Garfield County School District Digital Teaching and Learning Grant Program

Qualifying Grant Application FY 2017

LEA:	Garfield County School District	
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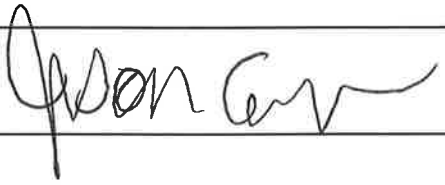
	Print Name	Signatures
Superintendent:	Tracy Davis	
Technology Director:	Jason Eyre	

LEA Overview:

Section I: Completed Readiness Assessment Results. The Garfield County School District has chosen the Future Ready Assessment as the tool to help lead our decision making efforts. The Digital Learning Readiness Report overview is included below. The full Future-Ready Assessment is included in the packet as Attachment A.

DIGITAL LEARNING READINESS REPORT

GARFIELD DISTRICT

Date of Report: 09/19/2016

Digital Learning Readiness Score: 6.7 *(of 10)*

Technology now allows for personalized digital learning for every student in the nation. The Future Ready Schools District Pledge, according to the U.S. Department of Education, is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, careers and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the graphic below.

With student learning at the center, a district must align each of the seven (7) key categories, or gears, in order to advance toward successful digital learning:

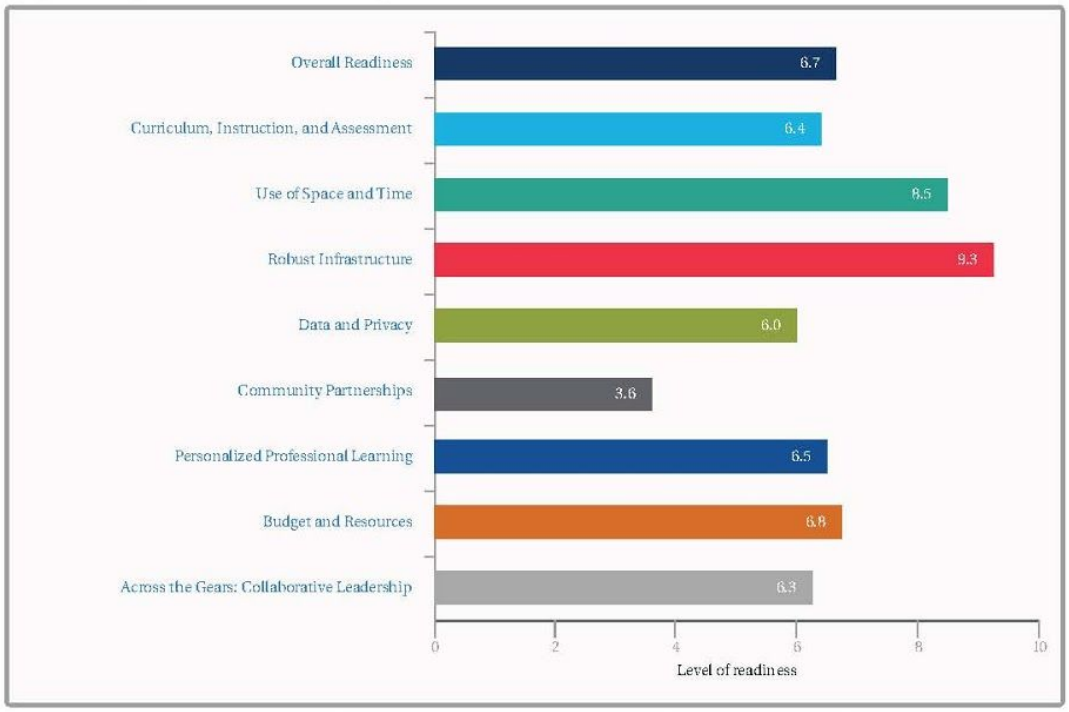
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

The outside rings in the figure emphasize the importance of empowered leadership and the cycle of transformation where districts vision, plan, implement and assess continually. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning.

This confidential report indicates your district's readiness to implement digital learning. The chart below provides a snapshot of your district's progress to date across the seven gears in the Future Ready Schools framework.

Digital Learning Readiness per Gear

This chart provides a snapshot of your district's Readiness Ratings across the seven gears in the Future Ready framework. After your district works on its gaps, your team may want to take the self-assessment again and see trends over time.



Digital Learning

Digital learning is defined as the strengthening, broadening and/or deepening of students' learning through the effective use of technology. It individualizes and personalizes learning to ensure all students reach their full potential to succeed in college and a career.

> *Digital learning is the strengthening, broadening, and/or deepening of students' learning through the effective use of technology.*

Digital learning can be enabled through a range of instructional practices. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practices. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment and opportunities for learning anytime and anywhere.

Staging your district to implement digital learning successfully is a complex progress. It will include (1) investigating and researching new designs for learning; (2) envisioning a range of possibilities and formally adopting a new vision; (3) collaboratively developing plans to enable that vision; and (4) staging the implementation for success by enacting policies and capacity building measures. The following provides important information about the foundation your district is establishing in support of digital learning.

Your District's Vision for Digital Learning

District Vision
All students have adequate resources, adequate bandwidth, adequate instruction, and adequate supervision.

Vision for Students	Included in Your District's Vision	
	No	Yes
Personalization of learning		X
Student-centered learning		X
21st Century Skills/deeper learning		X
College and career readiness		X
Digital citizenship		X
Technology skills		X
Anywhere, anytime learning		X

Your District's Uses of Technology for Learning

This table reports the status of your district's uses of educational technology:	Available in Your District	In Your District's Plans	Not Yet a Priority
Online coursework	X		
Intelligent adaptive learning	X		
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	X		
Assessment data (formative and summative)	X		
Social Media			X
Blended learning	X		
Digital tools for problem solving (visualization, simulation, modeling, charting, etc.)	X		
eCommunication sites for student discussions			X
eCommunication sites for teacher discussions		X	
Real-world connections for student projects		X	
Tools for students to develop products that demonstrate their learning		X	
Digital student portfolios		X	
Online research	X		

Your District's Digital Learning Environment

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

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

Strategic Use of This Report

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

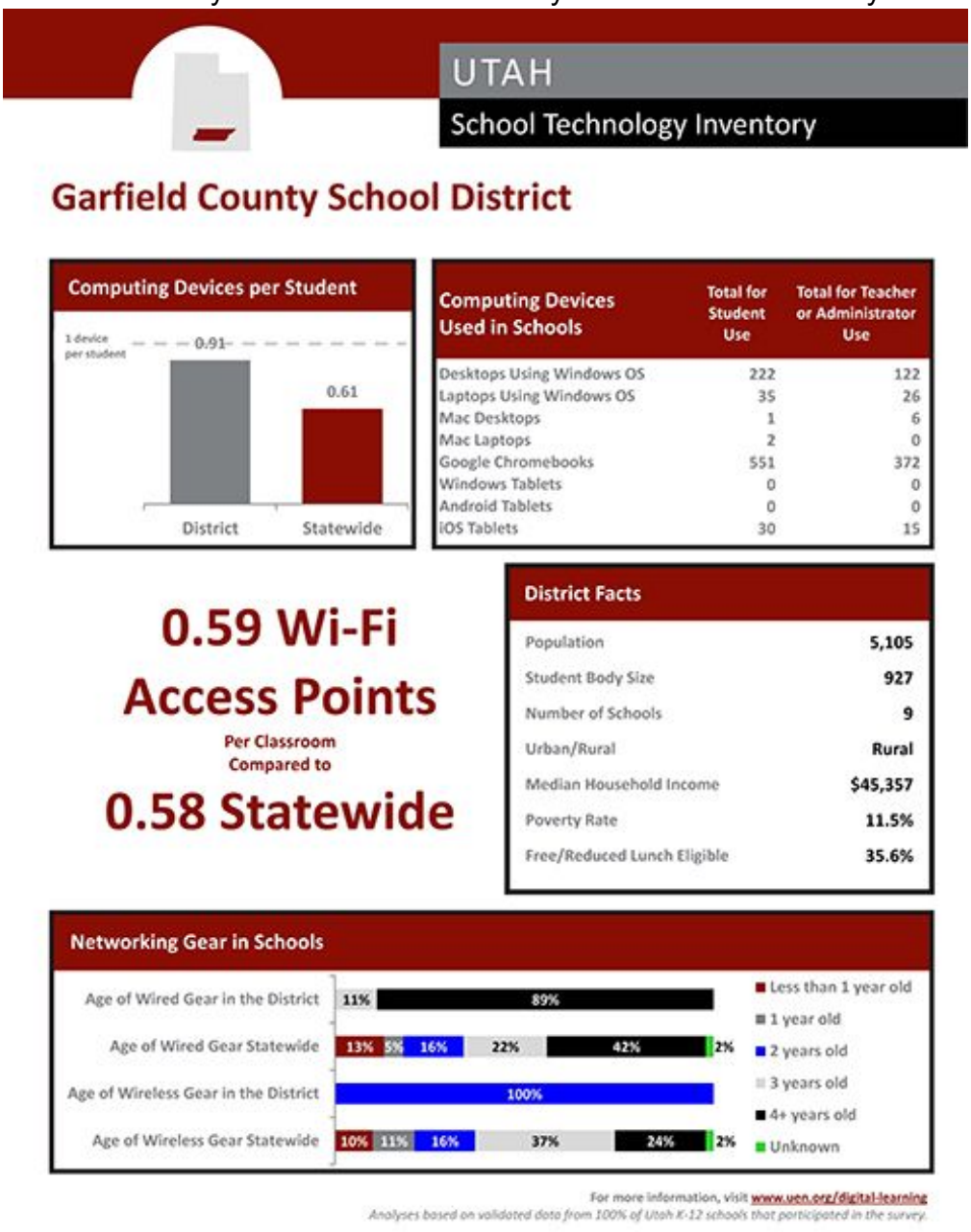
The rubrics have been developed based on the following levels of readiness:

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

Inventory

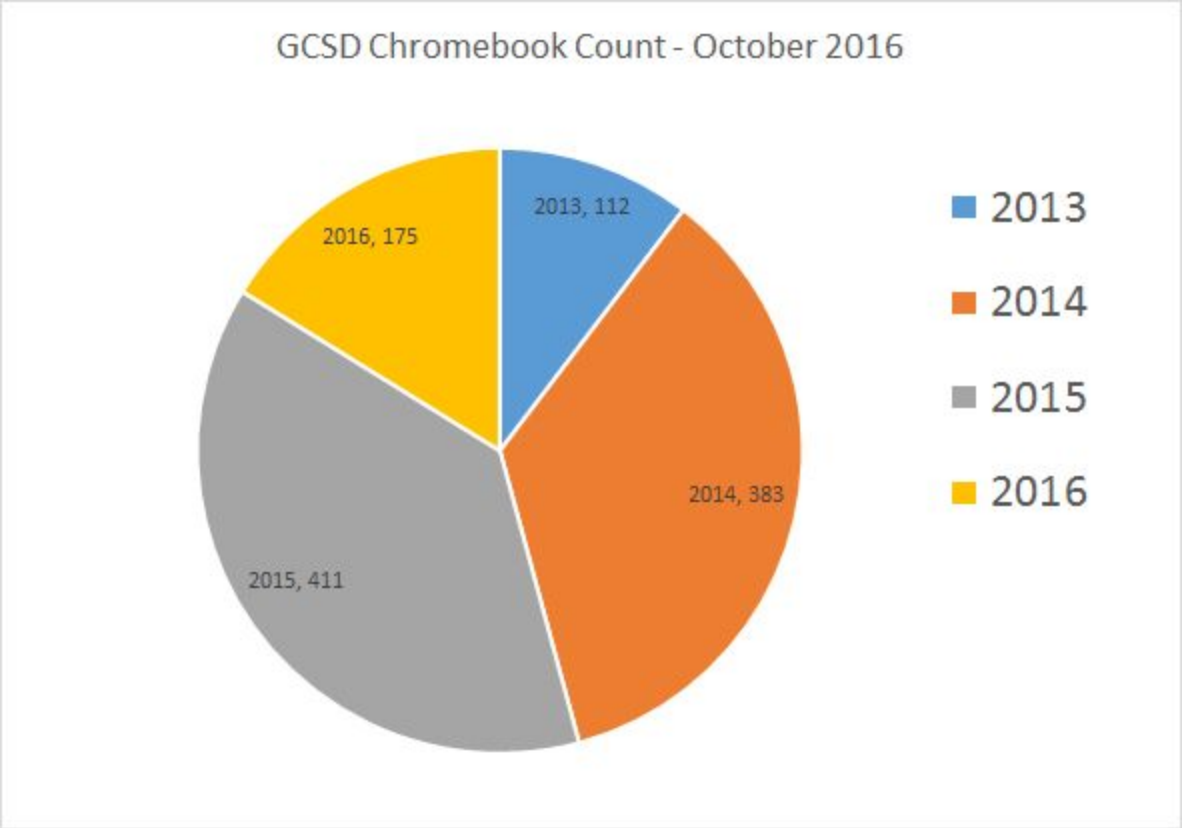
Section II: Research and Program Metrics of Success

Part A: Garfield County School District Inventory - from the 2016 survey.



Garfield District Maintains a 1:13 student/Wi-Fi Access Point ratio which exceeds the 1:16 ratio recommended by UEN and is a more appropriate measure for our rural area.

GCSD Chromebook Age Chart



Total Chromebooks 1,081
Chromebooks used as part of the 1:1 Program: 697
Chromebooks in classroom only use: 384

Part B: Describe how you will integrate existing resources into the proposed three year digital teaching and learning program. Recent efforts of our school board and district technology leadership have put us in a fortunate position to have adequate devices for our students. We are expanding our vision and using our devices differently by sending them home with the students Grades 4-12 in an effort to expand the reach of technology beyond the classroom where the devices have resided in recent years. Our efforts here are to supplement the needs of our K-2 classrooms and replace aging equipment under our current program.

WE WILL PARTICIPATE IN FUTURE INVENTORY EFFORTS WITH UETN AS REQUESTED.

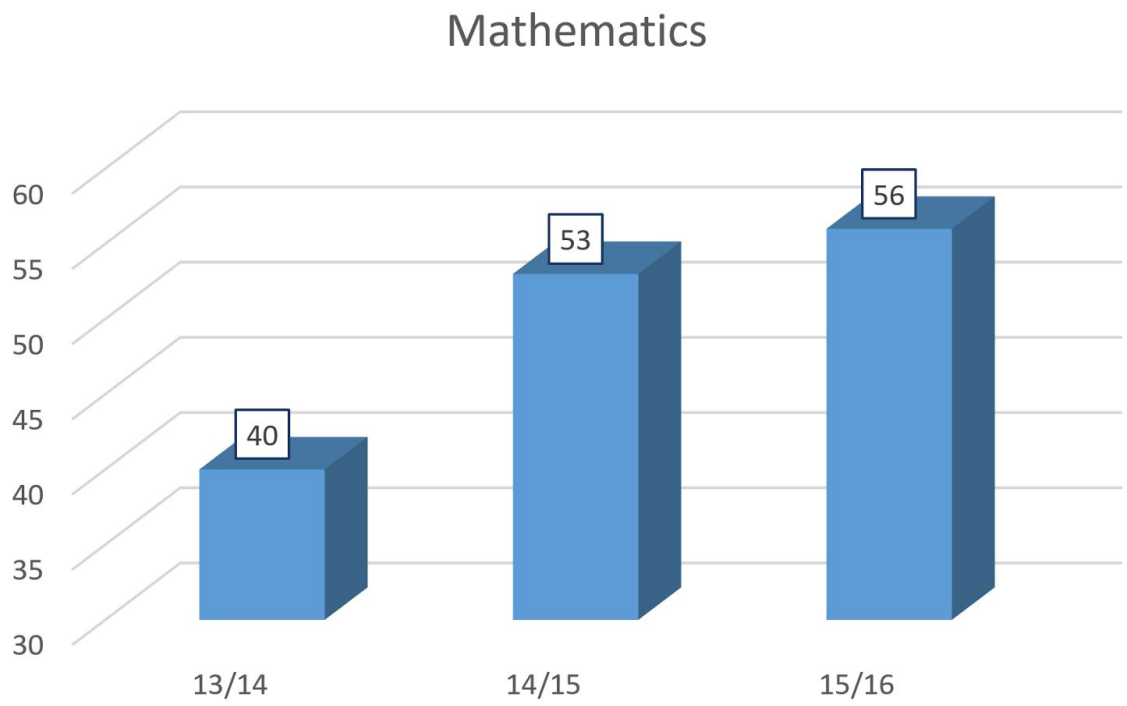
LEA Capacity and Goals:

Section III: - Option B: Local Baseline (Measurable & Quantitative) - Must contain root causes and solutions including rationale and supporting data for root causes.

SAGE Performance Results

Mathematics

Supporting data: Percentage proficient on SAGE Test Scores year over year.



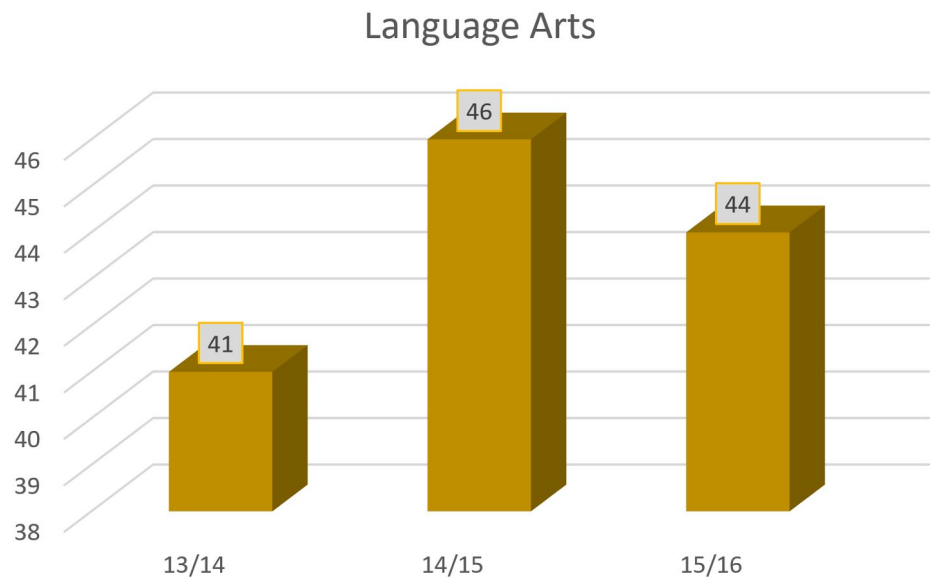
Rationale: Year over Year test scores are trending positive and above the state averages. The district made significant progress between 13/14 and 14/15. More progress was made in 15/16. The best way to improve progress and keep the trajectory is to focus on underperforming schools to move beyond the 56% proficiency.

Mathematics continued

Performance Challenges	Root Cause	Proposed Solution
Some of our schools are underperforming for percentage proficiency in Math. The entire district is above the state average for proficiency in Math. The measure of proficiency is skewed by our high performing schools raising the proficiencies for the entire district.	The skewing is caused by the small sample size of students in our district and having one of the highest performing schools in the state within that small sample. We found that the underperforming schools were not utilizing ALEKS and iXL at the level being utilized by the high performing schools.	Reorganize the PLC in the mathematics area engaging the high performing teachers as leaders in that community. Bring the usage of ALEKS and iXL up to the same fidelity in the underperforming schools as at the high performing schools.

Language Arts

Supporting data: Percentage proficient on SAGE Test Scores year over year.



Rationale: Year over Year test scores are trending at or near the state averages. The district made significant progress between 13/14 and 14/15 but backtracked slightly in 15/16. Our solution is to give the students more access to digital tools to improve writing skills and strive for a year over year trend that continues in the direction of improvement at 46% or above.

Performance Challenges	Root Cause	Proposed Solution
We are performing at or near the state average but we are not consistently improving. Performance in 15/16 went down.	Student use of devices is limited to the classroom and does not allow for efficient research or writing outside the school at an equal level for all students. Students are not collaborating outside of the classroom with digital tools.	Send the devices home with the students where they can research and write more efficiently along with utilization of cloud tools for collaboration and teamwork. Implement Internet resources out in the community to provide an equal access opportunity for students to online resources.

Long-term Outcomes:

Garfield School District Mission:

GOALS:

- **Provide a Positive Learning Environment**
- **Support Academic Excellence**
- **Encourage Parent and Community Involvement**
- **Ensure Fiscal Responsibility and Transparency**

Strategies for digital teaching and learning are integrated as a core component of both providing a positive learning environment and supporting academic excellence. This is evidenced by our Future Ready Framework and ongoing improvement to help us not only set a strategic vision but also measure it within the Future Ready Framework. The LearnPlatform will also help us measure the fidelity of the learning environment. This strategic commitment is even more evidenced by the district hiring a new Superintendent who has a background in technology and STEM teaching to help strengthen the strategic evaluation and upgrading of these systems and their integration into all aspects of learning at Garfield County.

Garfield County School District have proven a long term commitment to the use of technology. Our students receive positive reinforcement through the receipt of an assigned device and entrusted with the device for learning outside the classroom. This relates directly to our first stated item on our mission statement.

We have found through experience that the use of Digital Teaching and Learning in our district has lead to academic excellence. We have shown a multi-year commitment prior to the grant and are utilizing grant funds to continue on our positive outcomes and successes.

We encourage Parent and Community involvement through our device insurance programs and also our community councils. The trustland monies are sought to supplement the technology funds provided by the LEA and even more enhance the technological tools for our students.

We show our fiscal responsibility and transparency through the use of technology. We historically had worked with neighboring school districts to negotiate the most appropriate pricing for our hardware above and beyond the requirements of the state purchasing process. This process continues today and we hope the UEN purchasing framework will directly lead to our outstanding efforts in fiscal responsibility.

Master Plan Recommended Long-Term Outcomes:
*The Future Ready Framework will provide ongoing tracking of the district's strategic vision relating directly to digital teaching and personalized learning. We hope that this tool and its direction will lead to a long term comprehensive personalized learning environment.

Improved Student Achievement as measured by:
• Year over year Student proficiency on SAGE (especially math & English Language Arts – subgroups)

Improvement and consistency in College and Career Readiness/Workforce Readiness, as measured by:
* Graduation from High School
* Grade 11 ACT scores - achieve a minimum of 18
* Career Pathway Completion
* Students display a mastery in critical thinking skills

Intermediate Outcomes

*The Future Ready Framework will be reviewed regularly by the District Technology Team and the completion of goals through corrective actions will move towards a comprehensive improvement in digital teaching and learning readiness along with the

measurement of personalized learning opportunities reinforced by the framework.
*Increases in Math Proficiency through ALEKS and iXL. Increases will be expected to rise at least 1% per year and measured through SAGE. ALEKS and iXL will show continual yearly progress with year to year comparisons and also linear growth from grade to grade.
*Increases in Language Arts Proficiency through Utah Compose, iXL, iReady, Imagine Learning, and Waterford. Current stats show we are already 2% below target with an expectation of 2% to return to the two year average and then an expected with a 1% yearly growth expectation.
*Increases in students personal responsibility through one to one program.
Data streams on student progress are continuous and will reflect daily performance. Our tools will be reviewed to satisfy growth expectations and can be viewed anytime but at least a quarterly analysis will be used to maintain positive growth.

Direct Outcomes:

*Personalized Learning is reinforced in areas where it is currently being utilized through digital teaching and learning. It is emphasized in areas where it it not being utilized.
*Attain and/or maintain a percentage of students reading on grade level in 3rd grade at least 85% and maintain that percentage to meet targeted benchmark for CCRE.
*Attain and maintain the state average on Sage testing in Mathematics and Language Arts proficiency with a focus on continued year over year improvement in proficiency.
*Expose students to devices in grades Pre-K through 3 in a controlled environment teaching them to care for the devices and be responsible for the devices under a teacher's care.
*Measured by broken devices less than three per classroom per year..
*Expand the classroom through technology by sending home the chromebooks for Grades 4- 12 and teach the students' responsibility for the devices.
*Improve the students' research skills and online collaborative skills by allowing them access to the devices outside the school and providing access to Internet throughout the community.
*Measured by insurance claims less than 15% of total devices.
*Provide testing in the classroom environment where the teaching takes place to help utilize the information and classroom tools that help them learn the material which will improve recognition.
*Equitable distribution of devices based on grade level measured by students in the same grade have the same age and or type of device.

Implementation

Section IV: Implementation Process

Part A: Provide a detailed timeline for the rollout of Year 1 and a general rollout for Year 2 and 3. Include Activity, Timeline, Responsible Party, and Communication Plan

Activity	Timeline (Date)	Role/Responsibility for this Event	Communication Plan

Implement One to one program to expand digital usage beyond the classroom	Sep 2016	Technology Director - prepare chromebooks, Superintendent- communicate to community and staff, Principals - send out insurance forms, School secretaries - process insurance payments, School Librarians- assign chromebooks out to the students.	Superintendent - explain and gain board approval. Present to community through print media and district website. Explain process to Admin staff. Tech Director - present to community through print media, train all educators on the process through written and oral instruction.
Teacher Onboard for 2016	Sep 2016	Superintendent - introduce one to one program to educators. Technology Director - explain details of the program and impact on teachers.	Large group presentation to all educators at Opening Institute
Grant KPI tracking	Upon notification of Grant Approval	Technology Director - create spreadsheet to track any grant related measures not tracked by the LearnPlatform.	Document kept in Google that is shared with the DT&L team.
Grant Introduction to All Admin, Teachers, and Staff	Upon notification of Grant Approval	Technology Director - create PDF handout summarizing the grant goals and measurement objectives.	PDF Handout that will be delivered electronically to all Admin, Teachers, and Staff.
Reorganize Mathematics PLC	Q4 2016	Superintendent - identify leading teachers and reorganiz the PLC.	Superintendent - work one on one with leading teachers. Leading teachers will then engage the new community through the communication they deem most effective.
Future-Ready	Q1 2017	Superintendent will	Technology Director will

Review		organize the meeting. District Technology Leadership Team will meet and establish the corrective action plans to improve on the low performing areas in the Future Ready Framework	send out the Future Ready documentation and instructions will be send out to team members in advance of the meeting.
Kindle Fire Device Pilot - Preschool classrooms	Q4 2016	Technology Director will prepare Preschool Teachers for Kindle Fire devices, procure, and stage them. Preschool teachers will use the devices in their environment and recommend apps to meet their needs beyond the suggested starting apps from the district.	Technology Director will meet one on one with two of the preschool teachers and go over apps for their environment and show them how to use the devices. Preschool teachers will present the devices to their paras and use the apps. They will communicate their experiences with the apps.
Kindle Fire Pre-school Pilot review	Q1 2017	Technology Director will organize the meeting through Acano. Preschool teachers will review the successes and concerns from the project as a team and make recommendations for the rollout to higher grades.	Meeting Invite Meeting Minutes Follow-up assignments
Kindle Fire K-2 Rollout Training	Q2 2017	Technology Director will organize the meeting through Acano. Preschool teachers will review the successes and concerns from the Pilot and the experienced	Meeting Invite Powerpoint Training Materials Hands-on demonstration Meeting Minutes Follow-up assignments

		users will introduce the technology and apps to the educators who will be using the devices in their classrooms.	
Procure and Stage Kindle Fire Devices Y1 - Grades K-2	Mar - Apr 2017	Technology Director	Communicate to USBE, Teachers
Learn Platform Training and measurement	Begins Q1 2017 then is ongoing	Technology Director - Implement the Learn Platform, identify applications to measure, review usage when it starts tracking. District Technology Leadership Team - discuss usage and corrective action planning for areas of low fidelity.	Meeting Invite Learn Platform Demonstration Powerpoint Presentation Meeting Minutes Follow-up assignments
Applications for K-2 Kindle Fire Devices	Q2 2017	District Technology Leadership Team	Communicate to stakeholders and update grant documentation.
ACT Testing	Mar 2017	Testing Coordinators - administer the test.	
Procure and Stage Chromebooks Y1 - Grades 3, 6, 9	Mar - May 2017	Jason Eyre, Technology Director - stage chromebooks. School Librarians - check in old chromebooks and replace with new ones.	Communicate to USBE, librarians
SAGE Testing	Apr- May 2016	Testing Coordinators - administer the test.	
Review ACT Testing Results	May 2016	Superintendent - review the test results. Determine progress in	Results communicated electronically to DT&L Team

		the grant. Technology Director - Update LearnPlatform or Grant KPI tracking	
Dibels End of Year Testing	May 2016	Reading Specialists - conduct the testing.	Results should be captured by the Learn Platform
Review Dibels testing Results	June 2016	Superintendent - review the test results. Determine progress in the grant. Technology Director - Update LearnPlatform or Grant KPI tracking.	Update grant documentation or KPI if needed.
Future Ready Review	Twice Per Year	District Technology Leadership Team - meet Technology Directory - update Future-ready framework.	Meeting notice Meeting notes Follow-up assignments
Grant Performance Review	Sep 17	Superintendent and Technology Director will present grant performance, results, and goals to all Admin staff and teachers at the opening institute.	Powerpoint Presentation, Q&A, Goals Handout with high level tracking.
Repeat of items in yellow cells in years 2 and 3.	Same months as above just each subsequent year	Assigned people from lines above	Same communication plans as above.

Measurement of Achievement Goals

Garfield School District will use the state-supported LearnPlatform, which will enable us to access all edtech product management from a single location, providing an educator-

and administrator-level view of the aggregated tools available and uphold fidelity and student outcome objectives.

Using the LearnPlatform, Garfield School District can:

- Select and use tools that are effective for specific populations to narrow the achievement gap
- Specify and refine learning targets aligned with our learning plan and employing tools that meet those requirements
- Implement best practices from other educators and peer districts teaching similar populations
- Share results such that peer educators, district leaders and other stakeholders can see progress to plan in real-time and receive quarterly reports on impact.

Any items not tracked on the LearnPlatform will be tracked on a centralized database maintained by the Technology Director on a shared folder on Google drive that will be shared with the Digital Teaching and Learning Team so that all members will have consistent access to information at any time.

Stakeholder Engagement Strategy

- Clear communication of goals and objectives
- Effective, objective, and fair measurement of tools and their usage including apps and test results.
- Closing the loop each year with a review at the opening institute.
- Strong kick-off each year with the presentation at the opening institute.
- Consistent, regular review of the Future Ready Framework

Digital Curriculum - Instructional Tools

Section V: GRANT FUNDS WILL NOT BE UTILIZED FOR THIS SECTION DUE TO THE LIMITED SCOPE OF FUNDING. THE INFORMATION BELOW IS PROVIDED TO ILLUSTRATE OUR PLANS OUTSIDE OF THE SCOPE OF THE GRANT.

Identify new and current instructional tools and how they will address target goals.

District funds will be used to purchase new high quality applications for the Kindle

devices that cover reading and mathematics. These apps will be used in addition to the other high quality applications provided through the district. The target goals of reading readiness for 3rd graders and SAGE percentage of proficiency year over year in Mathematics and Language Arts will be measured against the reported usage of the new and current instructional tools. Instructional tools will be preferred that report through automation to the LearnPlatform or show a strong correlation of success in our measures.

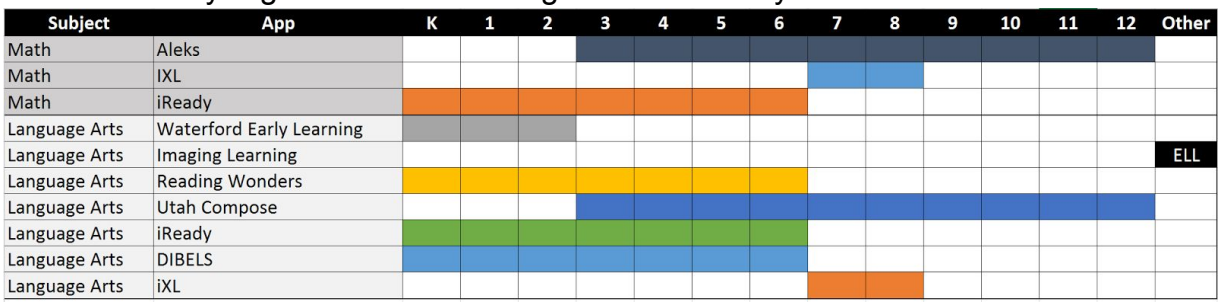
Identify how data will be used to inform instruction:

Existing data has already established baselines. Instruction has been adjusted to better incorporate and utilize existing digital tools to see how this increase impacts the measures listed in Section III.

Future data will be used to guide and direct performance towards areas of deficiency and towards areas that will lead to success in career and college readiness and areas specifically targeted by the Governor's Prosperity 2020 initiative.

List the digital content available by topic:

Garfield County Digital Content Catalog for Teachers by Grade



Subject	App	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
Math	Aleks														
Math	IXL														
Math	iReady														
Language Arts	Waterford Early Learning														
Language Arts	Imaging Learning														ELL
Language Arts	Reading Wonders														
Language Arts	Utah Compose														
Language Arts	iReady														
Language Arts	DIBELS														
Language Arts	iXL														

Content is purchased by topic which enables teachers to customize content from multiple sources for personalized learning.

Identify fidelity requirements and how to mitigate challenges:

All primary digital instruction products regardless of funding source will be implemented with fidelity. The fidelity requirements for each primary product will be identified and tracked through automation on the LearnPlatform or on the KPI database mentioned in the implementation plan.

Anticipated challenges will be identified during meetings of the District Technology Team and Future Ready Framework review meetings. Corrective action planning and remediation will be assigned as part of those meetings.

Software for Special Education Students

Although funding for software for special education students is not being pursued through this grant, Garfield County School District uses Apple iPads, Chromebooks, PCs, and other disability specific tools for special education students. Priority is given to spend Federal funds specified for these programs first on software and devices. If needed, district technology funds are used to make up any gaps.

Applications

- iPad applications specific to their disabilities
- Lakeshore
- LinguiSystems

Three Year Plan

Section VI: Detail a three year plan for student engagement in personalized learning.

Identify how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration

and creativity skills by grade level.

Standardized applications and devices will be utilized throughout the district. Devices will be given out based on the student's grade level so that all students have equal and consistent opportunities compared to their peers.

The G-Suite of applications will be used in all grades third and above with the communication and collaboration features enabled. Students have individual accounts on the system so that they have access to the online storage and applications.

Teachers will be introduced to a variety of applications that will allow students to be creative. The devices in use will have a secured way to use the cameras and microphones for education related audio and video production.

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

The high quality applications that are used in our district offer personalized learning opportunities for students. These products contain dashboards or other simpler reporting methodologies that illustrate each student's progress so that teachers can help direct their student's individual learning paths. The reading readiness and percent proficiency targets that are summarized in section three are broken out into detailed progress reports for each student. Teachers then use those measures to fill in the needed items to improve readiness or proficiency. There are also times when specific digital learning tools assigned to lower grade levels or special education can be applied for students who are not performing at the current grade level to help them catch up.

District software packages provide daily personalized learning opportunities for our students. The high quality nature of the applications helps ensure that we have purchased products that provide instant feedback for both success and failure. Textbook purchasing has been improved to expect electronic versions of the textbooks and electronic mediums to be utilized on the student's individual chromebooks. Daily instruction can and will be adjusted to utilize the performance information from the system and this will help us meet the SAGE and other targets that are identified above.

Daily results are reviewed by the teachers and used to show the personalized learning level of each student. The reporting mechanisms als allow this data to be rolled up into class, school, and district performances.

Each student in a grade is given the same age of device to ensure that all learning

opportunities from the computing perspective are consistent for each student on their grade level.

Identify a comprehensive plan for teaching digital citizenship.

The Technology Director and the elementary school lab assistants are certified as Netsafe trainers.

Our Superintendent covers digital citizenship for parents through an article in the local newspaper which is supplemented through community Internet safety awareness presentations at our schools.

Through professional development teachers are taught the principles of model digital citizenship. They are encouraged to provide an example for our students and pass on the best practices to the students.

At least yearly, all students are subject to a formal digital etiquette presentation. At this time, students are given instructions on self-protection, their digital rights and responsibilities, along with following rules and regulations concerning access to the school's digital curriculum. With the majority of our educational content going digital, responsible students is our priority.

Our devices utilize technology from our iBoss filtering so that the devices are filtered and usage is tracked regardless of whether the student is on or off campus. This helps us make sure that students are fulfilling their role in digital citizenship.

District Policy EEB outlines the specifics for the district on rules and expectations for District and Personal Electronic Devices.

Personalized Professional Learning

Section VII: Professional Learning

GRANT FUNDS WILL NOT BE UTILIZED FOR THIS SECTION DUE TO THE LIMITED SCOPE OF FUNDING. THE INFORMATION BELOW IS PROVIDED TO ILLUSTRATE OUR ACTIVITIES OUTSIDE OF THE SCOPE OF THE GRANT.

Detail your three year plan for high quality professional development for educators, administrators and support staff that includes ongoing periodic coaching.

Training courses anticipated or attended during the 2016-2019 period are listed below and broken out by type and assignee.

Leadership Training

Superintendent

- Serves on board of regional service center
- Receives leadership training through USBA, USBE, and USSA
- Has over 20+ years experience as a technology director

Technology Director

- Certified Education Technology Leader (Passed Certification)
- Future Ready Dashboard Training
- Certified Netsafe Trainer

District Technology Leadership Team

- Future Ready User Training

Administrators

- One on one training with regional service center on the offerings and value of those offerings to their staff.

Periodic Coaching and Mentoring

All District Staff, Administrators, and Teachers

- Electronic Workplace Etiquette

- Health Related Issues
- Least Restrictive behavior Interventions
- What Determines Educational Success

Superintendent
- USBA
- USSA
- Regional Service Center Events

Technology Director
- Technology Coordinators Council
- Utah SAINT Conference
- UCET Conference
- One on one mentoring from technologists at Regional Service Center each month.
- bSWATT Team (Peer team at regional service center)
- SWATT Team (all technology staff for districts in our regional service center)

Administrators
- OnTrack
- Vendor specific training on management or reporting
- Participation on the Future Ready Leadership Team

Teachers
- Opening Institute
- Faculty Meeting presentations from tech director or other specialists.
- One on one training from vendors (ConnectED, Waterford, etc.)
- Summer workshops
- UCET Conference
- Utah Ed Chat
- EdCamp Utah
- Elementary STEM Endorsement

Regional Service Center Offerings

Part of our district professional development plan is to utilize training resources from SEDC. SEDC provides a full time technology trainer to give ongoing support in the following areas:

1. Introduction to UEN Resources
2. Interactive Whiteboards
3. Formative Assessment Tools
4. Video conferencing
5. iPad Integration

6. Class Dojo
7. Google Tools
8. Useful classroom data from USBE Data Gateway
9. Chromebook Integration
10. Learning and Presentation Tools - Prezi, Google Slides
11. Canvas
12. Social Media
13. Remind.com
14. Digital Video
15. Place-Based Learning
16. Internet & Computer Security
17. Creating eBooks
18. Overdrive regional library usage
19. Virtual Field Trips
20. Ed-Tech Endorsement

Curriculum Planning and Student Learning Activities

Curriculum planning takes place in several forms:

- Textbook committees for each subject - this group is contributing to the DT&L cause by making sure that any new purchases include a digital textbook and enhanced digital content. The connectED materials are an example of the most recent purchase by this committee.
- District Subject Specific Professional Learning Communities - the Math reorganization example mentioned in Section III is just one of the subject-based communities. We encourage and organize communities in each of the major subject areas and assign the leading teachers in those areas to lead them.
- Core Academy Planning for all teachers based on the grade level in elementary schools.

Content Specific Strategies

Mathematics Percentage Proficiency on SAGE

- Promote and reinforce the increased usage of ALEKS and iXL based on past success stories.
- Have leading teachers drive the PLC with their success to help reach more students.
- Show teachers the dashboard and reporting tools available to help them measure student progress.

Language Arts Percentage Proficiency on SAGE

- Encourage the usage of collaboration tools such as G Suite for Education and

Microsoft Office 365.

- Promote research through the proliferation of devices to each student. Show the teachers how to utilize those resources through their professional learning communities.

3rd Grade Reading Proficiency

- Tracking and follow-up on the Waterford Early Learning Reading
- Encourage personalized learning through the connectED curriculum for K-6.
- Utilize touch-enabled devices in K-2 to help the kids focus away from the keyboard and more on the content.

WE WILL CONTINUE TO PARTICIPATE IN THE PROFESSIONAL LEARNING AND IMPLEMENTATION SUPPORT OFFERED BY USBE AND UETN.

Assessment - Measurable Outcomes

Section VIII: Detail a three year plan for how and LEA will monitor student and teacher usage of program technology.

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Describe how student and teacher usage will be monitored:

Garfield School District will utilize the state-supported LearnPlatform to support overall program management of its DTLI efforts, including monitoring utilization and our educators' experience with these and other technologies to inform continuous improvement. As a Google Apps for Education(GAFE), we will also take advantage of the LearnPlatform Chrome extension to support our teachers and students, and understand which tools are used most frequently. Our goal is to improve both outcomes for students and our investments in digital teaching and learning.

Garfield School District's configuration of the LearnPlatform 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.

Describe the process for a team of stakeholders to develop continuous improvement plans for digital learning initiatives aligned to the LEA's improvement plan:

During 2016-17, continuous improvement plans will be finalized. Garfield School District will work with the LearnPlatform technical assistance team to quickly configure and align the LEA's LearnPlatform account to support our LEA's business processes, communication and monitoring for continuous improvement, including:

1. Integrating (LEA)'s previous edtech inventory and engineering study information;
2. Configuring the system to match the needs of our administrators, teachers, students and administrators;
3. Providing access for teachers and administrators to access and monitor their edtech;
4. Defining the key edtech activities, interventions and measurements (see below for examples).

Describe the LEA's strategies for process improvement based on the results of ongoing data collection:

Garfield 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, (LEA) will have a centralized digital teaching and learning profile for each school, with an integrated edtech inventory on its LearnPlatform. In alignment with all state and federal regulations, data integration from products, process automation, and communication tools of the LearnPlatform will be used to further streamline processes, such as:

1. Allowing educators an easy way to centrally see, share insights, learn and ask questions about digital teaching and learning tools;
2. Efficiently piloting new tools, with both qualitative and quantitative results to inform implementation;
3. Rapidly analyzing the impact of current and new digital teaching and learning interventions;
4. Providing administrators and educators instant dashboards for digital teaching and learning ecosystem;
5. Use the Google Apps for Education extension (or other LEA supplied technology) to provide time saving tools for educators and remotely monitor which digital teaching and learning tools are used and how often;
6. Centrally managing and sharing findings and status for all teachers and administrators to inform their instructional and operational decisions; and,
7. Enhancing our LEA's own processes with insights learned from other LEAs.

Identify the data sources that will be utilized to evaluate the impact of digital teaching and learning:

Program technology utilization and achievement measures will be monitored and centralized in LearnPlatform and mapped against additional data sources which include:

1. Quantified feedback from educators, based on research-based rubric
2. Pilot and trial tests which survey specific user types, products, learning applications and/or student variables
3. De-identified student co-variate data (demographic, gender and other filters)
4. LEA and state-level testing data
5. Product utilization data at the user and/or school level
6. Product access monitoring (via Chrome extension where applicable)

Note:
As mentioned in Sections III and IV we will utilize a KPI database developed in house to track any measures not tracked by the LearnPlatform or through automation.
WE WILL PROVIDE IMPLEMENTATION DATA TO USBE ON AN ANNUAL BASIS.

Robust Technical Infrastructure

Section IX: Three year plan for infrastructure acquisition

GRANT FUNDS WILL NOT BE UTILIZED FOR THIS SECTION DUE TO THE LIMITED SCOPE OF FUNDING. THE INFORMATION BELOW IS PROVIDED TO ILLUSTRATE OUR ACTIONS OUTSIDE OF THE SCOPE OF THE GRANT.

Detail a three year plan for infrastructure acquisitions that utilize State contracts while identifying E-Rate eligible items and services:
During the 2016-17 budget year we purchased $44,000 worth of Cisco Switches to upgrade the network connectivity in our schools from 100MB to Gigabyte wired LAN connections as part fo the E-Rate type 2 program. We also utilized PoE capable equipment to help power network WiFi devices, VOIP telephones, and school security cameras. This is the Year 1 portion of the plan. We plan in Years 2 and 3 to implement additional Cisco Switches to bring all ports to the Gigabyte speeds and have the ability if the backbone gets upgraded to turn on speeds on our backbone ports to 10 GB. We will assess WiFi Access Point network performance in Year 2 to see if any additional access points are required beyond the original system design and if needs are found order additional units. Year 3 we plan to assess the entire WiFi infrastructure and look at refreshing our existing access points or updating the entire system depending on the condition of our WiFi equipment including Zone Directors and Access Points.

Describe how the LEA will address scaling the current network without performance degradation: The current plan is to upgrade the current devices in place with higher performing equipment. Most of the network growth is poised to take place in wireless and we will review the performance of that in year 2 and remediate any performance needs along with an anticipated upgrade to entirely new wireless technology in Year 3.

Describe how the LEA will report site specific validate-able enrollment, both fulltime and part time, and NSLP income eligibility data to USBE as per E-Rate eligible items: The Aspire SIS system will be utilized for this required reporting. E-Rate is processed through our Regional Service Center (SEDC). Our Oct 1 LEA student enrollment was 977 for students in pre-K through grade 12. Our NLSP (free and reduced) lunch student percentage for the LEA was 50% according to Aspire.

Verify inventory tracking requirements for the last five years: All items have been given an asset tracking tag and tracked through our fixed assets system. Teachers turn in an annual inventory at the end of the school year for inventory that is kept in their classrooms. The District Technology department provides information on district owned equipment. All student issued devices are tracked and inventoried through the special collections in the library system (KOHA). Chromebooks are also tracked through the Google Management Platform for redundancy beyond the tracking that is done through the library for student and teacher managed devices. Amazon Kindle Fire devices are tracked through the Whispercast system as a redundant means of tracking both classroom assignment and applications assigned to the devices. iPads and Macintosh computers are also tracked through Apple Classroom.
Describe how the LEA ensure that wireless access is available and reliable in all instructional spaces and indoor/outdoor common areas. We have utilized a professional assessment to put our current Wi-Fi infrastructure in place. The zone director appliance that manages this system is tracked through a SNMP monitoring system at our district office. The SNMP monitoring system is set to send out alerts when devices are not performing reliably or the underlying network is interrupted. The regional service center sponsored a wireless engineering study of district locations to ensure that adequate saturation of Wi-Fi system saturation or perceived holes in service.

Technical Support and Maintenance

Section X: Technical Support for implementation and maintenance of the Program

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Describe how technical support will scale along with the digital teaching and learning program:

Because of the amount of money available to small to medium districts additional responsibilities will be added without additional hours or compensation to provide technical support and implementation services.

Describe the technical support procedures and process:
In the Garfield School District we utilize a Quick Ticket system hosted at our Regional Service Center (SEDC). Admin staff, Teachers, and other staff members are directed to use this system to log their requests. Requests are then triaged and resolved by the technology director, site technology specialists or students participating in the Cybercorp program.

Describe the LEAs inventory process for tracking assets: All items are given an asset tracking tag and tracked through our fixed assets system. Teachers turn in an annual inventory at the end of the school year for inventory that is kept in their classrooms. The District Technology department provides information on district owned equipment. All student issued devices are tracked and inventoried through the library system. Chromebooks are also tracked through the Google Management Platform for redundancy beyond the tracking that is done through the library for student devices. Amazon Kindle Fire devices are tracked through the Whispercast system as a redundant means of tracking both classroom assignment and applications assigned to the devices. iPads and Macintosh computers are also tracked through Apple Classroom.

Data and Privacy

Section XI: Security Policies

GRANT FUNDS WILL NOT BE UTILIZED FOR THIS SECTION DUE TO THE LIMITED SCOPE OF FUNDING. THE INFORMATION BELOW IS PROVIDED TO ILLUSTRATE OUR ACTIONS OUTSIDE OF THE SCOPE OF THE GRANT.

Part A: LEA Security Policy: The Garfield District utilizes the iBOSS content filtering for students in compliance with CIPA. To secure beyond the filter we utilize network protections from our Palo Alto Firewall which is configured to block concerning countries, industry standard threat lists, and network protocols that are found to interfere with our content filtering.
Part B: Describe the LEA's security audit plan: We participate in Technology and Security Assessments provided by our regional service center and UETN. Items that are listed as findings in those reports are discussed and corrective actions are put into place. A recent assessment is included as Attachment B.
Part Ca: Student Policies: Data Privacy & Responsible Use: District Policy EEB is a comprehensive policy detailing the involvement of Electronic Devices, Student Acceptable Use, BYOD (bring your own device), Employee Acceptable Use, Appropriate System and Network Activities, Staff Web Pages, Collection of User Information and Standards of Disclosure of Student Information. The Policy is included as Attachment C.
Part Cb: Describe the LEA's process for involving stakeholders in the improvement of security policies: Feedback from Admin, Faculty, Staff, and Students is accepted through email for recommendations on filtering or security changes. These requests are considered and if appropriate put into place on the firewall or filter. The District Technology Leadership Team discusses needs and solutions when meeting as part of the Future Ready Program.
Part D: Describe the plan to remediate any identified security issues in the LEA's system if any: Corrective Action Plans will be developed and implemented as part of any identified security issues. If the issues involve student data or personally identifiable information, the district has a plan to notify the appropriate parties including parents. The district maintains a Cyber Insurance Policy to minimize the effects of data breaches.

Security Training for All Stakeholders addressing password management, anti-phishing, etc.

During the opening institute we have a representative from the regional service center provide training on Electronic Workplace Etiquette. This presentation covers not only polite email considerations but also password management, anti-phishing, and other digital citizenship best practices.
There are times when specific threats arise. An example is the ransomware threat that was targeted at the educational community in 2015. In those type of cases the Technology Director issues an email that explains the issue in simple non-technical terms to notify the staff of the threat and the actions that need to be taken to prevent the problem. Language is also included to report any issue that may have happened. A culture of fixing and solving problems without punitive action has helped lead to honest reporting and successful fixing of security problems.

Budget and Resources

Section XII: Budget

Part A: Detail the LEA's current technology budget.
2017 Budget
670- Capital Outlay Software $15,000
734- Capital Outlay Tech and Security Equipment $140,000
Entire budget for FY17 included as Attachment D

Part Ba: Provide a description of the budget that clearly describes the expenditures for each of the three years of the proposed budget. The budget should include grant and non-grant funds. Provide justification for each budget category.
The devices we are requesting are to replace the current aging devices that the district has purchased in the past. To maintain equity and fairness the devices used in our take-home one to one program will be distributed to 4th, 7th, and 10th grade students and assigned to them for a three-year duration.

Part Bb: Budget for Grant Funding Year 1 - 3

Year	Est Allocation	Kindle Fire	Chromebook Repl
Y1	$ 44,120	$ 18,000	$ 26,120
Y2	$ 34,357	$ -	$ 34,357
Y3	$ 34,357	$ -	$ 34,357

* any needs beyond the scope of the grant funds for 1:1 devices will be funded out of district fund 734.

Part Bc: Identify any FTE increases. No FTE Increases Identified.

Part C: Identify how a 10% increase of funding will be utilized if received: additional Chromebook or equivalent devices would be purchased to replace aging equipment. Additional high-quality applications would be reviewed and purchased to provide more options for grades 9-12.

Part D: Project future support costs beyond year 3: $3,000 - $5000 per year to cover normal wear and tear or breakage based on a typical 10% failure rate per year.

Part E: Describe how the LEA will sustain the digital teaching and learning program beyond the three-year grant period.

Prior to the grant district funds were used to purchase the chromebook and mobile devices. In grades K-2 we had some iPad devices and chromebook devices and we achieved a one to one ratio in early 2016. We have a plan in place to use district funds as needed to continue our one to one program beyond the three year period.

All professional learning costs outside the device purchases are being covered by the district and will continue beyond the life of the grant.

Capturing and re-purposing savings resulting from this program

Any costs savings resulting from this program will be redirected back into Digital Teaching and Learning or our Future Readiness corrective actions.

WE WILL REDIRECT COST SAVINGS FROM DIGITAL TEACHING AND LEARNING TO SUPPORT THE MAINTENANCE AND GROWTH OF THE PROGRAM.