



**SOUTHERN UTAH CENTER FOR COMPUTER, ENGINEERING
AND SCIENCE STUDENTS**

SUCCESS Academy
An Early College High School

DIGITAL TEACHING & LEARNING MASTER PLAN

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ABSTRACT

The Southern Utah Center for Computer, Engineering and Science Students, commonly known by the acronym SUCCESS Academy is an Iron County School District Sponsored Charter School. SUCCESS Academy was originally established as an Early College High School. The school is located on the Southern Utah University and Dixie State University campus.

SUCCESS Academy has a strong focus on STEM education and preparing students for collegiate success. One of the best ways to measure this collegiate readiness is through the ACT assessment. Students must achieve a standard score in each subject area to be considered college ready. At the present time SUCCESS Academy has 42 percent of students who do not achieve the expected ACT college readiness benchmark score in English, Reading, Math and Science. Consequently, the intent of this grant will be to increase student scores on the ACT using digital tools in order to help all students achieve college readiness.

SUCCESS Academy is eager to participate in the Digital Learning Grant to provide access to these digital learning tools to increase student academic achievement and growth.

SUCCESS Academy Digital Teaching and Learning Master Plan

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Appendix A: Future Ready Readiness Assessment

Appendix B: Student Acceptable Use Policy

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Appendix D: Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

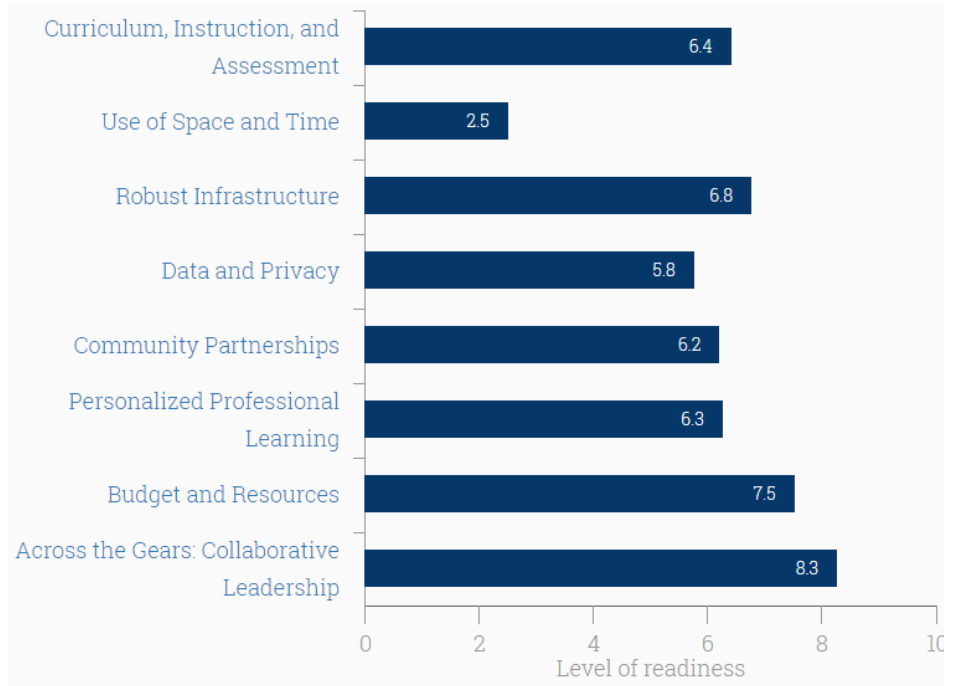
A. SUCCESS Academy Readiness Assessment

Appendix A contains the first three pages of the “Future Readiness Assessment”. Here is the link to the full “readiness report”. [Digital Readiness Report for SUCCESS Academy](#)

SUCCESS Academy completed the readiness assessment using the Future Ready tool. The leadership team took the assessment and this assessment was discussed with each team at each school site.

The total number of participants who provided information for the “Future Ready” assessment was seven. This represents over 50 percent of our faculty and staff. Additional teacher feedback was initiated through PLC meetings. Results were discussed and additional input was received from each school site.

Informed the interpretation of the information contained in the “Future Ready” assessment tool. The overall



Digital Learning Readiness

(Response Data: 08/24/2016)

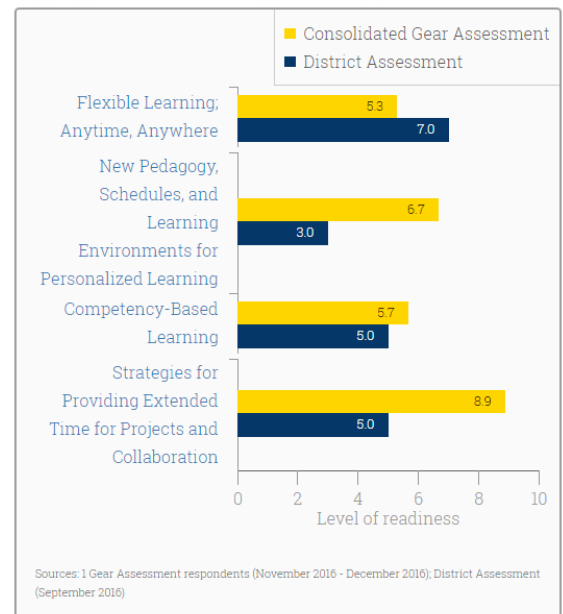
6.2

digital learning readiness score measures **6.2**.

Use of Space and Time

The weakest dimension is “Use of Space and Time”. In conversation with our team the challenge presented by this dimension was partly attributed to the Early College focus of the schools. Due to

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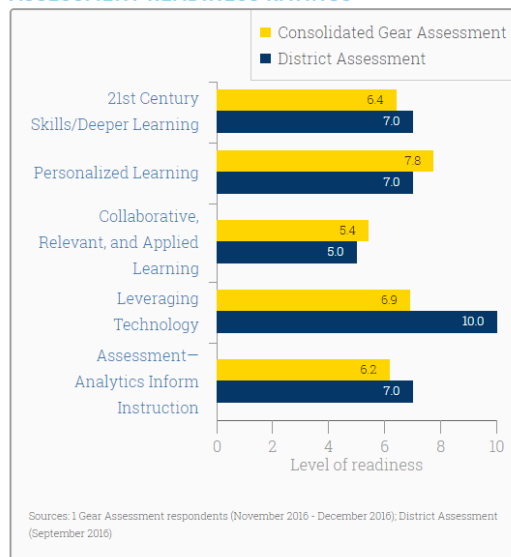


the collegiate curricular schedule, there wasn't as much flexibility for time reconfiguration and space allowance. However, upon review of the report and upon review of the gap recommendations there are numerous strategies to facilitate the creation of a 24/7 learning environment. The suggested strategies in the Future Ready assessment will guide the team effort to personalize student learning and ensure students have access to these learning opportunities over time. This will be an area of emphasis for this grant.

Curriculum, Instruction and Assessment

Student learning is always a focus of our Early College High School. This dimension highlighted the need to focus upon ways to personalize learning opportunities for students.

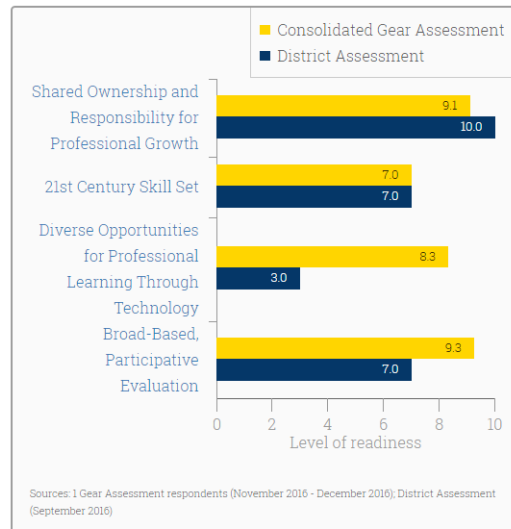
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One of the primary goals of the school is to help students experience independent research opportunities. One of our graduation requirements is to have each student complete a research project. However, these projects were not student driven. The readiness assessment has helped our team to visualize the need to personalize this learning. In theory this is an agreed upon idea but there still seems to be a gap in the practice of teachers in the creation of the personalized learning environment. Students will engage in higher levels of academic achievement when they have personalized their learning experiences. Increasing student choice through the use of technology will be an important shift in the school's pedagogical practices. Another insight learned

from the readiness assessment is the continued need to inform instructional practice using

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data. This data will help students to also personalize their learning based upon the data they receive. Providing digital learning tools to help students and teachers assess learning and shift instruction based upon this data will increase academic achievement.

Personalized Professional Learning

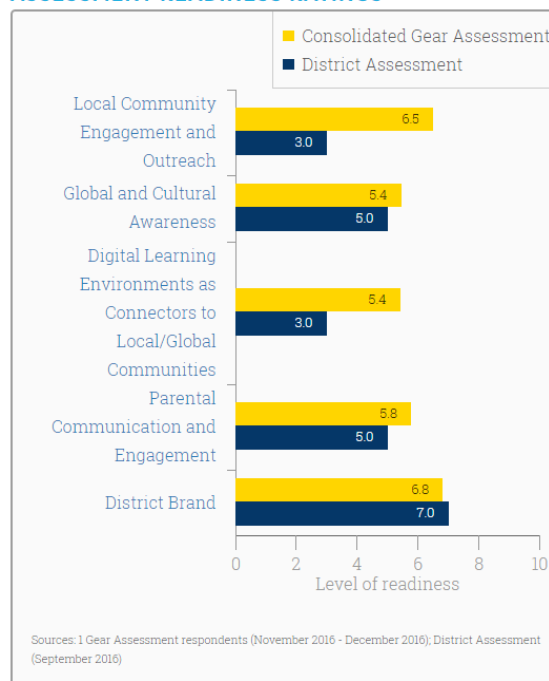
SUCCESS Academy continues to refine the professional learning opportunities for teachers. When the school first started these opportunities were driven by the administrative team. However,

recently the teachers have made choices to personalize these experiences based upon individual teacher need. The readiness assessment supported the school’s effort to facilitate increased learning experiences for teachers using digital tools. Continued efforts to ensure policies support teacher learning and teacher involvement in their learning will be implemented. Another area of interest is the need to involve teachers in their evaluations. Making these evaluations participative will increase teacher ownership and growth.

Community Partnerships

Community partnerships are a strength for the school. SUCCESS Academy has strong and vibrant partnerships with the Iron County School District and the Washington County School District. Students from SUCCESS Academy also attend many of the district high schools for elective coursework. These partnerships enhance our connection to the community. In addition, the school partners with Southern Utah University and Dixie State University. This creates unique student learning experiences. However, these partnerships also define student learning based upon scheduling and time constraints of the respective organizations. SUCCESS Academy is often at the mercy of bus schedules, teaching times, and school/university calendars. A suggested strategy from the readiness report is the need to define the goals and expectations of our school toward the creation of a digital learning organization with our partnerships. Continued efforts discussing this with our partners will facilitate connections and learning experiences for all students. Another area of weakness is the lack of a defined structure for digital citizenship. Having a clear curricular map that also highlights citizenship in a global world will help our teachers and students become 21st century learners. This is recognized as an area in need of improvement. While our overall partnerships with the community continue to be a source of valuable support, there is still a strong need to enhance and structure our digital citizenship program.

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Data, Privacy, and Infrastructure

The partnerships of SUCCESS Academy have created a robust infrastructure that utilizes the resources of Southern Utah University and Dixie State University. A technology coordinator from each site has been assigned to the school to coordinate needs and challenges. There is consistent communication between SUCCESS Academy and the technology departments at the universities.

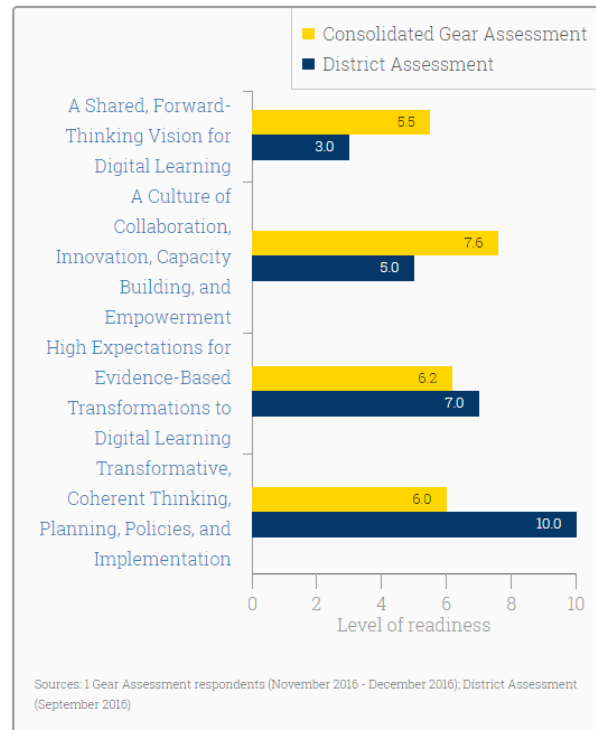
This creates additional resources for the school and facilitates improved infrastructure for SUCCESS Academy. Each university partner maintains the filter for access to the student network.

Leadership

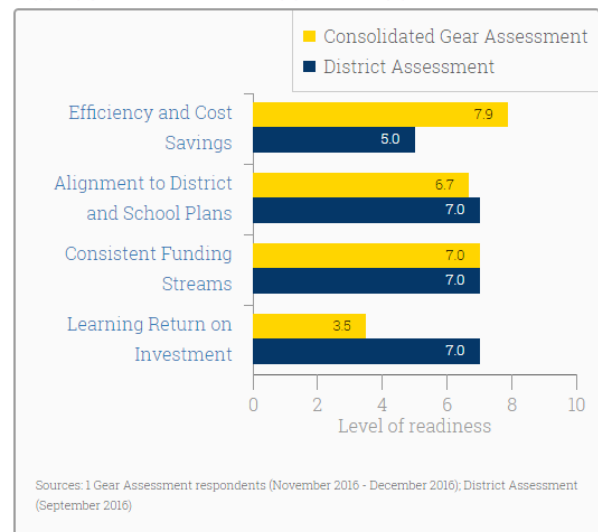
One of the most important findings is the need to create time and space for the development and implementation of digital learning. Conversations between the administration, teachers, students, and community stakeholders are critical in the implementation of this program. One of the identified gaps is the need to effectively communicate a digital learning vision. Creating time for these conversations is needed. This must first begin with the administrative team. In a small school every teacher and administrator wear multiple hats. Often, they don't create time for these key discussions. This grant has created space to discuss and prioritize actions for our school. These discussions will continue and there will be time created for these needed conversations. A primary role for the leadership team is the creation of a set time for conversation and discussion for all stakeholders who are involved in the transition to a digital learning school. This has been a great first step but continued dialogue is needed.

Budget

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SUCCESS Academy has funded their current technology purchases through the Rural Education School Achievement (REAP). This has helped the school purchase chromebooks for a 1:1 ratio. In addition, SUCCESS Academy recently implemented a shift in school fees to help fund technology. This accounts for approximately 8,000 dollars per year. Teachers report high levels of satisfaction regarding access to digital resources however, the training and effectiveness of these purchases is not know. The readiness assessment discussed the “Return of Investment measure” This is an excellent direction to identify and quantify digital impact.

Summary of the SUCCESS Academy Readiness Assessment

This evaluation tool has created discussion and perspective. It has highlighted weaknesses and gaps in the efforts of the school to move toward a 21st century digital learning organization. Continued evaluation using the “Future Ready” assessment tool will be an ongoing feature of this grant. The evaluation of trends over time will provide valuable information. Based upon our team's discussion the following priorities were identified.

- **Focus One-** Personalized, self-directed, student learning and research using technology. These learning opportunities will enable students to learn anytime/anywhere.
- **Focus Two-** Teachers will personalize their professional learning opportunities using technology. Teacher evaluation will be collaborative and participative.
- **Focus Three-** Digital tools will assist students and teachers to improve and enrich the learning process. Educators will use data to guide curriculum, content, and instruction.
- **Focus Four-** Leadership will develop time for digital learning communication with all stakeholders and will work to highlight evidence based “return on investment” regarding digital learning.

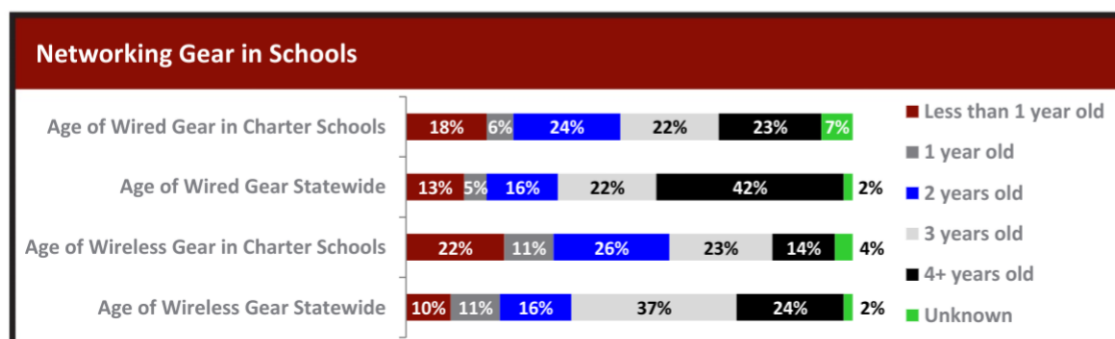
B. Inventory of SUCCESS Academy's Current Technology Resources

1. Inventory

SUCCESS Academy recently participated in the UEN technology survey. This recent survey established a summary baseline for the school's technology resources. The report survey can be reviewed using the following link: [SUCCESS Academy Technology Survey](#). Furthermore, upon review of the UEN technology survey it was discovered that the technology resources for the Dixie State University SUCCESS Academy site were not fully represented. This review of the survey highlighted the need to more fully understand the impact that each University partnership has as it relates to the school's technological resources.

Given the comparisons between SUCCESS Academy and other charter schools, SUCCESS Academy is fully committed to participating in all future inventory efforts sponsored by UETN and/or the USBE. SUCCESS Academy is committed to making sure that each campus location as well as each campus partnership is fully represented in the future surveys.

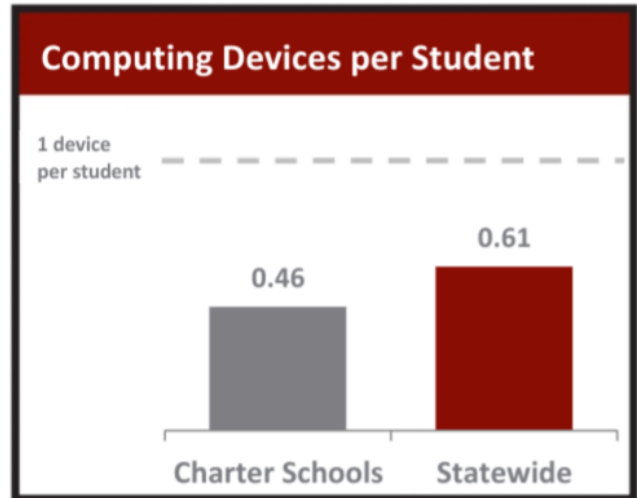
When comparing the technology resources of SUCCESS Academy to the reported averages of Utah charter schools, as reported in the UEN survey, the following summary comparisons were noted.



Upon review of the initial survey data SUCCESS Academy has a higher classroom average access point than the charter school average of .54. However, the current UEN survey did not include the wireless access points on the Dixie State University campus. When the DSU campus access points are taken into consideration, the wireless access points for SUCCESS Academy is more closely represented by a ratio of 1:1. Each SUCCESS Academy classroom has a wireless access point and this exceeds the Utah Charter School average.

In addition, the reported age of the wireless and wired hardware on the campuses of SUCCESS Academy is four years old. This is accurate given that SUCCESS Academy has been in existence for 12 years. While this number exceeds the average number of Utah Charter Schools is has not been a significant challenge due to the assistance of the school's university partners. The partnerships with the universities ensure that the connections and bandwidth continue to support the school's student demand.

One of the most significant findings from the UEN survey is the fact that SUCCESS Academy exceeds the Utah Charter School average of .46 devices per student. At the present time, SUCCESS Academy has a 1:1 ratio for computing devices per student.



2. Existing Resources

SUCCESS Academy will fully utilize the school's current resources to meet the needs of the digital learning grant over the next three years. The planned use of these resources will conform to the following:

First, the school will continue to update and utilize the school's 1:1 ratio for chromebooks to students. The school will utilize Title II-D funds to purchase chromebooks for students. The student chromebooks are currently on a three year rotation. A new set is purchased for each campus location every year.

Each campus of SUCCESS Academy will continue to utilize the software resources provided through the STEM Action Center Edivate grant. The Edivate grant has software that serves the SUCCESS Academy teachers in their efforts to become master teachers. In addition, the SUCCESS Academy students and teachers will continue to use the CANVAS LMS (learning management system) to structure coursework. In addition, DSU SUCCESS, in partnership with the Dixie State University, will utilize the Math Excel software program. This software provides instant feedback and instruction to SUCCESS Academy students. Teachers of SUCCESS Academy report positive academic outcomes using software.

SUCCESS Academy teachers also utilize google documents for collaboration. Students utilize this online software for document storage and also communication/collaboration with their fellow students.

One of the most often used resources is the “Vernier” software. SUCCESS Academy is a STEM focused charter school and many of the science classes utilize science hardware to record data focused on experimentation and hypothesis generation. SUCCESS Academy students each participate in science research and this experience results in student utilization of the “vernier” software/hardware. The software and hardware are modelled by teachers and students who then utilize this software to create original research for their projects. This has been a very successful source of digital learning and the grant will work to extend these learning experiences. These digital tools continue to age. At the present time, these digital learning tools are older and will need to be replaced. In addition, there are new Vernier science tools that will allow for increased learning opportunities beyond the school’s current capability.

lack of grammar instruction at secondary levels
Limited course time in collegiate courses

Solution: grammar practice

Reading
Limited reading engagement
Limited course time in collegiate courses

Math
Gaps in prior learning
Limited course time in collegiate courses

Science
Over reliance on facts and lack of experimentation
Limited course time in collegiate courses

Critical Thinking
Limited inferential thinking
Limited course time in collegiate courses

Writing
Limited standards for cross curricular writing
Limited course time in collegiate courses

Solutions and Rationale

While this grant cannot solve all of the above challenges listed in the fishbone diagram, it can provide many needed resources. We can leverage digital resources to increase the college readiness of our students. The addition of digital learning tools will facilitate college readiness by providing ongoing and personalized assessment which will lead to individual learning plans and growth activities.

Students who utilize these digital learning tools will increase their academic growth and achievement to meet the ACT benchmarks which have been established for English, Math, Reading, and Science. ACT organizational research confirms that students who meet these ACT benchmarks are ready for the rigors of collegiate coursework. Further, these

benchmarks identify students who are most likely to receive a collegiate letter grade of “B” or higher in English 1010, College Math, and Biology 1010.

Given this key indicator it stands to reason that SUCCESS Academy must focus upon student academic achievement as measured by these ACT benchmarks.

This increased focus will sharpen the current school strategic plan. The current strategic plan has the following goals:

Goal 1: Increase academic achievement in math

Goal 2: Increase academic achievement in science

Goal 3: Increase academic achievement in language arts

Goal 4: Increase academic growth in all demographics

Goal 5: Ensure that all students are college and career ready

However, now the plan will be more focused and measurable. Specifically, collegiate readiness as measured by ACT benchmarks in math, English and science will be a priority of the school’s strategic plan of academic achievement for all students.

The following link highlights the school’s current strategic plan: <https://goo.gl/8Jjapn>

Long Term Outcomes

In discussion with the grant committee and upon review of the root cause analysis, it was decided to use the local baseline (option B) for the intended learning outcomes.

SUCCESS Academy will increase by 5% per year the total number of students who meet all four of the ACT college readiness benchmarks.

The local baseline for this measure is 62% of SUCCESS Academy students currently meet all four of the ACT benchmarks. The specific long term outcome by year will be as follows:

Year One

67 percent of SUCCESS Academy students will meet all four of the ACT college readiness benchmarks.

Year Two

72 percent of SUCCESS Academy students will meet all four of the ACT college readiness benchmarks

Year Three

77 percent of SUCCESS Academy students will meet all four of the ACT college readiness benchmarks

Intermediate Outcomes

As discussed in Utah's Master Plan the intermediate outcomes highlight progress toward the long term outcomes/goals. Given the unique focus of this grant the intermediate outcomes must happen each year to ensure that students are best prepared by the 11th grade year. Accordingly, the following intermediate outcomes will be measured and implemented.

Year One, Two, and Three

1. All ninth and tenth grade students will take the grade appropriate PSAT, ACCUplacer and/or ACT Aspire assessments. These assessments will be used to measure student progress and growth toward the long term outcome as measured by the ACT college readiness benchmarks.
2. Students in the 9th and 10th grades who risk not meeting all four ACT readiness benchmarks, as measured by the grade appropriate assessment, will be assigned an individualized digital learning pathway. This pathway will utilize digital learning tools to motivate, engage, and instruct students who need additional support. These identified students will be monitored on a quarterly basis to determine student learning and progress toward the long term outcomes.
3. Student tutors will be assigned to monitor and track student progress toward completion of their individualized digital learning pathway. Based upon baseline data this intermediate strategy will impact approximately 40-50 percent of the students.
4. Students in the 9th and 10th grade who meet the ACT readiness benchmarks will focus on the personalization of these digital learning tools. These digital learning tools will maximize student scoring potential on the ACT assessment. Furthermore, students who personalize their learning will increase in their level of student engagement and motivation.
5. Teacher instructional strategies will incorporate the designed digital learning pathways for all students into their classroom instruction.

Direct Outcomes

1. The progress toward a schoolwide culture of "digital learning" will be assessed on a yearly basis using the "Future Ready" survey as well as any additional measurements

requested by USBE or UETN. This yearly review will facilitate new teacher induction as well as communication toward agreed upon priorities.

2. The creation of time for teacher reflection and collaboration in the use of the digital learning tools will be implemented on a weekly basis during the designated school PLC. A shift in the “Future Ready use of space and time” will increase as anytime/anywhere learning opportunities grow through strategic teacher driven digital learning planning and implementation.

3. Self-directed student learning will increase and result in higher academic achievement. As students engage in relevant learning experiences the time spent learning will increase. This increase in learning time will equate to a higher number of student generated response opportunities which results in further learning gains. Student engagement numbers will show a yearly increase as these digital learning tools are utilized.

4. Teacher evaluation and professional development will focus upon the creation, implementation, and related outcomes for the school-wide digital learning initiative.

5. Communication with all stakeholders will increase and will become increasingly focused upon the role of a 21st century school and how this digital school-wide transformation and focus will positively impact student learning and ACT achievement.

Evidence of vision goals

The SUCCESS Academy Board of Trustees will adopt the digital learning plan and goals in the August meeting. Each August the Board of Trustees will review progress toward these goals. In addition, these digital learning goals will be posted in the school’s classrooms. Increased time and effort in the PLC meetings will be focused on following the digital learning plan and progress toward the digital learning goals. The adoption of the plan by the Board of Trustees and the increased emphasis in PLC meetings will ensure that these efforts become integrated as core components of the SUCCESS Academy strategic learning plan and will provide the overarching framework for the future direction of the school.

D. Implementation Process

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy.

The following implementation plan will guide the activities to increase student's collegiate readiness as measured by the ACT assessment.

1. Activities

First and foremost, SUCCESS Academy will provide the USBE with further implementation data and reporting on an annual basis. This partnership will strengthen the school's commitment and level of success in the implementation of the digital learning plan.

The following activities will enable the school to meet the long term and intermediate outcomes previously mentioned. Each of these strategies will move the school closer to fulfillment of the academic ACT benchmark outcomes. In addition, the following activities positively impact the four primary "Future Ready" needs as identified by the school. To summarize, the school's priority needs are

- **Focus One-** Personalized, self-directed, student learning and research using technology. These learning opportunities will enable students to learn anytime/anywhere.
- **Focus Two-** Teachers will personalize their professional learning opportunities using technology. Teacher evaluation will be collaborative and participative.
- **Focus Three-** Digital tools will assist students and teachers to improve and enrich the learning process. Educators will use data to guide curriculum, content, and instruction.
- **Focus Four-** Leadership will develop time for digital learning communication with all stakeholders and will work to highlight evidence based "return on investment" regarding digital learning.

The following activities are prioritized and sequenced to facilitate broad based support over time. Given the size of the SUCCESS Academy faculty these actions will create the

best probability for a strong start in the implementation and seamless integration of these digital learning tools with .

Year One

1. Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.
2. Identification of students who need academic support to reach ACT Benchmarks. These students will then have an personalized digital pathway designed to strengthen their academic skills.
3. Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
4. Administrative workshop to solidify expectations for implementation of digital learning plan with fidelity.
5. Introduction of digital learning tools to students with emphasis on individualized/personalized anytime/anywhere learning. Reinforcement of anytime/anywhere learning with student's classroom teachers.
6. Training for student tutors focused on the digital learning tools and the impact these tools will have upon student learning. Training will also highlight the role of the tutor to monitor student growth and progress toward meeting all of the ACT Benchmarks.
7. Multiple parent outreach sessions to demonstrate value and purpose of these digital learning tools.
8. Assessment and evaluation of teacher and student attitude regarding the usage of these digital learning tools. Teacher evaluations will include a digital learning focus. The "Future Ready" assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
9. End of year report to all stakeholders celebrating the transition to a digital learning culture.

Year Two

1. Teacher and administrative discussion and reflection of "Future Ready" needs and progress toward previously identified needs.
2. Teacher content training using the purchased digital learning tools to develop more in depth strategies to increase student personalization, engagement and motivation.
3. Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.

4. Identification of students who need academic support to reach ACT Benchmarks. These students will then have an personalized digital pathway designed to strengthen their academic skills.
5. Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
6. Administrative workshop to solidify expectations for implementation of digital learning plan with fidelity for year 2.
7. Introduction of digital learning tools to students with emphasis on individualized/personalized anytime/anywhere learning. Reinforcement of anytime/anywhere learning with student's classroom teachers.
8. Training for student tutors focused on the digital learning tools and the impact these tools will have upon student learning. Training will also highlight the role of the tutor to monitor student growth and progress toward meeting all of the ACT Benchmarks.
9. Multiple parent outreach sessions to demonstrate value and purpose of these digital learning tools.
10. Assessment and evaluation of teacher and student usage of the digital learning tools. Teacher evaluations will include a digital learning focus. The "Future Ready" assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
11. End of year report to all stakeholders celebrating the transition to a digital learning culture.

Year Three

1. Analysis of learner progress toward long term outcomes. Identification of weaknesses and strengths of the digital learning plan in relationship to learner outcomes as measured by percent of students who meet all four of the ACT collegiate readiness benchmarks.
2. Teacher reflection time to determine student use of digital technology and the fidelity related to the use of these digital learning tools.
3. Teacher and administrative discussion and reflection of "Future Ready" needs and progress toward previously identified needs.
4. Teacher content training using the purchased digital learning tools to develop more in depth strategies to increase student personalization, engagement and motivation.
5. Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.

6. Identification of students who need academic support to reach ACT Benchmarks. These students will then have an personalized digital pathway designed to strengthen their academic skills.
7. Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
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11. Multiple parent outreach sessions to demonstrate value and purpose of these digital learning tools.
12. Assessment and evaluation of teacher and student usage of the digital learning tools. Teacher evaluations will include a digital learning focus. The "Future Ready" assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
13. End of year report to all stakeholders celebrating the transition to a digital learning culture.

2. Timeline

The following activities repeat each year. SUCCESS Academy is a small charter school with less than 15 teachers. Given the size of the school and the many hats each teacher wears it is necessary to have recursive activities that deepen and extend teacher skills and strategies. These activities will shift in depth of conversation as teachers become skilled in the use of digital learning technology. These recursive activities also benefit students. SUCCESS Academy has several students each year start in the middle of the year. These activities will help students transition into a digital learning environment. Further, these activities will build peer expertise over time and other students can then mentor their fellow classmates.

Year One

January 2018-February 2019

- Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.
- Identification of students who need academic support to reach ACT Benchmarks. These students will then have an personalized digital pathway designed to strengthen their academic skills.
- Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
- Administrative workshop to solidify expectations for implementation of digital learning plan with fidelity.
- Introduction of digital learning tools to students with emphasis on individualized/personalized anytime/anywhere learning. Reinforcement of anytime/anywhere learning with student's classroom teachers.
- Training for student tutors focused on the digital learning tools and the impact these tools will have upon student learning. Training will also highlight the role of the tutor to monitor student growth and progress toward meeting all of the ACT Benchmarks.

March 2018-May 2019

- Multiple parent and stakeholder outreach sessions to demonstrate value and purpose of these digital learning tools.
- Assessment and evaluation of teacher and student attitude regarding the usage of these digital learning tools. Teacher evaluations will include a digital learning focus. The "Future Ready" assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
- End of year report to all stakeholders celebrating the transition to a digital learning culture.
- Hardware review and inventory update

Year Two

August 2018-October 2019

- Administrative workshop to solidify expectations for implementation of digital learning plan with fidelity for year 2.
- Teacher content training using the purchased digital learning tools to develop additional in depth strategies to increase student personalization, engagement and motivation.

- Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
- Training for student tutors focused on the digital learning tools and the impact these tools will have upon student learning. Training will also highlight the role of the tutor to monitor student growth and progress toward meeting all of the ACT Benchmarks.
- Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.
- Identification of students who need academic support to reach ACT Benchmarks. These students will then have an personalized digital pathway designed to strengthen their academic skills.
- Introduction of digital learning tools to students with emphasis on individualized/personalized anytime/anywhere learning. Reinforcement of anytime/anywhere learning with student's classroom teachers.
- Multiple parent outreach sessions to demonstrate value and purpose of these digital learning tools.

November 2018-February 2019

- Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
- Multiple parent and stakeholder outreach sessions to demonstrate value and purpose of these digital learning tools.
- Contract with outside firm to perform an independent security audit for SUU SUCCESS and DSU SUCCESS.

March 2019-May 2019

- Teacher and administrative discussion and reflection of "Future Ready" needs and progress toward previously identified needs.
- Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC

meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.

- Assessment and evaluation of teacher and student usage of the digital learning tools. Teacher evaluations will include a digital learning focus. The “Future Ready” assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
- Multiple parent outreach sessions to demonstrate value and purpose of these digital learning tools.
- End of year report to all stakeholders celebrating the transition to a digital learning culture.
- Hardware review and inventory update

Year Three

August 2019-October 2019

- Analysis of learner progress toward long term outcomes. Identification of weaknesses and strengths of the digital learning plan in relationship to learner outcomes as measured by percent of students who meet all four of the ACT collegiate readiness benchmarks.
- Administrative workshop to solidify expectations for implementation of digital learning plan with fidelity for year 3.
- Teacher reflection time to determine student use of digital technology and the fidelity related to the use of these digital learning tools.
- Teacher and administrative discussion and reflection of “Future Ready” needs and progress toward previously identified needs.
- Teacher content training using the purchased digital learning tools to develop more in depth strategies to increase student personalization, engagement and motivation.
- Teacher curriculum planning to integrate digital learning tools into daily lessons and projects. Emphasis on student driven learning and personalization of their selected learning. Further work with teachers in the PLC to refine teacher expectation regarding student learning and content personalization. Continued work in PLC meetings to discuss the role of digital learning tools which deliver instant feedback and tools that nurture problem solving and critical thinking skills.
- Training for student tutors focused on the digital learning tools and the impact these tools will have upon student learning. Training will also highlight the role of the tutor to monitor student growth and progress toward meeting all of the ACT Benchmarks.
- Review of 9th, 10th and 11th grade assessment scores to determine the probability of a student meeting all four ACT collegiate readiness benchmarks.

- Identification of students who need academic support to reach ACT Benchmarks. These students will help design a personalized digital pathway to strengthen their academic skills.
- Introduction of digital learning tools to students with emphasis on individualized/personalized anytime/anywhere learning. Reinforcement of anytime/anywhere learning with student’s classroom teachers.
- Multiple parent and stakeholder outreach sessions to demonstrate value and purpose of these digital learning tools.

November 2019-February 2020

- Teacher reflection time to determine student use of digital technology and the fidelity related to the use of these digital learning tools.
- Final push for 11th grade students to make progress toward ACT benchmarks. Review of student learning plan and digital output for each student will be assessed. Output is measured by the digital learning tool for each student.
- Multiple parent and stakeholder outreach sessions to demonstrate value and purpose of these digital learning tools.

March 2020-May 2020

- Teacher reflection time to determine student use of digital technology and the fidelity related to the use of these digital learning tools.
- Multiple parent and stakeholder outreach sessions to demonstrate value and purpose of these digital learning tools.
- Assessment and evaluation of teacher and student usage of the digital learning tools. Teacher evaluations will include a digital learning focus. The “Future Ready” assessment will be administered to monitor the digital learning culture of the school. The results will be discussed in the PLC meetings.
- End of year report to all stakeholders celebrating the transition to a digital learning culture.
- Hardware review and inventory update

3. Roles and Responsibilities

The roles for the digital learning grant are best organized around the following individuals.

Administrative

SUCCESS Academy has an Executive Director who manages the financial and reporting requirements for the school. The executive director will track the technology finances and will provide oversight to ensure the grant purchase is not supplanting already budgeted monies. In addition, the executive director will review the budget and extend payment for teacher days prior to the start of school. The executive director will also be the

intermediary between the school and their university/district partners. Opportunities to partner with the school district and university is key when policy and hardware issues arise.

In addition, each campus has a Principal who oversees the instructional quality for the specific school site. The Principal works with the teachers during the PLC process and sets the agenda for these meetings. The administrative team works to define the start of school agenda. The Principal would be responsible to make sure each task is completed by the appropriate deadline. The Principal also evaluates teachers using the Edviate platform. The Principal will work to develop connections between great teaching and digital technology to enhance, improve, and individualize student achievement.

Teacher & Tutors

SUCCESS Academy teachers prepare students for collegiate learning experiences. The schedule is tight. So, teachers spend time prior to the start of school developing curriculum. Providing time for teachers to reflect and plan how to use digital tools in their classrooms is a critical need. In addition, teachers will take the initiative to develop and personalize their own learning and reflection. Using the Edviate software teachers review strategies and best practices for self-selected topics. Teachers also participate in weekly PLC meetings. During these meetings teachers collaborate on curriculum, review data, and discuss student progress. The PLC time will be another key time for teachers to begin to process ways to utilize digital learning tools in the classroom on a daily basis. There will be collaboration between the Administration and the teachers to discuss expectations and outcomes related to the digital learning grant.

The paraprofessionals tutor students in a wide variety of subjects. Traditionally, this time has been utilized to work one on one with students. However, tutors will be trained to use the digital learning tools to help students learn anytime/anywhere. The tutors will review student time on task and provide positive support for students who meet their learning goals. The tutors will attend training to learn how to use digital learning tools to support student academic achievement as measured by the ACT college readiness benchmarks.

Students

The way in which a student learns will be redefined. Students will be taught how to use these tools and learning will not be defined as a task that only happens within the classroom. Teachers will help students become reflective about their learning goals and from this start students will begin to personalize their learning experience. Helping students access their metacognition as it relates to their learning progress and goals will

be necessary. Students will need to be prepared to experience some tension as they take charge of their learning and support their learning with these digital learning tools.

Community Stakeholders

SUCCESS Academy is dependent on the university partnerships for all hardware issues. The university is a key stakeholder and they have been supportive in their oversight for security, wireless access, filtering, hardware work orders, and networking/wiring. SUCCESS Academy is also dependent on the Iron County School District for policy support. In many cases, students attend a WCSD or ICSD high school and receive additional learning at these sites. Consequently, SUCCESS Academy has always utilized the policies of ICSD. These policies are distributed each year to our parents and students. The school district has a representative on the SUCCESS Academy Board of Trustees and this representative provides valued policy information and direction for our Board of Trustees. These partnerships are an invaluable support in helping our students access valued learning opportunities.

4. Communication Plan

SUCCESS Academy will do the following to communicate actions and outcomes associated with this program:

- Parent outreach workshops on a quarterly basis. This learning opportunity will reach out to parents to help them learn how to best help their child using the defined digital learning tools. This will also be a time to help parents understand the value of meeting the ACT college readiness benchmarks.
- Monthly newsletter is sent to our parents, students and community stakeholders. In the newsletter there will be a specific section entitled, "Digital Learning". This section will highlight the positive outcomes as well as the varied tools for students. The newsletter tracks stats related to how many people read the information and how many click on the links. This tracking information will be used to send valued information as measured by parent click rates.
- SUCCESS Academy has a twitter, instagram, and website. These will be utilized to highlight the digital learning vision and goals. As well as teacher success for implementing these tools in the classroom.
- One of the most important pieces of communication is the collaboration among our school teachers, staff, and administration. High School teachers tend to focus on their content however, creating space and time to discuss ways to further student learning using digital technology is critical. If this initiative isn't discussed on a weekly basis the teachers will not understand why this new initiative is key in

helping students master future career opportunities as well as learning at new levels of achievement.

- A key component of the communication plan will be specific job descriptions as it relates to the grants outcomes. Setting clear expectations for teacher behavior will facilitate implementation.

E. Description of High Quality Instructional Materials

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy.

SUCCESS Academy will purchase three digital learning tools with the grant. Each of the following learning tools were selected for their impact on the ACT specific assessments.

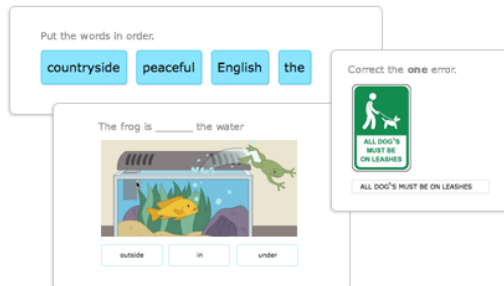
Teachers will receive periodic coaching for each of the software purchases. The coaching will be done in collaborative groups as well as with the school administration. SUCCESS Academy will continue to participate in the professional learning and implementation support offered by USBE and UETN. In addition, SUCCESS Academy will seek the mentoring of the SEDC. SUCCESS Academy is a member of SEDC and a formal mentoring schedule will be developed to support teachers in the implementation of their software.

1. IXL Learning

One of the challenges is finding a high school level software program that provides individualized instruction, with student driven personalization. In addition, finding one that is grammar based to focus on the ACT English is even more challenging. The program best fits is the IXL Learning Software. This is a web based program. Students will use this program in their English classes. The IXL program is closely aligned with the Utah State Core and is also aligned with the English ACT assessment.

The Common Core in Utah

IXL alignment to Utah language arts standards



Fully aligned content

IXL's skills are aligned to the Common Core State Standards and the Utah Essential Knowledge and Skills, providing comprehensive coverage of language arts concepts and applications. With IXL's state standards alignments, you can easily find practice questions specifically tailored to each required standard.

Track by standard

With the IXL Analytics standards center it's simple to view student progress towards state standards. The reports in the standards center allow you to quickly evaluate student aptitude and identify trouble spots.

In addition, the IXL program will provide students with contextual reading feedback and also vocabulary enhancement which translates to increased abilities for the ACT reading assessment. The IXL analytics provides enhanced data for teachers to pinpoint student errors and channel appropriate focus to support student learning. IXL offers professional development over time for teachers to learn how to utilize the software. SUCCESS Academy will facilitate teacher professional development through webinars. High School teachers utilize the IXL program as a component of the English course. Students will use this for bell work or may use this software at home to close learning gaps. Students receive instant feedback and focus on the skills that will help them prepare for the ACT English and Reading assessment. The following graphic highlights the high school curricular focus for ACT English preparation.

Review the letter to the editor and then answer the question.

I was dismayed on Friday when the Georgetown City Council announced its intent to reduce library hours at all branches in an effort to cut costs. This reduction in services will negatively impact students in our community.

I have worked at the downtown branch for more than a decade, and I've seen just how important the library is. Every day, dozens of students come to the library after school to do homework. For many students, there are no other safe, supervised spaces available during the afternoons. To protect this space, contact your city council representatives and speak out against reducing library hours!

What is the text's main purpose?

- to encourage readers to support current library hours
- to show the importance of libraries for teenagers
- to encourage readers to support measures to extend library hours
- to encourage protests to keep libraries open

Complete the analogy.

detective is to **investigate** as **advertisement** is to

- commercial
- slogan
- promote

Choose the word that better reinforces the text's overall meaning and tone.

The jurors did not feel comfortable rendering a guilty verdict without _____ proof of the defendant's guilt.

- transparent
- conclusive

The Greek word *sakkharon* means *sugar*. What does the related English word **saccharine** mean?

- extremely accommodating
- kind and loving
- overly sweet or sentimental
- excessively formal and polite

English teachers from DSU SUCCESS and SUU SUCCESS will work together to implement this software. The schools will work to coordinate prep times for teacher collaboration. In addition, the prep time will take place from January to May. Teachers will introduce students to the software but there will be little impact of the ACT test in February due to the late start.

2. Digital Learning Tools from Vernier

SUCCESS Academy has a science research requirement for all students. The goal is to engage students in relevant course work to increase problem solving and critical thinking skills. One of the best strategies to help students think critically and connect ideas and concepts is extensive use of data. Data is interpreted by students. Vernier software and technology engages students in an engaging hands-on collection and interpretation of relevant data. Students confront challenging graphs through experiments and collaborative teamwork. This critical thinking is the best preparation for the ACT Science assessment. The ACT Science assessment recently changed and the feedback is that students must

understand how to design experiments, control variables, and interpret graphs. Alternative ideas and viewpoints are also needed to focus students on logical conclusions based upon data.

Vernier has summer institutes and conferences. SUCCESS Academy is committed to sending our science team to the summer professional development. This will take place prior to the purchase of the digital learning tools to help teachers plan curriculum that is relevant and focused. In the science research class students have the option to design experiments using the Vernier software. Students get excited to measure and quantify their ideas. This software prepares students to think deeply about the world in which they live.

Vernier software is now able to sync with chromebooks. Students may view data on their chromebook and can see real time changes as they test different levels of variables.

“When you teach students how to use a probe, they can quickly jump ahead with doing real science. They apply several of the NGSS practices in each lab, and they think it’s really cool, too, so I’m sneaking in a lot of learning while they’re having fun.”

Ann Hammersly, Chaparral High School, Scottsdale, Arizona

Vernier has published a white paper that discusses supporting research that uses probeware for science instruction. This engaged learning will increase students critical thinking skills and will positively impact ACT science scores for all students. Of all the products examined the Vernier software is the superior choice for the SUCCESS Academy science teachers.

The teachers will use the software each week to provide meaningful learning experiences for students. In addition, students will use the software in the design of their own science research experiments. The science research class is a required credit for all SUCCESS Academy students. This software will support teachers in their efforts to personalize, individualize, and energize student academic achievement.

Research in Vernier's white paper, *What the Research Says About the Value of Probeware for Science Instruction*, support the following findings:

- Use of data-collection technology can provide a learning advantage to students, as evidenced in student test scores in science.
- Probeware can help to deepen student understanding of science concepts.
- Hands-on use of technology tools is recommended in guidelines from influential, national organizations such as ISTE, ASTE and others.
- Use of technology tools for data collection, analysis, and visualization in a context of student scientific investigations can provide experiences with core scientific practices for students, as called for in the *Framework for K-12 Science Education*.



3. Math XL

The university courses have selected MyMath Lab for their collegiate digital learning tool. Unfortunately, students have paid a semester access cost for this product. This creates significant barriers for student access. Upon further review our team selected the high school version. The name of this software is MathXL. This product mirrors MyMathLab and schools receive discounts when purchased in bulk. SUCCESS Academy participated in the initial pilot program with the STEM Action Center and the teachers valued this product. However, the grant was limited and did not include MathXL. Consequently, our students have not been using a digital math tool. Pearson states that the best solution for helping students reach mathematical college readiness is,

A focus on personalization to engage students in active learning and to enhance and inform assessment. These technology based instructional supplements and courseware, such as Pearson's MathXL for School and MyMathLab, actively engage students in learning, provide immediate feedback and tutorial assistance, and have demonstrable and positive effects on student gains. Self-paced learning programs also benefit teachers. By offering a wide range of automatically graded homework assignments and customizable tutorial and assessment tools, they make it easier for teachers to manage courses and meet the learning needs of multiple levels of learners, as well as monitor progress against standards.

Personalization, immediate feedback, and 24/7 learning align with the goals of the digital learning grant. The product has a demonstrated success helping students close mathematical learning gaps. LSU college readiness math results from the school year 2009/10 (before MyMathLab was used) and school year 2010/11 (after MyMathLab was implemented) indicate extraordinary improvements in learning: an average EOC exam pass rate increase of 29 percentage points."

Teachers who utilized this product with fidelity helped students access the MathXL at least 4-5 times a week. However, teachers can also tailor the program to focus on math standardized test preparation as well as integrated learning as part of the classroom homework/tutoring/instructional process. The highlighted study defines the best usage for gain scores and learning achievement.

SUCCESS Academy will utilize this product in the high school math classes and will work to make this product a daily occurrence and follow the best practices as suggested by the case studies. Teachers will have ample time this year to learn about the product and will utilize the product on a limited basis but will be ready for the full integration in year two.

Sherwood Middle School
Baton Rouge, Louisiana
Submitted by Darlene Ford

Background

Sherwood Middle School is a magnet school. Any student from the parish who has a minimum 2.5 GPA may apply; selections are made by lottery.

Darlene Ford, math teacher, has been using MathXL for School in her Algebra I class since academic year 2008/09. Data collected over the past three years indicates that the student success seen from the onset sustains over time.

Study Implementation

During academic year 2009/10, teacher Ford taught two of her four sections of Algebra I using MathXL for School and two sections using another online learning program. A total of 81 students participated in a study. Student demographics in both groups were the same, and students were randomly assigned to groups. Class instruction—including group activities, peer-instruction assignments, lecture, and homework review—was identical in both sections. Classes met for 90 minutes every other day, such that during some weeks, students met two days a week, and during other weeks, three days a week. Students worked on in-class computers to begin homework assignments, which enabled them to share strategies and to peer-tutor when necessary.

Students in groups using MathXL for School could complete their homework at school or at home. Those in groups using the other program completed their homework either in class or on a school computer during a free period.

Implementation

MathXL for School was used both in class and outside of class for homework and quizzes. For emphasis on the connection between completing homework assignments and scoring well on tests, the overall course point value for homework was valued at just slightly less than that for tests. Every MathXL for School assignment was followed by a 5- to 10-question quiz. Additional use of the program included optional use of the Study Plan and videos. Students were encouraged to practice math on those days that class did not meet.

Student Gains

Both groups showed significant improvements from pretest scores to posttest scores: from 60.37 percent to 92.62 percent in the group using another learning program, and from 65.54 percent to 94.34 percent in the group using MathXL for School. See figure 1.

The possible gain scores from the pretest to the posttest in each group were calculated to measure the amount of learning improvement throughout the course. In both groups a significant amount of improvement was found. However, the increase in learning

Plan for Challenges

SUCCESS Academy will meet as an administrative team on a monthly basis to discuss fidelity of implementation and challenges toward the implementation of the digital learning plan. Any challenges will be mitigated through this administrative team meeting on a monthly basis. Agenda items specific to the digital learning plan will be listed and will be a focus item during these administrative team meetings. In addition, SUCCESS Academy will utilize the SEDC specialists to provide expertise toward implementation challenges. Further, the administrative team meetings will focus on best practices for implementation and will focus on current usage of the digital learning tools. This data will create an effective feedback loop to monitor challenges and implement solutions for these challenges.

SPED Student Software

SUCCESS Academy is fully committed to helping all students grow and achieve. The selected software has specific capacity to serve SPED students and other students who may need individualized education plans. The software will be moderated by the SPED specialists for SUCCESS Academy. These teachers will ensure that all students who may need adapted learning plans will be given the digital learning tools to enable achievement toward the ACT benchmarks. Plan must include necessary and appropriate software for special education students.

F. Three Year Plan

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy.

A digital learning advisory group comprised of school administrators, teachers, parents and community members will develop yearly plans for digital learning initiatives aligned to the SUCCESS Academy grant. This focus group will address additional strategies to improve the digital learning opportunities for students and teachers. The advisory group will review the data collected by the administration as well as the survey responses to the “Future Ready” assessment. This data will be reviewed to understand the vision and trends that might be identified to further the growth of the SUCCESS Academy digital learning program.

The Digital Learning Advisory Group will meet each year to review the progress toward the learning outcomes as identified in the SUCCESS Academy digital learning plan. The SUCCESS Academy Executive Director will organize the Digital Learning Advisory Group.

In addition, SUCCESS Academy will provide implementation data to USBE on an annual basis. Further, SUCCESS Academy will utilize the AdvancEd accreditation focus on technology and engagement in the classroom.

Student Engagement

Student engagement through personalized learning will be a primary focus. Each stakeholder (administrators, teachers, and community members) will review the ways in which students might personalize their educational opportunities. In addition, students will have increased opportunities to learning anytime/anywhere. The digital learning grant will purchase software designed to increase student engagement. Specifically the IXL software will assess student proficiency and instruct students at the appropriate level of challenge. The IXL software will increase engagement for students through this assessment feature. The IXL software will be used in the English classes to enhance student achievement in reading and English grammar. This software will help students to meet the ACT benchmarks in reading and English. Research studies confirm the following, “IXL is the ultimate adaptive learning environment, free of distractions and packed with

meaningful challenges. On IXL, success is earned through hard work and genuine understanding of each concept, and every student is empowered to achieve mastery. The result is an experience that nurtures confident learners, building fluency in fundamental skills in preparation for a lifetime of learning.”

The MathXL software will also personalize student instruction and feedback which will increase student engagement. Specifically, MathXL provides “solutions that show the most progress focus on personalization to engage students in active learning and to enhance and inform assessment. These technology based instructional supplements and courseware, actively engage students in learning, provide immediate feedback and tutorial assistance, and have demonstrable and positive effects on student gains. Self-paced learning programs also benefit teachers. By offering a wide range of automatically graded homework assignments and customizable tutorial and assessment tools, they make it easier for teachers to manage courses and meet the learning needs of multiple levels of learners, as well as monitor progress against standards.”

Student Critical Thinking

All students at SUCCESS Academy must participate in science research. SUCCESS Academy students utilize critical thinking in their science research classes. An important tool for this learning are the science tools from Vernier which collect data and leads toward student analysis and critical thinking. Students utilize inference and science data skills to draw conclusions and hypothesize about variables which may influence student measurements in their science research. Science research increases students levels of creativity and critical thinking yet it is enhanced through the use of digital learning tools. Students will also use these tools to communicate and collaborate in their science research courses. Using Vernier technology, students will

- Ask questions and define problems to be investigated
- Plan and carry out investigations
- Decide what data are to be gathered and how much data are needed to produce reliable results
- Analyze and interpret data

Personalized Learning Paths

As and Early College High School, SUCCESS Academy is committed to helping all students become college ready. An important indicator of collegiate readiness is the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. Consequently, the need to personalize the learning for students in English, Math, and Science is necessary. It is only through the

personalization of the curriculum that SUCCESS Academy can meet their academic goal to have all students college ready as measured by the ACT benchmarks. Each of the digital learning tools personalize the learning for each student. Students receive specific feedback to help them learn and grow academically. The MathXL software as well as the IXL software were specifically chosen to provide the personalization for increased learning. The MathXL research affirms the following

A focus on personalization to engage students in active learning and to enhance and inform assessment. These technology based instructional supplements and courseware, actively engage students in learning, provide immediate feedback and tutorial assistance, and have demonstrable and positive effects on student gains. Self-paced learning programs also benefit teachers. By offering a wide range of automatically graded homework assignments and customizable tutorial and assessment tools, they make it easier for teachers to manage courses and meet the learning needs of multiple levels of learners, as well as monitor progress against standards.

In addition, the IXL web based programs are designed for “the ultimate adaptive learning environment, free of distractions and packed with meaningful challenges. On IXL, success is earned through hard work and genuine understanding of each concept, and every student is empowered to achieve mastery. The result is an experience that nurtures confident learners, building fluency in fundamental skills in preparation for a lifetime of learning.”

Digital Citizenship

The SUCCESS Academy school counselors will ensure that the digital citizenship curriculum is followed. The school counselors work closely with the School Land Trust committee who provides oversight for this requirement. The Digital Citizenship curriculum was developed by Google. The following classes are taught to all SUCCESS Academy students.

GOOGLE DIGITAL LITERACY AND CITIZENSHIP CURRICULUM

iKeepSafe is dedicated to the education of families on how to stay safe online. That's why we've teamed up with Google to develop curriculum that educators can use in the classroom to teach what it means to be a responsible digital citizen.

The curriculum is designed to be interactive, discussion filled and allow students to learn through hands-on and scenario activities. Each workshop contains a resource booklet for both educators and students that can be downloaded in PDF form, presentations to accompany the lesson and animated videos to help frame the conversation.

Class 1: Become an Online Sleuth

- Video: Detecting Lies and Staying True
- Lesson Plans
- Student Handouts

Class 2: Manage Your Digital Reputation

- Video: Playing and Staying Safe Online
- Video: Staying Safe on YouTube
- Lesson Plans
- Student Handouts

Class 3: Identify Tricks and Scams

- Video: Steering Clear of Cyber Tricks
- Lesson Plans
- Student Handouts



The school administration in collaborative effort with the school counselors have also reviewed the netsafeutah.org curriculum. However, the ikeepsafe curriculum was preferred by the School Land Trust parents. The team will continue to monitor additional resources to ensure the safety of our students.

G. Personalized Professional Learning

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy. To accomplish this goal it is imperative that the professional learning designed to support this academic goal is well developed and implemented.

Training

SUCCESS Academy utilizes a weekly two hour block of time for professional learning communities. During this time teachers discuss learning goals and strategies to achieve this learning goals. This time will be utilized to implement the digital learning plan at each school. Teachers will use micro teaching to monitor the implementation of the digital tools. Specifically, SUCCESS Academy teachers will use the Swivl cameras to record themselves using the digital learning tools. This will facilitate additional reflection from all teachers regarding the implementation of these digital tools in their classrooms. These recordings will also be used in the PLC time to reflect on the success and challenges related to the digital learning tools.

SUCCESS Academy is presently using the Edivate program through the STEM Action Center for teacher professional development. One aspect of this professional development is the use of the Teachers are invited to submit their plans. Teacher engagement is measured through the Edivate reporting site. Teachers pursue areas which they need additional help. SUCCESS Academy will use the micro-credentials that are currently being finalized in Edivate.

SUCCESS Academy teachers are in the process of using the Swivl cameras to record and reflect on their teaching skills. This is the first year of implementation and continued work in PLC groups are focused on teacher development and reflection. For this first year SUCCESS Academy is helping teachers to become engaged learners and to identify ways to utilize the digital tools available in Edivate. Periodic coaching will be continued throughout this grant.

In addition, SUCCESS Academy partners with the Iron County School District to provide access to teachers in similar content areas once a month. This partnership facilitates

increased interaction between subject matter teachers. In addition, many of the SUCCESS Academy teachers continue to collaborate with their University professors. This collaboration provides further reflection regarding teaching expertise.

The SUCCESS Academy administrative team also participates with the local school districts in their leadership teams. The ICSD/WCSD Superintendents guide this collaboration time and these experiences provide increased professional development and leadership capacity to ensure the goals of the digital learning plan are achieved.

Management Restructuring

The SUCCESS Academy administrative team will meet on a monthly basis to discuss the implementation of the digital learning plan. This new meeting will ensure that the digital learning plan has sufficient focus, time, and professional development to fully implement the plan at each school. This restructure time will focus on the digital learning plan.

Coaching

Peer to peer coaching will be implemented through observation of the videos which were recorded by the SWIVL cameras. During the PLC time the teachers will review and discuss implementation of the digital tools and the impact these tools are having upon student learning and achievement. Additional coaching will be provided by the school's administration.

Student Learning Activities

SUCCESS Academy will provide training to help teachers utilize and implement all the resources which the UETN have procured. These resources include:

- eMedia
- Pioneer
- Soundzabound
- Learning Express Library (College Prep Materials)
- UtahFutures.org
- Adobe Connect and WebEx
- K-12 Lesson Plans on UEN
- CANVAS LMS

Utilizing these resources in student learning activities will increase students engagement and motivation in helping each student meet the ACT collegiate readiness benchmarks. Teachers will be given a broad overview of these resources and each teacher will have the time to integrate these resources into their learning activities. In particular the Learning Express Library will provide additional resources for collegiate readiness for student learning activities.

Technology into Curriculum

SUCCESS Academy is focused upon helping all students be college ready. This means that all students must meet the ACT benchmarks that define college readiness. Currently, SUCCESS Academy only has 42 percent of the students who meet these benchmarks. In addition, many students show little growth over time related to their ACT achievement score. The digital learning grant will provide tools to increase student learning and performance as measured by the ACT English, Math, Reading and Science sections. Consequently, the digital learning plan will focus upon the following content areas:

English

The IXL web based software is designed to improve students use of grammar and critical thinking skills. Students will utilize the web based program during the assigned “bell work” at the beginning of class. Students have access to chromebooks and will proceed to the IXL site to begin their work that is tailored to the students exact needs related to English grammar. The SUCCESS Academy English teachers will meet to discuss best practices for utilization of this digital learning tool.

Math

Teachers will utilize the MathXL tool to provide individualized feedback for students in their homework and school assignments. This learning tool will help student access the math curriculum on a 24/7 basis and will allow students the opportunity to receive individualized and personalized tutoring through this digital learning tool. The SUCCESS Academy Math teachers will meet to discuss best practices for utilization of this digital learning tool.

Reading

The IXL digital learning tool will guide students to utilize critical thinking and reasoning to read and connect information in ways to help students achieve higher benchmark scores on the ACT reading assessment. The SUCCESS Academy English teachers will meet to discuss best practices for utilization of this digital learning tool.

Science

The Vernier software will be utilized in the science research classes. These classes are required for SUCCESS Academy students. Each student must complete a research project designed to promote student engagement in the scientific process. Specifically students learn to collect data, analyze data, make inferences regarding this data, and hypothesize for future experimentation. Teachers will use the Vernier software to facilitate these learning processes. In addition, any teacher that is new to these digital learning tools will attend learning conferences and seminars presented by Vernier. The SUCCESS Academy Science teachers will meet to discuss best practices for utilization of this digital learning tool.

Commitment for Future Professional Training

SUCCESS Academy is fully committed to participating in any future professional development training offered by the USBE or the UETN.

H. Student and Teacher Monitoring

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy. To accomplish this goal it is necessary to plan for the evaluation and implementation of the digital learning plan. The following activities will provide data to measure the implementation and monitoring of this plan.

Annual Implementation Assessment

During year one baseline data will be collected regarding the implementation of the Digital Learning plan. This data will be collected using classroom visits, face to face discussion, and teacher surveys regarding the implementation, understanding and progress towards the digital learning goals.

SUCCESS Academy will also administer the Future Ready Assessment on a yearly basis to gauge progress toward a digital learning culture. In addition, SUCCESS Academy will use the AdvancEd accrediting standards focused on “technology” as a yearly assessment tool to provide additional information regarding the impact this digital learning plan has upon student achievement. This tool is valuable in that it also surveys parents regarding their perceptions of their students experience using digital learning tools.

Finally, SUCCESS Academy will provide implementation data to USBE on an annual basis.

Continuous Improvement Process

A digital learning advisory group comprised of school administrators, teachers, parents, students, board members and community members will meet on a yearly basis to develop yearly plans for digital learning initiatives aligned to the SUCCESS Academy grant. This focus group will address additional strategies to improve the digital learning opportunities for students and teachers. The advisory group will review the data collected by the administration as well as the survey responses to the “Future Ready” assessment. This data will be reviewed to understand the vision and trends that might be identified to further the growth of the SUCCESS Academy digital learning program.

The Digital Learning Advisory Group will meet each year to review the progress toward the learning outcomes as identified in the SUCCESS Academy digital learning plan. The SUCCESS Academy Executive Director will organize and lead the Digital Learning Advisory Group.

Strategies for Process Improvement

SUCCESS Academy will review data as it is collected. This data will be reviewed in the school's PLC process. This data will be shared with teachers to discuss best practices as well as challenges. The PLC process will identify structures and processes that pose challenges to the successful implementation of the Digital Learning Plan. These challenges will be systematically addressed to resolve and improve the implementation of this plan. This continuous process will be helpful as the school monitors progress and success toward these digital learning goals.

In addition, each school administrator will provide coaching to teachers who may need support in their implementation of these new digital learning tools. This coaching may also be accomplished through the sharing of best practices with other teachers who have found success using these digital learning tools.

These improvement strategies will take place for all three years of the digital learning grant.

Multiple and Varied Sources of Data

The following data will be collected to monitor the implementation and progress of the digital learning grant. Data will be collected from students and teachers.

Student Monitoring

1. Student time on IXL.
2. Student ACT scores
3. Student attitudes regarding their learning experiences
4. Student achievement in science research
5. Student time on MathXL

Each of the above measures will be compared to the prior years. This will provide a reference point for future student engagement.

Teacher Monitoring

1. Teacher training agendas
2. Teacher time spent training
3. The amount of training that was distributed over time.
4. Teacher activities that utilize digital learning. The goal is daily opportunities to access and learn using personalized digital learning.
5. Teacher PLC agendas
6. Teacher surveys and reports.
7. Administrative evaluations in Edivate Observe
8. Total student minutes as measured by the MathXL and IXL software programs.
9. Teacher time in Edivate focused on digital learning and engagement

SUCCESS Academy will consult with Southwest Education Center and the USBE Digital Learning Leadership Team to implement any recommended third party evaluations regarding the impact of digital learning on student academic achievement.

I. Infrastructure, Procurement, and Distribution

SUCCESS Academy is an Early College High School committed to helping all students become college ready. An important indicator of collegiate readiness is measured by the ACT assessment. Currently SUCCESS Academy has 40 percent of the students not meeting the collegiate readiness benchmarks. The digital learning plan will implement strategies and tools to increase the level of collegiate readiness for all students at SUCCESS Academy. However, ensuring that the infrastructure supports these goals is necessary. The following will discuss the foundation of the SUCCESS Academy infrastructure.

1. SUCCESS Academy will not spend any part of the district's three-year plan to upgrade the infrastructure. All networking and hardware will continue to be purchased through previous budgeted monies.
2. SUCCESS Academy will participate in statewide inventory surveys.
3. SUCCESS Academy network and infrastructure are maintained and updated by the Universities. SUCCESS Academy leases the building on the DSU and SUU campus and the lease pays for the infrastructure and network. SUCCESS Academy has a filtered wireless access point for each campus location. To date the wireless access is available and reliable in all instructional spaces.

4. SUCCESS Academy will track all inventory for a five year period. Given the small size of the school the inventory is tracked at each school site by the office manager.
5. SUCCESS Academy does not pay for network service and access. Consequently, the school does not qualify for e-rate monies. However, the following data represents SUCCESS Academy enrollment and NSLP Eligibility Data

A9 SUCCESS ACADEMY

LEA Totals

Regular Membership for Year		Prior Year
Grade	Cumulative Count	Cumulative Count
Kindergarten	0	0
Grade 1	0	0
Grade 2	0	0
Grade 3	0	0
Grade 4	0	0
Grade 5	0	0
Grade 6	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	56	62
Grade 10	138	135
Grade 11	126	114
Grade 12	109	101
Regular Total	429	412

October 1, 2016 Counts	Count	Prior Year Count
Part Time		
Home School	1	3
Private School	0	0
Stable	0	0
Resident Status		
Non Utah resident (A)	0	0
Utah Resident but NOT LEA resident (B)	1	0
LEA resident enrolled in another State (C)	0	0
F1 Foreign Exchange - no WPU (F)	0	0
J1 Foreign Exchange - WPU (J)	0	0
Pre-Kindergarten		
Regular	0	0
Soecial Ed	0	0

Demographics as of Oct 1, 2016 (* All counts are as of Oct 1 except Limited English and Homeless)						
Categories		Count	Prior Year Count	Categories	Count	Prior Year Count
Overall		429	412	Limited English Proficient	0	0
Ethnicity / Race	Hispanic/Latino	27	28	(* Cumulative)	Yes	0
	American Indian	8	4		Refused Service	0
	Asian	9	11		Fluent	0
	African American/Black	4	5		Total	0
	Pacific Islander	4	3	Selected Flags	Homeless (*Cumulative)	4
Gender	White	418	403	Migrant	0	
	Female	222	213	Native Language Spanish	14	
Free Lunch	Male	207	199	Goshute	0	
	Eligible for Free	68	67	Navajo	3	
	Eligible for Reduced Price	33	34	Paiute	0	
	Economic Disadvantaged	0	0	Northwest Band Shoshone	0	
Special Education	*Disadvantaged* Total	101	101	Ute	0	
	Time 'A'	2	1	Other Tribe	5	
	Time 'B'	0	0	Youth In Custody	0	
Immigrants	Time 'C'	0	0	Time 'A'	0	
		1	1	Time 'B'	0	
				Time 'C'	0	

Preliminary High School Completion Status for 2017

A9 SUCCESS ACADEMY

LEA Totals

	Dropout AE, DO EX, GE SU, UN WD	Basic High School Diploma GC, GM GR	Graduation Pending GP	Certificate of Completion CT, G3 GG	Retained Senior RT	Aged Out of Special Ed AO	Transferred Out of LEA CH, DE, FE, TC, TH, TN, TO, TP, TR, TS, WM	KINDERGARTEN TYPES		EARLY GRADUATES	
								FN	0	T1	0
								ON	0	Q1	0
								EN	0	Q2	0
								YN	0	Q3	0
								FY	0	T1	0
Grade 7	0							OY	0	T2	0
Grade 8	0							EY	0	TOTAL	0
Grade 9	0	0						NN	0		
Grade 10	0	0						TOTAL	0		
Grade 11	0	0									
Grade 12	0	1	0	0	0	0	0				
Total	0	1									

For graduation rate data please see the Federal Four Year Graduation Cohorts Report.

Reading On Grade Level - GRADES 1-3 (For detailed information see the Reading On Grade Level with PACE report)																
	Interv.	Fall					Mid Year					Spring				
		Y,AY	N,AN	U	S,O, E	Blank	Y,AY	N,AN	U	S,O, E	Blank	Y,AY	N,AN	U	S,O, E	Blank
Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Charter School Economically Disadvantaged Counts (by District of Residence)		
Charter LEA Of Residence	TOTAL COUNT	ED COUNT
IRON DISTRICT	204	53
WASHINGTON DISTRICT	230	48

J. Technical Support

SUCCESS Academy is an Early College High School located on the Southern Utah University and the Dixie State University. Being located in these University campus buildings supports collaborative partnerships between the technical support departments and SUCCESS Academy. All technical issues are handled by SUU and DSU. However, SUCCESS Academy has developed a “cyber corp” teacher to oversee the chromebook management. This teacher spends an hour a day to monitor any small issue related to the chromebooks or website/ social media.

Tech Support Procedure

SUU and DSU support all of the school’s technology needs. If there is an issue or problem a work order is filled out by the office manager. Teachers report any problems or concerns to the office manager who then submits a work order using the designated procedure set forth by the university. The technical support staffs of both DSU and SUU are quick to respond. The procedure has been set in place and is effectively managed. Teachers reports ease of use and are further supported by a building level teacher who can resolve technical issues regarding printing, chromebook management, student access to gmail/Canvas, and other items. Given the small size of the SUCCESS Academy staff these issues are handled on a case by case basis through conversations with the building tech coordinator. In addition, the building tech coordinator meets with the SUCCESS

Academy Executive Director on a monthly basis to discuss any additional needs related to the technology support of the school.

Inventory Process

All inventory is tracked by the office manager. Any purchase of hardware is listed by date and type. The office manager then places an identifying marker on the hardware. Further, the inventory lists the staff member to whom the hardware is assigned. Teachers report of the assigned hardware in their teacher exit interviews. During the summer additional inventory reviews take place and obsolete hardware is identified and surplus to the universities according to the school's policy. SUCCESS Academy is committed to participate in any statewide inventory surveys.

Process Measures for Teacher Tech Support

Teachers are provided extra paid training days at the beginning of the school year. These training days provide support for digital tools training and implementation. In addition, the building level technology coordinator supports teachers with any technology issues. If it cannot be resolved through the building level tech coordinator the building coordinator submits a work order through the office manager. Teachers have reported satisfaction with the currently technology support system.

K. Data and Privacy

USBE Student Privacy Page Resource

Policies

SUCCESS Academy is a charter school sponsored by the Iron County School District. Consequently, all policies conform to the ICSD policy manuals.

SUCCESS Academy is also committed to following the Utah State Board of Education policies and procedures related to student data security and privacy as listed in the following link: <http://www.uen.org/usbe-datasecurityprivacy/>

Security Policies

Appendix A Future Ready Needs Assessment

Appendix B Student Computer Acceptable Use Policy

Appendix C Employee Acceptable Use Policy

Appendix D Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

Responsible Use

Appendix B Student Computer Acceptable Use Policy

Appendix C Employee Acceptable Use Policy

Stakeholder Input

SUCCESS Academy has worked with the Board of Trustees to adopt the Iron County School District policies and procedures related to digital technology and digital learning. However, these policies and procedures continue to be reviewed and input gathered from all stakeholders including parents, students, and teachers. Specifically, these stakeholders have been presented information in School Land Trust meetings as well as parent focus groups related to the school accreditation process. These policies and procedures are reviewed on an annual basis and will be presented to the Board of Trustees on an annual basis in the August Board of Trustee meeting. It is the intent of the Board of Trustees to implement policy and procedures to support digital learning in a student centered learning environment wherein privacy, safety, and student engagement may be nurtured.

LEA Security Audit Plan

SUCCESS Academy has implemented cyber-security training with employees. Teachers will be instructed to share with the administration any possible security issue. Teachers will be a front line defense in the school's efforts to maintain security. At the present time SUCCESS Academy has not participated in an official LEA Security Audit. Primarily the school has been dependent upon the Universities to provide oversight for security.

However, based upon the review for this grant, an additional audit performance will be implemented. SUCCESS Academy will coordinate with the SEDC to provide a security audit of the school and the digital resources for students. This audit will take place in the 2018-2019 school year and will proceed every three years forward.

LEA Remediation Plan of Identified Lapses

Teachers, students, or parents who report any concerns regarding digital security will be recorded. These issues will be resolved by the school's administration in cooperation with their University partners. These written incidents will be shared with the Board of Trustees. The administration will consult with the Universities to discuss risk management. Together they will decide on necessary steps for notification. That may include communication with state Risk Management or USBE officials, families, and/or staff. The Board will be kept apprised of any significant lapse as well as the immediate steps taken to correct this security breach. This may include proper notification, policy review and for possible procedural/structural changes or additional training for staff and students.

Any Identified issues found in the contracted security audit will be flagged and presented to the administration of the school. This data will also be reviewed in the yearly Digital Learning Advisory Committee meeting.

These identified lapses will be immediately addressed and will be shared with the SUCCESS Academy Board of Trustees. The remediation and the progress toward resolution of these identified lapses will also be clearly indicated to the Board of Trustees.

An annual budget allocation will be made to resolve any security lapses found in these audits.

Security Training

On an annual basis all stakeholders will be trained about digital security. This includes training focused upon password management as well as anti-phishing scams and other data security topics.

Resources from UEN as well as the USBE will be used to present this training to all stakeholders. The following are a few of these resources:

Resources for Teaching Students and Parents about Online Safety

- [Common Sense Media - K-12 Digital Citizenship Curriculum](#)
- [ConnectSafely](#)
- [CyberWise: No Grown-up Left Behind](#)
- [Family Online Safety Institute \(FOSI\): Good Digital Parenting](#)
- [Growing up online – A Must Have Guide for Teachers, Parents and Kids](#)
- [iKeepSafe](#)
- [NOVA Labs: Cybersecurity Lab](#)
- [Teaching Cyber Safety to the Digital Generation \(pdf\)](#)
- [The National Center for Missing & Exploited Children \(NCMEC\)](#)
- [Think Before You Link](#)

LEA Student Data Privacy Policies and Procedures

Appendix E Release of Student Information (FERPA)

L. Budget

A. Current Technology Purchases

FY 17 Technology Expenditures

Budget

Part 3: BUDGET				
Applicant:				
Description	Current Funding <i>July 1, 2016 – June 30, 2017</i>			Notes
A. (100) Salaries	0			
B. (200) Employee Benefits	0			

C. (300) Purchased Professional & Technical Services	35,000			Data services purchased from Iron County School District
D. (400) Purchased Property Service	0			
E. (500) Other Purchased Service	0			
F. (580) Travel				
G. (600) Supplies & Materials	11878.00			Vernier
H. (800) Other (Exclude Audit Costs)	0			
I. TOTAL DIRECT COSTS (Lines A through H)				
J. (800) Other (Audit Costs)	0			
K. Indirect Cost				
L. Property (includes equipment)	26,709.70			Chromebook purchases
M. TOTAL (Lines I through L)	73,587.70			

B. Year 1-3 Grant Funding

Budget

Part 3: BUDGET				
Applicant: SUCCESS Academy				
Description	Funding Requested – Year One <i>January 1, 2018 – June 30, 2018</i>	Funding Requested – Year Two <i>July 1, 2018 – June 30, 2019</i>	Funding Requested – Year Three <i>July 1, 2019 – June 30, 2020</i>	TOTAL FUNDING REQUEST
A. (100) Salaries				
B. (200) Employee Benefits				
C. (300) Purchased Professional & Technical Services				
D. (400) Purchased Property Service				
E. (500) Other Purchased Service				
F. (580) Travel				
G. (600) Supplies & Materials	1500 mathxl 2500 IXL 1079.69 vernier	1500 mathxl 2500 IXL 1079.69 vernier	1500 mathxl 2500 IXL 1079.69 vernier	18239.07
H. (800) Other (Exclude Audit Costs)				

I. TOTAL DIRECT COSTS (Lines A through H)	6079.69	6079.69	6079.69	18239.07
J. (800) Other (Audit Costs)				
K. Indirect Cost				
L. Property (includes equipment)				
M. TOTAL (Lines I through L)	6079.69	6079.69	6079.69	18239.07

SUCCESS Academy is planning to budget the following monies if the grant is approved.

1. Purchase of IXL web based software for English and Reading for DSU SUCCESS & SUU SUCCESS. The cost of this program is \$3500.00 dollars per year.
2. Purchase of MathXL software for Math instruction. The cost of this software is \$1500 per year.
3. Purchase of Vernier Software and Probes. The cost of this purchase will be \$1079.69 per year.

C. Projection for Future Costs

If additional monies are available SUCCESS Academy will use them for additional Vernier software and probe instrumentations.

D. Sustainability and Resources

SUCCESS Academy is committed to continue support for the MathXL software and the IXL software. The expected yearly costs for this software will total \$5,000.00. SUCCESS Academy will continue to fund the existing purchases of hardware and software that has been purchased on a yearly basis. The following costs will be paid by SUCCESS Academy on an annual basis:

- Teacher training costs to attend the Vernier workshop (\$1000.00).
- Teacher payment for prep day to begin the school year (\$3,000).
- Additional Vernier software and equipment (\$3,000.00).
- Classroom set of chromebooks for each site to replace aging technology (16,000).

SUCCESS Academy recently shifted \$25.00 dollars of student fees to pay for chromebook replacements. This amount represents approximately \$8,000 dollars per year. In addition, SUCCESS Academy has used Federal Funds for technology purchases. These monies were designated Rural School Achievement Programs (REAP). The school receives approximately 30,000 dollars per year in REAP funding. This funding has purchased chromebooks and teacher classroom technology. In addition, these funds purchased wireless access points for the DSU SUCCESS campus.

SUCCESS Academy also works closely with their University partners to implement digital learning and to save monies associated with these tools. SUCCESS Academy will also cooperate with SEDC to ensure the resources exist to fully implement this digital learning program.

E. Repurposed Savings

SUCCESS Academy will work collectively with the business administrator to monitor the costs associated with digital teaching and learning. As cost savings are realized due to textbook savings, transitioning devices from students to classrooms as part of recycle, and other ways, 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.

Assurances

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.

Appendices

Appendix A Future Ready Needs Assessment

Appendix B Student Computer Acceptable Use Policy

Appendix C Employee Acceptable Use Policy

Appendix D Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

Appendix E Release of Student Information (FERPA)

Appendix A
[Digital Readiness Report for SUCCESS Academy](#)

FUTURE READY >>
PREPARING STUDENTS FOR SUCCESS

DIGITAL LEARNING READINESS REPORT

SUCCESS ACADEMY

Date of Report: 06/24/2016

Digital Learning Readiness Score: **6.2** (of 10)

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



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

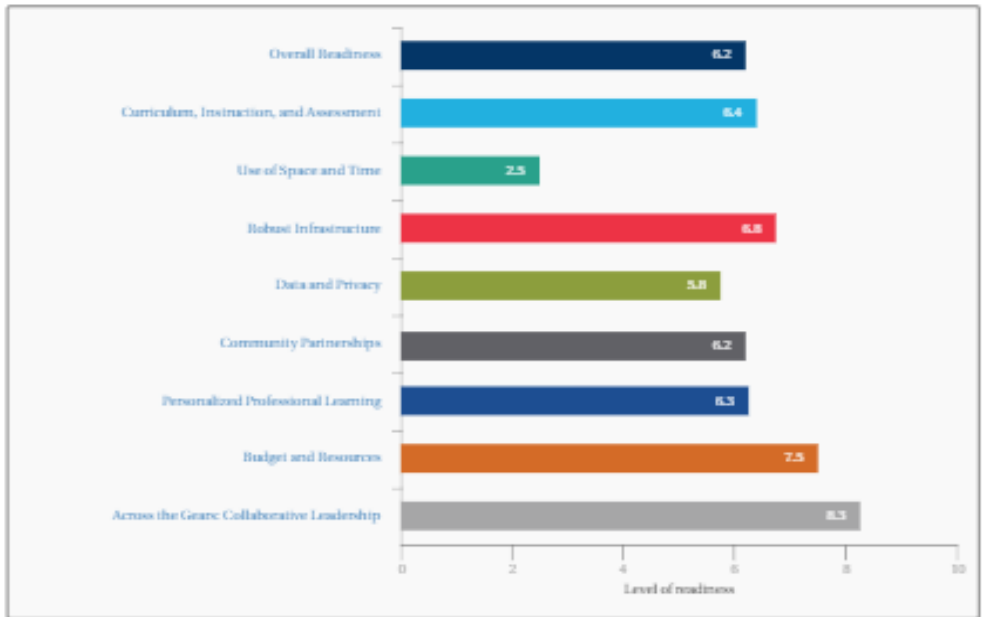
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Personalized Learning
7. Budget and Resources

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

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

Digital Learning Readiness per Gear

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



Digital Learning

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

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

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

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

Your District's Vision for Digital Learning

District Vision
Student access and understanding of digital learning tools designed to facilitate engaging learning opportunities which increase student socialization and motivation for high tech workplace skills and life-long learning experiences.

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

Your District's Uses of Technology for Learning

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

Your District's Digital Learning Environment

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

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

Strategic Use of This Report

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

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

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

Appendix B

6-12 Student Computer acceptable Use Policy

Policy Code:

ECAE-3

[Printer-friendly version](#)

Adoption Date:

Tuesday, June 21st, 2016

Iron County School District

6-12 Student Computer Acceptable Use Policy

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network.

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication between students, employees of Iron County School District, parents, and community members. The School District desires to provide electronic conferencing and global information resources via the World Wide Web, to students of the School District at no cost.

ACCEPTABLE USES

All Internet or computer equipment use shall be consistent with the purposes and goals of the School District. It is imperative that users of the Internet or computer equipment conduct themselves in a responsible, ethical, moral, and polite manner. All users must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

IMPERMISSIBLE INTERNET, COMPUTER EQUIPMENT & PERSONAL DEVICE USES

The following uses of the Internet, computer equipment & personal devices are prohibited:

1. Any violation of applicable school policy or public law by such use;
2. Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
3. Any attempt to bypass state, district, or school security (e.g. bypassing proxies or hacking servers or workstations) is forbidden;
4. Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others;
5. Any copying, photographing, digitally transferring, or distributing test questions from state or school tests is forbidden;
6. Cyber-bullying any School District employee or student from any device on campus or off campus is forbidden. Disruption of normal activities caused by cyber-bullying may result in disciplinary action;
7. Any commercial use, product advertisement, display of personal information, or promotion of political candidates;
8. Any violation of copyright, trade secret or trademark laws;
9. Any attempt to damage, disrupt or interfere with the use of any computer or electronic information resource;

10. Any attempt to access information beyond the users authorized access to any electronic information resource;
11. Any destruction, defacement, theft, or altering of school district equipment;
12. Any storing of illegal, inappropriate, or obscene material on district-owned electronic equipment;
13. Any capturing and storing images or video of students or employees except for approved instructional purposes;
14. Installing any district-owned academic or productivity software on personal devices;
15. Excessive non-school related computer use during school hours.

PRIVILEGE

The use of the Internet and computer equipment within the School District is a privilege. The information produced from Internet access or computer use shall be deemed the property of the School District. It is confidential information to the user unless it is transmitted to others with the user's permission. Violation of this policy can result in the loss of computer access privileges.

MONITORING

The School District reserves the right to monitor and review any material on any machine at anytime in order for the District to determine any inappropriate use of network services. School administrators may confiscate personal devices if there is evidence of probable cause. If a student is suspected of violating this policy, as it pertains to personal devices, or if a student's personal device has information to support the inappropriate actions of other(s), the student must provide all security PIN and password information necessary to unlock and provide access to data on the device to the school administration and or law enforcement.

DISCLAIMER OF ALL WARRANTIES

Iron County School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, non-deliveries, failure to deliver, mistaken deliveries, viruses, backup device failure, service interruptions, or other unforeseen reasons caused by the School District or the Internet server or by the users error or omissions. Use of any information obtained via the Internet is at the user's own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

SECURITY

Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Computer users are responsible for the security of their files and passwords. Sharing of any usernames or passwords is not permissible and may result in the lost of account privileges. Computer users will be held accountable for any activity under their account. Any security problems will be reported immediately to the school/site administrator.

INSTRUCTION

Students shall be instructed in appropriate online behavior including online safety, interacting with other individuals on social networking websites and in chat rooms, and regarding cyber-bullying awareness and response. This instruction will be included in the curriculum for elementary keyboarding, middle school CTE (Career and Technical Education) introduction, and high school computer technology courses which are required for all students.

ENCOUNTER OF CONTROVERSIAL MATERIAL

Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and

monitoring system. However, it is impossible on a global Internet to control access to all data which a user may discover. It is the user's responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

TERMS OF USE

1. Only registered students of the School District qualify for Internet access under this policy.
2. Only the authorized users who have signed the user agreement shall have computer access. Users are ultimately responsible for all activity while using the Internet.
3. The school principal, vice-principal and/or responsible teacher may suspend or terminate any computer user's access for any reason whatsoever.
4. All Internet or computer equipment access of a student is automatically terminated at the moment of withdrawal, graduation, or expulsion of the student from the School District.
5. All student Internet use must have teacher/staff supervision.
6. Students will assume all risk for personal devices taken to school. If a private device becomes lost, stolen or damaged, Iron County School District is not responsible for any costs to replace the device or to restore lost data.

PENALTIES FOR IMPROPER USE

Any user violating this policy or applicable state and federal laws may be restricted from Internet use or use of any or all computers (in addition to other disciplinary options). Student electronic devices may be confiscated by school personnel and searched by law enforcement. Other additional options may include suspension, expulsion and/or referral to legal authorities.

Adopted June 21, 2016

Appendix C

Employee Computer Acceptable Use Policy

Policy Code:

ECAE-1

[Printer-friendly version](#)

Adoption Date:

Tuesday, June 21st, 2016

Employee Computer Acceptable Use Policy

Every Iron County School District employee will be required to sign this acceptable use policy.

The Iron County School District has access to the Internet, which is governed and supported by the Utah Education Network.

Use of the electronic information resources in the School District shall be to improve and support the educational process by providing access to global information and improving communication between students, employees of Iron County School District, parents, and community members. The School District desires to provide electronic mail services, electronic conferencing, and global information resources via the World Wide Web, to employees of the School District at no cost.

ACCEPTABLE USES

All Internet or computer equipment use shall be consistent with the purposes, goals, and policies of the School District. It is imperative that users of the Internet or computer equipment, personal or School District owned, conduct themselves in a responsible, ethical, moral, and polite manner. All participants must abide by all local, state, and federal laws. The Internet user accepts the responsibility of adhering to high standards of conduct and the terms and conditions set forth in all parts of this policy.

IMPERMISSIBLE INTERNET, COMPUTER EQUIPMENT & PERSONAL DEVICE USES

The following uses of Iron County School District Internet & computer equipment & personal devices are prohibited, but not limited to:

1. Any violation of applicable school or district policy or public law by such use;
2. Any activity that is immoral or contrary to the high moral standards which must be maintained in an educational setting;
3. Any attempt to bypass state, district, or school security using private networks such as ad-hoc, vpn or mobile hotspots (e.g. bypassing filters, proxies, or hacking servers or workstations) is forbidden;
4. Accessing or transmitting of immoral, obscene, pornographic, profane, lewd, vulgar, rude, defaming, harassing, threatening, disrespectful, or otherwise inappropriate images or information, or receiving such information from others;
5. Any commercial use, product advertisement, display of private information, or promotion of political candidates or parties;
6. Any violation of copyright, trade secret or trademark laws;

7. Any attempt to damage, disrupt or interfere with the use of any computer electronic information resource;
8. Any attempt to access information beyond the users authorized access to any electronic information resource;
9. Any destruction, defacement, theft, or altering of school district equipment;
10. Any storing or accessing of illegal, inappropriate, or obscene material on personal or School District owned electronic equipment;
11. Permitting any student access to another student's login credentials, electronic grade books or other confidential information;
12. Any capturing and storing images or video of students or employees except when approval is given for specific instructional purposes;
13. Installing any district-owned academic or productivity software on personal devices;
14. Excessive non-work related computer or Internet use during work hours.

PRIVILEGE

The use of the Internet and computer equipment within the School District is a privilege. The information produced from Internet access or computer use shall be deemed the property of the School District. This is confidential information to the user unless it is transmitted to others with the user's permission. Violation of this policy can result in the loss of computer access privileges.

MONITORING

The School District reserves the right to monitor and review any material on any school or personal device at anytime in order for the School District to determine any inappropriate use of network services. If an employee is suspected of violating this policy, as it pertains to personal devices, or if an employee's personal device has information to support the inappropriate actions of other(s), the employee must provide all security PIN and password information necessary to unlock and provide access to data on the device (incidents that involve law enforcement would require the same). The School District also reserves the right to monitor and review Internet access logs.

DISCLAIMER OF ALL WARRANTIES

The School District makes no warranties of any kind, whether expressed or implied, for the services provided in connection with use of the Internet or computer equipment. Neither the School District nor any supporting Internet services will be responsible for any damages that an Internet user suffers. The School District expressly disclaims any liability in connection with the loss of data resulting from delays, failure to deliver data, mistaken deliveries, viruses, backup device failure, or service interruptions caused by the School District or the Internet provider or by the users error or omissions. Use of any information obtained via the Internet is at the user's own risk. The School District expressly denies any responsibility for the accuracy or quality of information obtained through any Internet service. All users must consider the source of any information they obtain and evaluate the validity of that information.

VIDEO SURVEILLANCE

Iron County School District uses video surveillance systems for the safety and security of its buildings, assets, staff, students, and visitors. Employees who work with video surveillance on a regular basis or for a specific instance, must follow School District policy as contained in "Video Surveillance Policy" (ECC) to protect the privacy of student and staff.

SECURITY

Iron County School District will implement security procedures on Internet access to protect against unacceptable use. Employees are responsible for the security of their computer equipment, files and passwords. Employees with access to student records may not use, release, or share these records except as authorized by federal, state, or local laws. Employees are responsible for any accounts they may have. Sharing of any usernames or passwords is not permissible and may result in the lost of account privileges. Employees will be held accountable for any activity under their user

account. This includes any employee who obtains another employee's credentials and accesses that account without authorization. Any security violations by students or teachers must be reported to school/site administrators. Iron County School District technology department personnel who are tasked with managing the district network, firewalls, filters, monitors, and other security systems will be exempt from this AUP at times (and only at those times) when implementation, upgrades, and testing of these security services become necessary.

ENCOUNTER OF CONTROVERSIAL MATERIAL

Internet users may encounter material that is controversial which the user or administrator may consider inappropriate or offensive. The district has taken precautions to restrict access to inappropriate materials through a filtering and monitoring system. However, it is impossible on a global Internet to control access to all data that a user may discover. It is the user's responsibility not to initiate access to such material. Any site or material that is deemed controversial should be reported immediately to the appropriate administrator. The School District expressly disclaims any obligation to discover all violations of inappropriate Internet access.

TERMS OF USE

1. Only registered employees of the School District and Board of Education members qualify for Internet access under this policy.
2. Only employees who have signed this user agreement shall have computer and Internet access. Users are ultimately responsible for all activity while using the Internet.
3. All Internet or computer equipment access by a School District employee or Board member is automatically terminated upon retirement, resignation, or termination of employment.
4. All student computer use must be supervised. Employees who supervise students with access to computer equipment must be familiar with the Iron County School District Student Computer Acceptable Use Policy and be willing to enforce it. Employees must appropriately secure rooms and areas where school computer equipment is housed.
5. Employees will assume all risk for personal devices taken to school. If a private device becomes lost, stolen or damaged, Iron County School District is not responsible for any costs to replace the device or to restore lost data.

PENALTIES FOR IMPROPER USE

Any violation of this policy or applicable state and federal laws may result in disciplinary action (including the possibility of termination) and/or referral to legal authorities. The site administrator/supervisor or systems administrator may limit, suspend, or revoke access to electronic resources at any time.

Appendix D

Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

[Printer-friendly version](#)

Policy Code:

JFBA

Adoption Date:

Tuesday, November 19th, 2013

Review Date:

Tuesday, March 25th, 2014

BULLYING, CYBER-BULLYING, HARASSMENT, HAZING, AND RETALIATION

The Iron School District strictly prohibits any act of bullying, cyber-bullying, harassment, or hazing on any school property or in conjunction with any school activity or function. Bullying, cyber-bullying, harassment, and hazing includes, but is not limited to:

- Intentionally or knowingly committing an act that endangers the physical health or safety of a school employee or student.
- Any act that will harm, embarrass, or threaten an individual.
- Using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will harm, embarrass, or threaten an individual.
- Any repeated communication, to another individual, in an objectively demeaning or disparaging manner.
- Any act that contributes to a hostile learning or work environment for an individual.
- Intentionally or knowingly committing an act that endangers the physical health or safety of a school employee or student for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event.

Additionally, all definitions and procedures included in state law 53A-11a-301 and Utah State School Board Policy R2777-613 will be followed by the Iron County School District.

Retaliation against anyone reporting or proactively involved in stopping bullying, or a related offence, or making a false allegation of bullying or a related offence, is prohibited.

Reporting: Each school shall publish in their handbook, or other readily available format, the names of school employees to whom bullying, and related offences, should be reported. These individuals will be responsible for investigating and responding to reports of bullying. Additionally, each school shall establish a procedure for involving parents, counselors or other appropriate individuals in resolving the bullying or hazing issue.

Actions Required: Verified violations of this policy shall result in consequences or penalties that may include, but are not limited to:

- Student suspension from school or removal from a team or organization

- Student suspension or expulsion or lesser disciplinary action
- Employee reassignment, suspension, or termination for cause or lesser disciplinary action
- Other action against student or employee as appropriate
- Parental notification will occur in all incidents of bullying, cyber-bullying, hazing, harassment or retaliation

Actions must also include:

- Procedures for protecting the victim from further bullying, cyber-bullying, hazing, harassment or retaliation
- Prompt reporting to law enforcement all acts of bullying related offences that constitute suspected criminal activities
- Procedures for protecting due process rights
- Formal disciplinary action may not be based solely on an anonymous report of bullying, cyber-bullying, hazing, harassment or retaliation

Training: All school employees shall be trained regarding the prevention, identification, and response to bullying, cyber-bullying, hazing, harassment, and retaliation. All students, school employees and volunteers involved in extracurricular activities shall participate in bullying and hazing prevention training.

Adopted: November 19, 2013

Appendix E

Release of Student Information (FERPA - Family Educational Rights & Privacy Act)

[Printer-friendly version](#)

Policy Code:

JO

Adoption Date:

Tuesday, April 24th, 2012

Review Date:

Tuesday, October 28th, 2014

RELEASE OF STUDENT INFORMATION

(FERPA - Family Educational Rights & Privacy Act)

School officials may release information from a student's records only to:

1. The parent or legal guardian. By law, both parents whether married, separated, or divorced, have access to student records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.
2. State and local officials to whom such information is specifically required to be reported or disclosed by state statute.
3. Appropriate persons, who, in an emergency, must have such information in order to protect the health and safety of the student or other persons.

ACCESS BY OTHER PERSONS

In order for information contained in educational records to be released to any individuals, agencies, or organizations other than those listed above, written consent must be obtained from the student's parent or legal guardian. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released. Such information shall also be released in compliance with a judicial order or subpoena provided that the school makes a reasonable effort to notify the parent or legal guardian of the order or subpoena in advance of compliance.

Schools may disclose student directory information without parental consent, as long as an "opt out" opportunity has been provided to parents. Directory information is defined as and includes: a student's name, address, telephone listing, enrollment status (grade and school), email address, and photograph (either electronically, as on a school web page, or hard copy publication, as in a newspaper or yearbook).

Search and Seizure

Policy Code:

JFGA

[Printer-friendly version](#)

Adoption Date:

Tuesday, April 22nd, 2014

SEARCH AND SEIZURE

The Utah State Legislature and the Utah Board of Education have charged school authorities with the responsibility of safeguarding the safety and well being of the students in their care. Utah law (Section 53A-11-1305) directs the Utah State Board of Education and local boards of education to have rules in place to protect individual student rights and guard against excessive intrusion. In the discharge of that responsibility, school authorities of Iron School District may search school property such as lockers used by students, or the person or property, including backpacks, purses and belongings, electronic devices, and vehicles of students, in accordance with the following policy:

Definitions

- A. "Appropriate school official" means the most appropriate school employee considering all the circumstances, who should search a student. Usually the appropriate school official will be the school principal or school director. Generally, the more intrusive the search, the higher the level the appropriate school official should be who conducts the search. Other factors would include age of the student, gender of the student, if the student has an IEP, the student's background, seriousness of the item(s) being searched for, which appropriate school official is reasonably available, and the urgency of the situation.
- B. "Electronic device" means a privately owned device that is used for audio, video, or text communication or any other type of computer or computer-like instrument.
- C. "Local school board" means the locally elected school board or a charter school governing board.
- D. "Reasonable suspicion" means a particularized and objective basis, supported by specific articulable facts, for suspecting a person of criminal activity; reasonableness extends to both the reason for the search and the appropriateness of the scope of the search.

School Property - Lockers, Desks, Other Storage Areas Provided for Student Use

The local school board and Utah State Board of Education acknowledge the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against access by other students, but students shall not expect that their privacy prevents examination by a school official. The local school board may direct the appropriate school official to conduct a routine inspection of such storage places. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against local school board policy.

- A. All lockers and other storage areas provided for student use remain the property of the school/district. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to this policy. A student using the locker or storage area has no expectation of privacy in that locker or storage area or the contents contained therein. (See "Student Locker Assignment Authorization" form attached.) In the course of any search, students' privacy rights will

be respected regarding any items that are not illegal or against local school board policy. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the teacher or school administrator. Unapproved locks may be removed and destroyed.

B. An appropriate school official may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.

C. An appropriate school official may, at any time, request assistance of the appropriate law enforcement agency having jurisdiction over the facilities of the District. The law enforcement officer must have probable cause, however, to personally orchestrate or conduct a search of the lockers and storage areas and their contents.

Using Dogs in Searching School Property

The local school board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the appropriate school official has reasonable suspicion that illegal drugs may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas, student desks and other places in the school where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and will not be used to search students personally unless either a warrant or parental permission has been obtained prior to the search.

Where a dog sniff search is otherwise appropriate, it is acceptable to detain students or restrict their movement to facilitate the search. Also, schools have authority to require students to relinquish personal items from their possession (backpacks, book bags, gym bags) to facilitate searches.

Student Person and Possessions

The Iron Board of Education Governing School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no students are searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the urgency and seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

Personal Search of a Student and Student Consent to Search

Except as provided below, a request for the search of a student or a student's possessions will be directed to the appropriate school official. The appropriate school official shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, the appropriate school official may conduct the search without such consent.

Whenever possible, a search will be conducted by the appropriate school official in the presence of the student and a staff member in addition to the appropriate school official. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

The personal search of a student may be conducted by the appropriate school official when the appropriate school official has reasonable suspicion for a search of that student. Authorized searches of the student's person are as follows:

A. the student's pockets;

- B. purses, briefcases, or any objects in the possession of the student;
- C. a "pat down" of the exterior of the student's clothing and the removal of any identified item;
- D. removal of an article of exterior clothing such as a jacket;
- E. a student's electronic device if warranted and to the extent warranted.

Searching Students and Property While at School-sponsored Activities

This authorization to search shall also apply to all situations in which the student *is under* the jurisdiction of the local school board—including all students participating in extracurricular activities and athletics, dually enrolled students and students taking online courses, when applicable.

Strip Searches

Strip searches shall be conducted only by law enforcement personnel with the appropriate school official's knowledge, if time permits to notify the appropriate school official. Every effort will be made to notify parents of a strip search.

Documentation of Search

The appropriate school official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The appropriate school official shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or objects taken from a student. The appropriate school official and/or the school district superintendent shall report a student's possession of a dangerous weapon consistent with Section 53A-11-1101. The local superintendent or appropriate school official may prepare administrative guidelines to further implement this policy of documentation, maintenance and disposal of items.

Search Procedures

Pursuant to this policy, appropriate school officials shall use the following steps when appropriate school officials have reasonable suspicion that a student possesses evidence that a rule or law has been violated:

- A. All requests or suggestions for the search of a student or student's possessions shall be directed to the appropriate school official or the person in charge of the students if students are out of the district or school.
- B. Wherever possible, before conducting the search, the appropriate school official shall notify the student, request the student's consent to the inspection and inform the student that she may withhold consent. Such consent, if offered, shall be voluntary. The appropriate school official shall conduct the search, however, with or without the consent.
- C. Wherever possible, an adult third party shall be present at any search of a student or student's possessions.
- D. The appropriate school official may conduct a student search upon reasonable suspicion of the presence of an illegal or dangerous substance or object, or anything contraband under school rules.

Health/Safety of Students

Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the appropriate school official shall act with as much speed and dispatch as is required to protect persons and property in the school while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion

"Reasonable suspicion" means a particularized and objective basis, supported by specific articulable facts, for suspecting a person of criminal activity; reasonableness extends to both the reason for the search (reasonable at the inception) and the appropriateness of the scope of the search (reasonable in scope).

In addition, as used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

- A. has violated or is violating a rule or behavioral norm provided in school policy;
- B. has violated or is violating a particular law;
- C. possesses an item or substance which presents an immediate danger of physical harm or illness to students, staff or school/district property;

For examples of "reasonable suspicion," see Student Search Reference Materials.

Method and Scope of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search.

If an item is found that leads to reasonable suspicion that additional, related items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity or **unreasonable** teacher/administrator suspicion.

Items Found

Anything found in the course of a search which is evidence of a student violation of school rules or federal/state laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the school official until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

Vehicles

Vehicles in the possession of students and parked on school premises may be searched, based on reasonable suspicion, by the appropriate school official. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Use of Breath - Test Instruments

The appropriate school official may arrange for a breath test for blood-alcohol to be conducted on a student whenever the school authority has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage or an illegal unprescribed substance. The appropriate school official shall attempt to contact a local law enforcement agency and arrange for it to conduct the test.

The following procedure should be used if the test is conducted by a school official:

- A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test. If the student refuses to take the test, inform him that refusal to participate leaves the observed evidence of the alcohol or drug use unrefuted, thus leading to disciplinary action.

B. Allow the student a second opportunity to be tested, and if the student refuses again, ask the student to sign a refusal statement. Regardless of whether or not the student signs a refusal statement, prepare a written report of the incident.

Student Electronic Devices

School districts and charter schools are directed by Utah State Board of Education Rule (R277-495) to have policies specific to student possession and use of electronic devices. Parents shall receive specific notice of electronic device policies. Policies shall also outline consequences for student use of electronic devices in violation of the policy. Policies may include other information and directives regarding electronic devices.

Parent Notification

School officials have no obligation to contact parents before detaining and questioning students. It is good practice when a student is questioned about serious allegations of the student's own misbehavior, that another responsible adult should be notified to protect the interest and well being of the student. At least one federal Circuit Court has concluded that school officials should not have to choose between the school's preferred [reasonable] discipline methods and complying with "burdensome procedures decreed by federal courts." If a child is under a school's guardianship, the courts have not required parental notification. Depending on various circumstances, notifying parents about a student search is often a good idea.

Student/Parent Use of a Privately Owned Electronic Device Agreement

Policy Code:

ECB-E

[Printer-friendly version](#)

Adoption Date:

Tuesday, June 19th, 2012

STUDENT/PARENT USE OF A PRIVATELY OWNED ELECTRONIC DEVICE AGREEMENT

Student Name _____ Student ID # _____

Privately Owned Electronic Device Information:

1) Brand Name/Model:	
Serial Number:	
Virus Software Installed if applicable:	
2) Brand Name/Model:	

Serial Number:	
Virus Software Installed if applicable:	
3) Brand Name/Model:	
Serial Number:	
Virus Software Installed if applicable:	

Parent and Student Agreement

I/we have read the Iron County School District Privately Owned Electronic Device Policy form concerning the use and connection of privately owned electronic devices to the Iron School District wireless network and understand and agree to the terms and conditions herein. I/we understand that this policy form and the privilege to use privately owned electronic devices in school may be revoked at any time.

I/we understand that assignments and projects may be posted to teacher approved blogs, Google Docs and other Web 2.0 hosting sites. This may include personally identifiable information that may be classified as an educational record under FERPA (Family Education Records and Privacy Act).

I/we have signed and returned the Iron County School District Acceptable Use Policy for the student indicated below.

I/we understand that violation of these provisions may result in the confiscation of a personal electronic device by the school administration, any other designated school district representative, or local law enforcement and that legal action may occur according to law.

I/we understand that we are responsible for compensating the school district for any losses, costs or damages incurred due to violations of Iron County School District Board policies/procedures and school rules by the student in conjunction with the use of his/her personal electronic device, including the cost of investigating such violations.

I/we give permission for my student, (please print name) _____ to use a personal electronic device on the wireless network at _____ School.

I/we DO NOT give permission for my student, (please print name) _____ to use a personal electronic device on the wireless network at _____ School.

Parent Signature _____ Date _____

I understand the above rules and policy for connecting a personal electronic device to the wireless network at _____ School and agree to follow the rules outlined.

Student Signature _____ Date _____