



Utah State Board of Education Digital Teaching and Learning Grant Program



Contact: Gregory Cox
Executive Director
Monticello Academy
2782 South Corporate Park Drive
PO Box 70806
West Valley City, UT 84120
Phone: (801) 417-8040
gregory.cox@monticelloacademy.net

Mat Murdock
Information Technology Specialist
Monticello Academy
2782 South Corporate Park Drive
PO Box 70806
West Valley City, UT 84120
Phone: (801) 417-8040
mat.murdock@monticelloacademy.net

Alan Shino
Assessment Director
Monticello Academy
2782 South Corporate Park Drive
PO Box 70806
West Valley City, Utah 84120
Phone: (801) 417-8040
alan.shino@monticelloacademy.net

Rosalie Davis
Assistant Director / Guidance Counselor
Monticello Academy
2782 South Corporate Park Drive
PO Box 70806
West Valley City, Utah 84120
Phone: (801) 417-8040
rosalie.davis@monticelloacademy.net

Thomas Jefferson's estate in Virginia, offers a sense the overwhelming inspiration and genius of this visionary statesman. He named the place "Monticello," which in Italian means "little mountain," but the term Monticello (pronounced mon-ti-chell-o) has become symbolic of much more than a place. When any observer experiences the awe inspiring architecture, the immaculate grounds, the creative décor, and the refreshing vistas of Monticello, he or she instantly realizes that there is a yearning inside each of us for more light and knowledge.

With Jeffersonian principles in mind, we have developed the following mission statement for Monticello Academy:

The mission of Monticello Academy is to provide a superior education for K-9 students by:

- Placing a high priority on academic achievement and college preparation;
- Fostering traditional American values of hard work and strong moral character;
- Encouraging parents to resume their rights and responsibilities to influence the education of their children;
- Restoring strong art, music, and physical education components to the school curriculum;
- Utilizing state-of-the-art technology to enhance instruction and learning;
- Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

Our Philosophy

The three main objectives to fulfill the mission of Monticello Academy are that:

1. Students must master and move beyond academic fundamentals,
2. The school must clearly demonstrate its ability to accomplish this, and
3. Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.

We believe that students will rise to clear and reasonable expectations. A learning environment which cultivates the value of learning and the need to pursue knowledge through a rigorous curriculum and proven methodologies is the key to success at Monticello. Monticello will use the Core Knowledge model, an educational reform based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. Accordingly, Monticello will meet and exceed state curriculum requirements in a well defined, measurable and sequential manner. We believe that music, art and physical education not only improve cognition and performance, they are also key elements that help make school enjoyable.

We believe that performance must be measured in a clear and relevant way. In traditional public schools, standardized test scores are often “norm-referenced”, meaning scores are adjusted to produce an expected range as compared to other students of similar income, ethnicity or gender within the district or the state. Since Monticello is an independent school district drawing students from a large geographical area, norm-referencing is eliminated, thus giving a more accurate assessment of the school’s performance. We believe that all students can excel regardless of income, race or gender, and that such factors should not create limitations for the student through lowered expectations or stereotypes.

We believe that real parent influence in education is not only a basic right, but also the key to effective education reform. While we acknowledge that teachers are the pedagogical professionals, we recognize that parents know their children and the community best. A symbiotic and synergistic relationship should exist between teacher and parent to best meet the needs of the student. Parents must have a meaningful role in the education of their children.

We believe that the appropriate use of technology can assist in achieving all three objectives including enriched learning, teacher training and support, performance measurement, and school-parent and parent-parent communications. To that end Monticello has partnered with the Utah Telecommunications Open Infrastructure Agency (UTOPIA) to help provide some of the most advanced technological applications in the world.

LEA Overview:

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

The chart below is our summary of the rubric which provides us with more information than the original.

North Carolina Digital Learning Progress Rubric

Leadership	Average								
L1 - Shared Vision	2.37	28.5% Target; 28.5 % Early; and 43% Developing							
L2 - Personnel	2.43	57% Advanced; 28.5 % Early; and 14% Developing							
L3 - Communication & Collaboration	3.11	43% Advanced; 28.5% Developing; and 28.5 % Early							
L4 - Policy	2.29	28.5% Advanced; 28.5 % Early; and 43% Developing							
L5 - Continuous Improvement	2.11	28.5% Advanced; 28.5 % Early; and 43% Developing							
L6 - Procurement	2.54	14% Target; 14 % Early; 43% Developing; and 29% Advanced							
	2.48	Average for Leadership							
Professional Learning									
P1 - Focus	1.70	57 % Early; 28.5% Developing; and 14% Advanced							
P2 - Format	2.31	57% Advanced; 28.5 % Early; and 15% Developing							
P3 - Participation	2.06	43% Early; 28.5 % Developing; and 43% Advanced							
	2.02	Average for Professional Learning							
Content & Instruction									
C1 - Educator Role	1.93	57% Developing; 14% Target; and 28.5 % Early;							
C2 - Student Centered Learning	1.99	57% Developing; 14% Target; and 28.5 % Early;							
C3 - Future Ready Learning Spaces	1.82	43% Early; 43% Developing; and 14% Target							
C4 - Technology Infrastructure & Devi	1.74	57% Early; and 43% Developing							
C5 - Outside of School	2.14	28.5% Advanced; 28.5 % Early; and 43% Developing							
C6 - Data-Informed Instruction	2.01	57% Developing; 28.5 % Early; and 14% Advanced							
C7 - Digital Citizenship	2.29	14% Target; 14% Advanced; 28.5 % Early; and 43% Developing							
	1.99	Average for Content & Instruction							
Data & Assessment									
D1 - Learner Profile	1.90	14% Target; 43% Early; and 43% Developing							
D2 - Data Use Culture	2.34	14% Early; 43% Advanced; and 43% Developing							
	2.12	Average for Data & Assessment							
	39.09	Total Averaged Score							

The summary data from the Rubric shows the Leadership category is identified as our most well developed area. The other three areas have little distinction between them. In spite of what seems to be low scoring, interestingly enough, the sum of all categories puts Monticello Academy within the Advanced category.

NORTH CAROLINA

DIGITAL LEARNING PLAN

Digital Learning
Progress Rubric

For Schools

Prepared by the Friday Institute for Educational Innovation



Introduction	iii
Leadership	1
Professional Learning	7
Content and Instruction	10
Data and Assessment	16
Appendix A: Glossary	18
Appendix B: Scoring Sheet	24
Appendix C: Data Interpretation Guide	26
References	28

INTRODUCTION

Intended Purpose of this Rubric

The North Carolina Digital Learning Progress Rubric for Schools is a strategic planning tool, or “roadmap,” intended to support North Carolina’s educators, schools, districts, and communities in the transition to digital-age teaching and learning. The rubric describes a vision for a high quality, digital-age school, and is designed especially to help school teams **reflect on the current stage of their transition, create sustainable plans, experiment with innovations, determine next steps, and track their progress.** It is hoped that one day this rubric will no longer be needed – that **the strategic, careful use of digital tools to create deep learning opportunities for all students will be a normal part of the every-day work** in classrooms, schools, and districts across North Carolina.

In fact, at its core, **this rubric is intended to support the proliferation of high quality instruction,** with digital programs and materials functioning as one set of tools among many at the teachers’ and learners’ disposal. The infrastructure, human capital, and knowledge base to most effectively and efficiently use digital tools is currently being built by schools, districts, and the state. This rubric specifically operates within that construction and transition process.

This rubric is not a brand new instrument and planning tool, but is a continuation of many years of work initiated by the North Carolina Governor’s Office, General Assembly, and State Board of Education, with support from Golden Leaf Foundation and SAS, and carried out by the North Carolina Department of Public Instruction, the Friday Institute for Educational Innovation, and countless educational leaders in classrooms, schools, districts, foundations, nonprofits, universities, and others across North Carolina. The effort began with The School Connectivity Initiative and has grown through programs like the North Carolina Learning Technology Initiative and the IMPACT Model Program. While North Carolina is nationally recognized as a leader in K-12 digital learning, much more work remains to be done. The development and implementation of the 2016 North Carolina Digital Learning Plan, which includes the creation of this school-level rubric, constitutes the current phase of the state’s continuous, collective effort to provide high quality digital learning opportunities for all students from Murphy to Manteo.

Guide for Use

Due to the complex, systemic nature of integrating digital teaching and learning into the daily work of a school, it is critical that this rubric be used not by an individual at a school, but by a representative school leadership team. **If it is used by one or two school staff to make isolated and insulated decisions, the final results will be smaller, weaker, and possibly shorter-lived than they could have been with a more challenging but ultimately more effective democratic decision-making process.** School leadership team representatives could include, for example: principal, bookkeeper, school library media coordinator, instructional technology facilitator, instructional coach(es), subject-area

teacher representatives, grade-level teacher representatives, and student representatives, among others.

This rubric contains four main areas: *Leadership*; *Professional Learning*; *Content and Instruction*; and *Data and Assessment*. Each main area is broken down into three to six key elements (e.g., “Shared Vision,” “Professional Development Format,” etc.).

Members of a school leadership team can work individually to rate their school, followed by a process of either combining these individual scores or coming to consensus to create a single set of schoolwide ratings. Or the leadership team may meet several times to collectively rate their school’s progress on each of the 18 key elements. The team may rate their school’s progress as either “Early,” “Developing,” “Advanced,” or “Target.” **The more data (quantitative or qualitative, formal or informal, etc.) that can be used to inform the ranking process, the more accurate and effective the strategic planning process will be.** These data can continue to be collected, perhaps annually, to compare changes over time.

Throughout the rubric subjective words like “few,” “many,” “occasionally,” or “frequently” are used. This document is intended to be used as a planning guide, not as an accountability tool. For this reason schools and districts may each decide what the most effective definition of those terms is for their own organizations. **To support the process of rubric interpretation, a glossary of over 50 terms is provided in Appendix A.**

To make the scoring system the most effective, the following rule should be used: all indicators (sub-bullets) within a particular cell should be able to be marked as “achieved” for a district to give itself the particular ranking assigned to that cell (Early, Developing, Advanced, or Target). For example, if the district has achieved two of three indicators listed in the Advanced cell, then the district should rank itself as Developing. The district can rank itself as Advanced once it has achieved all three indicators listed. To support this process, a scoring sheet is provided in Appendix B.

Once an assessment of the school’s progress has been completed, the leadership team should reflect on the results and identify priority areas for improvement and plans for sustainability. The team might ask, “What are our priority areas for right now? What are one to three action steps that can be taken to move closer to achieving our desired goals? What structures need to be put in place now so that this work can continue into the foreseeable future?” To support this process, a data interpretation guide is provided in Appendix C.

The following survey pages represent one person’s responses to this survey. The responses of others are calculated within the summary on page 24. The answer is shown via highlighted text.

LEADERSHIP				
	Early	Developing	Advanced	Target
L1 Shared Vision	<ul style="list-style-type: none"> <input type="checkbox"/> A school leadership team is being created for the purposes of planning and leading digital teaching and learning. <input type="checkbox"/> A vision for digital teaching and learning has not yet been created. <input type="checkbox"/> A planned effort to discuss the eventual vision for digital teaching and learning with faculty, staff, and other stakeholders has not yet been put in place. <input type="checkbox"/> There is no consistent effort to have school leaders consistently communicate about digital teaching and learning practices. <input type="checkbox"/> <i>Administrators do not focus on achieving the "NC Digital Learning Competencies for Administrators."</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> A school leadership team, consisting of a few individuals, collaboratively crafts the vision for digital teaching and learning. <input type="checkbox"/> A vision for digital teaching and learning guides school digital education activities. <input type="checkbox"/> School leadership annually promote the vision for digital teaching and learning to faculty and staff. <input type="checkbox"/> School leaders communicate about digital teaching and learning practices, but do not model effective use of digital resources. <input type="checkbox"/> Some administrators demonstrate the experienced level of achievement regarding the "NC Digital Learning Competencies for Administrators." 	<ul style="list-style-type: none"> <input type="checkbox"/> A school leadership team, consisting of many individuals, collaboratively crafts the vision, goals, and strategies for digital teaching and learning. <input type="checkbox"/> The vision, goals, and strategies for digital teaching and learning exist as a self-contained initiative. <input type="checkbox"/> School leadership occasionally promote the vision for digital teaching and learning to all stakeholders, including faculty, staff, students, parents, and community members. <input type="checkbox"/> School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources. <input type="checkbox"/> Most administrators demonstrate the experienced level of achievement regarding the "NC Digital Learning Competencies for Administrators." 	<ul style="list-style-type: none"> <input type="checkbox"/> A diverse, representative school leadership team, consisting of school administrators, teachers, students, parents, and community members, collaboratively crafts the vision, goals, and strategies for digital teaching and learning. <input type="checkbox"/> The vision, goals, and strategies for digital teaching and learning are integrated as core components of the school's School Improvement Plan and other high-level guiding frameworks. <input type="checkbox"/> School leaders consistently promote the vision for digital teaching and learning to all stakeholders, including faculty, staff, students, parents, and community members. <input type="checkbox"/> School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources. <input type="checkbox"/> Most administrators demonstrate mastery with the "NC Digital Learning Competencies for Administrators."
Evidence, Comments		<p>We do have a vision in policy manual. We announce it once a week to students/teachers. We do recognize it during Spirit Week. We need to work on goals & strategies for students and teachers & communicate it to parents/community.</p>		

LEADERSHIP				
	Early	Developing	Advanced	Target
L2 Personnel	<ul style="list-style-type: none"> <input type="checkbox"/> The school requires teacher leaders and other faculty to lead, learn, and share together about digital teaching and learning in meetings before or after school. <input type="checkbox"/> The school does not yet make digital teaching and learning skills a requirement or priority for any teaching position. <input type="checkbox"/> The school does not yet identify teacher-leaders for digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has <i>at least one part-time instructional coach for technology or at least one full-time certified school library media coordinator.</i> <input type="checkbox"/> The school recruits, hires, and develops a <i>few</i> teachers on their faculty to have high quality digital teaching and learning skills. <input type="checkbox"/> The school has <i>informal pathways to identify current teacher-leaders</i> for digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has <i>at least one full-time instructional coach for technology and at least one full-time certified school library media coordinator.</i> <input type="checkbox"/> The school recruits, hires, and develops <i>many</i> teachers on their faculty to have high quality digital teaching and learning skills. <input type="checkbox"/> The school has <i>informal pathways to identify and develop current and future teacher-leaders</i> for digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school has <i>at least one full-time instructional technology facilitator and at least one full-time certified school library media coordinator.</i> <input type="checkbox"/> The school recruits, hires, and develops <i>all</i> teachers on their faculty to have high quality digital teaching and learning skills. <input type="checkbox"/> The school has <i>formal pathways to identify and develop current and future teacher-leaders</i> for digital teaching and learning.
Evidence, Comments			<p>Instructional Coach – Mat</p> <p>Library Media – Kathy</p> <p>Use of tablets at fairs & to test technology skills. Ongoing training/observations; to see who/how technology is being used in classrooms.</p>	

L3 Communication & Collaboration	<ul style="list-style-type: none"> <input type="checkbox"/> Digital tools are <i>rarely</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication. <input type="checkbox"/> School leaders <i>do not yet</i> maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among sub-groups of faculty and staff</i>. <input type="checkbox"/> Effective two-way communication <i>does not yet</i> take place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access. <input type="checkbox"/> <i>Communication does not yet take place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital tools are <i>occasionally</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication. <input type="checkbox"/> <i>Few</i> school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among sub-groups of faculty and staff</i>. <input type="checkbox"/> Effective two-way communication <i>rarely</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access. <input type="checkbox"/> <i>Communication rarely takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital tools are <i>consistently</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication. <input type="checkbox"/> <i>Most</i> school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among sub-groups of faculty and staff</i>. <input type="checkbox"/> Effective two-way communication <i>occasionally</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access. <input type="checkbox"/> <i>Occasional, transparent communication takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital tools are <i>continuously</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using ongoing, two-way communication. <input type="checkbox"/> <i>All</i> school leaders maintain a collaborative, transparent digital culture within their school in which the free-flow exchange of school information takes place <i>among all faculty and staff</i>. <input type="checkbox"/> Effective two-way communication <i>frequently and consistently</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting support high-quality user access. <input type="checkbox"/> <i>Frequent, transparent communication takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning.
Evidence, Comments				Emails, texting, facebook, twitter

L4 Policy	<ul style="list-style-type: none"> <input type="checkbox"/> School digital technology policies include language for an Acceptable Use Policy, but have not been updated within the past two years and do not yet have a systematic process for consistent policy updates. <input type="checkbox"/> School digital technology policies are <i>not yet aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan. <input type="checkbox"/> School policies do not yet mention the role of digital technology in a student-centered learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> School digital technology policies <i>include an Acceptable Use Policy, but do not have a systematic process for consistent or continual policy updates.</i> <input type="checkbox"/> School digital technology policies are <i>in the process of being aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan. <input type="checkbox"/> School leaders are <i>discussing the role of digital technology in a student-centered learning environment.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> School digital technology policies <i>have shifted from an Acceptable Use Policy to Responsible Use guidelines, but do not have a systematic process for consistent or continual policy updates.</i> <input type="checkbox"/> School digital technology policies <i>have been aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan. <input type="checkbox"/> School leaders <i>have adopted policy regarding</i> the role of digital technology in a student-centered learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> School digital technology policies <i>incorporate Responsible Use Guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.</i> <input type="checkbox"/> School digital technology policies <i>have been aligned</i> to the School Improvement Plan and <i>explicitly delineate</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan. <input type="checkbox"/> School leaders <i>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.</i>
Evidence, Comments		<p>Need to make change from "Acceptable" to "Responsible" We are consistently discussing appropriate use of technology and reviewing programs. What do we have in written policy so everyone is on the same page?</p>		

L5 Continuous Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> The school <i>is not yet considering</i> continuous improvement plans for digital learning initiatives. <input type="checkbox"/> <i>Data are not yet being collected or used</i> related to digital learning initiatives. <input type="checkbox"/> Continuous improvement systems have not yet been identified or established. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders <i>are considering</i> continuous improvement plans for digital learning initiatives. <input type="checkbox"/> <i>Limited data are being used across</i> the school to continuously improve the school's implementation of digital teaching and learning. <input type="checkbox"/> Digital learning initiatives are seen as separate from the rest of the teaching-and-learning process and little effort is given regarding overall evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leaders <i>have begun to develop</i> continuous improvement plans for digital learning initiatives. <input type="checkbox"/> Mostly high-level data (e.g., student grades and test scores) are being used to continuously improve the school's implementation of digital teaching, but school leaders are beginning to develop plans for the collection of more nuanced, informative data. <input type="checkbox"/> Digital learning initiatives are adjusted every 1-2 years based upon summative results of continuous improvement data (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> A team of stakeholders that includes school leadership and representatives of some other groups such as, school administrators, teachers, parents, students, and/or community members have developed continuous improvement plans for digital learning initiatives aligned to the School improvement Plan. <input type="checkbox"/> Multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) are being used to continuously improve the school's implementation of digital teaching and learning. <input type="checkbox"/> Digital learning initiatives are continuously adjusted based on results of ongoing data collection (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).
Evidence, Comments		<p>We have had discussions regarding improving the selection of programs used and to make sure they are beneficial/not "time filler" programs. We have used findings to evaluate programs to keep and programs to eliminate. We have moved from tablets to chromebooks. We are continually evaluating and improving. This year 10th grade students have laptops to take home. We need improved communication on our improvements/initiatives.</p>		

L6 Procurement	<ul style="list-style-type: none"> <input type="checkbox"/> When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>are not yet included in the procurement decision-making process, which does not yet include a pilot period to test the product prior to full purchase.</i> <input type="checkbox"/> Digital content procured by the school is purchased <i>as a package (a large bundle of content, such as multiple courses).</i> <input type="checkbox"/> The accessibility and usability of digital content is not addressed. <input type="checkbox"/> Procured licenses for each student and teacher and are not transferrable between individuals as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>are occasionally included in a single part of the procurement decision-making process, which rarely includes a pilot period to test the product prior to full purchase.</i> <input type="checkbox"/> Digital content procured by the school is purchased <i>by course.</i> <input type="checkbox"/> Accessibility and usability of digital content for all students with disabilities or special needs <i>is partially addressed by at least asking the vendor to provide assurances.</i> <input type="checkbox"/> Procured licenses are <i>based on enrollment count, and are not licensed to individual students and teachers.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>are included in multiple parts of the procurement decision-making process, which occasionally includes a pilot period to test the product prior to full purchase.</i> <input type="checkbox"/> Digital content procured by the school is purchased <i>by unit (a content subcomponent of a course that includes multiple, related topics).</i> <input type="checkbox"/> Accessibility and usability of digital content for all students with disabilities or special needs <i>is addressed by providing alternatives for inaccessible content.</i> <input type="checkbox"/> Procured licenses are <i>based on a flexible licensing model on the number of concurrent users.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>are full participants in the entire procurement decision-making process, which consistently includes a pilot period to test the product prior to full purchase.</i> <input type="checkbox"/> Digital content procured by the school is purchased <i>by topic (the smallest division of content, smaller than unit-level content), enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.</i> <input type="checkbox"/> All digital content is accessible and useable by <i>all students with disabilities or special needs.</i> <input type="checkbox"/> Procured licenses are <i>based on a flexible licensing model that allows for transferability among users, or on the total enrollment of the school.</i>
Evidence, Comments				<p>Started with iPads. Then moved to tablets. Piloted classroom set of Chromebooks. Piloting laptops in the 10th grade.</p>

PROFESSIONAL LEARNING				
	Early	Developing	Advanced	Target
P1 Professional Learning Focus	<ul style="list-style-type: none"> Professional learning for digital teaching and learning focuses on <i>sharing basic information about digital technology tools and resources</i>. Professional learning on pedagogy in a digital learning environment <i>has not yet been provided</i>. Professional learning for digital teaching and learning <i>has not yet been provided on content-specific strategies for implementation into the curriculum</i>. Professional learning for digital teaching and learning <i>does not yet focus on blended learning</i>. Educators <i>are not given clear expectations for how and why technology will or should be used with students</i>. Educators <i>are not yet exploring different blended learning models</i> (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models). 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning focuses on <i>engaging with digital technology tools and resources</i>. Professional learning on pedagogy in a digital learning environment <i>introduces digital learning frameworks</i> (e.g., TPACK, SAMR, 4Cs, etc.). Professional learning for digital teaching and learning <i>has been provided on content-specific strategies for implementation into the curriculum for CCSS subjects (ELA, mathematics)</i>. Professional learning for digital teaching and learning focuses on <i>the use of digital learning tools, but not on changing instructional practices to support blended learning</i>. Educators <i>are aware of expectations for how and why technology will or should be used with students</i>. <i>Occasional access to instructional support to fully use blended learning models</i> (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) <i>in their teaching is provided</i>. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning focuses on <i>curriculum planning integrated with digital technology tools and resources</i>. Professional learning on pedagogy in a digital learning environment <i>explores digital learning frameworks</i> (e.g., TPACK, SAMR, 4Cs, etc.) <i>for the effective uses of digital technology to support instructional strategies</i>. Professional learning for digital teaching and learning <i>has been provided on content-specific strategies implementation into the curriculum for ELA, mathematics, social studies, and science</i>. Professional learning for digital teaching and learning focuses on <i>the use of digital learning tools and changing instructional practices to support blended learning</i>. Educators <i>are able to articulate expectations for how and why technology is used with students</i>. <i>Professional learning on blended learning models</i> (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) <i>have been offered and pilot classrooms are in use</i>. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning focuses on <i>curriculum planning and student-learning activities integrated with digital technology tools and resources</i>. During professional learning on pedagogy in a digital learning environment, <i>teachers reflect on and revise their implementation of digital learning frameworks</i> (e.g., TPACK, SAMR, 4Cs, etc.). Professional learning for digital teaching and learning <i>has been provided on content-specific strategies for implementation into the curriculum for ALL subject areas</i>. Professional learning for digital teaching and learning focuses on <i>changing instructional practices to support blended learning and using data to inform instruction</i>. Educators <i>demonstrate their understanding and ability to meet expectations to transform student-learning by skillfully applying strategic, advanced use of digital technology in their instruction</i>. Educators <i>are implementing different blended learning models</i> (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) <i>regularly</i>.

Evidence, Comments				
P2 Professional Learning Format	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning for digital teaching and learning is typically delivered <i>in a large-group</i> via lecture. <input type="checkbox"/> Professional learning for digital teaching and learning is designed to address <i>large group needs as determined by school goals or initiatives</i>. <input type="checkbox"/> Professional learning for digital teaching and learning <i>does not yet include ongoing support through coaching, mentoring, or learning communities</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is <i>rarely delivered in face-to-face or synchronous settings</i>. <input type="checkbox"/> Educators <i>do not yet have the opportunity to discuss digital learning in professional learning community meetings</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning for digital teaching and learning is typically delivered <i>in small group settings</i> via lecture. <input type="checkbox"/> Professional learning for digital teaching and learning is designed to address <i>large group needs identified through perceptions of school leaders</i>. <input type="checkbox"/> Professional learning for digital teaching and learning <i>includes ongoing support through coaching, mentoring, and/or learning communities</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is <i>delivered in face-to-face or synchronous settings</i>. <input type="checkbox"/> Educators <i>occasionally share lessons and activities about digital learning through infrequent professional learning community meetings (e.g., quarterly early release days)</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning for digital teaching and learning is typically delivered <i>in small group settings using an appropriate pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable)</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is designed to address <i>large group needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs)</i>. <input type="checkbox"/> Professional learning for digital teaching and learning <i>includes ongoing support through coaching, mentoring, and professional learning communities</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is <i>delivered in face-to-face or synchronous settings and informal opportunities are encouraged</i>. <input type="checkbox"/> Educators <i>frequently share lessons and activities about digital learning in their regular professional learning communities by connecting with and learning from educators, administrators, and industry experts locally (e.g., weekly common planning periods, content-specific PLCs, cross-team collaborations)</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning for digital teaching and learning is typically delivered <i>in small group settings using multiple pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable)</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is <i>personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs)</i>. <input type="checkbox"/> Professional learning for digital teaching and learning <i>includes ongoing support through peer observation, assessment, coaching, modeling, professional learning communities, and mentoring</i>. <input type="checkbox"/> Professional learning for digital teaching and learning is <i>delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning</i>. <input type="checkbox"/> Educators <i>share lessons and activities about digital learning in their regular professional learning communities by connecting with and learning from educators, administrators, and industry experts, locally, nationally, and globally (e.g. common planning periods, content-specific PLCs, cross-team collaborations, social media, etc.)</i>.

Evidence, Comments				
P3 Professional Learning Participation	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Educators are responsible for pursuing professional learning for digital teaching and learning independently.</i> <input type="checkbox"/> <i>Administrators do not yet participate in professional learning on digital transitions (i.e. content, instruction, and assessment).</i> <input type="checkbox"/> <i>Educators are not yet encouraged to pursue professional learning opportunities on blended learning regarding specific digital implementations.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>School or district provides some professional learning for digital teaching and learning typically available after school or during planning time.</i> <input type="checkbox"/> <i>Some administrators participate in professional learning on digital transitions (i.e. content, instruction, and assessment) with their staff.</i> <input type="checkbox"/> <i>Educators are encouraged to pursue professional learning opportunities on blended learning regarding specific digital implementations.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>School or district provides multiple opportunities to meet the professional learning needs of all educators, including some release time to participate in professional learning opportunities.</i> <input type="checkbox"/> <i>All administrators participate in professional learning on leading digital transitions (i.e. content, instruction, and assessment).</i> <input type="checkbox"/> <i>Educators are expected to pursue professional learning opportunities on blended learning specific to their role and/or content area.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>School or district provides multiple and varied opportunities to meet the individual professional learning needs of all educators, including some release time to participate in professional learning opportunities.</i> <input type="checkbox"/> <i>All administrators participate in professional learning on leading digital transitions (i.e. content, instruction, assessment), including evaluating authentic digital learning and teaching.</i> <input type="checkbox"/> <i>Educators are expected to pursue professional learning opportunities on blended learning specific to their role and/or content area to support continuous growth, instructional gain, and communication with stakeholders.</i>
Evidence, Comments				

CONTENT & INSTRUCTION				
	Early	Developing	Advanced	Target
C1 Educator Role	<ul style="list-style-type: none"> Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are not yet being addressed</i>. Teachers do not focus on achieving skills in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A). Educators are not yet empowered to customize digital content from any sources. Educators are the primary source of information; student learning and work is primarily an individual task. Educators do not yet make evidence based decisions when and implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators do not engage in problem solving through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods. 	<ul style="list-style-type: none"> Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the teacher-level and are not systemic</i>. Most teachers achieve the “novice” level in the “NC Digital Learning Competencies for Teachers” (See Glossary in Appendix A). Educators are empowered to customize digital content from a few sources. Educators are the primary source of information, however, students may contribute; some collaborative group work is used in the learning process. Educators are encouraged to shift to evidence based decision-making when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators occasionally engage in problem solving through planning, designing, testing, objective reflection (both positive and negative results), and recalibration of teaching methods. 	<ul style="list-style-type: none"> Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the school-leader level and are not systemic</i>. Most teachers achieve the “experienced” level in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A). Educators are empowered to customize digital content from many sources. Educators and, frequently, students, gather resources to support learning; collaborative groups are frequently employed for learning; collaborative digital tools such as chat rooms, wikis, blogs, etc., are frequently used as age appropriate. Educators are beginning to apply evidence based decision-making when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators are at the beginning stages of engaging in problem solving through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods. 	<ul style="list-style-type: none"> Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the school level and are systemic</i>. Most teachers achieve the “mastery” level in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A). Educators are empowered to customize digital content from unlimited sources. Students and educators are partners in learning; both students and educators discover and contribute resources to support learning in publically accessible venues; use of digital tools such as chat rooms, wikis, blogs, etc., is common as age appropriate; emphasis on connected, networked learning is ongoing. Educators apply the relevant evidence base when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators engage in problem solving through continuous planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.
Evidence, Comments				

C2 Student-Centered Learning	<ul style="list-style-type: none"> □ Students do not participate in digital learning activities that develop critical thinking, communication, collaboration, and creativity skills. □ <i>Students do not have the ability</i> to use digital tools to select their own learning paths. □ Few students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. 	<ul style="list-style-type: none"> □ Students <i>have a few opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. □ <i>Students have a few opportunities to use</i> digital tools to select personalized learning paths based on their learning interests, preferences, and differences. □ Some students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. 	<ul style="list-style-type: none"> □ <i>Students have many opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. □ <i>Students have many opportunities to use</i> digital tools to select personalized learning paths based on their learning interests, preferences, and differences. □ Many students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. 	<ul style="list-style-type: none"> □ All students <i>have consistent opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. □ All students <i>have consistent opportunities to use</i> digital tools to select personalized learning paths based on their learning interests, preferences, and differences. □ All students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.
Evidence, Comments				

<p>C3 Future Ready Learning Spaces</p>	<ul style="list-style-type: none"> ❑ Neither educators nor students use digital tools to connect with others beyond the classroom for learning. ❑ The arrangement of the classroom is <i>rigid and designed for a one-to-many instructional format</i>; there is <i>little or no infrastructure</i> for the use of digital tools. ❑ School library media center collections and services are concentrated primarily on print resources; they are introduced, circulated, and studied through a fixed schedule of student visits, with the school library media coordinator rarely, if ever, leaving the media center to assist/team teach in classrooms and throughout the building. 	<ul style="list-style-type: none"> ❑ Educators and students <i>use digital tools to connect to other learners locally or regionally and connect to local industry experts once or twice yearly.</i> ❑ The arrangement of the classroom <i>is set up for grouping, but the arrangement is static/rigid; some infrastructure support</i> for the use of digital tools is present (e.g., charging station, area(s) for creating and displaying work). ❑ School library media center collections and services are both print and digital; they are introduced, flexibly circulated, and studied based on collaboration between the school library media coordinator and classroom teachers during mutually convenient times either in the media center, classroom, or throughout the building. 	<ul style="list-style-type: none"> ❑ Educators and students <i>use digital tools to connect to learners in other cultures and countries once or twice yearly; educators and students rarely use digital tools to engage with thought leaders and/or experts in various fields from around the world.</i> ❑ The arrangement of the classroom <i>supports grouping and changes occasionally to meet instructional needs; infrastructure support</i> for the use of digital tools <i>is present</i> (e.g., charging station, area(s) for creating and displaying work). ❑ The school library media center has a variety of print and digital collections and spaces that allow for exploration and use of a variety of resources, tools, and services to support and enhance classroom instruction; school library media coordinator and additional media personnel circulate throughout the media center and school building to support teachers and students as they learn together and independently. 	<ul style="list-style-type: none"> ❑ Educators and students <i>frequently use digital tools to connect to learners in other cultures and countries to share projects, to learn from each other, and to work collaboratively; educators and students occasionally use digital tools to engage with thought leaders and/or experts in various fields from around the world.</i> ❑ The arrangement of the classroom <i>supports grouping and changes regularly to meet instructional needs; infrastructure support</i> for the use of digital tools <i>is present and high-functioning</i> (e.g., charging station, area(s) for creating and displaying work); <i>educators are regularly modifying the form and function of the physical learning environment to create a conducive digital learning space.</i> ❑ The school library media center has a variety of print and digital collections and spaces that allow for exploration, use, and exhibit a variety of resources, tools, and services to support and enhance classroom instruction and challenge each student's creativity and self-direction; media personnel circulate, advise, and consult with teachers, students, parents, and the community to provide support to all stakeholders as they live and learn both together and independently.
<p>Evidence, Comments</p>				

C4 Technology Infrastructure & Devices	<ul style="list-style-type: none"> <input type="checkbox"/> A learning management system is <i>not yet used by educators</i>. <input type="checkbox"/> <i>The school rarely provides support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i> <input type="checkbox"/> Educators and students <i>occasionally use district-owned digital resources while student-owned resources are not yet used; BYOD is not supported.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> A learning management system is <i>used by some educators, as age appropriate.</i> <input type="checkbox"/> <i>The school provides occasional support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i> <input type="checkbox"/> Educators and students <i>frequently use district-owned digital resources while student-owned resources are rarely used; BYOD is not supported.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> A learning management system is <i>used by most educators, as age appropriate.</i> <input type="checkbox"/> <i>The school provides frequent support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i> <input type="checkbox"/> Educators and students <i>frequently use district-owned digital resources while student-owned resources are occasionally used as appropriate; BYOD is supported.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> A learning management system is <i>used by all educators, as age appropriate.</i> <input type="checkbox"/> <i>The school provides consistent, regular support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i> <input type="checkbox"/> Educators and students <i>consistently use district and personal digital resources as appropriate, with educators modeling a "best tool for the job" mindset in a way that is aligned to district policies, procedures, and specifications; BYOD is supported.</i>
Evidence, Comments				
C5 Outside of School	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are not yet established.</i> <input type="checkbox"/> <i>Fewer than 50% of teachers and students have Internet/broadband access outside the school day.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are brief and rare.</i> <input type="checkbox"/> <i>50% of teachers and students have Internet/broadband access outside the school day at least two days per week.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>exist with a small number of organizations or individuals.</i> <input type="checkbox"/> <i>Most teachers and students have Internet/broadband access outside the school day 3-5 days per week.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are continuous and leverage multiple types of organizations.</i> <input type="checkbox"/> <i>All teachers and students have Internet/broadband access outside the school day 6-7 days a week.</i>

Evidence, Comments				
C6 Data-Informed Instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>do not use</i> digitally-enhanced formative and summative assessments as a part of the teaching and learning process. <input type="checkbox"/> Teachers make <i>limited use of</i> student data from state level systems. <input type="checkbox"/> Educators <i>do not yet use</i> digital performance data and/or related digital tools to assess student learning. <input type="checkbox"/> Educators <i>do not yet use</i> digital tools to analyze student data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>use some</i> digitally-enhanced formative and summative assessments as a part of the teaching and learning process. <input type="checkbox"/> Teachers <i>use learner profiles to plan instruction at the classroom level.</i> <input type="checkbox"/> Educators <i>occasionally use</i> digital performance data and/or related digital tools to assess student learning. <input type="checkbox"/> Educators <i>occasionally use</i> digital tools to analyze student data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>use multiple opportunities to integrate</i> digitally-enhanced formative and summative assessments as a part of the teaching and learning process. <input type="checkbox"/> Teachers and students <i>use learner profiles to make just in time adjustments for differentiated instruction.</i> <input type="checkbox"/> Educators <i>frequently use</i> digital performance data and/or related digital tools to empower students to self-assess, monitor their own learning, and engage in metacognition. <input type="checkbox"/> Educators <i>occasionally use</i> digital tools to analyze both quantitative and qualitative student data and apply findings to the instructional process (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice). 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>seamlessly integrate</i> digitally-enhanced formative and summative assessments as a part of the teaching and learning process. <input type="checkbox"/> Teachers and students <i>use learner profiles to personalize learning at the student level.</i> <input type="checkbox"/> Educators <i>regularly use</i> digital performance data and/or related digital tools to empower students to self-assess, monitor their own learning, and engage in metacognition. <input type="checkbox"/> Educators <i>frequently use</i> digital tools to analyze both quantitative and qualitative student data and apply findings to the instructional process (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice).

Evidence, Comments				
C7 Digital Citizenship	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>do not yet</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. <input type="checkbox"/> Educators <i>do not yet</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. <input type="checkbox"/> Educators <i>do not yet</i> engage in responsible and professional digital social interaction. <input type="checkbox"/> Educators <i>do not yet</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction. <input type="checkbox"/> Educators <i>do not yet</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>occasionally</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. <input type="checkbox"/> Educators <i>occasionally</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. <input type="checkbox"/> Educators <i>occasionally</i> engage in responsible and professional digital social interaction. <input type="checkbox"/> Educators <i>occasionally</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction. <input type="checkbox"/> Educators <i>rarely</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>frequently</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. <input type="checkbox"/> Educators <i>frequently</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. <input type="checkbox"/> Educators <i>frequently</i> engage in responsible and professional digital social interaction. <input type="checkbox"/> Educators <i>frequently</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction. <input type="checkbox"/> Educators <i>occasionally</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educators <i>consistently</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. <input type="checkbox"/> Educators <i>consistently</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. <input type="checkbox"/> Educators <i>consistently</i> engage in responsible and professional digital social interaction. <input type="checkbox"/> Educators <i>consistently</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction. <input type="checkbox"/> Educators <i>frequently</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
Evidence, Comments				

DATA & ASSESSMENT				
	Early	Developing	Advanced	Target
D1 Learner Profiles	<ul style="list-style-type: none"> <input type="checkbox"/> Digital student learner profiles are not available. <input type="checkbox"/> School administrators make limited use of student data from state level systems. <input type="checkbox"/> Teachers do not yet facilitate student use of their own digital performance data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital student learner profiles exist and include historical student performance data; the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. <input type="checkbox"/> School administrators use learner profiles to make general plans to support schoolwide instructional goals. <input type="checkbox"/> Teachers rarely facilitate student use of their own digital performance data, so the student may monitor their own learning progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital student learner profiles exist and include historical student performance data and real-time formative assessment data; the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. <input type="checkbox"/> School administrators use learner profiles to support schoolwide instructional goals at the grade/subject level. <input type="checkbox"/> Teachers occasionally facilitate student use of their own digital performance data, so that the student may monitor their own learning progress, reflect on their own learning, and engage in metacognition. 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital student learner profiles exist and include historical student performance data, real-time formative assessment data, information on student learning differences, and other informal education information (student interests, clubs, etc.); the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. <input type="checkbox"/> School administrators use learner profiles to support schoolwide instructional goals at the classroom level. <input type="checkbox"/> Teachers frequently facilitate student use of their own digital performance data, so that the students may monitor their own learning progress, reflect on their own learning, and engage in metacognition.
	I don't believe state assessment results are posted on student record or in portal.		We do have some teachers that teach students how to use compass and monitor their grades and encourage them to take ownership.	

D2 Data Use Culture	<ul style="list-style-type: none"> <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>have not yet begun to build</i> a school culture in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>have not yet begun to build</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. <input type="checkbox"/> School administrators <i>do not yet encourage or support</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. <input type="checkbox"/> Teachers <i>rarely</i> use multiple and varied assessments to monitor student learning. <input type="checkbox"/> Teachers and administrators <i>are not yet provided with access</i> to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting students learning data. 	<ul style="list-style-type: none"> <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>are just beginning to build</i> a school culture in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>are just beginning to build</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. <input type="checkbox"/> School administrators <i>encourage</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. <input type="checkbox"/> Teachers <i>occasionally</i> use multiple and varied assessments to monitor student learning. <input type="checkbox"/> Some teachers and administrators <i>are provided with occasional access</i> to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are large group sessions and are not available based upon the teachers' level of knowledge.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>are in the middle of building</i> a school culture in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. <input type="checkbox"/> The faculty, administrators, students, and school stakeholders <i>are in the middle of building</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. <input type="checkbox"/> School administrators <i>support and encourage</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. <input type="checkbox"/> Teachers <i>frequently</i> use multiple and varied assessments to monitor student learning. <input type="checkbox"/> All teachers and administrators <i>are provided with at least annual access</i> to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are large group sessions and are not available based upon the teachers' level of knowledge.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> A school culture <i>exists in which</i> faculty, administrators, students, and school stakeholders understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. <input type="checkbox"/> A school culture <i>exists in which</i> faculty, administrators, students, and school stakeholders understand and agree that measures of student learning growth are valued, instead of measures of student achievement. <input type="checkbox"/> School administrators <i>prioritize, support, and encourage</i> the use of effective teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. <input type="checkbox"/> Teachers <i>consistently</i> use multiple and varied assessments to monitor student learning. <input type="checkbox"/> All teachers and administrators <i>are provided with at least annual access</i> to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are available based upon the teachers' level of knowledge (e.g. beginner, intermediate, or advanced).</i>
Evidence, Comments			Not all teachers are doing this.	

Appendix A. Glossary

Rubric Term	Definition
24/7	Available and accessible twenty-four hours per day, seven days per week
24/7/365	Available and accessible twenty-four hours per day, seven days per week, three hundred sixty-five days per year
4 C's	The 21st century skills considered the most important for K-12 education: critical thinking, communication, collaboration, and creativity
Acceptable Use policies	Traditionally, acceptable use policies were interchangeable with "terms of use," establishing baseline behavior for users of a given technology, product, or service; these policies are often written passively and in consideration of what the minimum acceptable behavior might be in a given scenario; there is little or no information offered that might aid users in determining responsible behaviors in a given scenario; these policies are often taken only at face value
Benchmark assessment	Short assessments administered throughout the school year that give teachers immediate feedback on the degree to which students are meeting academic standards; regular use of benchmark assessments is seen as a tool to measure student growth across cohorts and design curriculum to meet learning needs; benchmark assessments are typically standardized at the school or district level
Bring Your Own Device (BYOD)	Programs, policies, and procedures for students and employees to connect personally-owned computers, tablets, and cell phones to school networks for instructional and business purposes
CIPA	The Children's Internet Protection Act (CIPA) is federal law enacted in 2000 to address concerns about children's access to obscene or harmful content over the Internet; CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the federal E-rate program
Classroom display systems	Commonly referred to as CRS (classroom response systems), these interactive tools exist in many forms developed by a variety of vendors, but operate on the same fundamental concept: students use hand-held devices to respond to multiple choice or polling questions, then their responses are gathered by a central receiver, combined, and totals are immediately projected back for all to see
Collaboration	Students: demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work; and value the individual contributions made by each team member (<i>adapted from p21.org</i>)
Communication	Students: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions; use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade); use multiple media and technologies, and know how to judge their effectiveness and assess their impact; and communicate effectively in diverse environments (<i>adapted from p21.org</i>)
Confidentiality policies	Policies which ensure that information is accessible only to those with authorization and that the information is protected throughout its lifecycle; these policies imposes boundaries on the amount of personal information and data that can be disclosed without consent, and allow individuals to feel secure giving sensitive information and trust that their privacy is being protected
Creativity	Students: think creatively, using a wide range of idea creation techniques like brainstorming, creating new and worthwhile ideas, and elaborating, evaluating, and refining their ideas; work creatively with others by developing and communicating new ideas with others, being open to diverse perspectives, incorporating feedback, viewing failure as an opportunity to learn, understanding creativity as a cyclical process; and implement innovations by acting on creative ideas to make a tangible and useful contribution (<i>adapted from p21.org</i>)

Rubric Term	Definition
Critical thinking	Students: use various types of reasoning, like inductive, deductive, etc., as appropriate to the situation; use systems thinking by analyzing how parts of a whole interact with each other to produce overall outcomes; make judgements and decisions by effectively analyzing and evaluating evidence, arguments, claims and beliefs, synthesizing and making connections between information and arguments, and reflecting critically on learning experiences; and solve different kinds of non-familiar problems in both conventional and innovative ways, asking significant questions that clarify various points of view and lead to better solutions (<i>adapted from p21.org</i>)
Data privacy	Information privacy, or data privacy or data protection, is the relationship between collection and dissemination of data, digital technology, the public expectation of privacy, and related laws; data privacy is undergirded by the understanding that an individual's data – particularly related to online activity and accounts and content creation – is to remain confidential and in compliance with federal (including CIPA and FERPA), state, and local laws
Digital learning competencies	The North Carolina Department of Public Instruction has created two formal sets of “North Carolina Digital Learning Competencies” – a set for teachers and a set for administrators
Digital learning	Any instructional practice that effectively uses digital technology to strengthen a student's learning experience; it includes a focus on the following instructional characteristics: personalized learning; advancement based on mastery of content and competency in application; anywhere and anytime learning; student-centered instruction; digital content; assessments that are integrated into learning activities; and project-based learning activities
Discretionary funds	Monies specifically allocated to cover unforeseen costs as well as to fund those efforts and initiatives that may not require their own budget line
District Leaders	May include but is not limited to: members of administration, e.g. superintendent, assistant superintendent; instructional technology staff; curriculum and instruction staff; career and technical education staff; finance officers; and representatives from school leadership.
FERPA	FERPA (Family Educational Rights and Privacy Act of 1974) is a federal law ensuring the rights and privacy of students and parents, particularly in relation to personally identifiable information (PII), learning progress, additional relevant student information, and educational determinations
Formal pathways	Clear, well-developed set(s) of standards, actions, responsibilities, and performance indicators to identify, develop, and recruit teachers into roles and positions of leadership; teachers are aware of the specific tasks and steps outlined for them, particularly those desiring to assume additional responsibilities
Formative assessment	Formative assessment is a diagnostic process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
Global awareness	Using 21st century skills to understand and address global issues; learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts; understanding other nations and cultures, including the use of non-English languages (<i>from Partnership for 21st Century Learning, more information at http://www.p21.org/about-us/p21-framework/256</i>)
Informal pathways	Unspoken, undocumented, and typically subjective means by which teachers assume additional leadership opportunities and responsibilities; there are no clear standards or metrics for identifying or developing leadership potential
Instructional Technology Facilitator	An instructional coach who supports teachers with the selection, training, and implementation of digital tools into classroom instruction

Rubric Term	Definition
Job-embedded	Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; it is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (<i>adapted from Croft, et al., 2010</i>)
Just-in-time learning	The acquisition of knowledge or skills at the times they are needed rather than in advance or following
Learner profiles	Suite of information describing an individual student, including but not limited to: performance, learning styles, extracurricular interests, etc.; the profiles are consistent between grade levels, accounting for new knowledge, standards, and expectations at each grade level
Learning management system (LMS)	A tool or platform used to deliver, track, and manage the distribution of instructional content and used to manage learner interactions; learning management systems can perform tasks such as: distribution and allowance for online submission of student work; online assessment; presentation of instructional content; facilitation of teacher feedback on student work; and facilitation of teacher-student and student-student discussions
Learning modalities	Refer to how students use their senses in the learning process; four modalities are commonly considered: visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching); the more modalities that are activated during a lesson, the more learning will take place
Main distribution frame (MDF)	The location and equipment for connecting external connections (internet/WAN connection) to the internal network
Makerspaces	A makerspace is a place where students and all individuals present can gather to create, invent, tinker, explore and discover using a variety of tools and materials; they provide a physical laboratory for inquiry-based learning; makerspaces give room and materials for physical learning; these spaces can easily be cross-disciplinary and students can find their work enriched by contributions from others students; students often appreciate the hands-on use of emerging technologies and the opportunity to explore the kind of experimentation that leads to a completed project (<i>adapted from Educause Education Learning Initiative "7 Things About Makerspaces"</i>)
Managed services	Outsourcing day-to-day management and maintenance responsibilities for network services and applications as a method for improving operations and reducing expenses; managed services are also often used for bundled content, student information systems, learning management systems, mobile device management, professional development, network management, etc.
Multiple and varied assessments	A collection of at least two or more assessments that collectively portray a more complete picture of students' true learning accomplishments and ability, addressing the problem that no one assessment can capture a students' learning or ability; the collection may include portfolios, performance-based assessments, assessments showing mastery, formative assessments, summative assessments, standardized test, etc.
NC Digital Learning Competencies for Teachers	Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/
NC Digital Learning Competencies for Administrators	Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/
Parent portal	A digital platform which allows parents to stay informed and engaged in their child's education; a parent portal gives parents and guardians real-time access to their child's most recent instructional activities, performance, teacher feedback, etc., as well as access to their child's grades, schedule, contact information, etc.
Performance degradation	A deterioration in network reliability or speed caused by factors such as interference or heavy use

Rubric Term	Definition
Performance-based assessment	A type of assessment in which students demonstrate the knowledge and skills they have learned; often students are asked to create a product or a response or to perform a specific task or set of tasks; performance-based assessments measure how well students can apply or use what they know, typically in real-world or simulated situations
Professional learning	<p>High quality professional learning, in most ideal form, is personalized, job-embedded, ongoing, and interactive; <i>Learning Forward</i> (learningforward.org), national leader for educator professional development, has outlined 7 standards for professional learning that increases educator effectiveness and results for all students:</p> <ul style="list-style-type: none"> - occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment; - requires skillful leaders who develop capacity, advocate, and create support systems for professional learning; - requires prioritizing, monitoring, and coordinating resources for educator learning; - uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning; - integrates theories, research, and models of human learning to achieve its intended outcomes; - applies research on change and sustains support for implementation of professional learning for long-term change; and - aligns its outcomes with educator performance and student curriculum standards
Professional Learning Community (PLC)	The core principals of a high quality PLC are: (1) the PLC's work starts from the assumption that "the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn;" (2) educators in a high quality PLC all "recognize that they must work together to achieve their collective purpose of learning for all, therefore, they create structures to promote a collaborative culture" in their PLC; (3) high quality PLCs "judge their effectiveness on the basis of results, so the focus of team goals shifts from, 'we will adopt the Junior Great Books program' or 'we will create three new labs for our science course,' to 'we will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent' or 'we will reduce the failure rate in our course by 50 percent.'" See: DuFour, R. (2004). What is a Professional Learning Community? <i>Educational Leadership</i> , 61 (8), 6-11.
Project-based learning	<p>A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge; <i>The Buck Institute</i> (bie.org), national leader for project-based learning, outlines the following 7 Essential Project Design Elements for Gold Standard PBL:</p> <ul style="list-style-type: none"> - challenging problem or question - sustained inquiry - authenticity - student voice and choice - reflection - critique and revision - public product <p>The Buck Institute also outlines the following Teaching Practices for Gold Standard PBL:</p> <ul style="list-style-type: none"> - design and plan - align to standards - build the culture - manage activities - scaffold student learning - assess student learning - engage and coach
Refresh cycles	A regular, consistent schedule for replacing technology equipment

Rubric Term	Definition
Responsible Use policies	Policies that outline clear, proactive standards that project higher expectations than traditional “acceptable use” policies; the primary difference from acceptable use policies is that a responsible use policy acts as a “floor” for technology use, encouraging users to think beyond the bare minimum behaviors stated in policies and to contemplate what true, responsible use of a given technology might entail; these policies are especially valuable when the terms of use or acceptable use policies are unclear or incomplete
SAMR	An observational taxonomy, developed by Dr. Ruben Puentedura, for classifying the role of technology within a learning activity from “substitution” (technology acting as a substitution for traditional tools) to “augmentation” to “modification” to “redefinition” (technology allowing instructional activities that would not otherwise be possible)
School leaders	May include but is not limited to: members of instructional support, e.g. instructional technology facilitator, school library media coordinator, instructional coach, etc.; lead teachers, administrators, School Improvement Team members, and department heads.
Shared vision	Educational leaders bring together stakeholders - faculty, staff, students, parents, community members, etc. – to form a collective, clear picture of what the school (or other organization) aspires to be or become in the future; the leaders also set in motion a process to assess progress toward achieving that vision; the vision will be shared and valued when a process of assessment is in place to provide feedback about the degree to which the vision is being achieved
Summative assessment	Cumulative assessments used to measure student learning at the end of an instructional unit, often given at the end of a course to determine the degree to which long term learning goals have been met; summative information can shape how teachers organize their curricula or what courses schools offer their students; common examples include state-mandated tests, district benchmark assessments, end-of-unit tests, and end-of-term exams
Synchronous	Existing or occurring at the same time; with regard to digital learning environments, typically refers to online discussions or other learning events in which participants are having direct, immediate, real-time conversations with each other, as opposed to “asynchronous” discussions in which participants leave posts or other artifacts which other participants respond to at a later time
Terms of Use policies	Policies locally established that clarify the rights and responsibilities of all users (including but not limited to teachers, students, and staff members) in relation to the technology and its proper use; these policies should create clear definitions for the expected use of various technologies as well as what expectations are being placed upon the user in a mutually agreeable interaction; often used interchangeably with “acceptable use” and “responsible use” agreements, terms of use policies should focus on the role of technology, rather than the behavior of the user
Total cost of ownership	A comprehensive assessment of information technology or other costs across organizational boundaries over time; can include hardware and software acquisition, management and support, communications, end-user expenses, the opportunity cost of downtime, training, and other productivity losses
TPACK	A framework for understanding the kinds of technology, pedagogical, and content knowledge needed by educators in a digital learning environment; the framework was created by Punya Mishra and Matthew J. Koehler at Michigan State University, and was based on the Pedagogical Content Knowledge framework created by Lee Shulman
Two-way communication	A process in which two people or groups can communicate reciprocally and exchange ideas; digital platforms with two-way communication allow for both parties to express themselves and receive information from the other
Vertically-aligned	Educational frameworks (practices, content strands, etc.) that are consistently applied across grade-levels with modifications for the developmental level of the students at each grade-level

Appendix B. Scoring Sheet

School Name: Monticello Academy

Date Rubric Completed: September 9, 2016

Names and/or numbers of school staff completing the rubric:

School administrators: Gregory Cox, Alan Shino, Rosalie Davis, Trishna Saavedra

School staff: Blenda Darton, Mat Murdock

Teachers: Sheena Tuft, Juan Caballero, Hannah Nakaoka, John Lott, Dannielle Elison

Other: Board Member: Joel Coleman, Parent Council: Emily Winmill

Enter the identified ranking or “score” into the blank boxes beside each key element name, and calculate overall score (sum).

Early = 1

Developing = 2

Advanced = 3

Target = 4

Leadership	Score
L1 Shared Vision	2.37
L2 Personnel	2.43
L3 Communication & Collaboration	3.11
L4 Policy	2.29
L5 Continuous Improvement	2.11
L6 Procurement	2.54
Overall Leadership Score	14.85

Professional Learning	Score
P1 Professional Learning Focus	1.7
P2 Professional Learning Format	2.31
P3 Professional Learning Participation	2.06
Overall Professional Learning Score	6.07

Content & Instruction	Score
C1 Educator Role	1.93

C2 Student Centered Learning	1.99
C3 Future Ready Learning Spaces	1.82
C4 Technology Infrastructure & Devices	1.74
C5 Outside of School	2.14
C6 Data-Informed Instruction	2.01
C7 Digital Citizenship	2.29
Overall Content & Instruction Score	13.93

Data & Assessment	Score
D1 Learner Profiles	1.9
D2 Data Use Culture	2.34
Overall Data & Assessment Score	4.24

Below, enter each main area's overall score (e.g. Leadership = 15), and calculate your school's overall rubric score (sum).

Digital Learning Progress	Score
Leadership	14.85
Professional Learning	6.07
Curriculum & Instruction	13.93
Data & Assessment	4.24
Overall DLP Rubric Score	39.09

Our school's overall rank on the North Carolina Digital Learning Progress Rubric for Schools is:
(Highlight one.)

EARLY (0-18)

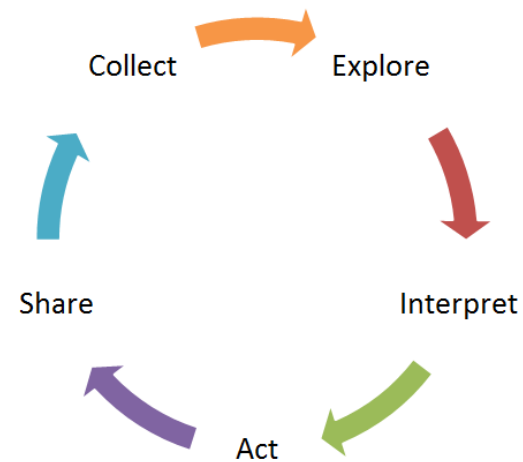
DEVELOPING (19-36)

ADVANCED (37-54)

TARGET (55-72)

Appendix C. Data Interpretation Guide

Analysis for strategic planning is the process of breaking down and examining data to understand project implementation or impact. Before meaningful decisions can be made, it is necessary to understand what data show by manipulating them in thoughtful ways. Analysis bridges the gap between collecting data and interpreting those data for monitoring and adjusting a project. Interpretation, the next phase in strategic planning, is the process of determining “what the data mean”—an important activity between the analysis of data and the making of decisions for next steps.



PHASE	GUIDING QUESTIONS
Explore	<ul style="list-style-type: none"> • Do your rubric results resonate? • Any surprises? Why? • Any disappointments? Why? • Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case?
<p><i>Identify 3-4 questions that emerge as you review your data.</i></p> <p>How do we help staff and students more appropriately understand the power and possibilities of digital teaching and learning?</p> <p>What will we more fully involve all teachers and students in the vision for digital teaching and learning and how do we instill it within our school?</p> <p>How do we make digital teaching and learning sustainable at Monticello Academy?</p> <p>How do we obtain beneficial use of the digital content we want to use at our school?</p>	
Interpret	<ul style="list-style-type: none"> • What do the results mean? How would you summarize the data? • What is working really well in your school? What is not? • What are the critical points or trends you saw in the data? • At your school, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders?
<p><i>Document at least 3 takeaways from your review of your data.</i></p> <p>Takeaway #1 The rubric results are a great place for us to start to evaluate how well we have done explaining and assisting teachers to understand our mission/vision and the role of digital learning at our school.</p> <p>The data shows us strengths and weaknesses or perhaps understanding and misunderstanding.</p>	

PHASE	GUIDING QUESTIONS
<p>Takeaway #2 Some of our scores on this planning tool were surprising. From the many discussions we have had in faculty meetings and training it was confirming to know the Leadership category is our strongest area. It also confirmed that in spite of many different attempts, teachers still feel they lack enough Professional Learning to fully implement technology in Content and Instruction.</p> <p>Takeaway #3 Regardless of the quality and quantity of technology and how accessible online training can be, there is no substitute to having personalized, hands-on, training for the many who are used to teaching in front of a room of students. That is there preferred learning method as well.</p> <p>Takeaway #4 We need to find time to provide training when teachers are not overwhelmed by the needs of the classroom.</p>	
<p>Act</p>	<ul style="list-style-type: none"> • What does this rubric data tell you about efforts you should prioritize now? Next school year? • What changes are you going to make based on this data? • How do these data inform local policy?
<p><i>Identify two things you should do based on the data and who in your district should be involved in next steps.</i></p> <p>We need to obtain the software to more fully implement the priorities/vision of Monticello Academy and plan to purchase time and training so teachers understand how to utilize technology to more fully prepare students for the future and ease the burden they have to move fully individualize learning. The planning need to involve the primary stakeholders – the teachers and Board of Trustees.</p>	
<p>Share</p>	<ul style="list-style-type: none"> • How should you share your interpretation of the data with staff? Parents? District? School board? • Who should have this information? • How can your data support current or ongoing initiatives in your district? • What is your vision for getting additional input as you go through the planning process?
<p><i>Note how and with whom this data should be shared.</i></p> <p>We brought in vendors to share the potential of software tools with teachers last spring. Not knowing much about the potential financial availability to procure and provide training until more recently, we need to have vendors return to share more fully the ways teaching and learning can be beneficially impacted by the products we plan to roll out. The school board needs to also have time to more fully understand how the mission and vision of the school will be enhanced by these additional tools. Then we will need to roll this out to parents, but not until teachers are feel comfortable enough to begin using the tools. We do not want parents to expect to have the information and access the tools will provide until teachers are ready to do so.</p> <p>We will include students in the discussion and get their input. Mostly because they will help drive the implementation.</p>	
<p>Collect</p>	<ul style="list-style-type: none"> • What local data do you already have available? • What new data do you need to collect? • What about qualitative data?
<p><i>List other data you already have available and additional data that you need.</i></p> <p>We will be meeting with</p>	

PHASE	GUIDING QUESTIONS
	<p>teachers to identify times for training to set a training schedule. We will promote more fully the availability of online training and identify a member of each PLC who is capable and willing to fill the role of instigator of learning for the rest of the team.</p> <p>We have regular discussions about the effectiveness of the various technology tools. This led to the relative abandonment of Tablets for the more educationally benefit of Chromebooks. We will continue these discussions and survey to guide future hardware, software and infrastructure purchases and inform plans for professional development.</p>

References

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

Surry County Schools Model Digital Classroom Rubric. Lucas Gillespie, Surry County Schools. 2016.
<http://scsdigital.pbworks.com/w/page/103291525/Model%20Digital%20Classrooms>

IMPACT: Guidelines for North Carolina Media and Technology Programs. North Carolina Department of Public Instruction. 2005. <http://www.ncwiseowl.org/IMPACT/>.

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

"National Educational Technology Standards for Students." International Society for Technology in Education. Eugene, OR: International Society for Technology in Education, 2007.

"National Educational Technology Standards for Teachers." International Society for Technology in Education. Eugene, OR: International Society for Technology in Education, 2008.

North Carolina Essential Standards for Instructional Technology. North Carolina Department of Public Instruction. 2012.
<http://www.dpi.state.nc.us/acre/standards/new-standards/#it>.

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

North Carolina Professional Teaching Standards. Public Schools of North Carolina. 2012.
<http://www.dpi.state.nc.us/docs/profdev/standards/teachingstandards.pdf>.

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

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

Texas STaR Chart. Texas Education Agency. 2002. Accessed June 4, 2007. <http://starchart.esc12.net/default.html>.

Wolf, M.A. & Schneiderman, M. Pre-conference paper presented at the Technology Enabled Personalized Learning Summit, Raleigh, NC. February 2014.

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: See in Folder, the Excel File is: MonticelloAcademy Inventory Sept2016

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

In the folder is a PPT titled “MA Technology” which presents where Monticello Academy (MA hereafter) was in February 2014. Since that time changes have accelerated the availability of technology in MA. Interactive whiteboards are in each classroom but not used to the full extent possible by many teachers. Teachers who have requested expanded use of that technology presented a grant request to upgrade their classroom with an interactive SmartBoard. As part of the application process the teacher was required to explain how they would involve students more in the use of the technology. Five teachers applied for and received Smart Boards for their classroom. This past summer an additional four teachers went through the same process and were supplied with Smart Boards for their classroom.

We found tablets to be more of a distraction to learning than as asset. Mostly because of lack of training which we hope to overcome in the rollout associated with this grant. Tablets were also “lost” or screens broken to such an extent that too many students simply quit using them to avoid the cost associated with screen replacement. In order to further our access to technology we have supplied all core subject teachers with a classroom set of Chromebooks that are brought out when directed by the instructional need and returned to carts when not in use. Keeping them in the classroom instead of being carried around by students has reduced breakage while still providing necessary use. Three additional Chromebook carts are available to various areas of the building for instructional use in non-core classes. We still have two or three laptop carts as well.

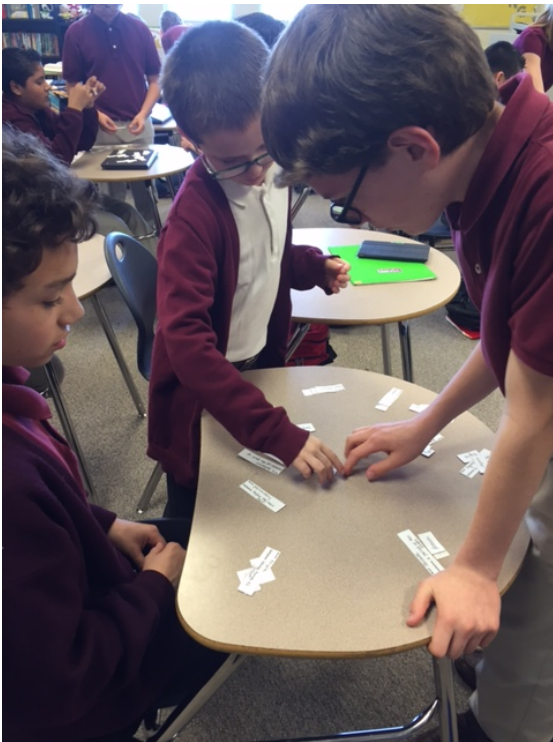
We are piloting a tenth grade class this year. In the evolution of technology usage and depth of required ability to use technology tools, our tenth grade class has been given full blown laptops. Their course of study is accelerated being either honors classes or AP classes. They are very appreciative of having access to a full-functioning laptop that they can take home each day as it facilitates the heavier load of their assignments at this stage of their learning.

On the opposite end we have provided nine iPads for use in each of the K-3 classrooms. They are used in centers for instruction. Since we have three classes per grade level and each class has a maximum of 26 students, the teachers are able to share their iPads with each other so it is possible to have whole class instruction using the iPad software and apps. (27 combined total iPads/grade level)

Chief among the technology software we use to ascertain student learning in reading is the mClass Dibels assessment and the Star Reading assessment along with Accelerated Reader software.

Our labs have been updated and instruction begins in technology usage for instruction in Kindergarten. Kindergarten through second grade students are scheduled to use Waterford's Early Learning program through the Early Learning Grant from the state. Our third grade and EL students use Imagine Learning's software program. Additionally our third grade students are provided Keyboard Instruction using an online free program. The teachers have found this free program to be as good as anything on the market. Our second through 7th grade teachers find Vocabulary Spelling City to be a useful program and several grades use Moby Max. (***Teacher testimony of software used in instruction:*** "Increasing my emphasis on vocabulary has been a priority for me all year. I have added strategies and activities to each unit that I have taught, especially for the literature. One of the CCSS standards for both 6th and 7th grade is to teach Greek and Latin roots. Core Knowledge also requires this -- and gives a specific list of which ones to teach. CCSS is more vague, so it's hard to predict what the students might need to know. I approach the study of Greek and Latin roots, then, by emphasizing using the roots to link together a series of English derivatives. We talk about using a familiar word's stem to predict the meaning of a more difficult word (e.g., "tricycle" leads to "triumvirate."

The sixth-graders recently competed to arrange groups of stems, meanings, and English derivatives into groups. See photo of the activity.



One of the most helpful websites for the study of vocabulary has proved to be www.vocabulary.com. I have organized my students into class and grade groups, and created vocabulary lists and activities online. We have enough licenses for the sixth-graders to log-in to Spellingcity.com, which also has powerful vocabulary practice for the spelling lists I create. Mobymax has proven to be the least effective of the online sites for vocabulary because it is so random. I have used Mobymax almost exclusively this year to supplement the specific skills I'm teaching (commas, inferences, and such), and it is still amazing for that.")

Third grade uses Brain Pop as a hook to introduce a topic as well as a follow up activity to review a topic. It helps transition time immensely! New information can be learned and material that has already been taught can be seen in a different way. Additionally, it is used as a reward where students get to pick any subject they would like to learn more about and once selected is used for the whole class to learn about that topic. Students absolutely love it! It is used both an informal and

formal assessment. Students are excited enough about it to use the free ones at home.

We annually license Microsoft products: Windows, Office, and Server. There are a few Adobe products we also license annually: Acrobat Pro, Audition, Dreamweaver, Illustrator, InDesign, and

Photoshop. Beyond teacher productivity, Adobe products are used for the Yearbook, which put together by students and for the elective Computer Graphics course taught within our Art Department.

Our intent is to use Utah Compose regularly! We are looking for how regular usage promotes the formative cycle of practice, feedback, and revision to foster writing improvement. We encourage students to share their Utah Compose experiences with their peers and parents. Our teachers use Utah Compose practice to recognize individual students for practicing and improving their writing. Some use the instant messaging and "sticky note" options to provide students with constructive feedback. We have two goals with Utah Compose. One is to help students establish a habit of revising their essays and submitting their essays for scoring as well as viewing and processing feedback based on Utah Core Standards and to use the Reports feature to monitor students' writing progress and to make informed instructional decisions. The second goal is to have students practice writing online so they are more prepared for the SAGE test and familiar with the computer screens, parts and movements of the assessment program.

A number of our classrooms are using Google Classroom. Each of our students have an email account associated with the school. Students can use it to communicate with teachers and to collaborate with each other. As control of the system remains in MA's hands, the ability to communicate between students can be limited or eliminated to control any abusive tendencies that begin to erupt.

There are other software programs we use in the background to accomplish the work of managing a technology driven and opportune educational school. Faronics Deep Freeze is used to manage initial technology device settings or re-settings. We pay for Wireless Support and licenses for the many cameras throughout the school that provides for safety and often is used to find out what happened to a piece of technology. Our IT person uses LogMeIn software so he can remotely access technology devices to fix problems or make needed adjustments.

Left unsaid in all of this is the use made of Microsoft Office which is used for both faculty and student productivity. In addition to the typical software provided by Office such as Word, Excel and PowerPoint, students use Prezi and other software to produce school work and for presenting their learning.

We have our own built in Learning Management System (COMPASS) which was created by our IT person. It is rather formative but does have some limitations. It is our hope to utilize some of the commercial options during this grant process to determine whether we want to improve upon our home grown system or replace parts of the home grown system with sections of commercial products.

Here are some other programs which have used at Monticello Academy:

- eBeam Interactive Suite for our whiteboards
- Nearpod (interactive assessment app)
- Canvas LMS
- Quizlet

- Imagine Learning
- SMART Learning Suite
- SAGE Formative
- HoodaMath
- Audacity
- Conjuguemos.com
- Duolingo
- Hour of Code using Studio.code.org
- Reflex Math
- Camtasia
- Corel Fusion, Corel Painter

Most of this software and obviously the hardware is being used to assist students in learning. Our goal is to obtain at least one year growth in Reading, Language Arts and Math. Reading will be assessed using STAR Reading Assessment. We will check beginning of year and middle of year on the SAGE formative assessment for progress in Language Arts and Math. The spring SAGE assessment will provide the final assessment as to reaching our goals.

Along the way we hope to utilize other software. We have some of our teachers using Instructure's Canvas to collect, store and preserve the materials for each unit of study. We hope to use the program for all grades 4th and up so they have at their fingertips a wide variety of stored resources to quickly access to provide extraordinary teaching and learning activities, assessments, projects, etc. to stimulate learning so students are prompted to engage in learning and achieve the growth potential that some have heretofore been missing.

We have acquired the usage of Illuminate to have a central, complete data warehouse of all student assessments. We anticipate having the data readily at hand will assist in identifying missing gaps in learning/understanding and having collected resources available will allow for an immediate diagnosis so an immediately available proscription can be given that will show the student what is needed to fill the gaps and excel in their own learning.

The role of Illuminate is be able to bring assessments and data to one place for daily work allowing teachers to focus on student achievement. They don't have to enter data in multiple places or pull their hair out over inaccessible or unreliable reports. It is to relieve teachers' burden. It's one system that does it all -- assessments, report cards, gradebooks, data analysis and parent communication. It provides a way to quickly create standards-based assessments or instantly scan or upload paper tests, score, and analyze the data to enable daily personalized instruction. It provides fast, flexible reports. Team leaders and site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

No matter where the data lives, teachers will now see it all in one place. Drill down or roll up, they will get the view they need (student, school) to make real-time, data-informed decisions. To see the holistic view of students, from groups to individuals, teachers can visualize the data based on academics, demographics, attendance, social-emotional, qualitative and more.

Teachers and teacher-leaders can make real-time, data-informed decisions. They will be able to analyze one of 23 pre-built assessment reports or custom reports based on our sophisticated needs. This will allow us to start the intervention sooner using an early warning system that helps to identify at-risk students based on factors we determine. It will also encourage and empower students to take ownership of their learning. The student portal allows students to view assessment results and teacher feedback so they can see opportunities for growth.

In addition to using the data storage capability of Illuminate we plan on implementing a full roll out of Canvas with all of it's Utah and UEN capabilities which will allow MA to accomplish better and more accurate reporting which will be integrated into the teaching process. Canvas' Learning Outcomes will enable us to identify learning outcomes that correspond with individual assignments and quizzes. As grading assignments and quizzes is facilitated by Illuminate and Canvas, teachers will be able to closely monitor on-the-spot data about student achievement and mastery. Both teachers and administrators will be able to check student progress towards mastery of standards. But even more important, students will be able to see where the activities they are doing facilitate learning, show they are mastering standards, and are acquiring the skills and abilities to succeed in life and college.

Having detailed and in-depth data at our fingertips will provide a means to better plan remediation and additional assistance for students who are struggling.

Both Illuminate and Canvas provide teachers access to lesson plans and learning activities so they can expand the options for students giving them more diverse ways to show their mastery and allow for multiple means for individualized learning paths within a common unit of instruction. Having access to many verified means of achieving mastery of a standard teachers can create branched learning paths, personalize student engagement, and understand which students may need additional help. This allows a teacher to present each student with unique materials and activities based on the student's assignment or assessment score. Teachers thus have the tools to deliver alternative course content and activities based on student performance and design custom coursework for each student. The current software and technologies we use will show up in either of these two programs. They are part of the instructional delivery while Canvas becomes the nest and delivery guide and Illuminate the assessment guide, collector and repository of the important data.

Each year we have taken time to review where we are with technology, how it is being used, how we could work more effectively, what changes should be implemented, where do we need to redirect our efforts in order to more successfully engage students in learning. We will continue to do this and as we have done in the past, redirect funds to where they will assist us to accomplish our mission/vision.

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

Each student at Monticello Academy will show one year's growth in Reading, Language Arts and Math as demonstrated by: Reading - Star Reading Assessment; Language Arts - SAGE; Math - SAGE. As an underlying but hopeful projected determining direction we will establish each course as Standards-based with multiple ways of assessing mastery. The quantitative outcome would be that each student will demonstrate proficiency, at grade level, through demonstrated mastery of the grade level standards. The objective for students who come to us behind or students with identifiable disabilities would be that they show at least one year's growth over the course of the year. Each year student baseline and end results will be communicated to USBE.

Our Intermediate Goal would be by the end of year two to have 90% of students meet the Goal. The Direct Outcomes will be:

100% of our teachers will be trained in creating and utilizing Standards-based assessment, but for the purposes of this grant we will assure that all K-3 and the nine 4th - 9th grade math, science, language arts teachers will be fully trained in Standards-based teaching, learning and assessment.

Parents will be taught to see their child's growth based on standards.

Standards-based outcomes will be directly tied to and related to career and college readiness.

Over the course of this grant Monticello Academy will correlate our efforts with USBE as waivers, legislation and direction concerning standards/mastery develop.

Teacher lack of ownership in student achievement. Although we have some of the most caring teachers in education, the challenge to monitor and assess specific needs of each student are enormous when each of our 4-9 grade teachers have at least 156 students half at one grade level and the other half at another. The task is daunting. Some teachers have begun to rely on inexpensive programs such as MobyMax to direct student assessment and identify perceived learning gaps. The problems is that this is essentially self-reported data without confirmation and the program itself prescribes the remedy. This would be more useful as one of several data points followed by a prescriptive plan developed by an educator.

With the Learning Objectives: Increase SAGE scores in Math and Language Arts and increase Reading Level by a full year using the STAR Reading Assessment.

In order to increase SAGE scores and gain a full year reading level, Monticello Academy (MA) district needs to determine who is struggling, why and what is needed to breach the difference. To track Mastery, we will use Illuminate and Canvas's Learning Outcomes and Learning Mastery Gradebook. Both programs have access to

all the Utah Core Standards (which are the standards being evaluated on the SAGE tests). These can be assigned as learning outcomes.

Canvas Learning Outcomes enable the administration and teachers to track student progress by pedagogical goals or desired outcomes. Outcomes are used to:

- Focus student attention on the most important skills and activities in a course
- Align Quizzes and Assignments to different kinds of mastery
- Run reports at the account-level about student artifacts of learning mastery
- Align accreditation or other standards to programs of study, courses, or student assessments

Account, State, and Common Core Standards can be imported into Canvas courses as Outcomes. Users can nest outcomes by dragging and dropping outcomes to reflect organizational structure at the account, sub-account, and course levels.

Assessments created to test student knowledge, or to require students to demonstrate a specific skill resulting from a learning activity, can be aligned to Outcomes using Rubrics and grading. Grading student work automatically collects and compiles data on student progress for Outcomes. The data is available for reporting to support teaching improvement, identify at-risk students, and support the accreditation process. This unified, streamlined approach dramatically reduces the amount of work required to implement Outcomes through the intelligent reuse of assessment workflows in the grading process.

Aligning Outcomes to a Question Bank provides a more accurate measurement than a single question, due to the possible question variety and what is being measured. When applicable, it is possible to align multiple Outcomes to a Question Bank by aligning individual outcomes.

The Learning Mastery Gradebook helps teachers and administrators assess the outcomes that are being used in Canvas courses, assess the outcome standards, measure student learning for accreditation, and assess student needs. The Learning Mastery Gradebook provides an overview of student learning based on standards instead of grades. Teachers can also use the gradebook for feedback about curriculum and teaching methods. The gradebook color-codes scores to show outcomes and the level attained by each student: mastery (green), near mastery (yellow), and remedial (red). Score levels are calculated based on half of the outcome mastery threshold. Teachers will be able to toggle the boxes in the sidebar to filter scores for a specific level.

Outcome statistics for the entire course or a course section can be viewed according to course average, course median, or course mode. Individual student scores within each outcome are based on outcome values, including the student's score, mastery threshold, and the minimum a student needs to achieve mastery for the outcome.

Success with this implementation will also be measured by faculty adoption. This will be measured by using reporting capabilities to view faculty usage.

Cost savings and improved efficiency relating to instructional materials,

By working with Canvas and Illuminate, we will have the ability to use technology to integrate textbooks, access to many open software resources for content, third-party educational content providers, and vetted lesson plans from other educators.

The benefit to teachers is the ability to bring together in one place a multitude of resources, activities, lesson plans, assessments, all of which can be easily reviewed and assigned to students to provide the personalized learning options needed by the individual student to achieve mastery of the particular standard being taught. Thus the goal of providing the necessary stimulus to change which will result in increased student learning is facilitated by the organized, coordinated and readily available access to learning activities brought together and easily assignable by the Illuminate and Canvas technology resource and resources.

Student policy at Monticello provides: Student Placement, Promotion and Retention (July 28, 2007)

At Monticello Academy, student learning, progress and mastery of course content is paramount. Utah law obligates schools to both define and assess content mastery and the MA charter states, “No student will progress through course levels without achieving passing grades in that course.” At Monticello Academy accountability is determined by measured outcomes rather than inputs, which is a generally accepted charter school philosophy. Student accountability is measured and student placement is determined by course grades and comprehensive tests administered each school year.

A preliminary comprehensive exam is administered at midyear to assess the general mastery level and progress of each student and to prepare for the annual comprehensive exam at the end of the school year. Students who do not receive a passing score on the annual comprehensive exam will not promote to the next grade level. A make-up exam will be offered in early August. Parents are responsible for the remediation and preparation of the students who desire the make up test opportunity.

Students seeking new admission to the school will be given the previous grade level’s comprehensive exam and/or other appropriate placement exams and will be placed according to their performance and based on the availability of enrollment in that grade level placement.

Thus the intent of these goals fits directly in with school policy.

The mission/vision of Monticello Academy states: The three main objectives to fulfill the mission of Monticello Academy are that:

1. Students must master and move beyond academic fundamentals,
2. The school must clearly demonstrate its ability to accomplish this, and
3. Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.

A learning environment which cultivates the value of learning and the need to pursue knowledge through a rigorous curriculum and proven methodologies is the key to success at Monticello. . . . Monticello will meet and exceed state curriculum requirements in a well defined, measurable and sequential manner. . . . We believe that performance must be measured in a clear and relevant way. . . . We believe that all students can excel regardless of income, race or gender, and that such factors should not create limitations for the student through lowered expectations or stereotypes. . . . We believe that the appropriate use of technology can assist in achieving all three objectives including enriched learning, teacher training and support, performance measurement, and school-parent and parent-parent communications.

Thus, student policy and the mission/vision of Monticello Academy support and even direct the evidence that the vision, goals, and strategies for digital teaching and learning are integrated as core components of Monticello Academy’s guiding documents and high-level guiding frameworks.

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.

The following chart comes from one of our partners. It shows the implementation activities that will take place regarding software implementation. In addition to software implementation activities we will be engaging in PLC reading activities and studies to more fully understand the changes required to move to Standards-based instruction and grading. We have a number of scholarly articles and books which will guide our study. We believe self directed

Implementation Stages

Typical Timeline

Team Members

Objectives

Exploration Stage	1 to 2 meetings completed within two weeks	Implementation Manager Superintendent or Designee Curriculum leader(s) Assessment leader(s) Technology leader(s) Data Lead	<ul style="list-style-type: none"> - Install "Implementation Science Framework" to drive successful implementation - Establish "District Illuminate Team" - Outline goals and priorities for implementation, determine size & scope of implementation - Design short & long term implementation plans with tactics & strategies
Installation Stage	Will vary due many factors. Expect min. of 8 to 12 weeks.	Implementation Manager District Illuiminate Team Data/SIS Lead	<ul style="list-style-type: none"> - Establish school-level "Assessment Leadership Teams" & develop school data leaders - Generate buy-in & communication plans, organize across levels & sites - Determine measures of implementation quality & fidelity - Develop coaching and support plan - Data integration, system configuration, quality assurance - Initial staff training by role (system management, teaching staff, administration)
Initial Implementation Stage	Will vary due to many factors. Expect year one as a minimum	Implementation Manager District Leadership team School Leadership teams Coaches	<ul style="list-style-type: none"> - Users begin to implement new practices - Additional training provided on system - Data utilization training for teams and individuals - Coaching and support provided to staff - Monitor & audit feedback, adjust to unanticipated issues
Full Implementation Stage	2 full years of implementation	Implementation Manager District Leadership team School Leadership teams Coaches	<ul style="list-style-type: none"> - Users establish standard practices implemented with fidelity - Coaching & support is refined - Additional modules or functions are made available to users with training - Expand and replicate as required - Review & modify long-range implementation plan
Innovation Stage	3 full years of implementation to establish	Implementation Manager District leadership team School Leadership teams All users	<ul style="list-style-type: none"> - Best practices are implemented with fidelity across settings - Innovate new practices to improve student outcomes - Refine practices and procedures to improve efficiency - Institutionalize to make robust to turnover

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.

The timeline is laid out in the above document. As we are experiencing this process, we have found that it is fairly accurate. We began Exploring with Illuminate in May-June. Discussions over price and Illuminate's ability to provide training delayed the Installation Stage. Once that was finalized it has take 3-8 weeks to coordinate the IT work that is needed to share data to populate the program. We are at the preliminary part of the Initial Implementation Stage. We still have data (past test data) to enter and, of highest priority, we need to have a few people trained to become trainers within our school. Initial teacher training is scheduled for the end of November and the middle of December.

The timeline for Canvas will not even start until we get word of the grant approval. We are geared up to initiate data transfer quickly and be able to move to the Initial Implementation Stage by the middle of February.

We are looking at a wider rollout of Illuminate. Canvas instruction will be more intense but restricted initially to those most directly involved in bringing the goal to pass.

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.

"WE WILL PROVIDE IMPLEMENTATION DATA TO USBE ON AN ANNUAL BASIS."

"Monticello Academy 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, Monticello Academy 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"

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

“Digital learning tools (informed by the LearnPlatform product library) can 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. Edtech can be filtered 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 LearnPlatform. “

“Outcomes and analysis of activities reported via LearnPlatform will be shared across Monticello Academy and will inform changes in multiple areas:

Area	Potential Impacts
<u>EdTech Tool Adoption and Utilization</u>	Analyzing utilization in and throughout the school to know how, how much, how often different technologies are used will inform instructional decisions and professional development.
<u>Resource Allocations (\$)</u>	Analysis of utilization and costs will inform investment reallocation, achievement gap analysis and cost effectiveness
<u>Focus of Effort</u>	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. Can also inform additional interventions and edtech product

	pilots.
--	---------

The three main objectives to fulfill the mission of Monticello Academy are that:

- Students must master and move beyond academic fundamentals,
- The school must clearly demonstrate its ability to accomplish this, and
- Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.

The essence of this plan is to combine digital technology tools and resources with curriculum planning and delivery so that student learning activities are facilitated and directed towards acquiring learning and skill. Teachers will learn how to create lessons that are standards-based. Teachers at Monticello Academy (MA) already plan lessons based on Utah State Core Standards. However, they continue to grade based on percentages, points and extra-credit. It is our goal that Canvas and Illuminate will facilitate a move towards mastery based assessments. Both Illuminate and Canvas are able to be used by all students regardless of instruction being conducted in the regular classroom or in a special education setting. Both programs will work with Compass, our current LMS, Google Classroom, and other programs identified within Section II of this grant application.

Illuminate will provide quick, immediate answers to assessments and a means of providing multiple ways of assessing the same standard. It will provide a more accurate means of determining student acquisition of standards based skills and learning, while reducing the time to correct and grade assessments. Illuminate will house all assessment data so the teacher will have SAGE scores, STAR Reading scores, MA Benchmark Assessments, and other ongoing assessment data. Analyzing these data points on a monthly basis and in weekly PLCs will identify where deficiencies and learning gaps exist. Teachers can then prescribe instruction that will fill in the gaps and provide for the personalized learning of each student. Assessments can also be tailored to meet the needs of English Learners as well as those students receiving special services.

The first year of implementation will include professional development opportunities for teachers to use the test creation tools within the program. Illuminate personnel will conduct the initial training sessions. Teachers will also be taught to use the test data to help support and guide instruction. The second year will add professional development to reinforce first year topics and add essential mastery based learning tools. Teachers will collaborate and focus on the creation of benchmark assessments within each subject area. The third year of usage will enhance the previous year's instruction as well as incorporate mastery-based grading throughout every subject area.

The Assessment Director will track Illuminate usage on a monthly basis using tools provided within the program and Learnplatform. Using reporting data, administrators and teachers will identify areas

of highest usage and areas where additional professional development is required. Remediation training sessions may occur in weekly PLCs, team, and /or department meetings as needed.

Canvas will be the repository of comprehensive lesson activities, instructional Powerpoints, worksheets, videos, and other resources. With the technology available, the teacher will be able to assign instructional pieces for each student to meet the standards being taught. Students will be able to access the teaching materials through any internet connection. The goal of achieving a full year's growth in reading, language arts and math is enhanced with the assistance of technology.

The first year of implementation will focus on becoming familiar with the lesson planning tools within Canvas. Initial training will be conducted by the Canvas personnel. Additional training resources may include the Utah Education and Telehealth Network, the Association for Supervision and Curriculum Development and the Kahn Academy. The second and third years of implementation will review previous topics as well as provide support for developing comprehensive standards-based lesson plans. Canvas includes full technology support, and select staff members will become onsite trainers.

For those students having an IEP, individual bench-mark assessments can be created within Illuminate to help the student, teachers, staff, and classroom aides meet plan goals. Lessons within Canvas can be tailored for each student's individual requirements in order to access appropriate materials. The special education director in conjunction with classroom teachers will be enabled to assist the student to use lesson plan tools and resources while at school or at home.

Essential to any good roll out or professional learning plan is the desire on the part of the staff member to learn. The Assessment Director will use LearnPlatform to monitor and track Canvas usage on a monthly basis. Data will be provided to the administration and teachers in order to identify areas of strength as well as areas in need of additional training. Monticello Academy's onsite trainers will assist peers who are identified as not meeting school fidelity requirements.

In conjunction with with these activities the Assessment Director will begin an annual/longitudinal comparison of student performance on multiple assessments such as DIBELS, STAR, MA Benchmark Assessments, and/or SAGE tests using Spring 2017 proficiency as the benchmark beginning year. Using this data will help guide instruction in order to assist students in achieving one year's growth in reading, and being on grade level in math and English classes.

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

The three main objectives to fulfill the mission of Monticello Academy are that:

- Students must master and move beyond academic fundamentals,
- The school must clearly demonstrate its ability to accomplish this, and
- Parents must have a meaningful role in decision making regarding their children and school programs acknowledging that they are the primary stakeholders of the school.

The essence of this plan is to combine digital technology tools and resources with curriculum planning and delivery to engage students in learning activities. Canvas will provide resources to develop lessons that are standards-based and utilize a wealth of resources, including videos on the topic, web page links, formative assessments, and similar lessons taught by other teachers.

Illuminate will provide quick, immediate responses through multiple assessments to determine student comprehension of the standards-based skills being taught. This immediate feedback will keep students engaged in the process and give them timely remediation on personal deficits in learning. Students are more frequently engaged in the class learning discussions when they have an understanding of the topic and are able to contribute to discussions and problem solving. Both the grading/depository system and the lesson repository program will provide students with consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.

Since so much of the instructional activities will be housed within the technology, students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets. Students are very familiar with exploring learning through technology, and this will be a path they are comfortable using.

Essential to any good roll out or learning plan is the desire on the part of the student to learn. Peer modeling, staff support and encouragement will all be a part of inspiring student engagement in personalized learning. Research indicates that empowering students to have agency in their education leads to many positive outcomes regardless of ability and skills. These skills include executive functioning, perseverance, self-awareness and tolerance for ambiguity. Many believe these are necessary skills to thrive in our current and future society.

Student performance outcomes will be measured by analyzing data from multiple assessments. STAR, DIBELS, SAGE, MA Benchmark assessments, and other forms of assessing student growth will be tracked to identify how the implementation of Illuminate and Canvas are affecting student

growth in reading, English Language Arts, and Math. Data analysis during every year of implementation will guide professional development activities to target areas in need of additional support in order to meet a goal of every student attaining one year's growth in reading and reaching proficiency based on SAGE scores.

Digital Citizenship will be taught every year using tools such as netsafeutah.org. Monticello Academy grade level teams will determine the best time, lessons, and location during the year for digital citizenship instruction. The Parent Council will also review school digital citizenship plans and provide input.

Through the help of our library technology teacher, students will be provided consistent lessons on a yearly basis to learn the following skills:

- Learn strategies for managing their online information and keeping it secure.
- Protect their own privacy and respect others' privacy.
- Explore their own digital lives, focusing on their online versus their offline identity
- Understand their responsibilities and rights as creators in online space
- Recognize appropriate communication in online communities and know what to do when it is negative (bullying, etc.)
- Stay safe through employing strategies such as distinguishing between inappropriate contact and positive connections and reporting to an adult.

Tools used by Monticello Academy in teaching Digital Citizenship may include:

- Netsafe Utah
- Common Sense Education
- NetSmartz

Personalized Professional Learning

VII. Professional Learning

The essence of this plan is to combine digital technology tools and resources with curriculum planning and delivery so that student learning activities are facilitated and directed at acquiring learning and skill. Teachers will learn how to create lessons that are standards-based and graded. Teachers at Monticello Academy (MA) already plan lessons based on standards. However, they continue to grade the traditional way based on percentages, points and extra-credit. There is a philosophical bridge that has to be crossed. It is our hope that Canvas and Illuminate will facilitate the crossing of that bridge.

Training will be provided by way of Edvocate, UETN, ASCD, Kahn Academy, Ted Talks, books by Guskey, Reeves, Wiggins and McTighe, and others along with numerous articles. We will compile a list of specific trainings/talks/etc. pertaining to specific topics relating to the professional development goals. Each of the enumerated locations have informational or motivational topics that can be beneficial in helping teachers better understand standards-based grading and the parameters surrounding the challenges of our present grading system as it related to student improvement/learning. Training will occur in PLCs, Team and Department meetings, faculty meetings and resourced PD. Discussions will be ongoing as we wrap our heads around this fundamental change. PLCs are where the rubber meets the road. As teachers discuss student learning and engagement it becomes an ideal time, the most practical setting, to understand how the training and resources provided can be used to effect the learning of an individual student.

UETN provides online and blended classroom professional development courses. Select staff members will be trained on Canvas to facilitate savings of funds but also to have expertise readily available. Canvas personnel have been assigned to work with us throughout the implementation. Year one will introduce all stakeholders to the process to access lesson resources through the Canvas portal. Training opportunities may include parent meetings, web-site based training modules, and tutorials on the school website. Teachers will be expected to create and incorporate lesson plans using Canvas on-line digital technology tools. Core teachers will have the expectation of incorporating Canvas resources in at least 20% of their lessons as tracked by LEARN platform. (See section VIII). Years two and three will move towards a goal of 40% usage in core classes, and application where possible in non-core classes. Our goals will be adjusted based upon stakeholder feedback of program effectiveness.

We anticipate Illuminate will provide quick, even immediate answers to assessments and a means of providing multiple ways of assessing the same standard thus both providing more accurate means of

determining student acquisition of standards based skills and learning and reducing the time the teacher has to take to grade. Illuminate also houses all assessment data so the teacher will have at hand past SAGE scores, STAR Reading scores, and other ongoing assessments which will provide trends and patterns as well as show where deficiencies and gaps are.

Having the data readily available then requires the ability to prescribe learning that will fill in the gaps and provide for the personalized learning of each student. Canvas will be the repository of lesson activities, instructional ppts, worksheets, videos, etc. that will be available so the teacher can easily assign needed instructional pieces for each student so each is able to meet the standard being taught and so the goal of achieving a full year's growth in reading, language arts and math becomes a reality for each student.

Teachers will have 24/7 access to professional assistance using Canvas. On-staff trainers will be trained for Illuminate to work with the teachers to facilitate savings of funds but also to have expertise readily available. These on-staff trainers are an essential part of this implementation. They recognize the benefit of the philosophical change and well as the technology changes. They are more readily listened to by the other teachers and their input has powerful acceptance by other teachers. They are also more readily available to other teachers before and after school when administrators are monitoring student movement and responding to parental concerns. Carlo Schmidt is assigned to work with us throughout the implementation and has promised he will always be available to answer questions from any of our professional staff. Illuminate also has a 24/7 help desk.

Essential to any good roll out or professional learning plan is the desire on the part of the staff member to learn. Peer pressure, support, encouragement and cajoling will all be a part of inspiring Personal Professional Learning.

Our in-house trainers will develop web-site based training materials for our students and parents to understand the purpose and use of the Illuminate program. Illuminate also has a 24/7 help desk. Year one will introduce all stakeholders to the assessment process, including parent meetings, web-site based training modules, and tutorials on the school website. Students will be instructed regularly in their daily curriculum on standards-based assessment. Years two and three will continue this education as we move towards school wide mastery grading. This will be a major paradigm shift for all stakeholders.

A brief but significant selection of articles referencing both digital and Standards-based instruction is included in the folder as a sub-folder entitled Guiding Documents

Peer teaching and peer interaction promoting student learning.

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

Assessment - Measurable Outcomes

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

Monticello Academy is technology rich as determined by our Mission: “Utilizing state-of-the-art technology to enhance instruction and learning.” Each classroom is provided with an interactive white board; a projector tied to a docked computer and document camera; video/dvd/cd player; classroom sound system with the teacher having portable microphone around the neck and a handheld one for student presentations; and access to either iPads for the K-3 or chromebooks for the upper grades. Usage of technology and digital programs is engendered and promoted by all. Teachers teach teachers about how to use the technology and search for better ways, apps and programs to enhance learning and professional improvement. Offers for new opportunities are readily sought for.

With such an active and involved faculty administrators find it essential to respond to data and to faculty instituted changes/improvements. Thus policies can and have changed, methods have improved and requested professional development has occurred. Monticello Academy has been blessed with an extraordinary IT person who keeps the infrastructure current and more than capable and promotes technology integration while facilitating the same. He pushes us forward and helps us see the light of possibilities.

The Assessment Director of Monticello Academy (MA) began teaching here when MA was new. He was new to teaching but experienced in life. He quickly became one of that group of exceptional teachers whose number is less than 10% of all teachers. He knows and understands the many ways and means needed to accelerate student growth. He constantly reviews our data and then teaches and trains teachers to become more effective. We have cameras in our classrooms so he combines unrecognized observational data that is as well direct in-the-classroom data to monitor our progress.

WE WILL PROVIDE IMPLEMENTATION DATA TO USBE ON AN ANNUAL BASIS

“During 2015-2016, Monticello Academy participated in the UETN edtech inventory process, highlighting 8 products in use.

Number	Products Included in 2015-16 Inventory
8	Microsoft Office, Google Apps for Education, Adobe Acrobat, Adobe Photoshop, Pioneer Online Library, UEN Open Educational Resources, ALEKS-Math,

	SAGE
--	------

Monticello Academy 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.

Monticello Academy’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.

1. During 2016-17, continuous improvement plans will be finalized. Monticello Academy 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:
 - a. Integrating (LEA)’s previous edtech inventory and engineering study information;
 - b. Configuring the system to match the needs of our administrators, teachers, students and administrators;
 - c. Providing access for teachers and administrators to access and monitor their edtech;
 - d. Defining the key edtech activities, interventions and measurements (see below for examples).

2. Monticello Academy’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:
 - 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 (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;

- f. Centrally managing and sharing findings and status for all teachers and administrators to inform their instructional and operational decisions; and,
 - g. Enhancing our LEA's own processes with insights learned from other LEAs.
3. Program technology utilization and achievement measures will be monitored and centralized in LearnPlatform and mapped against additional data sources which include:
- a. Quantified feedback from educators, based on 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. LEA 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

Monticello Academy currently operates a robust wired and wireless infrastructure. Below is summary of our IT infrastructure

- 1000 Mb wired network from day one
- 1000 Mb Internet connection provided by UEN
- Ruckus Wifi infrastructure capable of handling around 2000 devices.

Monticello Academy currently keeps inventory of purchased hardware as part of its SIS system and will continue to do so.

About 40% of Monticello Academy's student population qualifies for Free and Reduced lunch. The Academy will be taking advantage of E-rate for the 2017 - 2018 school year. Monticello Academy will be upgrading its existing wireless infrastructure to support the latest wireless standards. It is expected that E-rate will cover close to 60% of the upgrade cost.

X. Technical Support for Implementation and Maintenance of the Program

Infrastructure Support

Monticello Academy currently subcontracts its IT services. Services follow standard IT best practices which includes security, maintenance, inventory, and support of current and future IT requirements.

Current best practices being employed provide an environment where corrections, changes, fixes are often handled both remotely via the internet or in person depending on the location of the support staff. Generally a quick call and quickly resolves any issues the school may have. This limits the impact of most issues.

The process for technical support depends on the priority of the need. Immediate support is provided when an issue inhibits the ability of a teacher to teach or students to learn. Support that does not require immediate resolution is handled via a ticket system where the staff members submit an electronic request to the IT director.

IT support staff are onsite 16 hours a week, more when larger projects are being worked on.

Because the software being purchased is completely Cloud based, no additional infrastructure will need to be provisioned.

Use of LearnPlatform will assist with establishing and maintaining an auditable edtech product inventory. 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. With greater use of LearnPlatform, we will define a scalable, sharable process for our staff to catalogue all products, manage and document their life cycles, report on utilization and impact results and share those metrics with other districts, the state and stakeholders involved in the digital teaching and learning work.

Software Support

The software that will be purchased includes training, support, and maintenance. We will be initially training select staff on the software who will then become experts. These key experts will be available for teachers to ask questions. If they do not know the answer then the software vendor will be contacted.

Data and Privacy

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

Part A. LEA Security Policies

Below is Monticello Academy's Acceptable Use Policy for Internet and Network Access that parents and student agree to each year during registration.

The goal of using the Internet is to provide support for the public education system. The Internet is a world-class tool for educators, students, and parents. It can provide many exciting educational resources and learning opportunities.

Unfortunately, there are materials on the Internet that are controversial in nature that do nothing to promote the educational process. It is important that all who access the Internet, demonstrate judgment on the information that they access. The following is prohibited:

1. Any use of the Internet for illegal or inappropriate purposes to access materials that are objectionable in a public school environment. Inappropriate use is defined as use in violation of the intended use of the Internet (e.g. Instant messenger, chat rooms, streaming video, audio, Internet radio, file sharing, MP3 downloading, and burning copies of copyrighted C.D's are prohibited).
2. Any use for commercial purposes, financial gain or political lobbying.
3. Access to the Internet without parental permission.
4. It is understood that Monticello Academy, Utah State Office of Education, and the Utah Education Network have no control of the information on the Internet. Some sites on the Internet may contain material that is illegal, defamatory, inaccurate, pornographic, or potentially offensive to some people. Students will receive supervision and guidance while using the Internet and Monticello Academy makes a good faith effort to filter internet access. However, it is the student's responsibility to choose not to access materials that do not fit the goal of Internet use at Monticello Academy.

LEA Information Systems and Data Management Policy

Personnel and Student information is confidential and may only be accessed by authorized employees. MA will develop a protocol for accessing confidential files which preserves sensitive information and protects the privacy of employees and students. Any employee may review his or her own personnel file upon written request, but may not remove anything from the file. Personnel files are the property of the school. Employees with access to personnel and student files are under strict obligation to preserve confidentiality and to never reveal sensitive information. Each employee is

required to sign the Monticello Academy Privacy Policy. (Note: This paragraph is also contained in Section 5: Employees)

Information created or used by MA should be secured by passwords and other security measures against unauthorized access, change, destruction, or disclosure. The information in MA databases accessed by MA employees may not be shared with others or used for political, commercial, or personal purposes. Any exceptions must be approved by the Board of Trustees.

Data files should be backed up regularly to assure business continuity in the event of fire, theft, hardware failure, and so forth. A copy of backup files should be maintained at a secure off site location. In the event that an outside vendor is approved for remote access to MA computers (such as for HVAC control, computer maintenance, or other necessary services), they should not be permitted to have unmonitored or open access to the school network.

LEA Equipment and Network Access Policy

MA computers and networking equipment is provided primarily to accomplish the educational purposes of the school, including professional use by MA employees to accomplish the objectives of the school. MA computers must not be used for non-school, commercial purposes. Occasional personal use of school computers and email accounts is permitted. However, personal data stored on MA-owned computers does not carry an expectation of privacy and is subject to review by the school. Personal use must not interfere with job performance. Adequate care should be taken to ensure that computers are not lost, stolen, or damaged. Although laptop computers may be taken home on evenings and weekends, a MA computer may not be used as a family computer.

All employees authorized to use school computers are expected to make regular use of email and online training and are to take advantage of appropriate internet resources, such as www.monticelloacademy.net and the school intranet. Access to MA computers should be protected through logins and passwords. Logins and passwords must only be created for MA employees who require computer and network access to perform in their assignments. Generally, volunteers should not have access to MA computers or the network. Any exceptions must be approved by the Board of Trustees. Individuals who are authorized to access the MA network must first sign the Monticello Academy Network User Agreement before network access is approved.

Logins and passwords are not to be shared with others. Students are not authorized to use teacher computers or any other computers not meant specifically for student use. Generally, privately owned personal computers are not authorized for connection to the MA school network. However, a separate network may be established solely for guest internet access.

LEA E-mail and Internet Use Policy

The intended use of the school's electronic communication systems (such as e-mail, network, the Internet and Intranet, etc.) is for school-related purposes. Incidental and occasional personal use of these systems is permitted. However, the school reserves the right to access and, when appropriate, disclose all messages created, sent, or received electronically and any and all internet usage.

Electronic usage is available for review by the administration and the Board of Trustees. Employees should not use school electronic communication systems for personal communications which should be kept confidential.

MA employees are expected to exemplify the high standards upon which the school was founded. Employees who use MA equipment improperly or who access or download inappropriate material—including, but not limited to, the circumstances listed below—are in violation of the standards for MA employee conduct and shall be subject to dismissal from employment.

- Obtaining or viewing pornography from the Internet or any other source. If an employee inadvertently becomes connected to an Internet site containing inappropriate material, the connection should immediately be terminated and the employee should never connect to that site again. As a protection, the employee should immediately report any inadvertent connection on MA computer equipment to the school administration.
- Illegally downloading copyrighted or proprietary material.
- Excessive personal use of the computer or Internet that interferes with an employee's job functions or performance.
- Removal, alteration, disabling, or replacing filtering software on MA computer equipment.

Part B. LEA Security Audit Plan

Monticello Academy utilizes network security devices such as firewalls, content filters, access control policies to secure the network. Systems are updated in a timely manner when such updates are available. Internet traffic is logged via the onsite internet content filter. In addition, we have looked at a number of external providers and will schedule an external security audit to be performed by UETN in the next year and as needed. We will report the results of this audit, any recommended actions and a plan for implementing those recommendations to USBE.

Part C. LEA Student Data Privacy Policies and Procedures

Monticello Academy collects Student Enrollment data in our COMPASS Student Information System. Student Performance Data is also collected in COMPASS. Administration and Staff have different access permissions based on the legal requirements in R277-587. Students and parents have their own login credentials.

COMPASS is a web-based student information system (SIS), which simplifies data-driven decision making by providing real-time information to all stakeholders over the Internet. Administrators get the most accurate information to make more effective decisions. Teachers gain timesaving administrative tools, parents gain immediate access to their children's grades, and students can track their own progress.

Monticello Academy's website offers immediate and easy access to information. Our Policies and Procedures are available on our website. These policies and procedures have been communicated to all stakeholders.

Stakeholders are informed about Student Data and Privacy through orientation meetings at the beginning of the school year, where Parents and Students are directed to our website to view the Student Handbook and the Governing Board's Policies and Procedures. We refer to both regularly when discussing student behavior and other matters with parents throughout the school year.

One of the bedrock principles that led to the establishment of Monticello Academy is the fact that one of the key factors that affect the quality of education and the academic success of the student is parental involvement. Parents exercise significant influence in the administration of the school. Parents founded Monticello Academy. The organizational structure and bylaws at Monticello place parents at all levels of administration. A majority of parents comprise the Board of Trustees. There is also a Parent Council which meets monthly. Parent's questions and concerns expressed in any of these meetings spur systematic review of current policy and practice and when needed an update of policies.

Part D. LEA Remediation Plan of Identified Lapses

Identified security or system lapses will be promptly resolved either by vendor provided patches or by employing various firewall and access control policies. Severity of the lapse will be evaluated and appropriate administrators will be notified to decide what further disclosures need to be made.

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. Monticello Academy dedicates \$90,000-110,000 each year to technology software, hardware and infrastructure not counting the amount saved by way of E-Rate funding. This grant will allow a jump start into the course we had already decided to take. Greater than the ongoing costs of associated with this grant implementation is the Professional Development costs. We plan on having trained staff members carry on the training needed as staff change over takes place in order to reduce future costs.

IT Budget 2017				
SOFTWARE				
	Item	Amt	Qty	Amt
	Microsoft	2663	1	2663
	Adobe	904	1	904
	LogMeIn Help Desktop Software	250	0	0
	Axis Camera License	160	1	160
	Wireless Support	600	0	0
	Faronics	610	0	0
			Total Software:	3727
HARDWARE				
	Item	Amt	Qty	Amt
	Projector Bulbs	250	5	1250
	Toner	2500	0	0
	Batteries	90	15	1350
	Misc Cables and Repair items	3000	1	3000
	Audio Enhancement Mics	450	2	900
	Outdoor Cameras	550	5	2750
	Projector	650	0	0
	10th Grade Laptop Lab	1053	26	27378
	Chromebox Lab	340	0	0

	Morris Lab Upgrade	590	0	0
	SMART Board SBM680 77"	1275	0	0
	Computer Lab Sound Setup	250	0	0
	Chrome Books	288	0	0
	Server	5000	0	0
	Firewall	650	1	650
			Hardware Total:	37278
			Grand Total:	41005
			Budget Left:	6300
TRUST LANDS Mat Rocks Budget				
	Item	Amt	Qty	Amt
	Chrome Books	230.96	132	30486.72
	SMART Board SBM680 77"	1275	4	5100
	Chromebook Cart	1229.99	5	6149.95
	Morris Lab Upgrade	420.64	26	10936.64
				52673.31

Part B.

The software costs (600 - Supplies and Materials) for the three years are shown in this table. The first year has been reduced by both vendors due to the mid-year start. The User numbers for Illuminate are determined by our student numbers the prior year. Year two and three users are based on full enrollment. The canvas users are based on the groups that will be using it for the first year. The second year we will add a class level and increase the number of staff who have access to and will be utilizing Canvas.

	Year One			Year Two			Year Three		
	Users	Fee/user	Annual Cost	Users	Fee/user	Annual Cost	Users	Fee/user	Annual Cost
Illuminate Data & Assessment			\$ 2,500.00			\$ 5,000.00			\$ 5,000.00
WebCam	765	\$ 0.50	\$ 382.50	760	\$ 1.00	\$ 760.00	760	1.00	\$ 760.00
KDS Item Bank	765	\$ 0.75	\$ 573.75	760	\$ 1.50	\$ 1,140.00	760	1.50	\$ 1,140.00
Canvas	468	\$ 4.43	\$ 1,036.62	586	\$ 4.65	\$ 2,724.90	586	4.88	\$ 2,859.68
Canvas one time fee			\$ 2,500.00						
Professional Trainers			\$ 2,500.00						
Staff Trainer Stipends			\$ 4,452.00			\$ 1,234.00			\$ 1,099.00
Total			\$13,944.87			\$ 10,858.90			\$10,858.68

The Stipends for this first year is to enable implementation to begin. The most effective way to implement a program is to have readily available Professional Development. Having staff members who are here and available is the most effective way to implement. For them to take their time, which will require not only being available before and after school but strategically monitoring what is being accomplished, it will only be realized if they are being paid to accomplish this task. Following this implementation year the time needed should be less and mostly being devoted to new staff. And following the implementation of these programs, the knowledge should be sufficiently generalized that new staff will be trained as a part of their initial training and will be guided by their Team (the other teachers who teach the same grade level(s).)

Our school year is based on 14 days of professional development and a full 180 days of instruction. Our board policies provide for two full weeks of professional development instruction prior to the beginning of classes. We will work with our school board to schedule professional development time during the school year with a minimum of one day near the beginning of each term. Our preference would be to have at least two more days during the school year thus reducing the ten PD days prior to school beginning down to eight.

Canvas provides a number of trainings online and available 24/7 for teacher learning. As a part or partner with UEN we have access to scheduling training without cost which is one of the reasons we have decided to go with this particular LMS.

One of the challenges we face and will have to be worked out is the interaction with the various LMS options. Both Canvas and Illuminate provide gradebooks. Our home grown LMS is robust and has been used by parents to be in constant touch with their children's grades for many years. We will be reviewing and determining how to use the various overlapping parts of the software as we proceed. We may decide that portions of the purchased software are unnecessary which could reduce the projected costs.

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

The intent of this grant is to instill Digital Teaching and Learning principles so greater personalized learning can take place. Thus additional funding will be used to increase the Professional Development opportunities for staff so greater personalized learning can be provided to those who will more fully also provide personalized learning opportunities to students. This will be provided in a mix of Partner provided trainers and greater use of Trained Trainers within the staff. We would provide a remuneration for Staff Trainers so they feel supported and valued. A small stipend could also be provided to those being trained for the additional hours they will be required to give in order to have the training.

Part D. Projection for Future Support Costs

As Canvass and Illuminate become ensconced in the educational fabric of Monticello Academy these tools will be essential. Fortunately the ongoing cost of these programs are not budget breaking. The cost that has delayed their purchase and implementation heretofore has been the cost of Professional Development. As we have become more aware of the options available as we have pursued this grant we have become convinced of the benefit Canvass will provide and we have learned there is substantial professional development opportunities and options available through UETN at minimal or no cost. Illuminate also has online training that is accessible for training following the Train-the-Trainer model we are employing.

Part E. Sustainability

WE WILL REDIRECT COST SAVINGS FROM DIGITAL TEACHING AND LEARNING TO SUPPORT THE MAINTENANCE AND GROWTH OF DIGITAL TOOLS, SOFTWARE, AND PERSONALIZED LEARNING.

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

The following information provided by Illuminate resonates with us. We are determined to make a difference in the learning, understanding and potential of our students. In order to do that we must seriously look at what we are doing and find ways to improve and make a real difference in the life of each student. We recognize that without the aid of technology to reduce the time required by many mundane but absolutely essential tasks a teacher performs everyday, we will not be able to focus on each student's needs. Indeed, we cannot even begin to truly focus on so many students without the benefit of these technologies that can free up time for musing about each student without a means of having accumulated data readily and constantly before us. This article spells out why we feel it is necessary to have PD so we understand how to fully utilize the products that can accomplish this.

Systematic Approach to Software Implementation

Author: Written by Illuminate Education



Schools and districts frequently expend considerable resources putting in place a variety of interventions, operating procedures, curricula, professional development and technology systems. These include not only the cost of tangible products but often involve considerable dollars for staff training plus the hidden costs to students of having classroom teachers removed from the classroom. Most districts take a “let it happen” approach to implementation and extensive research has indicated that only 14% of these types of poorly managed implementations actually result in substantive changes in staff behavior and performance after an average of 17 years of implementation efforts (Blasé & Fixen, 2007).

To address the ineffective nature of most implementations, the field of “Implementation Science” emerged to create generalizable knowledge that can be applied across settings and contexts to answer central questions. What are the central components of effective implementations? Why do established programs lose effectiveness over days, weeks, or months? Why do innovations sometimes exhibit unintended effects when transferred to a new setting? (Madon, T., Hofman, KJ., Kumfer, L. & Glass, RI., 2007).

It is common for people to conceive of an “implementation” program or practice as if it were a single, unitary construct. Successful implementations are not merely an attempt to put in place a program or

practice but an on-going, recursive process that is integrated with the actual program, practice or software system. In this regard, the implementation process and the program or practice are inextricable and should not be assumed any more than the intervention outcomes themselves. Therefore, when thinking about implementation one must be aware of two sets of interconnected processes (innovation or software system activity and general implementation activity) and two sets of outcomes: innovation-level outcomes and implementation-level outcomes. A formula for successful uses of evidence-based programs in typical settings can be characterized as:



The effective use of innovative programs or software systems requires behavior change at the teacher and the administrative support levels. Training and coaching are the primary ways in which behavior change is created in staff at all stages of implementation (Dufrene, et al., 2005).

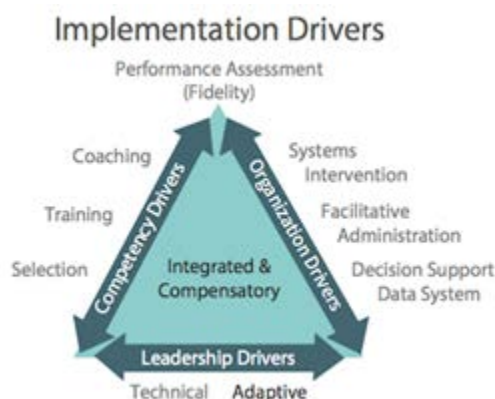
The Active Implementation Framework: Well

-operationali

coached so educators can use them with fidelity.

. Effective Innovations – Software systems need to be teachable, learnable, doable, and readily assessed in practice if it is to be used effectively to reach all students who could benefit.

1. *Implementation Teams* support the full, effective, and sustained use of the software platform and changes in staff behavior.
2. *Implementation Drivers* assure development of relevant competencies, necessary organization supports, and engaged leadership around innovative software systems.



3. *Implementation Stages* outline the integrated, non-linear process of implementing an effective software system and finally having it fully in place to realize the promised outcomes. Active implementation stages are:- Exploration: Establish district implementation teams, set goals, tactics and strategies.

4. *Installation:* School teams, buy-in, communication, fidelity measures, coaching plan, initial training.- Initial: Implement new practices, additional training, coaching, feedback and monitoring.-

Full: Standards of practice are evident, refined coaching, expand and replicate, review goals, add new functionality.

- Innovation: Best practices with fidelity across system, refinement, innovative practices observed, greater efficiency, impervious to leadership change

Implementation Cycles support systematic and intentional change. Improvement Cycles are based on the Plan, Do, Study, Act (PDSA) process for rapidly changing methods and changes in software functionality, organization supports and practice **plans for changing systems** to enable continual improvement in impact and efficiency.

As noted above, there is a tendency for school districts when installing a new software system to focus solely on getting to the “Go Live” state of software installation while ignoring the implementation processes outlined here. What the implementation science literature has demonstrated is that if the software system is expected to produce significant changes in educator behavior and student performance there must be equal and complementary efforts directed toward the process of implementation in order to achieve a high probability of positive impacts on students.

If we are presented with more funding, we will use it to involve more teachers in the initial trainings or provide more, greater and deeper training for those involved.

We foresee a simplifying of the technology platforms we have included in this grant. The processes we are after are paramount to fully realize the mission and vision of Monticello Academy. However, we do not feel a need to be beholden to an external entity or obligated for those things we can provide for ourselves. We see an opportunity to use the platforms and programs to bring about our purposes. Once we have utilized these resources to create what we need, if they no longer provide the benefit commensurate with their cost, we will discontinue our relationship and look for services and benefits that will then help us move forward or continue as we are.

The three most essential results of this grant are: 1) provide a means to quickly score student work/assessments and warehouse that data for teacher review; 2) provide access to and a depository for a wide assortment of practical and vetted lesson plans and activities that can be used under teacher direction to facilitate the learning of each student; and 3) to have outstanding professional development to understand the power of the technology that will facilitate 1 and 2 and to bring about a mindset change for teachers to teach to and grade by standards - actual student learning and skill acquisition.

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:				
Description	Funding Requested – Year One <i>January 1, 2017 – June 30, 2017</i>	Funding Requested – Year Two <i>July 1, 2017 – June 30, 2018</i>	Funding Requested – Year Three <i>July 1, 2018 – June 30, 2019</i>	TOTAL FUNDING REQUEST
A. (100) Salaries	3,562	987	879	
B. (200) Employee Benefits	890	247	220	
C. (300) Purchased Professional & Technical Services	2,500.00			
D. (400) Purchased Property Service				
E. (500) Other Purchased Service				
F. (580) Travel				
G. (600) Supplies & Materials	6,993	9,625	9,760	
H. (800) Other (Exclude Audit Costs)				

I. TOTAL DIRECT COSTS (Lines A through H)	\$13,495	\$10,859	\$10,859	
J. (800) Other (Audit Costs)				
K. Indirect Cost				
L. Property (includes equipment)				
M. TOTAL (Lines I through L)	\$13,495	\$10,859	\$10,859	

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications to the grant must be reflected over the three years of the grant and included as part of the annual reporting. For reporting, it must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.

Bibliography

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

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

Means, B., Murphy, R., Javitz, H., Haertel, G., & Toyama, Y. (2004). Design Considerations for "Evaluating the Effectiveness of Technology-Related Teacher Professional Development". Menlo Park, CA: SRI International.
<https://www.sri.com/work/publications/design-considerations-evaluating-effectiveness-technology-related-teacher-professi>

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

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

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

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

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

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