</td>
<td>$82,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Midvale Elem</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Copperview Elem</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Butler Elem*</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Bell View Elem</td>
<td>$22,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Butler Elem</td>
<td>$87,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Copperview Elem</td>
<td>$39,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Midvale Elem</td>
<td>$143,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Midvalley Elem</td>
<td>$38,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Oak Hollow Elem</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Park Lane Elem</td>
<td>$28,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Silver Mesa Elem</td>
<td>$20,000.00</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Cost</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>2016-17</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wired Network</td>
<td>Core Replacement</td>
<td>$200,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Jordan High</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Corner Canyon High</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Alta View Elem*</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Midvale Middle*</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Alta View Elem*</td>
<td>$80,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Midvale Middle*</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Firewall (Network Segmentation)</td>
<td>$500,000.00</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Cabling - Union Middle</td>
<td>$250,000.00</td>
</tr>
<tr>
<td><strong>2017-18</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Draper Park Middle</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Albion Middle</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Butler Middle</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - CTEC</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Sandy Elem</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>Wi-Fi</td>
<td>Access Points - Remaining Schools</td>
<td>$250,000.00</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>School Cabling</td>
<td>$300,000.00</td>
</tr>
<tr>
<td>Wired Network</td>
<td>Switch Upgrade - Indian Hills</td>
<td>$80,000.00</td>
</tr>
</tbody>
</table>

* indicates new school
## UTREx Clearinghouse Report - School

### 42 CANYONS DISTRICT

<table>
<thead>
<tr>
<th>Regular Membership for Year 2016</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td><strong>Cumulative Count</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>2685</td>
</tr>
<tr>
<td>Grade 1</td>
<td>2909</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2986</td>
</tr>
<tr>
<td>Grade 3</td>
<td>2941</td>
</tr>
<tr>
<td>Grade 4</td>
<td>2854</td>
</tr>
<tr>
<td>Grade 5</td>
<td>2853</td>
</tr>
<tr>
<td>Grade 6</td>
<td>2996</td>
</tr>
<tr>
<td>Grade 7</td>
<td>2808</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2852</td>
</tr>
<tr>
<td>Grade 9</td>
<td>3127</td>
</tr>
<tr>
<td>Grade 10</td>
<td>3077</td>
</tr>
<tr>
<td>Grade 11</td>
<td>2790</td>
</tr>
<tr>
<td>Grade 12</td>
<td>2583</td>
</tr>
<tr>
<td>Regular Total</td>
<td>37461</td>
</tr>
</tbody>
</table>

### Average Daily Membership (ADM) 2016

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular ADM (UNWEIGHTED)</td>
<td>33069</td>
</tr>
<tr>
<td>Regular ADM (WEIGHTED)</td>
<td>31993</td>
</tr>
<tr>
<td>Self-Contained ADM</td>
<td>733</td>
</tr>
</tbody>
</table>

### Free Lunch

<table>
<thead>
<tr>
<th>Category</th>
<th>Eligible for Free</th>
<th>Eligible for Reduced Price</th>
<th>Economic Disadvantaged</th>
<th>&quot;Disadvantaged&quot; Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7746</td>
<td>1635</td>
<td>420</td>
<td>9801</td>
</tr>
<tr>
<td></td>
<td>8227</td>
<td>1509</td>
<td>278</td>
<td>10014</td>
</tr>
</tbody>
</table>
Finally, the use of Lea(R)n Platform will assist with establishing and maintaining an auditable edtech product inventory during the course of this five year plan. Housing all edtech products, inclusive of status information, grading, pricing, contract terms, compliance requirements, LEA-defined pre-screened criteria for purchase/adoption, etc. will create a single repository of all product information that is easily accessible, transparent and reportable. Lea(R)n Platform will provide reporting on utilization and outcomes real-time and over time, during the course of this plan.

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

Required Plan Elements:

- Plan must address scale up of technical support to be available so that business and instructional operations are minimally impacted.
- Plan must address the presence or building of a well-defined technical support procedure.
- Plan must include process to Inventory and track portable and fixed technology assets is catalogued and LEA continues to participate in statewide inventory surveys.

Section X Response

Technical Support

Technical support in the Canyons School District is a multi-faceted effort that includes support for hardware and Internet access, while removing most technical support burdens from the classroom teacher. In particular, our commitment to technology-related professional development has set Canyons School District apart. Canyons School District has a team of 20 Educational Technology Specialists. These Specialists are licensed teachers whose full-time job is to provide professional development to fully transform our learning environment. Increasing teacher proficiency with our current technology is the number one priority in our strategic Technology Plan. Our Elementary Ed Tech Specialists are assigned to three elementary schools each, while our Secondary Ed Tech Specialists are assigned to two middle or high schools each.
Canyons District has also built a robust team to support the infrastructure. We have focused on customer service in the schools, putting the students and staff first. Our ratio of Field Technicians in Canyons School District is 1:3 in the elementary schools, 1:2 in the middle and 1:1 in the high schools. Following the ITIL model, we provide level 1 and level 2 support within the schools and escalate to the central office for level 3 support. Central office support consists of System and Network Engineers, as well as in-house Developers and Business Engineers who specialize in specific user application needs. We also provide a Help Desk that users can call to extend access to these valuable technical resources to all of our users. With this level of customer service, we are able to provide a remarkable level of service with this model. Nevertheless, it remains a challenge to provide technology support to students after traditional school hours.

**Inventory Tracking and Analysis**

Use of Lea(R)n Platform will assist with establishing and maintaining an auditable edtech product inventory. Housing all edtech products within Lea(R)n Platform, inclusive of status information, grading, pricing, contract terms, and compliance requirements, will create a single repository of all product information that is easily accessible, transparent and reportable. With increased use of Lea(R)n Platform over the course of the next three years, we will define a scalable, sharable process for our staff to catalogue all products, manage and document product life cycles, report on utilization and impact results, and share those metrics with other districts, USBE, and stakeholders involved in the Digital Teaching and Learning work.

**Data and Privacy**

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

- Part A. LEA Security Policies
- Part B. LEA Security Audit Plan
- Part C. LEA Student Data Privacy Policies and Procedures
- Part D. LEA Remediation Plan of Identified Lapses
Required Plan Elements:

- Plan must include attached or linked policies in adherence with Utah code for the above required policies and have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups.
- Plan must include LEA and school digital technology policies that incorporate “Responsible Use” guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.
- Plan must include evidence that the LEA and school leaders and the local school board to have worked with a variety of stakeholder groups to create and adopt policy regarding the role of digital technology in a student-centered learning environment and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.

Section XI Response

Part A. Security Policies

CSD current has the following security policies: CSD Network Acceptance Use Policies for Employees and Students (Policies UNDA; UND); Employee Conduct and Professionalism Policies – Policy GBEB, addressing behavior of employees, and Policy JK - behavior of students.

Part B. Security Audit Plan

CSD has a Board Audit Committee for financial issues, Policy 200.1 - Board Audit Committee. CSD also maintains the ability to address security issues and emergency procedures for buildings and spaces. Policy EBC - Emergencies; Policy–ECAB – School Access. CSD addresses Network Acceptable Use and Responsible Use of IT resources with our Responsible Use Guideline that is part of CSD’s online registration system.

CSD has scheduled a security audit with the security team from UETN. They will be reviewing our security infrastructure, preparedness and response. We will be reviewing the outcome of the audit and implementing the appropriate measure as a result.

Part C. Student Data Privacy Policies and Procedures

CSD is taking steps to comply with 53A-1-14. IT has met with Legal Services to discuss the implementation of 53A-1-14 and it requirements. IT has conducted meetings with external entities to consider development of a metadata dictionary for the District. The District is prepared to move forward with further direction from the Utah State Board of Education as indicated in the recent legislation.
Part D. Remediation Plan of Identified Lapses

CSD maintains a Board Policy Committee, that includes Board Leadership, the Superintendent, and individual departments and director input as policy is developed in Canyons School District. Recently, the Policy Committee considered important revisions to its employee conduct policies to include important considerations for employees in employee-student interactions.

CSD has scheduled a security audit with the security team from UETN. They will be reviewing our security infrastructure, preparedness and response. We will be reviewing the outcome of the audit and implementing the appropriate measure as a result.

Part E. Training for all stakeholders

CSD moved toward a single sign on for student passwords. This was accompanied by a digital citizenship campaign where students were informed of the changes to their accounts and passwords, the importance and steps to keep their accounts and passwords secure.

Software is in place to prevent phishing attacks. Focus has been given to teach employees at all levels to protect their identity and to avoid phishing attacks. Directory services is in place to manage accounts and ensure single sign on.

CSD has scheduled a security audit with the security team from UETN. They will be reviewing our security infrastructure, preparedness and response. We will be reviewing the outcome of the audit and implementing the appropriate measure as a result.
Budget and Resources

XII. Budget

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

Part A. Disclosure of LEA’s Current Technology Expenditures

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

Part B. Budget for Grant Funding Year 1 – 3

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

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

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

Note: A participating LEA may not use grant money:

(1) To fund non technology programs;

(2) To purchase mobile telephones; or

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

(4) To supplant existing funding for educational technology

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

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

Part D. Projection for Future Support Costs

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

Part E. Sustainability

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

- Plan includes costs identified by the LEA that are realistic.
- Plan includes clearly identified resources it will deploy to ensure the plan’s success.
- Plan must address sustainability beyond the grant period.
- Plan must include how the LEA will continue to use effective strategies.

Section XII Response

Part A. Current Technology Expenditures

For the 2016-17 school year, Canyons School District has planned to budget using internal District funds, according to the tables that follow.

<table>
<thead>
<tr>
<th>Personnel - Description</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>5.0</td>
</tr>
<tr>
<td>Licensed</td>
<td>20.0</td>
</tr>
<tr>
<td>Education Support Personnel</td>
<td>46.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-Salary</td>
<td>$ 4,262,700</td>
</tr>
<tr>
<td>200-Benefits</td>
<td>$ 1,779,533</td>
</tr>
<tr>
<td>300-Purchased Services</td>
<td>$ 800,000</td>
</tr>
<tr>
<td>400-Purchased Property Services</td>
<td>$ 40,000</td>
</tr>
<tr>
<td>500-Other Purchased Services</td>
<td>$ 1,195,000</td>
</tr>
<tr>
<td>600-Supplies</td>
<td>$ 436,000</td>
</tr>
<tr>
<td>700-Equipment</td>
<td>$ 466,400</td>
</tr>
<tr>
<td>800-Other</td>
<td>$ 2,000</td>
</tr>
</tbody>
</table>

Part B. Budget for Grant Funding

It is proposed that the following expenditures be made in connection with Canyons School District’s participation in the Digital Teaching and Learning program.
<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
<th>Quantity</th>
<th>Cost</th>
<th>Total Cost</th>
<th>Object Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 1 Certifications</td>
<td>300</td>
<td>$275.00</td>
<td>$82,500.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 2 Certifications</td>
<td>200</td>
<td>$400.00</td>
<td>$80,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Certifications</td>
<td>1</td>
<td>$52,000.00</td>
<td>$52,000.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Salary for Teacher Specialist summer work</td>
<td>1</td>
<td>$4,000.00</td>
<td>$4,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Teacher Specialist summer work</td>
<td>1</td>
<td>$1,280.00</td>
<td>$1,280.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Stipends for Digital Citizenship Coordinators</td>
<td>45</td>
<td>$250.00</td>
<td>$11,250.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Digital Citizenship Coordinators</td>
<td>1</td>
<td>$3,600.00</td>
<td>$3,600.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>40-Station Chromebook Labs</td>
<td>38</td>
<td>$9,800.00</td>
<td>$372,400.00</td>
<td>700-Equipment</td>
</tr>
<tr>
<td></td>
<td>Investment in Network Infrastructure</td>
<td>1</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td>700-Equipment</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>$707,030.00</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 1 Certifications</td>
<td>300</td>
<td>$275.00</td>
<td>$82,500.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 2 Certifications</td>
<td>200</td>
<td>$400.00</td>
<td>$80,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Certifications</td>
<td>1</td>
<td>$52,000.00</td>
<td>$52,000.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Salary for Teacher Specialist summer work</td>
<td>1</td>
<td>$4,000.00</td>
<td>$4,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Teacher Specialist summer work</td>
<td>1</td>
<td>$1,280.00</td>
<td>$1,280.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Stipends for Digital Citizenship Coordinators</td>
<td>45</td>
<td>$250.00</td>
<td>$11,250.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Digital Citizenship Coordinators</td>
<td>1</td>
<td>$3,600.00</td>
<td>$3,600.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>34-Station Chromebook Labs</td>
<td>29</td>
<td>$8,600.00</td>
<td>$249,400.00</td>
<td>700-Equipment</td>
</tr>
<tr>
<td></td>
<td>40-Station Chromebook Labs</td>
<td>10</td>
<td>$9,800.00</td>
<td>$98,000.00</td>
<td>700-Equipment</td>
</tr>
<tr>
<td></td>
<td>Substitutes for 5th Grade Canvas PD</td>
<td>270</td>
<td>$100.00</td>
<td>$27,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Stipends for Canvas Course Development</td>
<td>90</td>
<td>$300.00</td>
<td>$27,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Canvas Course Development</td>
<td>90</td>
<td>$105.00</td>
<td>$9,450.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Student Canvas Accounts - 5th Grade</td>
<td>2700</td>
<td>$5.00</td>
<td>$13,500.00</td>
<td>600-Supplies</td>
</tr>
<tr>
<td></td>
<td>Investment in Network Infrastructure</td>
<td>1</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td>700-Equipment</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>$758,980.00</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 1 Certifications</td>
<td>300</td>
<td>$275.00</td>
<td>$82,500.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Stipends for Level 2 Certifications</td>
<td>200</td>
<td>$400.00</td>
<td>$80,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td></td>
<td>Benefits for Certifications</td>
<td>1</td>
<td>$52,000.00</td>
<td>$52,000.00</td>
<td>200-Benefits</td>
</tr>
<tr>
<td></td>
<td>Salary for Teacher Specialist summer work</td>
<td>1</td>
<td>$4,000.00</td>
<td>$4,000.00</td>
<td>100-Salary</td>
</tr>
<tr>
<td>Description</td>
<td>Quantity</td>
<td>Cost</td>
<td>Total</td>
<td>Category</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Benefits for Teacher Specialist summer work</td>
<td>1</td>
<td>$1,280.00</td>
<td>$1,280.00</td>
<td>200-Benefits</td>
<td></td>
</tr>
<tr>
<td>Stipends for Digital Citizenship Coordinators</td>
<td>45</td>
<td>$250.00</td>
<td>$11,250.00</td>
<td>100-Salary</td>
<td></td>
</tr>
<tr>
<td>Benefits for Digital Citizenship Coordinators</td>
<td>1</td>
<td>$3,600.00</td>
<td>$3,600.00</td>
<td>200-Benefits</td>
<td></td>
</tr>
<tr>
<td>Substitutes for 4th Grade Canvas PD</td>
<td>270</td>
<td>$100.00</td>
<td>$27,000.00</td>
<td>100-Salary</td>
<td></td>
</tr>
<tr>
<td>Stipends for Canvas Course Development</td>
<td>90</td>
<td>$300.00</td>
<td>$27,000.00</td>
<td>100-Salary</td>
<td></td>
</tr>
<tr>
<td>Benefits for Canvas Course Development</td>
<td>90</td>
<td>$105.00</td>
<td>$9,450.00</td>
<td>200-Benefits</td>
<td></td>
</tr>
<tr>
<td>Stipends for Canvas Course Development</td>
<td>90</td>
<td>$105.00</td>
<td>$9,450.00</td>
<td>200-Benefits</td>
<td></td>
</tr>
<tr>
<td>Student Canvas Accounts - 4th/5th Grade</td>
<td>5400</td>
<td>$5.00</td>
<td>$27,000.00</td>
<td>600-Supplies</td>
<td></td>
</tr>
<tr>
<td>Substitutes for 5th Grade Canvas PD</td>
<td>90</td>
<td>$100.00</td>
<td>$9,000.00</td>
<td>100-Salary</td>
<td></td>
</tr>
<tr>
<td>34-Station Chromebook Labs</td>
<td>29</td>
<td>$8,600.00</td>
<td>$249,400.00</td>
<td>700-Equipment</td>
<td></td>
</tr>
<tr>
<td>40-Station Chromebook Labs</td>
<td>10</td>
<td>$9,800.00</td>
<td>$98,000.00</td>
<td>700-Equipment</td>
<td></td>
</tr>
<tr>
<td>Investment in Network Infrastructure</td>
<td>1</td>
<td>$100,000.00</td>
<td>$100,000.00</td>
<td>700-Equipment</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>$781,480.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part C. Possible Increase in Funding**

With an additional 10% funding increase, we would purchase additional Chromebook labs to bolster Science instruction in our Elementary, Middle, and High School classrooms.

**Part D. Projection for Future Support Costs**

Under the current plan, we anticipate that support costs would remain steady throughout the three years of implementation, and that we would be able to absorb these costs using current Canyons District budgets.

**Part E. Sustainability**

Canyons School District has been at the forefront of technology implementation since the beginning of its existence. Without exception, we plan to maintain our aggressive support of digital teaching and learning beyond the three-year grant period. We will continue the support of our technology infrastructure and professional development efforts.
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

### Part 3: BUDGET

**Applicant: Canyons School District**

<table>
<thead>
<tr>
<th>Description</th>
<th>Funding Requested – Year One</th>
<th>Funding Requested – Year Two</th>
<th>Funding Requested – Year Three</th>
<th>TOTAL FUNDING REQUEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. (100) Salaries</td>
<td>$177,750</td>
<td>$231,750</td>
<td>$240,750</td>
<td>$650,250</td>
</tr>
<tr>
<td>B. (200) Employee Benefits</td>
<td>$56,880</td>
<td>$66,330</td>
<td>$66,330</td>
<td>$189,540</td>
</tr>
<tr>
<td>C. (300) Purchased Professional &amp; Technical Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>D. (400) Purchased Property Service</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>E. (500) Other Purchased Service</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>F. (580) Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>G. (600) Supplies &amp; Materials</td>
<td>$13,500</td>
<td>$27,000</td>
<td>$40,500</td>
<td>$0</td>
</tr>
<tr>
<td>H. (800) Other (Exclude Audit Costs)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>I. TOTAL DIRECT COSTS (Lines A through H)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>J. (800) Other (Audit Costs)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>K. Indirect Cost</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>L. Property (includes equipment)</td>
<td>$472,400</td>
<td>$447,400</td>
<td>$447,400</td>
<td>$1,367,200</td>
</tr>
<tr>
<td>M. TOTAL (Lines I through L)</td>
<td>$707,030</td>
<td>$758,980</td>
<td>$781,480</td>
<td>$2,247,490</td>
</tr>
</tbody>
</table>

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


http://learningforward.org/standards#.Vyd8ZUwrKcw

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


http://tech.ed.gov/professional-learning/