Wasatch Peak Academy

Digital Teaching and Learning Grant Application

Fall 2017

Utah State Board of Education
Digital Teaching and Learning Grant Program

Qualifying Grant Application and Rubric
FY 2018

Full Applications Due:

Review Period One for Draft Plans: Thursday, August 17, 2017, 5:00 p.m. – All Local Education Agencies (LEA) are recommended to submit on this date

Review Period Two: Monday, September 18, 2017, 5:00 p.m. (Final Submission Date)

Copies of this application and rubric and support materials are on the Utah State Board of Education website at: www.uen.org/digital-learning

Contact:

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Fast Facts for Submitting a Competitive Grant Application

Digital Teaching and Learning Competitive Grant

AWARDS: Grant activities may begin only after receipt of the grant approval notice. This is anticipated to be November 2017. All grant activities for year one must end by June 30, 2017.

DEADLINE: All applications must be delivered via email to Sarah Young at the Utah State Board of Education Office by 5:00 p.m. on:

- Review Period One: Friday, Thursday, August 17, 2017, 5:00 p.m. - All Local Education Agencies (LEA) are recommended to submit drafts on this date.
- Review Period Two: Monday, September 18, 2017, 5:00 p.m. (Final Submission Date)

Faxed applications will not be accepted.

REQUIREMENTS: To be considered, the Utah State Board of Education (USBE) must receive one electronic copy by the date specified above. E-mail the electronic copy to sarah.young@schools.utah.gov. All email submission will be confirmed with a receipt email from USBE within 24 hours. It is the responsibility of the LEA to follow up with USBE to confirm the receipt of the application by the articulated due date. The narrative sections of the proposal must be double-spaced and not smaller than 11-point.

QUESTIONS REGARDING THE GRANT PROGRAM/APPLICATION MAY BE DIRECTED TO:

Contact:

Sarah Young
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Salt Lake City, UT 84114 – 4200
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Utah Digital Teaching and Learning Grant Program Timeline

FY 2018 Grant Application Period

Date:	Action:
March 30, 2017	USBE release of final application form, budget guidelines, and evaluation rubric
July 10-11 and July 17-18, 2017	Digital Teaching and Learning 2-Day Bootcamps for LEA Leadership Teams
August 17, 2017	All LEA Round One Draft applications received by Thursday, August 17, 2017, 5:00 p.m.
August 24-25, 2017	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
September 7-8, 2017	Round One applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
September 18, 2017	Resubmission Round Two applications received by Monday, September 18, 2017, 5:00 p.m.
September 21-22, 2017	Grants reviewed and given preliminary recommendations by Digital Teaching and Learning Advisory Board.
October 12-13, 2017	Round Two applications reviewed by the Utah State Board of Education with action outcomes for approval or declination.
November 2017	FY 2018 Award Letters Issued to LEAs
June 30, 2018	Conclusion of FY 2018 award. Annual Report due to USBE for review.

Vision and Guiding Principles

You can access a full copy of the vision and guiding principles for digital and personalized learning for all students in the Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)

Vision

- Change and improve the culture of public education, classroom instruction, student and parent engagement, teaching and learning processes.
- Support the Utah Core and provide systemic support for student engagement and classroom innovation.
- Provide access (teacher, student and home) to quality digital curriculum, learning management support structures, collaboration systems, formative assessment systems, ongoing access to proven software, instructional practices research.
- Prepare students for college and careers including an emphasis on higher-order problem solving across the curriculum.
- Broaden STEM career path options for students.
- Support the drive toward on-demand, 24/7 learning and the flipped classroom.
- Drive economic development by providing students the skills and experiences they need to give Utah companies the quality workforce that they need.
- Move towards 66% by 2020 P.A.C.E. Goals.

Guiding Principles

- Recognize the complexity and significance of the change management process required for success.
- Technology supports, not supplants, excellent teaching. The key to quality instruction is the teacher.
- Public schools are managed by elected local boards with their own policies, priorities and constituents who prefer local control of the education system for their students.
- Changes to processes require thoughtful planning and preparation to maximize success.
- Sustained ongoing funding and negotiating multiple state contracts provides economies of scale in support of local purchasing control.
- Build on the infrastructure investments and planning teams (including administrators, teachers, parents and students) LEAs have in their schools.
- Provide flexible implementation frameworks for LEAs to craft their technology vision for teaching and learning that includes meeting their needs for equipment, software/curriculum, professional development, infrastructure upgrades, technical support and refresh.
- Leverage LEA expertise in crafting technology processes and digital curriculum for evolving local needs.

For the past four years, the state of Utah, including the local school systems, the USBE, UETN, and the Legislature have been working to best leverage the power of technology for learning. The Legislature created and charged the Utah Digital Teaching and Learning Task Force to combine these efforts to create the following Master Plan for Utah.

Application Requirements

Before an LEA submits an LEA plan to the advisory committee for approval by the Board, an LEA shall:

1. Visit http://www.uen.org/digital-learning/, and read **Utah's Master Plan: Essential Elements for Technology Powered Learning.**

2. Complete the readiness assessment required in Section 53A-1-1405 (*Please note that this assessment takes 4-8 weeks to complete)*
    a. Readiness Assessment Option #1 - Future Ready https://dashboard.futurereadyschools.org/framework
    b. Readiness Assessment Option #1 - North Carolina Digital Learning Progress Rubric http://ncdlplan.fi.ncsu.edu/rubric/

3. Complete the Full Application in cooperation with a representative group of all LEA stakeholders including school administrators, educators, paraeducators, school board members, and parents.

4. Send an LEA Team to a pre-grant submission September Bootcamp conducted by the Superintendent. Require the following individuals to participate:
    - The school district superintendent or charter school executive director; and
    - The LEA's curriculum director; and
    - The LEA's technology director
    - A representative group of school leadership from schools participating in the program; and
    - A member of an LEA's local school board or charter school governing board
    - Optional: Other staff identified by the LEA may participate as selected by the required team members.

Registration is available at:
https://www.surveymonkey.com/r/DTLBootcamp2017

Utah Digital Teaching and Learning Plan Requirements

For the Utah Digital Teaching and Learning Qualified Grant Program, each local education agency (LEA) will need to submit a comprehensive plan for digital teaching and learning for their community. The plan requires LEA's to respond to the following elements with narrative, tables, supporting documents, hyperlinks, etc. There is not a page limit for the plans, as the document should align with your existing goals and infrastructure. To submit a plan to USBE for funding consideration, please respond to each of the following components, which are described in full detail after the overview outline:

LEA Abstract

LEA Overview:

A. LEA's Results on the Readiness Assessment Required in Section 53A-1-1404
B. Inventory of the LEA's Current Technology Resources, Including Software, and a Description of How a LEA Will Integrate Those Resources into the LEA's Implementation of the Three Year Proposed Program

LEA Capacity and Goals:

C. Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program
D. Implementation Process Structured to Yield an LEA's School Level Outcomes

Digital Curriculum – Instructional Tools

E. Description of High Quality Digital Instructional Materials with a Three Year Plan for How an LEA will ensure that Schools Use Software Programs With Fidelity
F. Detailed Three Year Plan for Student Engagement in Personalized Learning Including a Three Year Plan for Digital Citizenship Curricula and Implementation

Personalized Professional Learning

G. Professional Learning

Assessment – Measurable Outcomes

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

Robust Technical Infrastructure

I. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA's Implementation of the Program
J. Technical Support for Implementation and Maintenance of the Program

Data and Privacy

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

Budget and Resources

L. Budget

LEA Abstract for Digital and Personalized Learning Plan:

This section needs to provide a 250-word (or less) overview of the LEA's Digital Teaching and Learning Plan. The overview needs to include:

- An alignment to the vision and guiding principles for digital and personalized learning for all students in the Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)
- Articulation of the long-term goal that will be achieved through implementation of the plan.
- An overview of the implementation steps that will be taken to achieve the long-term goal.

Required Plan Elements:

- *Plan must include an abstract for Digital and Personalized Learning that references the vision and principles in the Utah Master Plan, the long-term goal, and an overview of the implementation steps.*

WPA Abstract

Technology has taken a back seat at Wasatch Peak Academy for the past few years. Our school has experienced a lot of transition in the past year with new leadership and a significant turnover in staff. We have already invested a lot of funding in some basic infrastructure this summer to ensure consistent and safe Internet access for the students and staff. We feel that we are at a jumping off point for technology this year and are ready to improve the student's access to high-quality digital curriculum and SAGE testing materials, but we recognize that mindful groundwork is vital before moving forward. Our long-term goal in to increase student access to technology. This begins with training teachers on using technology to its maximum benefit, updating existing technology, and increasing the amount of time students have access to devices inside their general education classrooms.

LEA Overview:

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

There are two options:

1. Readiness Assessment Option #1 – Future Ready
   https://dashboard.futurereadyschools.org/framework
2. Readiness Assessment Option #1 - North Carolina Digital Learning Progress Rubric
   http://ncdlplan.fi.ncsu.edu/rubric/

This section should include the following items, which are dependent on the readiness assessment tool that your LEA selects:

The Future Ready Assessment – Your 3 page overview, and append your full report (about 60 pages).

The North Carolina Readiness Assessment Tool – Your full checklist, Appendix B, and Appendix C completed.

Please note that this assessment takes 4-8 weeks to complete.

LEA's may request possible use of another readiness assessment to be approved by the Digital Teaching and Learning Advisory Board. All requests must be received and approved prior to August 1, 2017.

Required Plan Elements:

1. *Plan must include a self-assessment summary report from an Advisory Board Approved Digital Teaching and Learning Readiness Assessment Tool.*
2. *The submitted self-assessment tool needs to demonstrate that all required elements and data points requested by the tool were provided.*
3. *The plan must show that all relevant stakeholders were involved in a substantial manner in the Readiness Assessment.*

LEADERSHIP				
	Early	**Developing**	**Advanced**	**Target**
L1 Shared Vision	☐ A school leadership team is being created for the purposes of planning and leading	☐ A school leadership team, consisting of a ***few*** individuals, collaboratively crafts	☐ A school leadership team, consisting of ***many*** individuals, collaboratively crafts *the vision, goals, and*	☐ A ***diverse, representative*** school leadership team, ***consisting of school***

	digital teaching and learning. ☐ A vision for digital teaching and learning has not yet been created. ☐ A planned effort to discuss the eventual vision for digital teaching and learning with faculty, staff, the board, and other stakeholders has not yet been put in place. ☐ There is no consistent effort to have school leaders consistently communicate about digital teaching and learning practices. ☐ *Administrators do not focus on achieving* the "NC Digital Learning Competencies for Administrators."	*the vision* for digital teaching and learning. ☐ A vision for digital teaching and learning *guides school digital education activities*. ☐ School leadership ***annually*** promote the vision for digital teaching and learning *to faculty and staff.* ☐ School leaders *communicate about digital teaching and learning practices, but do not model effective use of digital resources*. ☐ ***Some*** *administrators demonstrate the* ***experienced*** *level of achievement regarding* the "NC Digital Learning Competencies for Administrators."	*strategies* for digital teaching and learning. ☐ The *vision, goals, and strategies* for digital teaching and learning *exist as a self-contained initiative*. ☐ School leadership ***occasionally*** promote the vision for digital teaching and learning *to all stakeholders, including faculty, staff, students, parents, board, and community members*. ☐ School leaders *serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources*. ☐ ***Most*** *administrators demonstrate the* ***experienced*** *level of achievement regarding* the "NC Digital Learning Competencies for Administrators."	***administrators, teachers, students, parents, board members, and community members***, collaboratively crafts *the vision, goals, and strategies* for digital teaching and learning. ☐ The *vision, goals, and strategies* for digital teaching and learning *are integrated as core components of the school's strategic plan and other high-level guiding frameworks*. ☐ School leaders ***consistently*** promote the vision for digital teaching and learning *to all stakeholders, including faculty, staff, students, parents, board, and community members*. ☐ *School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources.* ☐ ***Most*** *administrators demonstrate* ***mastery*** with the "NC Digital Learning Competencies for Administrators."
Evidence, Comments	3	4		
L2 Personnel	☐ The school requires teacher leaders and other faculty to lead, learn, and share together about digital teaching and learning in meetings before or after school. ☐ The school does not yet make digital teaching and learning skills a requirement or priority for any teaching position. ☐ The school does not yet identify teacher-leaders for digital teaching and learning.	☐ The school has *at least* ***one part-time instructional coach*** *for technology or at least one full-time certified school library media coordinator*. ☐ The school recruits, hires, and develops ***a few*** teachers on their faculty to have high quality digital teaching and learning skills. ☐ The school has ***informal pathways to identify current teacher-leaders*** for digital teaching and learning.	☐ The school has *at least* ***one full-time instructional coach*** *for technology and at least one full-time certified school library media coordinator.* ☐ The school recruits, hires, and develops ***many*** teachers on their faculty to have high quality digital teaching and learning skills. ☐ The school has ***informal pathways to identify and develop current and future*** *teacher-leaders* for digital teaching and learning.	☐ The school has *at least* ***one full-time instructional technology facilitator*** *and at least one full-time certified school library media coordinator.* ☐ The school recruits, hires, and develops ***all*** teachers on their faculty to have high quality digital teaching and learning skills. ☐ The school has ***formal pathways to identify and develop current and future teacher-leaders*** for digital teaching and learning.

Evidence, Comments		4	3	

L3 Communication & Collaboration	☐ **Digital tools are *rarely* used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.** ☐ **School leaders *do not yet* maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place *among sub-groups of faculty and staff*.** ☐ **Effective two-way communication *does not yet* take place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.** ☐ ***Communication does not yet take place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning.**	☐ **Digital tools are *occasionally* used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.** ☐ ***Few* school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place *among sub-groups of faculty and staff*.** ☐ **Effective two-way communication *rarely* takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.** ☐ ***Communication rarely takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning.**	☐ **Digital tools are *consistently* used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.** ☐ ***Most* school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place *among sub-groups of faculty and staff*.** ☐ **Effective two-way communication *occasionally* takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.** ☐ ***Occasional, transparent communication takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning.**	☐ **Digital tools are *continuously* used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using ongoing, two-way communication.** ☐ ***All* school leaders maintain a collaborative, transparent digital culture within their school in which the free-flow exchange of school information takes place *among all faculty and staff*.** ☐ **Effective two-way communication *frequently and consistently* takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.** ☐ ***Frequent, transparent communication takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning.**
Evidence, Comments	2	2	3	
L4 Policy	☐ School digital technology policies include language for	☐ School digital technology policies *include an*	☐ School digital technology policies *have shifted from an*	☐ School digital technology policies *incorporate*

	an Acceptable Use Policy, but have not been updated within the past two years and do not yet have a systematic process for consistent policy updates. ☐ School digital technology policies ***are not yet aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan. ☐ ***School policies do not yet mention*** the role of digital technology in a student-centered learning environment.	*Acceptable Use Policy, but do not have a systematic process for consistent or continual policy updates*. ☐ School digital technology policies ***are in the process of being aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan. ☐ ***School leaders are discussing*** the role of digital technology in a student-centered learning environment.	*Acceptable Use Policy to Responsible Use guidelines, but do not have a systematic process for consistent or continual policy updates*. ☐ School digital technology policies ***have been aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan. ☐ ***School leaders have adopted policy regarding*** the role of digital technology in a student-centered learning environment.	*Responsible Use Guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates*. ☐ School digital technology policies ***have been aligned*** to the school's strategic plan and ***explicitly delineate*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan. ☐ ***School leaders have worked with a variety of stakeholder groups to create and adopt policy regarding*** the role of digital technology in a student-centered learning environment *and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.*
Evidence, Comments		6		
L5 Continuous Improvement	☐ The school *is not yet considering* continuous improvement plans for digital learning initiatives. ☐ *Data are not yet being collected or used* related to digital learning initiatives. ☐ Continuous improvement systems have not yet been identified or established.	☐ School leaders *are considering* continuous improvement plans for digital learning initiatives. ☐ ***Limited data*** *are being used* across the school to continuously improve the school's implementation of digital teaching and learning. ☐ *Digital learning initiatives are seen as separate from the rest of the teaching-and-learning process and little effort is given regarding overall evaluation*.	☐ School leaders *have begun to develop* continuous improvement plans for digital learning initiatives. ☐ ***Mostly high-level data*** *(e.g., student grades and test scores) are being used* to continuously improve the school's implementation of digital teaching, *but school leaders are beginning to develop plans for the collection of more nuanced, informative data.* ☐ *Digital learning initiatives are adjusted every 1-2 years based upon*	☐ *A team of stakeholders that includes school leadership and representatives of some other groups such as, school administrators, teachers, parents, students, board, and/or community members have developed* continuous improvement plans for digital learning initiatives *aligned to the school's strategic plan*. ☐ ***Multiple and varied sources of data*** *(e.g., student performance data, classroom*

			summative results of continuous improvement data (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).	*observation data, web analytics, participation tracking, survey data, etc.) are being used* to continuously improve the school's implementation of digital teaching and learning. ☐ *Digital learning initiatives are continuously adjusted based on results of ongoing data collection* (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).
Evidence, Comments	1	2	3	
L6 Procurement	☐ When the school procures their own products, teachers and technical support service staff *are **not yet included** in the procurement decision-making process*, which ***does not yet** include* a pilot period to test the product prior to full purchase. ☐ Digital content procured by the school is purchased ***as a package** (a large bundle of content, such as multiple courses)*. ☐ The accessibility and usability of digital content is not addressed. ☐ Procured licenses for each student and teacher and are not transferrable between individuals as needed.	☐ When the school procures their own products, teachers and technical support service staff ***are occasionally included in a single part** of the procurement decision-making process*, which ***rarely** includes* a pilot period to test the product prior to full purchase. ☐ Digital content procured by the school is purchased ***by course***. ☐ Accessibility and usability of digital content for all students with disabilities or special needs *is partially addressed by at least asking the vendor to provide assurances*. ☐ Procured licenses are *based on enrollment count, and are not licensed to individual students and teachers*.	☐ When the school procures their own products, teachers and technical support service staff ***are included in multiple parts** of the procurement decision-making process*, which ***occasionally** includes* a pilot period to test the product prior to full purchase. ☐ Digital content procured by the school is purchased ***by unit** (a content subcomponent of a course that includes multiple, related topics)*. ☐ Accessibility and usability of digital content for all students with disabilities or special needs *is addressed by providing alternatives for inaccessible content*. ☐ Procured licenses are *based on a flexible licensing model on the number of concurrent users*.	☐ When the school procures their own products, teachers and technical support service staff are ***full participants** in the entire procurement decision-making process*, which ***consistently includes*** a pilot period to test the product prior to full purchase. ☐ Digital content procured by the school is purchased ***by topic** (the smallest division of content, smaller than unit-level content), enabling teachers to customize content from multiple sources and create curriculum tailored to their standards*. ☐ *All digital content is accessible and useable by all students with disabilities or special needs.* ☐ Procured licenses are *based on a flexible licensing model that allows for transferability among*

				users, or on the total enrollment of the school.
Evidence, Comments	2	4		

TECHNOLOGY INFRASTRUCTURE & DEVICES				
	Early	**Developing**	**Advanced**	**Target**
T1 School Networks	☐ Network and Internet connection bandwidth are *not yet sufficient to support average school access needs*. ☐ Wireless access points ***are not yet*** managed by a central controller. ☐ Wireless network is *not yet available in all classrooms, or is not yet sufficient to meet demand.* ☐ Wireless connectivity is *not yet sufficient* to support one device per student with some performance degradation during average use. ☐ Network performance monitoring is *not yet in place.*	☐ Network and Internet connection bandwidth are *sufficient to meet average school access needs (though not peak demand).* ☐ ***Some*** wireless access points are managed by a central controller. ☐ Wireless network access is *generally available in computer labs and classrooms; wireless access is available in some common spaces.* ☐ Wireless connectivity is *sufficient to support one device per student with some performance degradation during average use.* ☐ Network performance monitoring is *in place at MDF and core switching equipment.*	☐ Network and Internet connection bandwidth are *sufficient to support all school access needs with some performance degradation at peak access times.* ☐ ***All*** wireless access points are managed by a central controller. ☐ Wireless access is *available in all instructional and indoor common areas.* ☐ Wireless connectivity is *sufficient to support one device per student without performance degradation during average use.* ☐ Network performance monitoring is *in place for the wired and wireless networks including individual access points.*	☐ Network and Internet connection bandwidth *support all school access needs without performance degradation even during times of maximum use.* ☐ **All** wireless access points are managed by a central controller *with redundancy and traffic routing.* ☐ Wireless access is *available and reliable in all instructional spaces and indoor/outdoor common areas.* ☐ Wireless connectivity is *sufficient to support two or more devices per student without performance degradation during average use.* ☐ Network performance monitoring is *in place for the wired wireless network and can measure usage at the device level.*
Evidence, Comments	1	4	6	

T2 End-User Devices	☐ **School-owned devices are available *in a fixed location on a limited or scheduled basis for teacher and learner use.*** ☐ **School-owned devices are *not yet configured for remote management or update.*** ☐ **Standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications) *do not yet exist.*** ☐ **School does *not yet allow students to bring their own devices.***	☐ **School-owned devices are available *to entire classes on a rotating basis in the classroom for teacher and learner use.*** ☐ ***Some* school-owned devices are *configured for remote management or update.*** ☐ ***Some school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).** ☐ **School *allows students to bring any devices.***	☐ **School-owned devices are available *to all students and teachers during the school day.*** ☐ **School-owned devices are *configured for remote management or update at the school.*** ☐ ***Most school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).** ☐ **School *provides support for schools to implement a "Bring Your Own Device" (BYOD) program.***	☐ **School-owned devices are available *to all students and teachers 24/7.*** ☐ **School-owned devices are *configured for remote management or update across the school.*** ☐ ***All school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).** ☐ **School *requires BYOD, student-owned devices used on campus to meet specifications that ensure they can be used for core learning applications.***
Evidence, Comments	1	4	3	

T3 Learning Environments	☐ **All instructional spaces *do not yet have a dedicated large display.*** ☐ **Classrooms have *fewer than five power receptacles available for student use*.** ☐ **Peripheral devices (e.g., document cameras, 3-D printers, assistive/adaptive devices, etc.) are not yet available in the classroom, or do not function.**	☐ **All instructional spaces *have a large display system that is hard-wired to a single device*.** ☐ **Classrooms have *enough receptacles to allow students to rotate for access to power*.** ☐ **Peripheral devices are available *for use in the classroom, are functional, but are only for teacher use*.** ☐ **A *few* learning spaces are designed and furnished to provide flexibility for**	☐ **All instructional spaces *have a large <u>fixed</u> display system that is hard wired to a single device*.** ☐ **Classrooms have *sufficient power receptacles available, but are not conveniently located for student use*.** ☐ **Peripheral devices are available *in the classroom and can be used by students*.** ☐ ***Many* learning spaces are designed and**	☐ **All instructional spaces *have a large display system with the ability to show teacher and student screens wirelessly*.** ☐ **Classrooms have *sufficient power receptacles available, located in positions that allow students to charge devices*.** ☐ **Peripheral devices are available *in the classroom and controlled by both teacher and student devices*.**

	☐ **Learning spaces are *not yet* designed and furnished to provide flexibility for students to work individually and collaboratively.**	**students to work individually and collaboratively.**	**furnished to provide flexibility for students to work individually and collaboratively.**	☐ ***All* learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.**
Evidence, Comments		4	6	
T4 Technical Support	☐ Technical support *response time **is** a barrier to instructional delivery and normal business operations*. ☐ Technical support *response time is typically **more than four days***. ☐ Technical support is *provided primarily by Instructional personnel* (e.g., instructional technology facilitators, coaches, or other instructional positions). ☐ *No defined technical support procedures exist yet*. ☐ Technical *support requests are not yet tracked*. ☐ *Inventory* of digital technology assets (i.e. counts of devices) *has been formalized*.	☐ Technical support *responses **are sometimes** a barrier to instructional delivery and normal business operations*. ☐ Technical support *is available within **two to three business days**, in most cases.* ☐ Instructional *personnel provide "first level" technical support*. ☐ A technical support procedure exists only at the individual school level. ☐ Technical support *requests are tracked, but are not reviewed for trends.* ☐ *Inventory and tracking* of portable digital technology *assets is cataloged and linked to individuals.*	☐ Technical support *responses **are rarely** a barrier to instructional delivery and normal business operations*. ☐ Technical support is *available within **24 hours**, in most cases*. ☐ Instructional *personnel serve as back-up technical support*. ☐ A well-defined technical *support procedure is in place, but is not consistently enforced*. ☐ Technical support *requests are tracked and reviewed for trends periodically.* ☐ *Inventory and tracking of portable and fixed digital technology assets is catalogued and linked to individuals and spaces*.	☐ Technical support **is *available** enough that instructional and business operations are minimally impacted.* ☐ Technical support is *generally available **within the same day***. ☐ Technical *support does not rely primarily on instructional technology facilitators, coaches, or other instructional positions*. ☐ *A well-defined technical support procedure is in place and consistently enforced*. ☐ Technical *support requests are logged, tracked, and annotated*. ☐ *Inventory and tracking of portable and fixed technology* assets is *catalogued and linked to individuals and spaces and incorporates repair history and refresh plans.*
Evidence, Comments	2	4	6	

T5 Network Services	☐ **Equipment is replaced *at the point of failure.*** ☐ **Single-sign-on *is not yet in use.*** ☐ **Content filtering *is not yet differentiated by user type*.**	☐ **Equipment is replaced *sporadically as funding is available.*** ☐ **Single-sign-on *is in use only for basic services (i.e., network logins,***	☐ **A routine and comprehensive replacement cycle exists *for some* devices and digital technology infrastructure.**	☐ **A routine and comprehensive replacement cycle exists *for all* devices and digital technology infrastructure.**

	☐ **Content filtering *exclusively restricts and often prevents teachers and students from accessing instructional tools/resources.*** ☐ **Guest devices *do not yet have wireless access*.**	***content filtering, and email systems).*** ☐ **Content filtering *is differentiated by staff and students*.** ☐ **Content filtering *sometimes prevents the use of some instructional websites*.** ☐ **Upon request guest devices can be connected to the school wireless network.**	☐ **Single-sign-on *is in use for basic services and some additional applications*.** ☐ **Content filtering *is differentiated by school level and user role*.** ☐ **Content filtering *seldom prevents the use of instructional websites*.** ☐ **Guest devices can connect to the school wireless network but no system is in place for access control.**	☐ **Single-sign-on *and identity management are integrated across all applications.*** ☐ **Content filtering *is in place at the school level, grade level, and by user role.*** ☐ **Content filtering *does not restrict Internet usage beyond legal requirements and local responsible use policies*.** ☐ **Guest devices connect to the school wireless network through a system with multiple and varied rates and that tracks users.**
Evidence, Comments	3	2		4

T6 Outside of School	☐ ***Fewer than 50%* of teachers and students have Internet/broadband access outside the school day.** ☐ **Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are not yet established*.** ☐ **Commercial Internet/broadband providers *do not yet offer discounts* for rural or economically disadvantaged families.** ☐ **Student and teacher devices *are not yet filtered* off-premises.**	☐ ***50% of* teachers and students have Internet/broadband access outside the school day *at least two days per week.*** ☐ **Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are brief and rare*.** ☐ **Commercial Internet/broadband providers *offer modest discounts* for rural or economically disadvantaged families.** ☐ ***Limited content filtering* operates on student and teacher devices off-premises.**	☐ ***Most* teachers and students have Internet/broadband access outside the school day *3-5 days per week.*** ☐ **Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *exist with a small number of organizations or individuals*.** ☐ **Commercial Internet/broadband providers *offer substantial discounts* for rural or economically disadvantaged families.** ☐ ***Sufficient content filtering* operates on *student devices***	☐ ***All* teachers and students have Internet/broadband access outside the school day *6-7 days a week.*** ☐ **Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are continuous and leverage multiple types of organizations*.** ☐ **Commercial Internet/broadband providers *offer free service* for rural or economically disadvantaged families** ☐ ***Sufficient content filtering* operates on *student and teacher***

			when they are off-premises.	***devices* when they are off-premises.**
Evidence, Comments	3		3	

PROFESSIONAL LEARNING				
	Early	**Developing**	**Advanced**	**Target**
P1 Professional Learning Focus	☐ Professional learning for digital teaching and learning focuses on ***sharing basic information about*** *digital technology tools and resources*. ☐ Professional learning on pedagogy in a digital learning environment *has not yet been provided.* ☐ Professional learning for digital teaching and learning ***has not yet been provided*** *on content-specific strategies for implementation into the curriculum.* ☐ Professional learning for digital teaching and learning *does not yet focus on blended learning.* ☐ Educators *are not given clear expectations for how and why technology will or should be used with students.* ☐ *Educators are not yet exploring different blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models).	☐ Professional learning for digital teaching and learning focuses on ***engaging with*** *digital technology tools and resources*. ☐ Professional learning on pedagogy in a digital learning environment *introduces digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).* ☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies for implementation into the curriculum* ***for CCSS subjects*** *(ELA, mathematics).* ☐ Professional learning for digital teaching and learning focuses on *the use of digital learning tools, but not on changing instructional practices to support blended learning.* ☐ Educators *are aware of expectations for how and why technology will or should be used with students.* ☐ *Occasional access to instructional support to fully use blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) *in their teaching is provided*.	☐ Professional learning for digital teaching and learning focuses on ***curriculum planning integrated with*** *digital technology tools and resources.* ☐ Professional learning on pedagogy in a digital learning environment *explores digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.) for the effective uses of digital technology to support instructional strategies*. ☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies implementation into the curriculum* ***for ELA, mathematics, social studies, and science***. ☐ Professional learning for digital teaching and learning focuses on *the use of digital learning tools and changing instructional practices to support blended learning.* ☐ Educators *are able to articulate expectations for how and why technology is used with students*. ☐ *Professional learning on blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or	☐ Professional learning for digital teaching and learning focuses on ***curriculum planning and student-learning activities integrated with*** *digital technology tools and resources.* ☐ During professional learning on pedagogy in a digital learning environment, *teachers reflect on and revise their implementation of digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).* ☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies for implementation into the curriculum* ***for ALL subject areas***. ☐ Professional learning for digital teaching and learning focuses on *changing instructional practices to support blended learning and using data to inform instruction.* ☐ Educators *demonstrate their understanding and ability to meet expectations to transform student-learning by skillfully applying strategic, advanced use of digital technology in their instruction*.

			multiple models) *have been offered and pilot classrooms are in use.*	☐ *Educators are implementing different blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) *regularly*.
Evidence, Comments	6			
P2 Professional Learning Format	☐ Professional learning for digital teaching and learning is typically delivered *in a large-group via lecture.* ☐ Professional learning for digital teaching and learning is designed to address *large group needs as determined by school goals or initiatives.* ☐ Professional learning for digital teaching and learning *does not yet include ongoing support through coaching, mentoring, or learning communities.* ☐ Professional learning for digital teaching and learning *is rarely delivered in face-to-face or synchronous settings.* ☐ Educators *do not yet have the opportunity to discuss digital learning in professional learning community meetings.*	☐ Professional learning for digital teaching and learning is typically delivered *in small group settings via lecture.* ☐ Professional learning for digital teaching and learning is designed to address *large group needs identified through perceptions of school leaders.* ☐ Professional learning for digital teaching and learning *includes ongoing support through coaching, mentoring, and/or learning communities.* ☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings.* ☐ Educators *occasionally share lessons and activities about digital learning through infrequent professional learning community meetings (e.g., quarterly early release days).*	☐ Professional learning for digital teaching and learning is typically delivered *in small group settings using an appropriate pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable).* ☐ Professional learning for digital teaching and learning is designed to address *large group needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs).* ☐ Professional learning for digital teaching and learning *includes ongoing support through coaching, mentoring, and professional learning communities.* ☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings and informal opportunities are encouraged.* 1. Educators *frequently share lessons and activities about digital learning in their regular professional learning communities by connecting with and learning from educators, administrators, and industry experts locally (e.g., weekly common*	☐ Professional learning for digital teaching and learning is typically delivered *in small group settings using multiple pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable).* ☐ Professional learning for digital teaching and learning *is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs).* ☐ Professional learning for digital teaching and learning *includes ongoing support through peer observation, assessment, coaching, modeling, professional learning communities, and mentoring.* ☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning.* 2. Educators *share lessons and activities about digital learning in their regular professional learning communities by connecting with*

			planning periods, content-specific PLCs, cross-team collaborations).	*and learning from educators, administrators, and industry experts, locally, nationally, and globally (e.g. common planning periods, content-specific PLCs, cross-team collaborations, social media, etc.).*
Evidence, Comments	5			
P3 Professional Learning	☐ *Educators are responsible for pursuing* professional learning for digital teaching and learning *independently.* ☐ **Administrators *do not yet participate*** *in* professional learning on digital transitions (i.e. content, instruction, and assessment). ☐ *Educators **are not yet encouraged*** to pursue professional learning opportunities on blended learning *regarding specific digital implementations.*	☐ School provides *some professional learning for digital teaching and learning typically available after school or during planning time*. ☐ ***Some administrators participate*** *in professional learning on digital transitions* (i.e. content, instruction, and assessment). ☐ *Educators **are encouraged*** to pursue professional learning opportunities on blended learning *regarding specific digital implementations.*	☐ School provides *multiple opportunities to meet the professional learning needs of all educators, including some release time to participate in professional learning opportunities*. ☐ ***All administrators participate*** *in* professional *learning on leading digital transitions* (i.e. content, instruction, and assessment). ☐ *Educators **are expected*** to pursue professional learning opportunities on blended learning *specific to their role and/or content area.*	☐ School provides *multiple and varied opportunities to meet the individual professional learning needs of all educators, including some release time to participate in professional learning opportunities.* ☐ ***All administrators participate*** *in professional learning on leading digital transitions* (i.e. content, instruction, assessment), *including evaluating authentic digital learning and teaching.* ☐ *Educators **are expected*** to pursue professional learning opportunities on blended learning *specific to their role and/or content area to support continuous growth, instructional gain, and communication with stakeholders.*
Evidence, Comments	1	4		

CONTENT & INSTRUCTION				

	Early	Developing	Advanced	Target
C1 Educator Role	Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are not yet being addressed.* *Teachers **do not focus on achieving skills*** in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B). Educators are not yet empowered to customize digital content from any sources. *Educators are the primary source of information; student learning and work is primarily an individual task*. *Educators **do not yet make** evidence based decisions* when and implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators ***do not engage** in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.	Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the teacher-level and are not systemic.* *Most teachers achieve the **"novice"** level* in the "NC Digital Learning Competencies for Teachers" (See Glossary in Appendix B). Educators are empowered to customize digital content *from a **few** sources*. *Educators are the primary source of information, however, students may contribute; some collaborative group work is used in the learning process.* *Educators **are encouraged to shift** to evidence based decision-making* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators ***occasionally engage** in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), and recalibration of teaching methods.	Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the school-leader level and are not systemic.* *Most teachers achieve the **"experienced" level*** in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B). Educators are empowered to customize digital content *from **many** sources*. *Educators and, frequently, students, gather resources to support learning; collaborative groups are frequently employed for learning; collaborative digital tools such as chat rooms, wikis, blogs, etc., are frequently used as age appropriate*. *Educators **are beginning to apply** evidence based decision-making* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators ***are at the beginning stages of engaging** in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.	Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the school level and are systemic.* *Most teachers achieve the **"mastery" level*** in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B). Educators are empowered to customize digital content *from **unlimited** sources*. *Students and educators are partners in learning; both students and educators discover and contribute resources to support learning in publically accessible venues; use of digital tools such as chat rooms, wikis, blogs, etc., is common as age appropriate; emphasis on connected, networked learning is ongoing*. *Educators **apply** the relevant evidence base* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data. Educators ***engage** in problem solving through continuous* planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.

Evidence, Comments	2	6	3	
C2 Student-Centered Learning	☐ Students do not participate in digital learning activities that develop critical thinking, communication, collaboration, and creativity skills. ☐ *Students do not have the ability* to use digital tools to select their own learning paths. ☐ ***Few*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.	☐ Students *have **a few** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. ☐ *Students have **a few** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences. ☐ ***Some*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.	☐ Students *have **many** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. ☐ *Students have **many** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences. ☐ ***Many*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.	☐ All students *have **consistent** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively. ☐ *All students have **consistent** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences. ☐ ***All*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.
Evidence, Comments		6		
C3 Data-Informed Instruction	☐ Educators ***do not use*** digitally-enhanced formative and summative assessments as a part of the teaching and learning process. ☐ Teachers make *limited use of student data from state level systems.* ☐ Educators ***do not yet*** *use* digital performance data and/or related digital tools *to assess student learning*. ☐ Educators *do not yet use* digital tools to analyze student data.	☐ Educators ***use*** *some* digitally-enhanced formative and summative assessments as a part of the teaching and learning process. ☐ Teachers *use learner profiles to plan instruction at the classroom level*. ☐ Educators ***occasionally*** *use* digital performance data and/or related digital tools *to assess student learning*. ☐ Educators *occasionally use* digital tools to analyze student data.	☐ Educators ***use multiple opportunities to integrate*** digitally-enhanced formative and summative assessments as a part of the teaching and learning process. ☐ Teachers and students *use learner profiles to make just in time adjustments for differentiated instruction.* ☐ Educators ***frequently*** *use* digital performance data and/or related digital tools *to empower students to self-assess, monitor their own learning, and engage in metacognition*. ☐ Educators ***occasionally*** *use* digital tools to analyze *both quantitative and*	☐ Educators ***seamlessly*** *integrate* digitally-enhanced formative and summative assessments as a part of the teaching and learning process. ☐ Teachers and students *use learner profiles to personalize learning at the student level.* ☐ Educators ***regularly*** *use* digital performance data and/or related digital tools *to empower students to self-assess, monitor their own learning, and engage in metacognition*. ☐ Educators ***frequently*** *use* digital tools to analyze *both quantitative and qualitative student data and apply*

			qualitative student data and apply findings to the instructional process (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice).	*findings to the instructional process* (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice).
Evidence, Comments	1	6		
C4 Digital Citizenship	☐ Educators ***do not yet*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. ☐ Educators ***do not yet*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. ☐ Educators ***do not yet*** engage in responsible and professional digital social interaction. ☐ Educators ***do not yet*** teach and require students to apply digital citizenship best practices and responsible digital social interaction. ☐ Educators ***do not yet*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.	☐ Educators ***occasionally*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. ☐ Educators ***occasionally*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. ☐ Educators ***occasionally*** engage in responsible and professional digital social interaction. ☐ Educators ***occasionally*** teach and require students to apply digital citizenship best practices and responsible digital social interaction. ☐ Educators ***rarely*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.	☐ Educators ***frequently*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. ☐ Educators ***frequently*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. ☐ Educators ***frequently*** engage in responsible and professional digital social interaction. ☐ Educators ***frequently*** teach and require students to apply digital citizenship best practices and responsible digital social interaction. ☐ Educators ***occasionally*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.	☐ Educators ***consistently*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines. ☐ Educators ***consistently*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work. ☐ Educators ***consistently*** engage in responsible and professional digital social interaction. ☐ Educators ***consistently*** teach and require students to apply digital citizenship best practices and responsible digital social interaction. ☐ Educators ***frequently*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
Evidence, Comments	1	8		

DATA & ASSESSMENT				
	Early	**Developing**	**Advanced**	**Target**
D1 Learner Profiles	☐ *Digital student learner profiles are **not available**.* ☐ School administrators ***make limited use** of student data from state level systems.* ☐ Teachers ***do not yet*** facilitate student use of their own digital performance data.	☐ *Digital student learner profiles **exist** and include historical student performance data;* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. ☐ School administrators ***use** learner profiles to make general plans to support **schoolwide instructional goals**.* ☐ Teachers ***rarely*** facilitate student use of their own digital performance data, so the student may monitor their own learning progress.	☐ *Digital student learner profiles **exist** and include historical student performance data **and real-time formative assessment** data;* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. ☐ School administrators ***use** learner profiles to support **schoolwide instructional goals at the grade/subject level**.* ☐ Teachers ***occasionally*** facilitate student use of their own digital performance data, so that the student may monitor their own learning progress, reflect on their own learning, and engage in metacognition.	☐ Digital student learner *profiles **exist** and include historical student performance data, real-time formative assessment data, **information on student learning differences, and other informal education information** (student interests, clubs, etc.);* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws. ☐ School administrators ***use** learner profiles to support **schoolwide instructional goals at the classroom level**.* ☐ Teachers ***frequently*** facilitate student use of their own digital performance data, so that the students may monitor their own learning progress, reflect on their own learning, and engage in metacognition.
Evidence, Comments	1	4		
D2 Data Use Culture	☐ The faculty, administrators, students, board, and school stakeholders ***have not yet begun to build* a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. ☐ The faculty, administrators,	☐ The faculty, administrators, students, board, and school stakeholders ***are just beginning to build* a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. ☐ The faculty, administrators,	☐ The faculty, administrators, students, board, and school stakeholders **are *in the middle of building* a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. ☐ The faculty, administrators,	☐ ***A school culture exists** in which* faculty, administrators, students, board, and school stakeholders understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results. ☐ ***A school culture exists** in which* faculty,

	students, board, and school stakeholders ***have not yet begun to build*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. ☐ School administrators ***do not yet encourage or support*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. ☐ Teachers ***rarely*** use multiple and varied assessments to monitor student learning. ☐ Teachers and administrators ***are not yet provided with access*** to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting students learning data.	students, board, and school stakeholders ***are just beginning to build*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. ☐ School administrators ***encourage*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. ☐ Teachers ***occasionally*** use multiple and varied assessments to monitor student learning. ☐ Some teachers and administrators ***are provided with occasional access*** to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are large group sessions*** *and are not available based upon the teachers' level of knowledge.*	students, board, and school stakeholders ***are in the middle of building*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement. ☐ School administrators ***encourage and support*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. ☐ Teachers ***frequently*** use multiple and varied assessments to monitor student learning. ☐ All teachers and administrators ***are provided with at least annual access*** to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are large group sessions*** *and are not available based upon the teachers' level of knowledge.*	administrators, students, board, and school stakeholders understand and agree that measures of student learning growth and valued, instead of measures of student achievement. ☐ School administrators ***encourage, support, and prioritize*** the use of effective teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests. ☐ Teachers ***consistently*** use multiple and varied assessments to monitor student learning. ☐ All teachers and administrators ***are provided with at least annual access*** to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are available based upon the teachers' level of knowledge*** *(e.g. beginner, intermediate, or advanced).*
Evidence, Comments		8	3	

Appendix A. Scoring Sheet

School Name: Wasatch Peak Academy

Date Rubric Completed: 7/18/17

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

School administrators: Amy Pilkington

School staff: Matt Keller

Teachers: Katie Sano, Parisa Badizadegan

Individual Section Scores

Early = 1 **Developing = 2** **Advanced = 3** **Target = 4**

Leadership	Score
L1 Shared Vision	1
L2 Personnel	2
L3 Communication & Collaboration	2
L4 Policy	2
L5 Continuous Improvement	2
L6 Procurement	2
Overall Leadership Score	**11**

Technology Infrastructure & Devices	Score
T1 School Networks	2
T2 End-User Devices	2
T3 Learning Environments	2
T4 Technical Support	2
T5 Network Services	2
T6 Outside of Schools	1
Overall Tech Infrastructure & Devices Score	**11**

Professional Learning	Score
P1 Professional Learning Focus	1
P2 Professional Learning Format	1
P3 Professional Learning Participation	2
Overall Professional Learning Score	**4**

Content & Instruction	Score
C1 Educator Role	2
C2 Student Centered Learning	2
C3 Data-Informed Instruction	2
C4 Digital Citizenship	2
Overall Content & Instruction Score	**8**

Data & Assessment	Score
D1 Learner Profiles	2

D2 Data Use Culture	2
Overall Data & Assessment Score	**4**

Main Area Overall Scores and School Overall Rubric Score:

Digital Learning Progress	Score
Leadership	11
Technology Infrastructure & Devices	11
Professional Learning	4
Curriculum & Instruction	8
Data & Assessment	4
Overall DLP Rubric Score	**38**

Our school's overall rank on the North Carolina Digital Learning Progress Rubric for Schools:

EARLY (0-21) **DEVELOPING** (22-42) **ADVANCED** (43-63) **TARGET** (64-84)

Appendix B. Glossary

Rubric Term	Definition
24/7	Available and accessible twenty-four hours per day, seven days per week
24/7/365	Available and accessible twenty-four hours per day, seven days per week, three hundred sixty-five days per year
4 C's	The 21st century skills considered the most important for K-12 education: critical thinking, communication, collaboration, and creativity
Acceptable Use policies	Traditionally, acceptable use policies were interchangeable with "terms of use," establishing baseline behavior for users of a given technology, product, or service; these policies are often written passively and in consideration of what the minimum acceptable behavior might be in a given scenario; there is little or no information offered that might aid users in determining responsible behaviors in a given scenario; these policies are often taken only at face value
Benchmark assessment	Short assessments administered throughout the school year that give teachers immediate feedback on the degree to which students are meeting academic standards; regular use of benchmark assessments is seen as a tool to measure student growth across cohorts and design curriculum to meet learning needs; benchmark assessments are typically standardized at the school or district level
Bring Your Own Device (BYOD)	Programs, policies, and procedures for students and employees to connect personally-owned computers, tablets, and cell phones to school networks for instructional and business purposes
CIPA	The Children's Internet Protection Act (CIPA) is federal law enacted in 2000 to address concerns about children's access to obscene or harmful content over the Internet; CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the federal E-rate program

Classroom display systems	Commonly referred to as CRS (classroom response systems), these interactive tools exist in many forms developed by a variety of vendors, but operate on the same fundamental concept: students use hand-held devices to respond to multiple choice or polling questions, then their responses are gathered by a central receiver, combined, and totals are immediately projected back for all to see
Collaboration	Students: demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work; and value the individual contributions made by each team member *(adapted from p21.org)*
Communication	Students: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions; use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade); use multiple media and technologies, and know how to judge their effectiveness and assess their impact; and communicate effectively in diverse environments *(adapted from p21.org)*
Confidentiality policies	Policies which ensure that information is accessible only to those with authorization and that the information is protected throughout its lifecycle; these policies imposes boundaries on the amount of personal information and data that can be disclosed without consent, and allow individuals to feel secure giving sensitive information and trust that their privacy is being protected
Creativity	Students: think creatively, using a wide range of idea creation techniques like brainstorming, creating new and worthwhile ideas, and elaborating, evaluating, and refining their ideas; work creatively with others by developing and communicating new ideas with others, being open to diverse perspectives, incorporating feedback, viewing failure as an opportunity to learn, understanding creativity as a cyclical process; and implement innovations by acting on creative ideas to make a tangible and useful contribution *(adapted from p21.org)*
Critical thinking	Students: use various types of reasoning, like inductive, deductive, etc., as appropriate to the situation; use systems thinking by analyzing how parts of a whole interact with each other to produce overall outcomes; make judgements and decisions by effectively analyzing and evaluating evidence, arguments, claims and beliefs, synthesizing and making connections between information and arguments, and reflecting critically on learning experiences; and solve different kinds of non-familiar problems in both conventional and innovative ways, asking significant questions that clarify various points of view and lead to better solutions *(adapted from p21.org)*
Data privacy	Information privacy, or data privacy or data protection, is the relationship between collection and dissemination of data, digital technology, the public expectation of privacy, and related laws; data privacy is undergirded by the understanding that an individual's data – particularly related to online activity and accounts and content creation – is to remain confidential and in compliance with federal (including CIPA and FERPA), state, and local laws
Digital learning competencies	The North Carolina Department of Public Instruction has created two formal sets of "North Carolina Digital Learning Competencies" – a set for teachers and a set for administrators
Digital learning	Any instructional practice that effectively uses digital technology to strengthen a student's learning experience; it includes a focus on the following instructional characteristics: personalized learning; advancement based on mastery of content and competency in

	application; anywhere and anytime learning; student-centered instruction; digital content; assessments that are integrated into learning activities; and project-based learning activities
Discretionary funds	Monies specifically allocated to cover unforeseen costs as well as to fund those efforts and initiatives that may not require their own budget line
District Leaders	May include but is not limited to: members of administration, e.g. superintendent, assistant superintendent; instructional technology staff; curriculum and instruction staff; career and technical education staff; finance officers; and representatives from school leadership.
FERPA	FERPA (Family Educational Rights and Privacy Act of 1974) is a federal law ensuring the rights and privacy of students and parents, particularly in relation to personally identifiable information (PII), learning progress, additional relevant student information, and educational determinations
Formal pathways	Clear, well-developed set(s) of standards, actions, responsibilities, and performance indicators to identify, develop, and recruit teachers into roles and positions of leadership; teachers are aware of the specific tasks and steps outlined for them, particularly those desiring to assume additional responsibilities
Formative assessment	Formative assessment is a diagnostic process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes
Global awareness	Using 21st century skills to understand and address global issues; learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts; understanding other nations and cultures, including the use of non-English languages *(from Partnership for 21st Century Learning, more information at http://www.p21.org/about-us/p21-framework/256)*
Informal pathways	Unspoken, undocumented, and typically subjective means by which teachers assume additional leadership opportunities and responsibilities; there are no clear standards or metrics for identifying or developing leadership potential
Instructional Technology Facilitator	An instructional coach who supports teachers with the selection, training, and implementation of digital tools into classroom instruction
Job-embedded	Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; it is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement *(adapted from Croft, et al., 2010)*
Just-in-time learning	The acquisition of knowledge or skills at the times they are needed rather than in advance or following
Learner profiles	Suite of information describing an individual student, including but not limited to: performance, learning styles, extracurricular interests, etc.; the profiles are consistent between grade levels, accounting for new knowledge, standards, and expectations at each grade level
Learning management system (LMS)	A tool or platform used to deliver, track, and manage the distribution of instructional content and used to manage learner interactions; learning management systems can perform tasks such as: distribution and allowance for online submission of student work; online assessment;

	presentation of instructional content; facilitation of teacher feedback on student work; and facilitation of teacher-student and student-student discussions
Learning modalities	Refer to how students use their senses in the learning process; four modalities are commonly considered: visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching); the more modalities that are activated during a lesson, the more learning will take place
Main distribution frame (MDF)	The location and equipment for connecting external connections (internet/WAN connection) to the internal network
Makerspaces	A makerspace is a place where students and all individuals present can gather to create, invent, tinker, explore and discover using a variety of tools and materials; they provide a physical laboratory for inquiry-based learning; makerspaces give room and materials for physical learning; these spaces can easily be cross-disciplinary and students can find their work enriched by contributions from others students; students often appreciate the hands-on use of emerging technologies and the opportunity to explore the kind of experimentation that leads to a completed project *(adapted from Educause Education Learning Initiative "7 Things About Makerspaces)*
Managed services	Outsourcing day-to-day management and maintenance responsibilities for network services and applications as a method for improving operations and reducing expenses; managed services are also often used for bundled content, student information systems, learning management systems, mobile device management, professional development, network management, etc.
Multiple and varied assessments	A collection of at least two or more assessments that collectively portray a more complete picture of students' true learning accomplishments and ability, addressing the problem that no one assessment can capture a students' learning or ability; the collection may include portfolios, performance-based assessments, assessments showing mastery, formative assessments, summative assessments, standardized test, etc.
NC Digital Learning Competencies for Teachers	Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/
NC Digital Learning Competencies for Administrators	Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/
Parent portal	A digital platform which allows parents to stay informed and engaged in their child's education; a parent portal gives parents and guardians real-time access to their child's most recent instructional activities, performance, teacher feedback, etc., as well as access to their child's grades, schedule, contact information, etc.
Performance degradation	A deterioration in network reliability or speed caused by factors such as interference or heavy use
Performance-based assessment	A type of assessment in which students demonstrate the knowledge and skills they have learned; often students are asked to create a product or a response or to perform a specific task or set of tasks; performance-based assessments measure how well students can apply or use what they know, typically in real-world or simulated situations
Professional learning	High quality professional learning, in most ideal form, is personalized, job-embedded, ongoing, and interactive; *Learning Forward (learningforward.org),* national leader for educator

	professional development, has outlined 7 standards for professional learning that increases educator effectiveness and results for all students: - occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment; - requires skillful leaders who develop capacity, advocate, and create support systems for professional learning; - requires prioritizing, monitoring, and coordinating resources for educator learning; - uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning; - integrates theories, research, and models of human learning to achieve its intended outcomes; - applies research on change and sustains support for implementation of professional learning for long-term change; and • aligns its outcomes with educator performance and student curriculum standards
Professional Learning Community (PLC)	The core principals of a high quality PLC are: (1) the PLC's work starts from the assumption that "the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn;" (2) educators in a high quality PLC all "recognize that they must work together to achieve their collective purpose of learning for all, therefore, they create structures to promote a collaborative culture" in their PLC; (3) high quality PLCs "judge their effectiveness on the basis of results, so the focus of team goals shifts from, 'we will adopt the Junior Great Books program' or 'we will create three new labs for our science course,' to 'we will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent' or 'we will reduce the failure rate in our course by 50 percent.'" See: DuFour, R. (2004). What is a Professional Learning Community? *Educational Leadership, 61* (8), 6-11.
Project-based learning	A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge; *The Buck Institute (bie.org)*, national leader for project-based learning, outlines the following 7 Essential Project Design Elements for Gold Standard PBL: - challenging problem or question - sustained inquiry - authenticity - student voice and choice - reflection - critique and revision - public product The Buck Institute also outlines the following Teaching Practices for Gold Standard PBL: - design and plan - align to standards - build the culture - manage activities - scaffold student learning - assess student learning - engage and coach
Refresh cycles	A regular, consistent schedule for replacing technology equipment

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

Two-way communication	A process in which two people or groups can communicate reciprocally and exchange ideas; digital platforms with two-way communication allow for both parties to express themselves and receive information from the other
Vertically-aligned	Educational frameworks (practices, content strands, etc.) that are consistently applied across grade-levels with modifications for the developmental level of the students at each grade-level

Appendix C. Data Interpretation Guide

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

PHASE	GUIDING QUESTIONS
Explore	- Do your rubric results resonate? - Any surprises? Why? - Any disappointments? Why? - Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case?
Identify 3-4 questions that emerge as your review your data.	1. What types of devices and infrastructure do we need to procure in order to increase our level of readiness? 2. How can we create procedures and policies for our school that are aligned to Utah standards for digital citizenship as well as a strong digital school culture? 3. How can we provide more technology-related professional development for teachers that is relevant to our digital teaching and learning goals?
Interpret	- What do the results mean? How would you summarize the data? - What is working really well in your school? What is not? - What are the critical points or trends you saw in the data? - At your school, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders?
Document at least 3 takeaways from your review of your data.	We have had a significant change in staff and leadership at the school in the past few weeks/months. In many ways the school is at a beginning level because of this transition—the previous leadership in the school prioritized other things over technology in the past few years and as such there is no existing, sustainable technology improvement plan. In some ways this is a challenge, in other ways an advantage. Wasatch Peak Academy has a dedicated team in place that is committed to

	growth in this area. After finishing the self-evaluation, we have a much clearer and more cohesive picture of where we want to go.
Act	- What does this rubric data tell you about efforts you should prioritize now? Next school year? - What changes are you going to make based on this data? - How do these data inform local policy?
Identify two things you should do based on the data and who in your school should be involved in next steps.	W will review our technology plan and make continual improvements based on frequent data analysis and annual comprehensive surveys. This year, we will create and implement a comprehensive curriculum for digital citizenship and computer skills (i.e. typing speed; navigating the internet safely; creating Word, PowerPoint, and Excel documents). Additionally, we will increase and improve our teacher training on computer use and utilizing online resources so that when we add student devices, the teachers can effectively teach the students. Within the next two years, we aim to increase student access to computers in the classrooms for academic use within the Utah core curriculum.
Share	- How should you share your interpretation of the data with staff? Parents? District? School board? - Who should have this information? - How can your data support current or ongoing initiatives in your school? - What is your vision for getting additional input as you go through the planning process?
Note how and with whom this data should be shared.	The data should be shared with the school board, teachers, students, and parents in the following ways: meetings; trainings; and Parent Newsletter (Wednesday Note).
Collect	- What local data do you already have available? - What new data do you need to collect? - What about qualitative data?
List other data you already have available and additional data that you need.	We have summative student assessments. We would like to see a consistent and increased collection and use of data in the following: • Formative Assessments • Benchmark Assessments (i.e. SAGE) • Monthly grade-level meetings to evaluate the assessments and incorporate the results in daily instruction • Student work samples with rubrics

B. Inventory of the LEA's Current Technology Resources, Including Software, and a Description of How a LEA Will Integrate Those Resources into the LEA's Implementation of the Three Year Proposed Program

Part A. Inventory of LEA's Current Technology Resources, Including Software

This section should articulate a commitment to continue to engage in existing inventory efforts. Please visit http://www.uen.org/digital-learning/taskforce.shtml and utilize the Utah School Technology Inventory Tool to find relevant data for this aspect of the plan. (You can contact resources@uen.org if you need additional assistance procuring your inventory data.)

See Attached List of Resources

We will use the existing technology to train teachers and implement a digital citizenship and computer skills curriculum. Students currently have access to classroom computers on a rotational basis within each grade level. We will use the current software in conjunction with additional resources to ensure increased student access to devices and train teachers to use technology as a resource in teaching Math, Science, ELA, etc. The Teachers will also increase the student's access to existing school software like Office 365, Moby Max, and My Math resources.

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

This section should articulate how the LEA will integrate existing resources into the proposed three-year plan. This should include details about replace/refresh cycles and opportunities to integrate new technology solutions.

We currently have a wired computer lab where students will be taught to better utilize existing resources, i.e. creating a PowerPoint, research resources, excel documents, access existing school software. We have two mobile computer labs but the limited availability restricts the teacher's ability to be immediately responsive to student's needs. We also have a laptop cart that we need to convert into teacher-only computers so teachers can become better leaders in technology and more effectively utilize student data to drive lesson planning and student learning. We are planning to add additional student devices through mobile computer labs to encourage the students to take advantage of the available resources. Combined with the new curriculum and computers, the students will learn the necessary skills to better access curriculum-related materials online, and compose content-related work through Word, PowerPoint, and Excel in the classrooms where it is taught. Teachers will have the opportunity to more easily differentiate and personalize each student's education, and develop their problem solving skills. We would also like to update some of the projectors in the classrooms, as they are beginning to fail, in order to better operate the SMART boards already in each classroom.

Required Plan Elements:

1. *Plan must include a school summary report from the Utah School Technology Inventory Tool with relevant updates.*
2. *Plan must include an articulation of the commitment to continue to engage in existing inventory efforts.*
3. *Plan must describe how the LEA will integrate existing resources into the proposed three-year plan. This may include such items as plans to replace existing products, which will reach end of life in the next three years, and the need to replace products, which do not integrate with fidelity monitoring software, etc.*

LEA Capacity and Goals

C. Statement of Purpose that Describes the Learning Objectives, Goals, Measurable Outcomes, and Metrics of Success an LEA Will Accomplish by Implementing the Program

Select One of the Following Outcomes:

Option A: SAGE Baseline	**Option B: Local Baseline**
A 5% increase on each school's performance on SAGE using a baseline of the school's 2015-16 SAGE proficiency scores by the end of the third year of the LEA's implementation of the program;	Selected by the LEA related to student learning outcomes;

All Plans must address:

1. Long-term Outcomes
2. Intermediate Outcomes
3. Direct Outcomes as Defined in the Master Plan (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)

These may include, but are not limited to: *Student achievement on statewide assessments, Cost savings and improved efficiency relating to instructional materials, facilities, and maintenance, Attendance, Discipline incidents, Parental involvement, Citizen involvement, Graduation rates, Student enrollment in higher education, Dropout rates, Student technology proficiency for college and career readiness, Teacher satisfaction and engagement, Other school level outcomes approved by the advisory committee or the Board*

Part A. Root Cause Analysis

This section should provide a root cause analysis that looks at specific, actionable causes that are identified in your community needs associated with your selection of a long-term goal. You will also want to include your rationale behind the root cause analysis such as supporting data. Your root cause analysis may contain multiple root causes. The conclusion of this section should tie back to the long-term goal that you have established and articulate how your digital and personalized learning plan will address the root causes to improve student-learning outcomes.

Root Cause Analysis:

- **Leadership Cause**: Lack of technology-related professional development for teachers has led to limited teacher knowledge of tools available to access and analyze SAGE data as well as web-based instructional tools/materials. There are a limited number of student laptops limiting student computer access particularly in the upper grades where there is a higher need and more students. There has not be an ongoing plan to update and maintain the existing technology and it is becoming dated.
- **Environment/Material Cause**: Teachers currently use out-of-date desktop computers as their main access to online resources and instructional materials. This limits the hands-on professional development opportunities to address the assessment data analysis and access to digital instructional material concerns above. We need to convert one of our existing computer carts into teacher laptops, which will further decrease student access to computers.
- **Communication Cause**: Teachers are underutilizing current communication tools, file sharing options, and other technology resources already available due to lack of training, limited mobile access, and outdated computers.
- **Procedures Cause**: Students would benefit from curriculum outlining grade-specific technology skills and a means to teach them utilizing current resources. Increasing the number of student computers available will allow teachers to integrate technology into general education.

Part B. Long-Term Goal

Long-Term Outcomes: (A Road Map Element) The Vision/Goals translate into the Long-term Outcomes. The long-term outcomes for the project focus on student achievement and student workforce readiness.

- Examples within the Master Plan (page 12) Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)

Part C. Intermediate Goal

Intermediate Outcomes: The intermediate outcomes are designed to serve as indicators that a school or district is making progress toward the long-term outcomes. The intermediate outcomes are similar to the long-term outcomes, but are more targeted, based on the goals that districts and schools set annually in their plans for Digital Teaching and Learning Program.

- Examples within the Master Plan (page 13) - Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)

Part D. Direct Outcomes

Direct Outcomes: (Measured in Years 1-3) the direct outcomes serve as indicators of the progress schools and districts are making toward the intermediate and long-term outcomes.

Stages of Implementation of digital learning - as noted above, the Task Force recommends conducting assessments to determine each district and school's level of readiness for digital learning, and levels of digital learning implementation in schools. Each district and school is expected to set targets for increasing such readiness and implementation levels through the Program.

- Examples within the Master Plan (page 13) - Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf)

Required Plan Elements:

1. *Plan must clearly identify targets for improved student achievement, student learning, and college readiness (if applicable demonstrated by working with a high school student population) through digital teaching and learning.*
2. *Plan must include LEA level outcome (long-term, intermediate, and direct outcomes) that are measurable, quantitative, and directly related to student learning outcomes.*
3. *Plan must identify specific and actionable root causes of performance challenge(s) with clear solutions for the long-term outcomes. Plan must describe the rationale (including supporting data) for identifying each root cause.*
4. *Plan must provide evidence that the vision, goals, and strategies for digital teaching and learning are integrated as core components of the LEA's strategic plans and other high-level guiding frameworks.*

Root Causes:

The following are our root performance challenges. These challenges motivated us to apply for this grant in an effort to mitigate the roadblocks to learning.

Root Cause	Possible Solutions
Leadership Cause: Lack of technology-related professional development for teachers has led to limited teacher knowledge of tools available to access and analyze SAGE data as well as web-based instructional tools/materials. There are a limited number of student laptops limiting student computer access particularly in the upper grades where there is a higher need and more students. There has not be an ongoing plan to update and maintain the existing technology and it is becoming dated.	● Apply for technology-related grants ● Continue to apply for grants and funding to support our STEM efforts by: -Completing this grant -Soliciting support from our parent organization to increase fundraising. -Funding infrastructure improvements from E-rate funding and the school budget ● Building infrastructure capacity while providing support to deploy and manage technology (i.e.: Chromebook labs/iPads). Our goal is to have a 1:1 student to computer ratio for students in 4th-6th grade. We recognize that this is a multi-year goal and will require support from several resources. We will be rebuilding our infrastructure with school funding and e-rates to support this future growth successfully while resolving current connectivity and security issues.
Environment/Material Cause: Teachers currently use out-of-date desktop computers as their main access to online resources and instructional materials. This limits the hands-on professional development opportunities to address the assessment data analysis and access to digital instructional material concerns above. We need to convert one of our existing computer carts into teacher laptops and will further decrease student access to computers.	● Currently grades 1-6 have a grade-level shared mobile computer labs. K-2 have grade-level shared iPads. We have one additional Chromebook lab that was donated to the school. We will be reallocating student laptops to teachers and "replacing" the student mobile computer lab with a Chromebook lab. ●Reallocating current computers to provide teachers with laptops.
Communication Cause: Teachers are underutilizing current communication tools, file sharing options, and other technology resources already available	● We are pushing our teachers to teach writing in all curriculum areas and to make better utilization of the Utah Compose program to support

due to lack of training and lack of mobile lab access, updated teacher computers.	individualized growth in student writing. Increased student access to devices will enable the teacher to connect writing to quality instruction in a wider variety of contexts. ● Provide teachers with laptops to increase secure access of student data, improve the effectiveness of training, and track student data to better drive instruction.
Technology reaching end of life cycle ● Some of our labs are reaching the end of their lifecycle and we need to put a plan in place that will make sure we can repair and replace devices as is necessary ensuring that our students have uninterrupted access to the technology and programs we are asking them to use. ● Our school recently experienced some significant turnover in school leadership and in our teaching staff. Under the previous leadership, investments in technology decreased and infrastructure was a major concern. ●The school had very dated infrastructure that was not compliant with CIPA requirements. ●Teachers were working on desktops and not laptops limiting the effectiveness of teacher training programs and data team meetings.	● Year 2 and 3 funds will allow us to add, repair, or replace student devices. ●The school has invested the bulk of their tech budget for this year on improving school infrastructure and getting the teachers converted over to laptops. ● Teacher laptops will allow any additional devices to be set up online successfully. It will also allow us to expand professional development opportunities for teachers and increase their effectiveness. ● Create a routine and comprehensive replacement cycle for all devices. ● Improve the quality and reliability of the digital technology infrastructure. ● Provide more opportunities for teacher professional development, learning, and growth.
Procedures Cause: Students would benefit from curriculum outlining grade-specific technology skills and a means to teach them utilizing current resources. Increasing the number of student computers available will allow teachers to integrate technology into general education.	● Using UEN resources, we will create a grade-by-grade level curriculum focused on teaching foundational technology skills to the students, in the computer lab, by the existing specialist. This will allow teachers to use classroom time to incorporate the already-taught foundational skills into their instruction instead of taking extra class time to teach the skills. ● Elicit feedback from teachers on tech curriculum and use the results to drive improvements and

	increase the amount of time students are using technology tools to drive content instruction.

LEA level outcome (long-term, intermediate, and direct outcomes)

Goals:

All students should have educational experiences that prepare them for high school, college, and their future career paths. The ability to write is a key component of this preparation. Students should be able to write in a wide variety of contexts and see writing as applicable to more than just an ELA class. We would like to get to a one-to-one student to computer ratio in grades 4-6. Achieving this ratio will enable teachers to use technology to improve writing across the curriculum by assigning writing topics in all content areas. Providing more student devices, through funding from this grant, will support educational initiatives including building a strong academic foundation, strengthening writing skills and knowledge, helping students evaluate their own progress, reinforcing adequate time management and study habits, and preparing them for their transition to Jr. High School from our K-6 campus. Emphasizing writing, we anticipate our students will make at least 5% gains in SAGE proficiency levels in ELA over a three-year period of time. A 5% increase on the ELA SAGE test by the end of the third year will result in improving school-wide from 58.7% to 63.75% proficiency.

Year 1 Goal:

Long Term Goal: 5% growth on the SAGE ELA for 5th grade students. Intermediate Goal: A 1.5% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the first year of the LEA's implementation. (Baseline: 58.7%. Year 1 Goal: 60.25%) This increase will be achieved by increasing student access to computers and requiring weekly essay writing in a variety of subjects. Direct Outcomes: Increse the student's daily access to computers from 30 minutes to 60 minutes to allow for more writing. The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale, which will be measured by teachers monthly.

Year 2 Goal:

Long Term Goal: 5% growth on the SAGE ELA for 5th grade students. Intermediate Goal: A 2% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the second year of the LEA's implementation. (Baseline: 60.25%. Year 2 Goal: 61.75%) This increase will be achieved by increasing student access to computers and requiring weekly essay writing in a variety of subjects. Direct

Outcome s: Increase the student's daily access to computers from 60 minutes to 90 minutes to allow for more writing. : The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale, which will be measured by teachers monthly.

Year 3 Goal:

Long Term Goal: 5% growth on the SAGE ELA for 5th grade students. Intermediate Goal: A 2% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the third year of the LEA's implementation. (Baseline: 61.75%. Year 3 Goal: 63.75%) This increase will be achieved by increasing student access to computers and requiring weekly essay writing in a variety of subjects. Direct Outcome s: Increase the student's daily access to computers from 90 minutes to 120 minutes to allow for more writing. : The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale, which will be measured by teachers monthly.

	Year 1	Year 2	Year 3
Intermediate (Annual) & Long Term (3-Year) Goals	A 1.5% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the first year of the LEA's implementation. (Baseline: 58.7%. 1 Year Goal: 60.25%)	A 3% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the second year of the LEA's implementation. (Baseline: 60.25%. 2 Year Goal: 61.75%)	A 5% increase in performance on SAGE using a baseline of ELA's 2016-17 SAGE proficiency scores by the end of the third year of the LEA's implementation. (Baseline: 61.75%. 3 Year Goal: 63.75%)
Direct Outcomes	Increase the amount of time students have access to technology and online materials proportional to their age and ability from 30 minutes per day to at least 60 minutes per day for grade 5 by purchasing	Increase the amount of time students have access to technology and online materials proportional to their age and ability from 60 minutes per day to at least 90 minutes per day for grade 5 by purchasing	Increase the amount of time students have access to technology and online materials proportional to their age and ability from 90 minutes per day to at least 120 minutes per day for grade 5 by

	additional student devices. Starting with a baseline essay, 100% of students will write essays in a variety of subjects and show improvement in their Utah compose scores. The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale. 100% of teachers will receive training on Utah Compose. Within Utah Compose, teachers will be able to use writing prompts, utilize online tools track student growth, improve writing across a variety of subject areas, track student growth, and individualize instruction in response to student data.	additional student devices. Maintain safe computer access by remaining CIPA compliant, maintaining internet filtering, and maintain a backup system for the school. The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale. We would like to add the target of getting as many 4th grade students as possible to 24 points or higher in Utah compose so that they enter the 5th grade on track to hit the benchmark the follow year. (The goal changes based upon the grade level recommendations for the program) 100% of teachers will receive training on Utah Compose. Within Utah Compose, teachers will be able to use writing prompts, utilize online tools track student growth, improve writing across a variety of subject areas, track student growth, and individualize instruction	purchasing additional student devices. Maintain safe computer access by remaining CIPA compliant, maintaining internet filtering and recording and a backup system for the school. The target will be to bring as many 5th grade students as possible to 20 points or higher on the Utah Compose scale. We would like to add the target of getting as many 4th grade students as possible to 24 points or higher in Utah compose so that they enter the 5th grade on track to hit the benchmark the follow year. (The goal changes based upon the grade level recommendations for the program) 100% of teachers will receive training on Utah Compose. Within Utah Compose, teachers will be able to use writing prompts, utilize online tools track student growth, improve writing across a variety of subject areas, track student growth, and individualize instruction

		in response to student data.	in response to student data.

D. Implementation Process Structured to Yield an LEA's School Level Outcomes

Part A. Activities

Write a description of the activities to be carried out by the eligible partnership for three years (or length of proposed project if less than three years) and how these activities will address the most pressing digital teaching and learning needs of the participating LEA and/or schools, as determined by the needs assessment and specified in the stated outcomes. Additionally, include how these activities will be aligned with challenging state academic content and student academic achievement standards, and with other educational reform activities that promote student academic achievement and closing achievement gaps. Include both actionable items (ex, purchases, hosting professional learning, hiring employees, etc.) and process (meetings to review goals relative to implementation, review of feedback, etc.)

Part B. Timeline

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

Part C. Roles and Responsibilities

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

Part D. Communication Plan

Describe the communication plan for how actions and outcomes associated with this program will be communicated to stakeholders. We also encourage you to include how your stakeholders will have an opportunity to provide input. Both should be included in your communication plan.

Year 1:

Activity	Timeline (Date)	Roles/Responsibility for this Event	Communication Plan
Updates: Systems/bandwidth and ensure CIPA compliance	August 2017	Technology Committee – make a decision on service provider Amy – oversee implementation and updates	Make a recommendation to Board in Summer 2017, Board members vote to approve plan.

Allocate teacher laptops	Fall 2017	Amy - procure money and approve purchase. Matt - complete inventory, set up computers, collect Teacher Computer Use Agreements. Teachers - Become acquainted with teacher laptops and begin utilizing them	Wednesday Note (Parent Newsletter) Staff meetings Teacher Agreement Board meeting Teacher Surveys
Teacher professional development	Fall 2017- On going At least every other month throughout all three years	Matt, Amy, Becky, UEN - plan and implement professional development sessions to introduce technology resources and materials. Trainings on all available online tools including My Math, Moby Max, Reading Street, Utah Compose, DIBBLES, SAGE Benchmarks. Teachers issue beginning of the year assessments and a beginning Utah Compose Essay, bring data to the monthly data meeting to present and discuss. Teachers utilizing SAGE benchmark assessments to evaluate student learning and drive instruction.	Share agenda with teachers during professional development week. Teacher Data collection will reflect if resources are being utilized. Discussions and tracking tools reviewed by Amy and teachers at monthly meetings. Data shared with parents at PTC's. Data presented to the School Board at board meetings. Follow-up meeting between Amy and observed teacher on how well the technology is being utilized in the classroom. Communicate with teachers the results from their Teacher Surveys and Board or parents if applicable.

		Amy - observe in technology usage in classrooms Amy – collect data on teacher technology use through survey	
Purchase additional student Chromebooks	Fall 2017	Amy - Complete Grant and work with Parent Organization for additional funding. Maximize ability to purchase student devices and purchase Matt- Inventory devices, image, set-up, and assign to teachers/students	Parent Newsletter Facebook Posts Parent Surveys
Data benchmarks and data meetings	Fall 2017-Spring 2017	Amy and Teachers- Rank students on meeting writing goals and evaluate as *Mastery*, *Proficient*, or *Needs Support*. All Teachers - offer additional support to students and provide targeted instruction. Amy/Matt/Teachers - Additional Trainings on Utah Compose tools and resources to individualize instruction and improve student writing.	Communicate usage in comparison to expectations results monthly or more frequently; give shout-outs to grade levels/classes/teachers meeting or exceeding usage expectations; and celebrate student growth to encourage and motivate continued usage and progress Celebrate student successes with things like a “Student hall of fame” for peak writing scores.

Summative meeting for SAGE data analysis	June 2018	Amy, Katie, Teachers - reassess SAGE ELA Grade 5 scores to determine progress towards 1.5% yearly growth goal. Meet with teachers to identify program strengths and additional needs.	Communicate to Board in meeting Teacher Meeting Parent Newsletter Celebrations of Student Successes Teacher Surveys
Review tech inventory and identify existing devices in need of replacement	Spring 2018	Matt and Amy	Report on replacement cycle and budget for future expenses Communicate to Board in meeting

Year 2:

Activity	Timeline (Date)	Roles/Responsibility for this Event	Communication Plan
Review Tech Self-Assessment	Summer 2018	Technology Committee - Measure progress to evaluate whether we are meeting the self-assessment improvement goals indicated above.	Present to teachers and Board in meetings Self-Assessment Teacher Surveys
Formative Meeting to Reassess Digital Learning School Readiness	Summer 2018	Amy - retake assessment to determine progress towards yearly growth goal.	Present to teachers and Board in meetings

Summative Meeting for SAGE Data Analysis	Summer 2018	Amy, Katie – reassess SAGE ELA Grade 5 scores to determine progress towards 1.5% growth goal.	Present to teachers and Board in meetings
Training on new software (if licenses are granted) Training on Data use and using tech tools to individualize instruction	Fall 2018	Amy- Find and schedule appropriate trainings on new software like *Imagine Learning* or *Think Through Math* for students. Trainings on using tech to individualize instruction Teachers - Attend and implement as trained.	Trainings, reports to the Board Improvement on our self-assessment score to the Board and teacher. Teacher Surveys
Implement new technology software with fidelity (if licenses are granted)	Fall 2018-2019	Teachers - Implement technology software as trained. Set and track fidelity benchmarks. Amy - Track software fidelity and work with teachers to improve.	Communicate usage in comparison to expectations monthly or more frequently; give shout-outs to grade levels/classes/teachers meeting or exceeding usage expectations; and celebrate student growth to encourage and motivate continued usage and progress.
Data Benchmarks and Data Meetings	Fall 2018-Spring 2019	Amy and Teachers - Students ranked on meeting writing goals	Communicate usage in comparison to expectations monthly

		and evaluated as *Mastery*, *Proficient*, or *Needs Support*. Teachers - Offer additional support to students and provide targeted instruction. Amy/Teachers - Additional trainings on Utah Compose tools and resources to individualize instruction and improve student writing.	or more frequently; give shout-outs to grade levels/classes/teachers meeting or exceeding usage expectations; and celebrate student growth to encourage and motivate continued usage and progress. Celebrate student successes with things like a "Student hall of fame" for peak writing scores.
Teacher feedback on devices, recommendations for second year purchasing	Fall 2018	Amy - review with teachers, take recommendations, and order additional devices	Parents in weekly newsletter, teachers, and Board in meetings. Teacher Surveys
Apply for Software grants from state- *Think Through Math* and *Imagine Learning*	Spring 2019	Amy and Katie - Apply and submit grants	Parents in newsletter, teachers, and Board in meetings.
Data Meetings	Monthly during 2018-2019 School Year	Amy - lead discussion on how technology tools are being used in instruction to support personalized learning.	Communicate to Board in meeting

		CMT Committee	
Summative Meeting for SAGE Data Analysis	June 2019	Amy, Katie - reassess SAGE ELA Grade 5 scores to determine progress towards 2% yearly growth goal.	Communicate to Board in meeting Teacher Surveys
Review tech inventory and identify existing devices in need of replacement	Spring 2019	Matt and Amy - review tech inventory and identify existing devices in need of replacement	Communicate results to Board in meeting

Year 3:

Activity	Timeline (Date)	Roles/Responsibility for this Event	Communication Plan
Review Tech Self-Assessment	Summer 2019	Technology Committee - Measure progress to evaluate whether we are meeting the self-assessment improvement goals.	Present to teachers and Board in meetings Self Assessment Teacher Surveys
Formative Meeting to Reassess Digital Learning School Readiness	Summer 2019	Amy - retake assessment to determine progress towards yearly growth goal.	Present to teachers and Board in meetings
Summative Meeting for SAGE Data Analysis	Summer 2019	Amy, Katie - reassess SAGE ELA Grade 5 scores to determine progress towards 1.5% growth goal.	Present to teachers and Board in meetings

Training on new software (if licenses are granted) Training on Data use and using tech tools to individualize instruction	Fall 2019	Amy - Find and schedule appropriate trainings on new software like *Imagine Learning* or *Think Through Math* for students. Teachers – Attend training on using tech to individualize instruction Teachers - Attend and implement as trained.	Trainings, Reports to the Board Improvement on our self-assessment score Teacher Surveys
Implement new technology software with fidelity (if licenses are granted)	Fall 2019-2020	Teachers - Implement technology software as trained. Set and track fidelity benchmarks. Amy - Track software fidelity and work with teachers to improve.	Communicate usage in comparison to expectations monthly or more frequently; give shout-outs to grade levels/classes/teachers meeting or exceeding usage expectation;s and celebrate student growth to encourage and motivate continued usage and progress.
Data Benchmarks and Data Meetings	Fall 2019-Spring 2020	Amy and Teachers - Students ranked on meeting writing goals and evaluated as *Mastery*, *Proficient*, or *Needs Support*. Teachers - offer additional support to	Communicate usage in comparison to expectations monthly or more frequently; give shout-outs to grade levels/classes/teachers meeting or exceeding usage expectations; and celebrate student

		students and provide targeted instruction. Amy/Teachers - Additional trainings on Utah Compose tools and resources to individualize instruction and improve student writing.	growth to encourage and motivate continued usage and progress. Celebrate student successes with things like a “Student hall of fame” for peak writing scores.
Teacher feedback on devices, recommendations for 3rd year purchasing	Fall 2019	Amy - review recommendations with teachers, take recommendations, and order additional devices	Parents in newsletter, teachers and Board in meetings Teacher Surveys
Data Meetings	Monthly during 2019-2020 School Year	Amy - lead discussion on how technology tools are being used in instruction to support personalized learning. Data Committees	Communicate to Board in meeting
Summative Meeting for SAGE Data Analysis	June 2020	Amy, Katie - reassess SAGE ELA Grade 5 scores to determine progress towards 2% yearly growth goal.	Communicate to Board in meeting
Review tech inventory and identify existing devices in need of replacement	Spring 2020	Matt and Amy - review tech inventory and identify existing devices in need of replacement	Communicating to Board in meeting Teacher Surveys

Required Plan Elements:

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

The mission of the Wasatch Peak Academy…

Mission Statement

Wasatch Peak Academy is a public K-6 charter school in North Salt Lake City. Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and Spanish emphasis instruction to inspire in students:

- a genuine appreciation for community and country;
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Wasatch Peak Academy (WPA) understands that an important part of reading skills and the ability to lead is supported by the ability to convey ideas strongly and clearly. Teaching students to write well is a gateway into being successful in many other areas.

Wasatch Peak Academy is a public K-6 charter school that opened in August of 2005 and serves 430 students. WPA is a school that offers an individualized and student-centric culture with opportunities for teachers and parents to have increased input into the educational process. Teaching methods and practices are designed to foster academic rigor and allow students to take an active part in their education.

Our commitment to our mission includes a commitment to technology as a tool for a strong academic program. Our goals for this grant are: 1) to use funds to acquire additional devices to expand our current student access to online writing programs and tools, 2) to strengthen our approach to personalized learning, 3) to provide students with the opportunity to apply writing to a variety of content areas. We will track this data for a period of 3 years, over which we aim to see a 5% growth in end-of-year SAGE ELA scores.

Alignment of high quality digital instructional materials with student performance targets: At Wasatch Peak Academy our goal is to see a 5% increase in ELA performance on SAGE using a baseline of WPA's 2016-17 SAGE ELA proficiency scores by the end of the third year of the LEA's implementation. (Baseline: 58.7%. 3 Year Goal: 63.75%) In order to increase student math performance and meet performance targets described in Section III, non-fiction writing will be taught in a variety of content areas and will be implemented for grades 4-6. Teachers will utilize Utah Compose and set benchmark goals for each student. They will then use the tools located in Utah Compose and classroom instruction to individualize learning and support student growth. Utah compose allows students to compose writing assignments using quality source material, and use tools and built in lessons to improve writing. Additionally, Utah Compose grades writing on a 6 traits based rubric; allows for self, peer, and teacher revisions; and enables teachers to chart student progress over time.

How data will be used to inform instruction: Utah Compose provides teachers with actionable data to inform instruction. Real-time reporting allows educators to monitor student, class, and school progress toward Common Core and state standards mastery. Educators can see which topics a student has mastered, not mastered, and is ready to learn in correlation to a specific writing traits and genres.

The program provides educators with real-time, instructionally actionable data at the student, class, school, and district levels. Teachers and leaders will be able to analyze student progress at a glance. Student progress in a course can be viewed by topics learned, time spent in Utah Compose, and student growth. Open-response questions ensure mastery on content aligned to the Common Core and Utah Core Standards. Teachers use these topics to plan lessons, group students, and provide opportunities for additional practice. Personalized learning on standards-based content is available through Utah Compose and delivers formative and summative assessments to track student progress. Assessment questions are generated from items based on curriculum standards. An open-response environment eliminates multiple-choice—all writing prompts require that the student produce authentic written input.

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

This section needs to specifically address those high quality digital instructional materials for all primary instructional materials for the target population identified in the long-term goal. The narrative can include additional information about other existing high quality digital instructional materials already in place at the LEA that support the overall plan. Fidelity targets are set in accordance with:

1. The recommended usage requirements of the software provider; and
2. The best practices recommended by the software or hardware provider
3. Provide special education students with appropriate software;

This section should articulate how these software tools will support you in meeting the goals that you have articulated.

Required Plan Elements:

1. *Plan must provide a description of necessary high quality digital instructional materials being used in the project, both new and pre-existing.*
2. *Plan must address how all primary digital instruction products, regardless of funding source will be implemented with fidelity.*
3. *Plan must articulate alignment of new high quality digital instructional materials to address student performance targets articulated in plan goals.*
4. *Plan must articulate how data will be used to inform instruction.*
5. *Plan must address LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.*
6. *Plan must identify a comprehensive set of actions to meet fidelity requirements and have a clear, comprehensive and realistic plan for mitigating the challenges.*

7. *Plan must include necessary and appropriate software for special education students.*

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3) to provide students with the opportunity to apply writing to a variety of content areas. We will track this data for a period of 3 years, over which we aim to see a 5% growth in end-of-year SAGE ELA scores.

High Quality Digital Instructional Materials

The school is currently utilizing Utah Compose but would benefit from additional training a support to take full advantage of this program. WPA utilizes the Step-Up to Writing curriculum to provide in-class instruction as well as access to the resources on Office 365. In order to work on writing in a variety of content areas, edit documents utilizing tools such as spell check, and complete peer and teacher-reviewed essays in Utah Compose, students need increased access to devices. Additional devices will make it possible for teachers to increase student access and make timely connections between classroom instruction and student writing. It will also allow teachers to better individualize students lesson plans to meet their needs.

Implemented with Fidelity

Program	Requirement/Target	Implementation Plan	Data Usage
Utah Compose – A web-based writing program that allows students to receive immediate feedback, practice, and guided instructional support.	Used weekly in grades 3-6 to teach writing in a variety of subject areas. One essay per week assigned to students with time to revise and improve the writing.	Teachers currently have access to a grade level mobile computer lab 2x per week during their literacy block and 1x during Social Studies and Science block. Funding from this grant would allow teachers to double this amount of time, ensure learning is immediately connected to context, and allow deeper individualization in writing prompts and instruction.	Teachers will use data to evaluate the strengths and weaknesses in student's writing abilities with Utah Compose score reports. Teachers will structure their lesson planning/small group instruction to meet the individual needs of students. Teacher will set targeted benchmarks for each student

			and foster progress towards these goals.

The school has access to and utilizes other software, and works hard to meet the required fidelity requirements of each. WPA will continue to utilize the software accordingly, but as they do not directly impact the intended outcomes of this grant, they are not listed here.

Alignment of Instructional Materials to Address Student Performance

It is our goal to see an overall improvement in student ELA SAGE test scores. As writing plays a significant role in these scores, WPA is targeting writing skills to support student growth. Writing also is an important skill in fostering college and workforce ready students. By increasing student access to computers, teaching students to utilize components on online programs such as Utah Compose and Office 365 to improve their writing (i.e. spell and grammar check, peer and teacher editing tools, lessons on writing traits, encouraging revisions of writing), students will become more successful writers because they will have the time, resources, and teacher support to do so. By utilizing these programs teachers will be able to identify strengths and weaknesses in student's writing and make their lessons more individualized and responsive to the student's needs. They will have the tools necessary to measure student progress and modify their instruction accordingly.

How Data will be used to Inform Instruction.

Teachers will begin the year by assessing the students writing ability in Utah Compose. It is the goal of WPA to have every student score at least a 20 on the writing section as evaluated in the Utah Compose program. Teachers will continue to assign essays in the program to build a body of data. Utilizing this set of data, and the online tools connected to Utah Compose Teachers, teachers will create whole class lessons, organize small group instruction, assign online tutorials, and individualize tutoring to meet the needs of each student in their classroom and monitor their growth. WPA will apply the data to evaluate their program as a whole and identify areas of need for additional training and resources within the school.

Digital Content Purchased by Topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards

Utah Compose is provided by the state of Utah and comes with a varied library of writing topics that can be selected for use by subject, genre, and presence of source material. This allows teachers to connect writing across a wide variety of subjects and student interest. Teachers can group students in the program by need and assign specific prompts or topics of study according to their individual student data. They can also increase the grading requirements for an individual student if they feel they are ready for an additional challenge. Teachers are able to add their own prompts and source material into the program, that they deem appropriate, allowing them to further customize their instruction to meet the needs of students.

Set of actions to meet Fidelity Requirements

Action	Target	Possible Challenges	Reflection and Support
Utah Compose benchmark essays Beginning of the Year (BOY)	EOY year goal is a score of 20+ for each student in the 5th grade	Access to computers, getting new teachers logged into the system, and unsure of where to set the start of the year benchmarks.	Establish yearly BOY targets after year one, revise as needed, get support and training on logging onto the system, work with front office on login info, and schedule computer carts for access.
Monthly Data Meetings	Teachers share student data, identify growth and areas of continued need.	Supporting students significantly below target and lack of data from not assigning enough essays.	Identify areas for additional teacher trainings and implement necessary training. Monitor usage and follow up weekly to support teachers in staying caught up.
Continued measures of student growth	Assigning one essay per week to students	Supporting students	Using data pools in Utah Compose

through additional graded essays.	to revise and improve scores.	significantly below target and lack of data from not assigning enough essays.	administration will track and support student growth, essays completed, and classroom trends, meet with individual teachers to discuss progress.
Sage Test Administration	Increase in SAGE test scores by 1.5%-2% per year.	Not having data on students who opt-out of Sage, and understanding why students who met Utah Compose goals did not meet SAGE goals.	Data meetings as a team to review data and analyze areas for growth, better informed instruction for next year, and parent meetings on a benefits of SAGE assessments.

Necessary and appropriate software for special education students

Students will disabilities will continue to receive services in alignment with their disability(s). Special education teachers will also receive instruction on using appropriate technology and software in the classroom and use applicable resources to identify student needs with various assessments. These teachers will develop either Tier II or Tier III interventions based on data. The data will drive the interventions within the online programs and progress monitoring will take place to ensure students are meeting their individual goals. The school has purchased programs like Dragon Speak to support students with special needs in direct connection with writing goals. Teachers will continue to work with students to utilize these and other programs to support student growth in writing and other areas.

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

This section should address how Digital Teaching and Learning at the LEA will be used to support student engagement in personalized learning. Additionally, the section should address all student grade levels that will be engaged in the digital teaching and learning program as per legislation

(http://le.utah.gov/~2015/bills/static/HB0213.html). Please visit http://www.netsafeutah.org/ for existing resources to support the plan development.

Required Plan Elements:

1. *Plan must provide a detailed plan for student engagement in personalized learning as related to the goals of the plan.*
2. *Plan must articulate how students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.*
3. *Plan must articulate how students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets.*
4. *Plan must articulate a comprehensive plan for teaching digital citizenship.*

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Student Engagement

Wasatch Peak Academy's primary focus will be to support educators in the use of mobile technology and the digital learning tools that are part of Microsoft Office 365 (i.e. Word, PowerPoint, Excel, OneDrive) and Utah Compose. Providing teacher laptops, cloud-based data tools, and a shared server will allow easier access to student data. As teachers use this data in their PLCs, they will be better equipped to tailor their instruction to the individual needs of each student and improve their overall proficiency in Literacy.

All students and teachers will have access to Office 365 and Utah Compose. As teachers receive continual professional development on Utah Compose and Microsoft Office 365, they will become more familiar with the available collaboration tools.

The core program used for this digital teaching and learning program will be Utah Compose. The first year of the implementation plan will focus on a cohort of teachers who teach students in grade 5. Each of these teachers will receive professional development training on the use of digital personalized learning tools. The purpose of this program will be to increase student-to-teacher collaboration and student-to-student collaboration. It will also help to measure a student's growth in writing and detail needed areas of focus for each student's development. Educators will be trained on the integration of personalized learning tools within Utah Compose in order to provide access to the core content materials for students in and outside of school. As students expand their writing in different content areas, have increased access to core content through personalized learning tools, and better communication tools with teachers, students will have the necessary resources to increase SAGE proficiency in Literacy.

Consistent Opportunities to Participate in Digital Learning Activities

All students and teachers will have access to Office 365 and Utah Compose. As teachers receive continual professional development on Utah Compose and Microsoft Office 365, they will become more familiar with the available collaboration tools. At our current level students have access to computers about 30 minutes per day. With the addition of the devices we hope to add with this grant we will be able to increase student access to computers to 60 minutes per day for 5th grades students. We will use this extra time to have students writing in the Utah Compose program, revising essays, and utilizing other learning tools to meet students writing needs.

Digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills and personalized learning paths

Due to the professional development teachers will receive, and the additional devices students will be given, the opportunity to access digital content on demand will be greatly improved. This will allow for content to meet their individual needs, more immediate interventions, and extensions in key areas to further develop their writing. Additionally, teachers will be able to create flexible learning opportunities such as targeting a specific skill or trait for one group of writers and a different skill for another group. When using this data, teachers will be able to create and change small groups frequently based on the student interest, need, and skill level. Furthermore, by helping students reflect on their work, they will become self-directed learners—they will have a choice in how to demonstrate what they know and self-assess. This self-assessment will encourage them to be reflective, creative, and improve in collaboration. Having additional access to the writing prompts in Utah Compose will let the students see writing as a tool in real world problem solving. The feature, on Utah Compose, that allows students to edit each other's work will allow them to collaborate on improving writing in a real world format. Students will be consistently engaged in *weekly essay writing in a variety of subject areas i.e.* essays being written science, social studies, art, ect._As students complete *weekly/monthly/quarterly* writing prompts in Utah Compose, they will have their scores evaluated and grouped for ongoing instruction based on their strengths and weaknesses. It is our goal to get every student to a Utah Compose score of 20+ Having access to a wider variety of topics allows students to write on topics that interest them. Lastly, teachers will also be trained on how to create new writing topics in the Utah Compose program, encouraging them to further customize learning to student's individual interests.

The data that is received from having the students engage in digital learning activities will allow not only the teacher, but students to set goals and monitor their progress. Teachers will adjust to their student's needs and focus on each student's growth and proficiency.

Digital Citizenship

Each year, students will be taught about digital citizenship using tools such as netsafeutah.org in all grades in the fall and spring.

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

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

Tools used by Wasatch Peak Academy in teaching Digital Citizenship

- NetSafe Utah
- Common Sense Education
- NetSmartz

G. Professional Learning

This section shall include a description of how an LEA will:

1. Provide high quality professional learning over three years for educators, administrators, and support staff participating in the program, including ongoing periodic coaching;

2. The Utah's Master Plan: Essential Elements for Technology Powered Learning. (http://www.uen.org/digital-learning/downloads/Utah_Essential_Elements_Technology_Powered_Learning.pdf) Section 7 on Professional Learning States "Ongoing development of a district or school's faculty and administrators is an important LEA responsibility. LEA's should be adept at identifying areas of need and fostering professional learning communities and a culture of support for practicing educators. Local school board members should also be supported in their shift toward lasting organizational change outlined in this plan. Other LEA responsibilities include:

- Create technology-rich classrooms and schools where teachers will teach and students will learn.
- Assist members of the school community to understand how technology is being employed in the school; support parents with technology access, orientations, training, and involvement.
- Use the ISTE Standards, Utah Teacher Effectiveness Standards, and Professional Learning criteria to locate good professional learning opportunities for teachers.
- Host workshops, learning communities, team meetings, and other ongoing opportunities for purpose-built professional learning activities.
- Mentor new faculty in their effective use of educational technology; coordinate with local teacher education programs."

Please visit http://www.uen.org/development/ for existing resources and professional learning to support your plan development.

Required Plan Elements:

1. *Plan must focus on providing the required levels of professional learning, including leadership training, for educators, administrators, including superintendents and principals and their staff, and support staff.*
2. *Proposal for required management restructuring, if necessary and relevant to the LEA needs.*
3. *Plan must provide ongoing periodic coaching and mentoring with the necessary frequency to ensure a successful implementation.*
4. *Plan must focus on curriculum planning and student-learning activities integrated with digital technology tools and resources.*
5. *Plan must focus on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.*
6. *Plan must include a commitment to continue to participate in professional learning with USBE and UETN through implementation.*

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Required levels of professional learning, including leadership training, for educators, administrators, including superintendents and principals and their staff, and support staff.

At Wasatch Peak Academy we are invested in ensuring that all of our staff are highly qualified and have the tools and resources necessary to deliver effective instruction to students. This is particularly important as we

move towards a more personalized and independent learning model. School administration and leadership will attend trainings an PD opportunities all three years of the grant to make them stronger leaders in individualized instruction. A formal leadership team will be created in the school to support experienced teachers in expanding skills and supporting the growth of newer teachers through mentorship. This team will meet monthly to provide feedback, problem solving, and other support.

Management Restructuring

Management will increase the expectations on the digital citizenship learning taking place in the computer lab. The new position of Curriculum Specialist and Teacher Mentor will play a large role in supporting and training teachers in the use of individualized instruction utilizing digital resources. School Leadership will continue to re-evaluate and modify as needed

Ongoing Periodic Coaching and Mentoring

Currently we offer Professional Development for all of our educators throughout the month. We cover a wide range of topics from pedagogy to developing best practices with the curriculum we already have in place. We also allocate time for curriculum planning and data monitoring. We have periodic "Teacher Work Days" throughout the school year to allow for teachers to review data and implement practices discussed in our professional learning groups. We monitor and record all of our professional learning through the USOE system. The Utah Education Network has also provided other professional development as indicated by our school-based digital teaching & learning plan in order to meet the needs of individual teachers. Additionally, WPA has a agreements with software providers, which has an extensive library of on-demand professional development tutorials. Similarly, our educators will have access to the EdTech Training portal through the Observe4Success program. Our online and in-person tools allow us to integrate digital technology across subject areas in a flexible array of options to meet individual teacher needs. We also support teachers actively seeking and participating in additional outside professional development, conferences, and trainings that we don't provide locally on campus.

These tools will be available to our educators as we implement our new program. Additionally, Utah Compose has online tutorial information that offer personalized professional learning. As we bring on new hires, our leadership team (including Technology Specialist, Curriculum Specialist, and Teacher Mentor) will train them on curriculum use and data analysis in order to effectively bring them up to speed with our implementation and fidelity expectations. Ongoing coaching will be available to continue to address teacher needs and provide appropriate support.

Curriculum Planning and student-learning activities integrated with digital technology tools and resources

After teachers have administered baseline assessments of students ability to write they will use the Utah compose scoring rubrics to identify specific areas of growth for students. They will then be able to group students by ability and teach to their specific needs. Grade level targets will be set for each group of students and progress towards meeting these targets will be measured in monthly meetings. Teachers will utilize the lessons in the Utah Compose program to support student growth as well. Students will utilize peer review tools and teacher review tools to improve their writing as well.

Content-Specific Strategies for integrating digital technology

Teachers will utilize the wide variety of writing topics available in Utah Compose to provide students with the opportunity to write in Science, History, and other subjects as well as Language arts. Students will work towards the goal of writing and revising an essay every week in a variety of content areas.

Commitment to Continue to Participate in Professional Learning with USBE and UETN

We brought UEN to provide trainings at our school this year. They trained teachers on available resources through the Online Library and using Genius Hour in their classroom. Teachers have used UEN for a variety of professional development courses and resources. We will continue to participate in the professional learning and implementation support offered by USBE and UETN.

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

Required Plan Elements:

1. *Plan must include the resources and processes required to successfully complete an annual implementation assessment. This includes early collection of baseline data, as well as the identification of implementation issues that must be reported annually.*
2. *Plan must include a process for a team of stakeholders that includes LEA leadership and representatives of other groups such as, school administrators, teachers, parents, students, and/or community members to develop continuous improvement plans for digital learning initiatives aligned to the LEA's improvement plan.*

3. *Plan must address strategies for process improvement for digital learning that are continuously improved based on results of the ongoing data collection (e.g., based on findings professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).*
4. *Plan must include multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) that are being used to continuously improve the implementation and impact of digital teaching and learning.*

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Implementation Assessment

Teachers will start each year by assigning students with a Utah Compose essay and use the results as benchmark scores for the school year. The target will be to get each 5th grade student to a score of 20 before the SAGE assessment at the end of the year. Next, teachers will compare each student's start of the year benchmark to their previous year's SAGE scores. Ising the data, teachers will identify specific lessons and skills that they can teach to help develop each student's writing. Teachers will assign weekly essays and evaluate the data as students progress throughout the year. Teachers, mentors, and school administrators will meet with the teachers monthly to discuss the data, areas of concern, needs for additional training, needs for additional resources, and how to support further growth. Finally, at the end of each year, the school will administer the SAGE Summative assessment. With the final scores, teachers will meet again to review student data and identify areas of need for additional professional development.

Continuous Improvement

Wasatch Peak Academy values collaboration and community involvement. Teachers, mentors, and administrators meet twice monthly to discuss student data and how to improve academic rigor in the classroom. We meet with the school board monthly to discuss similar topics at a different level. We have a highly involved parent base and a historically high response to school surveys, family events, informational meetings, committees, and other requests for input or feedback. We have used parent e-mails and newsletters to make parents aware of our school wide goals to increase student access to technology. We will solicit feedback from parents regarding these goals though parent meetings, committees, and yearly surveys that ask targeted questions about their students' access and use of technology in the classroom. We also recently surveyed the teachers regarding technology and other material needs. Overwhelmingly our Teachers and staff identified student devices as the number one identified need in the school. We have invested heavily in the infrastructure to support this need and feel that an increase is student devices is a logical next step. We will continue to solicit feedback throughout this process and look for areas to continue to improve.

Strategies for Process Improvement including Multiple and Varied Sources of Data

Digital learning will continue to be a focus of Wasatch Peak Academy over the next three years and beyond. All stakeholders will be made aware of technology purchases and academic achievement data annually as we work toward continuous improvement, including robust efforts to increase our focused and personalized learning for our students. Results of ongoing data collection through Utah Compose dashboards will be shared by school leadership quarterly with teachers in faculty meetings and also be used to determine professional development needs to support teachers with math content, pedagogy strategies, curriculum, and writing implementation efforts. In addition, fidelity of implementation will be monitored to encourage accountability.

Student performance and usage data from Utah Compose, SAGE Benchmarks, and classroom benchmarks will help guide adjustments needed for professional development offered to teachers. Participation tracking and trends in student achievement will be monitored by school leadership and shared with all stakeholders in order to determine the impact of digital teaching and learning. We will provide implementation data to USBE on an annual basis.

I. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA's Implementation of the Program

This section should address E-Rate Eligible items and services (http://www.uen.org/e-rate/). This section should address the timeline and steps to be taken to address infrastructure acquisition. This section should also address the use of both UETN existing services (http://www.uen.org/ueninfo/) and existing state contracts to support educational technology (http://purchasing.utah.gov/statecontractdirectory.html) and existing and future UETN contracts.

Required Plan Elements:

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

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Plan must address scaling current network and Internet connection bandwidth to support all LEA access needs without performance degradation even during times of maximum use.

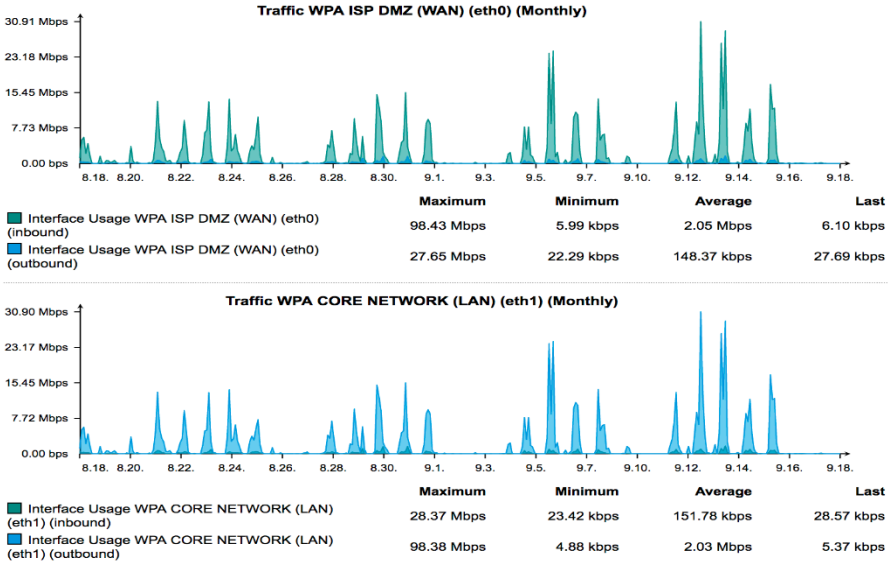
Wasatch Peak Academy utilizes modern network equipment and high-end fiber optic based Internet to deliver cutting edge connectivity to faculty and students. Recently the board of directors and administration, in conjunction with our educators, decided to leverage the latest technology and industry standards to build a new technology platform that will grow proportional with the school's charter. The school's campus is located in North Salt Lake and for the longest time DSL was the best connection available and thus the decision was made to leverage eRate services via UEN to design a robust fiber optic network that would enable WPA to focus monies on a upgraded datacenter to serve all of it facilities instead of band-aiding along the old out dated systems of the past.

Through a partnership with our new IT services provider Eminent Technical Solutions (ETS), we were able to centralize servers, filters, firewalls, and consolidate technical support and other cloud-based services such as VoIP Telephones and Network Management. Using our procurement process, we were able to include certain types of equipment to be supplied by our service provider for the duration of our contract without incurring upfront capital expenses. This allowed us to build robust internal network utilizing modern 10GbE switches and routers for each building that can fully use the services from UEN and other Internet based resources.

The fiber optic based Internet connection from UEN has greatly allowed WPA to expand its current digital learning practices. The connection from UEN provides ample bandwidth for our digital learning needs and day-to-day activities as well as stability for annual assessments.

This year WPA acquired and installed new wireless access points throughout the school and upgraded wiring and switches as well. This normally would cost the school $10,144.30, but E-rate committed to reimburse 40% or $4,057.72. Upon completion of the project, Wasatch Peak received a quality upgrade for a fraction of the cost. In August, the new equipment procured was installed. These new access points dramatically increased the student access to consistent internet.

Attached is and chart of our connection utilization of our UEN circuit for our facilities. We monitor this aspect of our systems as well as others to make informed decisions about growth and expansion. We also provide feedback to the State of Utah to help shape legislative and procurement matters.



Our building has 10GbE core routing capabilities and 10GbE core to edge connections. This enables the school to use bandwidth intensive applications such as AirPlay, Streaming, Live Video feeds to each classroom, in addition to seamless VoIP, chat, and collaboration. Our network will scale for years to come and will not require immediate replacement for upgrades under our current contract with ETS, as they will provide for growth and expansion of the core network. Each building currently has enough switches to enable all wired ports, and deliver Data/PoE to any device at 1GbE edge speeds.

WPA's facilities use wireless 802.11n technology, procured via eRate during 2017, to deliver content to our community of educators and students. The school's wireless Internet operates at 1300Mbps per AP with 20 access points at our campus (roughly 1 AP per learning space). We intended to leverage the knowledge contained in the UEN supplied document "Utah Wireless Local Area Network Infrastructure Recommendations for Digital Teaching and Learning" to further assess and improve our wireless capabilities.

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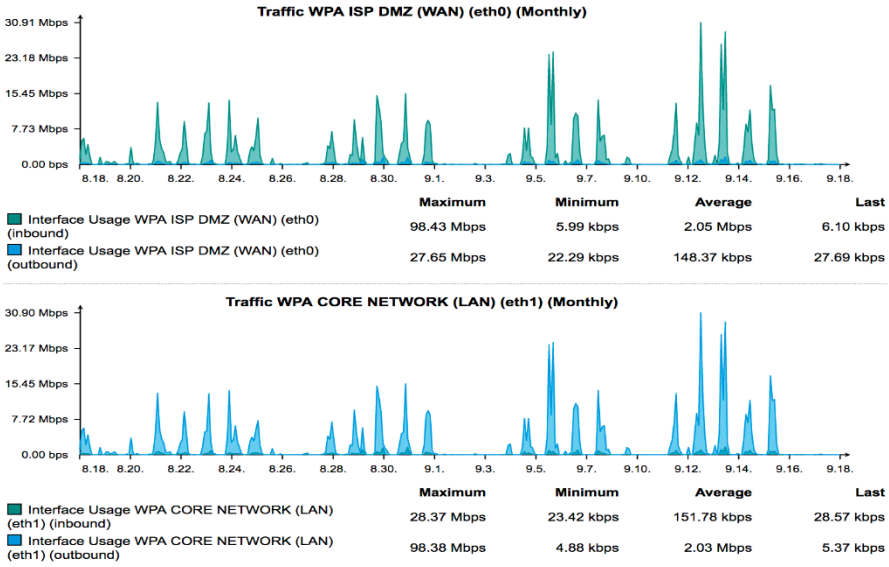

Plan must report site-specific validate-able enrollment, both full time and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items.

Our school currently serves a population of 420 students in which 70 of them currently qualify for Free Lunch (16%) and 17 of them qualify for reduced lunch (4%). 333 of our students (79%) do not qualify for free or reduced lunch.

Although we have used E-rate funding in the past to acquire internet service, Wasatch Peak did not qualify for the E-rate funding that was allocated to support infrastructure. Last year that changed and we were able to

apply for this portion of the available funding and received it for the 2017-2018 school year. This E-rate funding was granted with support from our management company, Academica West. They helped us to write the proposal for the E-rate funding and provided consultation on different approaches for meeting the school's technical needs. We will continue to work with ETS (Eminent Technical Solutions) and Academica West in order to determine ongoing technical needs and possible eligibility for E-Rate items moving forward.

Acknowledge inventory-tracking requirements for at least five years.

WPA is very proud of its efforts to build a modern network and the commitment of its leadership to provide ongoing funding for support and maintenance for our unique mode. The school also intends to continually utilize E-Rate Category 2 where appropriate to supplement our budget. As we expand and make changes in the future, we will continue to explore this and other funding options further with the help of UEN and ETS.

In conjunction with our IT Services Provider, ETS, WPA maintains an accurate inventory of all assets on our campus. This is accomplished via ETS's inventory management system and data consolidations from multiple systems (e.g. our MDM and network monitoring systems). We also maintain service and warranty records to assist in keeping our technology healthy and rotated on a 5-year schedule. We also maintain service and warranty records to assist in keeping our technology healthy and rotated on a 5-year schedule. We commit to maintaining this inventory so for the next five years.

The school has adopted the following policies as they relate to acquisition, procurement, and eRate.

Policy - eRate Procurement

Policy - eRate Record Retention

Policy - Procurement

Policy - Purchasing & Disbursement

J. Technical Support for Implementation and Maintenance of the Program

These technical support standards should:

1. Include support for hardware and Internet access; and
2. Remove technical support burdens from the classroom teacher

Required Plan Elements:

1. *Plan must address scale up of technical support to be available so that business and instructional operations are minimally impacted.*
2. *Plan must address the presence or building of a well-defined technical support procedure.*
3. *Plan must include process to inventory and track portable and fixed technology assets is catalogued and LEA continues to participate in statewide inventory surveys.*
4. *Plan must provide process and measures of the classroom teacher technical support burden and provide measures that reduce the teacher technical support burden.*

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Technical Support Available

Currently, our infrastructure and inventory allows students daily access to our technology equipment. Our plan to improve technology-powered learning is to: adequately prepare our teachers through professional development in order to optimize the equipment we do have, and to work at a high level of fidelity in student engagement and learning through digital teaching.

WPA is a forward-looking charter school with an Elementary program. From its inception, WPA has held the vision of leveraging technology to enhance student's education and to engage our community. We have now accomplished this with an interconnected facility and operating a centralized datacenter with connectivity provided by UETN and USBE. This was done to ensure seamless access between classroom and online resources to establish a uniform technology platform. Furthermore, our systems and connections facilitate uniform access to resources for faculty and students as well as increased opportunities for synchronous communication and exchange of ideas.

WPA selected an IT Service Provider to outsource its technical support needs to Eminent Technical Solutions (ETS) a local IT solutions provider to service WPA's technology needs. This outsourcing was done as it was

determined that the school could not provide an equal or greater level of technical competency for each campus at a price point equal to or less than the outsourced cost for access to subject matter experts with equivalent training and experience.

ETS works with the school to develop a robust technical support model that alleviates the need for teachers to participate in the day-to-day troubleshooting and maintenance of school supplied technology & systems.

The support offered by ETS includes everything from network engineering and design of core systems to day-to-day maintenance of back-end infrastructure (Internet, wiring, switches, routers, server, content filters, etc). This contract also includes support for teacher and student devices along with tracking of inventory and assets, which is accomplished via ETS's MDM and System Management Software. As part of their contract with the school, ETS will supply the requisite number of technical support specialist required to handle any need at our school, as outlined in the signed contract. These needs are handled and tracked through a ticketing system supplied by ETS.

Technical Support Procedure

ETS works closely with the IT Manager and administration to constantly improve the technical support process and improve outcomes for teachers and students. The current support procedure as defined by administration, is that a student experiencing technical support issues should report the issues to their teacher for basic review and to verify proper use and presence of human error. If the teacher cannot provide basic guidance, the teacher is to immediately forward the issues on to the IT Manager who will review the issues and provide further guidance, and if needs be, open a support ticket with ETS for further review. These issues are usually addressed within 24 hours. If more immediate assistance is required or a system wide outage is observed, the office manager or administration will follow an urgent support escalation procedure as outlined in documentation supplied by ETS for 24x7x365 support from ETS. The support process for teacher needs is the same as it relates to support of hardware and software systems.

When the IT manager creates a support ticket with ETS via the trouble ticket system, this triggers a response from a technician or engineer with experience related to the nature of the support issue. The employee of ETS will then assess the situation and develop a plan of action to resolve the concern or fix/address any technical deficiencies. This process keeps all levels of the school's management team in the loop. As part of its contract with the school, ETS provides asset tracking for student and teacher devices as well as technology assets in general. These assets are tracked through our inventory management system as well as electronic tracking and monitoring via the connected network. This information is tracked in order to aid the development of

replacement schedules and identify devices with ongoing issues. This information is also used to direct future purchases and to provide the basis for informed decision making at WPA.

Process to Inventory and Track Portable and Fixed Technology Assets
LEA Continues to participate in statewide inventory surveys.

WPA has a hard copy of all technology currently in the building including the purchase date, vendor, warranty information, and other details. This is updated each year or as new technology is purchased. This year, we will be adding serial numbers, expected life span,and current condition (excellent, good, fair, and poor) to this inventory and converting the system to an excel document. We will use this document to create a five-year tech plan with a replacement schedule for devices. All computers, iPads, Kindles, Smartboards, Projectors, and Desktop computers will be tracked in this manner. Smaller items (e.g. headphones, mice, keyboards, etc.) are tracked by counts, but serial numbers and life span will not be recorded. At the beginning of each year, teachers will "sign-out" the technology that they are personally responsible for in their classroom and will inventory it again before "checking out" at the end of the school year. WPA participates in required statewide inventory surveys and will continue to do so.

Process and Measures of the Classroom Teacher Technical Support

We employ a Curriculum Specialist to help educators feel comfortable using and implementing various technology components in our curriculum, including Utah Compose as part of our ELA curriculum.An in hourse IT Specilist helps teacher resolve smaller issues as they arise. We provide ongoing training to teachers throughout the school year to support their use of technology in the classroom. We track the help requests we receive from teachers and use this to guide future growth or address trends. Each year we conduct a teacher survey and include questions about tech support and tech resources. We also get feedback from teachers regarding where any additional school funding should go.

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

This section should utilize the resources and guidance available from the Utah State Board of Education http://schools.utah.gov/data/Security-Privacy.aspx.

Part A. LEA Security Policies

Part B. LEA Security Audit Plan

Part C. LEA Student Data Privacy Policies and Procedures

Part D. LEA Remediation Plan of Identified Lapses

Required Plan Elements:

1. *Plan must include attached or linked policies in adherence with Utah code for the above required policies and have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups.*
2. *Plan must include LEA and school digital technology policies that incorporate "Responsible Use" guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.*
3. *Plan must include evidence that the LEA and school leaders and the local school board to have worked with a variety of stakeholder groups to create and adopt policy regarding the role of digital technology in a student centered learning environment and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.*
4. *Plan must include comprehensive externally provided security and data privacy audits as provided through UETN.*
5. *Plan must include a remediation plan for responding to real security lapses as well as those identified in the audits, including budgeted allocation of resources.*
6. *Security training for all stakeholders must be included in the plan, addressing password management, anti-phishing, etc.*

The mission of the Wasatch Peak Academy…

Mission Statement

Wasatch Peak Academy is a public K-6 charter school in North Salt Lake City. Wasatch Peak Academy will provide a meaningful educational experience utilizing service-learning and Spanish emphasis instruction to inspire in students:

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Wasatch Peak Academy (WPA) understands that an important part of reading skills and the ability to lead is supported by the ability to convey ideas strongly and clearly. Teaching students to write well is a gateway into being successful in many other areas.

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3) to provide students with the opportunity to apply writing to a variety of content areas. We will track this data for a period of 3 years, over which we aim to see a 5% growth in end-of-year SAGE ELA scores.

Policies in adherence with Utah code for the above required policies and have been communicated

WPA communicates all policies with families at the time of registration and are reviewed t yearly when families re-enroll for each school year. These, and all other policies, are always available on our website for 24/7 access to our parents. We also communicate all information, that is in the polices, and updates to parents at yearly parent meetings, through paperwork sent home with students, and in newsletters. Hard copies are available from the school upon request as well.

Student Data Privacy Policies and Procedures or FERPA Plan

https://1.cdn.edl.io/pB8V6P54CmCftqmyvAJjtqf9rzNCfmxrD6TFMfIZUsTFJT15.pdf

https://1.cdn.edl.io/JEKQyBoDebvFY8ofIZZC9TsuvezjOFL4lN7M5bjnWSPERHgs.pdf

Electronic Resource Policy for Wasatch Peak Academy:
https://1.cdn.edl.io/gtxmSestHMXRhu6FM6RhNyvrjzwNjafRtfqOAZ6NF3CRFyli.pdf

School digital technology policies that incorporate "Responsible Use" guidelines

Wasatch Peak Academy creates and updates policies as needed. Policies are reviewed and approved by the legal team and local school board to ensure Utah legal requirements are met before being finalized and published to the public. Once finalized and signed, policies are posted on our website: http://www.wasatchpeak.org/apps/pages/index.jsp?uREC_ID=282389&type=d&pREC_ID=645070 for public access.

With the recent changes in school administration, revisions of policies to meet current state standards were required and we are in the process of updating them. At our next board meeting (Thursday, September 1st at 6:30), we will be voting on the attached policies regarding student data privacy.—it is anticipated that these will pass and be formally in place by the end of the week.

The digital technology policy document encourages proactive and positive behavior from students. All policies, including those related to electronics and digital learning, are available at the previous link and some are available at the end of this section.

We are in the midst of a much-needed update of the network at Wasatch Peak Academy and anticipate its completion by mid-September of 2017. When this update is complete, the network at Wasatch Peak Academy will be protected from malicious attacks and is maintained by our contracted IT service provider. If there is a security breach, our third-party company is available immediately either remotely or on-site. Our remediation plan is to have our IT support company make sure all security breaches are addressed and taken care of immediately. We have also reached out to UETN to use services that they can provide for our school.

Policy regarding the role of digital technology in a student centered learning environment

At WPA, we take data privacy and security seriously. We realize that protecting this information is foundational with building confidence in a digital learning environment. The school ensures that sound data governance policies are enacted and enforced to ensure the privacy, safety, and security of confidential data sets. Such policies and procedures ensure that access to authorized persons is secure. Education professionals have a range of resources, trainings, and services available to build their awareness and capacity to implement such policies and procedures with precision.

The board and school administration take these responsibilities seriously, and to that end, have worked to craft and author written policies as they relate to these subjects. Please see the following links for a copy of WPA's Policy & Procedure Manuals.

http://www.wasatchpeak.org/apps/pages/index.jsp?uREC_ID=282389&type=d&pREC_ID=645070

These policies and procedures have been communicated to all stakeholders. We have discussed them in public board meetings, and faculty/staff meetings, as well as trainings provide to our students on relevant subjects. Our Policies and Procedures are available on our website:

http://www.wasatchpeak.org/apps/pages/index.jsp?uREC_ID=282389&type=d&pREC_ID=645070

All Board Meeting minutes are uploaded to our website once they are approved. We also hold annual Internet safety assemblies to encourage proactive, positive behavior with digital technologies. Monthly, we hold a Governance Meeting, consisting of a committee of board members, parents, administrators, and faculty, to systematically review and update policies in a consistent and continual manner.

Plan must include comprehensive externally provided security and data privacy audits as provided through

UETN

All student data is password protected and our data privacy is encrypted and secured. Security does not impede or restrict the use of education tools and all security rules and policies are monitored. Our network is filtered to restrict exposure to inappropriate content and is Children Internet Protection ACT (CIPA) compliant while consistently providing access to useful instructional tools and resources. We have a continuously updated collection of content filtering data that is maintained and managed by a third-party company to support decisions and comply with local, state, and federal reporting mandates. By using the resources provided through UETN and other outside resources, Wasatch Peak Academy will be one step closer to realizing its vision of preparing students for 21st-century college and career readiness.

Security Audit Plan

Electronic resources policies are reviewed by our stakeholders annually and updated as needed. Responsible use, including password management, anti-phishing, and other appropriate security training, is encouraged and reiterated annually to all stakeholders, including board members, faculty, staff, students, and parents. Times where we may address responsible use and security are at Back to School Night, Safety Week, Board meetings, faculty meetings, student technology rotations, Parent-Teacher Conferences, and parent communication via weekly e-mails and monthly newsletters. All of our school policies are available publicly on our website and specific policies are shared periodically with parents through emailed newsletters. Parents are also informed at Back to School Night that all school policies are available for their review anytime on the school's website.

Wasatch Peak Academy will host an annual Safety Week each Fall. In addition to going over emergency drills during Safety Week, online safety is reviewed and appropriate online student behavior is encouraged and reiterated frequently. Parents and students must sign the school's Student Computer Use Agreement annually before students use any school-issued devices. The Technology Assistant will address appropriate technology use and online safety with students throughout the school year as part of our larger technology curriculum. The school's Technology and Safety Committee meets regularly throughout the school year to address concerns, anticipate needs, and create and modify policies as well as focusing on making the student-centered learning environment safe and relevant.

Remediation plan for responding to real security lapses as well as those identified in the audits, including budgeted allocation of resources

Confidentiality of Student Information

The school, all employees, volunteers, third party contractors, or other agents of the School shall protect the privacy of the student and the student's family through compliance with the protections established under

state and federal law. The school will provide appropriate training to employees regarding the confidentiality of student performance data and personally identifiable student information.

Data Collection and Storage Procedures
The school will ensure that enrollment verification data, student performance data, and personally identifiable student information are collected, maintained, and transmitted in a secure manner consistent with sound data collection and storage procedures.

Access to Information
Access to confidential student information will be limited to individuals with a legitimate educational interest in the data as determined by the Lead Director or Campus Director. In general, this will include the Lead Director, Campus Director, other administrative personnel such as an assistant administrator or counselor, members of the school's front office staff, members of the school's special education staff (in accordance with special education regulations regarding school records), teachers (for students in their classes), and third parties with which the School has contracted to perform special tasks for the school. The school will ensure that all individuals who have access to student information will understand how, where, and when they can access this data and will commit to fulfill their obligations to protect the confidentiality of the information.

Physical Protection
Any physical documents containing confidential student information will be stored in a secured, locked location. The Lead Director or Campus Director will determine access to the storage location.

Technological Protection
The school will ensure that appropriate technological protections are in place, as described below, whenever the School gathers, transmits, or stores confidential information electronically. The school currently uses Aspire as its Student Information System. This is the primary location in which the School will store electronic data. This program provides a secure location for the maintenance and transmission of confidential student information. In the event the school decides to use a Student Information System other than Aspire, the school will ensure that the system is approved by USOE and is adequately secure.

The school uses an online registration system for the registration and enrollment of all new students entering the school and for the declaration of current students for re-enrollment. This system is used to run lotteries when applications to the school exceed available opening and to gather student information. This system has been designed with security features that satisfy industry standards. The school will ensure that the system is updated over time to maintain adequate security.

All confidential student information that is stored electronically will be in a location that is password protected. Such data will not be stored on local device drives or on removable data storage media.The school will ensure that its network, including servers and wireless access components, employs industry standard

security measures. School personnel will not share login information for any system in which confidential student information is stored unless authorized by the Lead Director or Campus Director. Finally, confidential student information will only be transmitted through secure means such as MoveIt and will not be transmitted via e-mail in an unencrypted format.

Personnel Responsibilities
School personnel are responsible for entering student data into the school's Student Information System. This includes information obtained through the school's online registration system and other data gathered throughout the course of the school year. School personnel also manage the maintenance and reporting of records and data required by governmental entities.

The Lead Director will ensure that school personnel will periodically obtain professional training to ensure that they perform their responsibilities properly and that they comply with all requirements associated with protecting and maintaining the confidentiality of student records and data. This training may include topics such as appropriate and inappropriate access and use of data; who may access data and for what purposes; asking questions when access decisions need to be made; handling problems when misunderstandings arise; data collection procedures and expectations; protecting data during collection, use, and storage; and key aspects of data security.

Third Party Access to Confidential Information
The school's Educational Services Provider, Academica West, will have access to the personally identifiable student data and school enrollment verification data collected and will be maintained by the school in connection with legitimate educational purposes of the School.

Data Breach
The School will notify the parent or guardian of a student if there is a release of the student's personally identifiable student data due to a security breach.

WPA'S Policies & Procedures Related to Digital Teaching & Learning:

Electronic and Telephone Communications Policy for Wasatch Peak Academy (from WPA Employee Handbook): All uses of the WPA's computers and electronic resources, including but not limited to e-mail, network and Internet access, whether inside or outside the school, must be in support of educational, research, or professional development objectives consistent with WPA's mission. Please refer to the *Staff Acceptable Use of Electronic Resources Policy* for more information. Violation of these policies is grounds for discipline, up to and including termination.

Student Data Privacy Policies and Procedures or FERPA Plan

https://1.cdn.edl.io/pB8V6P54CmCftqmyvAJjtqf9rzNCfmxrD6TFMfIZUsTFJT15.pdf

https://1.cdn.edl.io/JEKQyBoDebvFY8ofIZZC9TsuvezjOFL4lN7M5bjnWSPERHgs.pdf

Electronic Resource Policy for Wasatch Peak Academy

https://1.cdn.edl.io/gtxmSestHMXRhu6FM6RhNyvrjzwNjafRtfqOAZ6NF3CRFyli.pdf

Confidential Information Policy (from WPA Employee Handbook): The school requires all employees to treat as confidential any records or information pertaining to, but not limited to, the performance, behavior, background, preferences, and identification of students, parents, and other employees of the school. Employees may not use such information either directly or indirectly other than for school purposes. Violation of this policy may result in disciplinary action up to and including termination. Parent volunteers, teachers, staff, and others with access to student data should sign a student confidentiality agreement and receive appropriate training. An online volunteer training program is available here: http://www.dioslc.org/safe-environment

Student Supervision Policy (from the WPA Employee Handbook): To assure the safety of all students, students must never be left in the unattended without an WPA employee present, or another adult present who has a cleared background check on file with the school.

Employees who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use to ensure that it conforms to the mission and goals of the School and to any acceptable use policy governing students' use of electronic resources. Staff should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources so that effective monitoring, instruction, and assistance may be provided.

Training for all stakeholders must be included in the plan, addressing password management, anti-phishing, etc

Security training for all stakeholders is of great importance to WPA and is conducted annually for all current and new employees. Topics covered have and will include password management, anti-phishing/cyber security, data management and retention rules, cyberbullying, etc.

Our training is based in part around the resources provided by The National Cyber Security Alliance. See the following link for the resources provided to our employees. Our Training for the 2017-2018 school year is scheduled for Nov 1, 2017 at 1:00. It will cover the information listed below.

https://staysafeonline.org/stay-safe-online/

Our contracted IT Service Provider, ETS provides semi-monthly external and internal security scans and will notify Administration of any breach of the school's IT Systems. If security issues are found ETS will provide remediation and written resolution of said issues. ETS also maintains our IT systems and provided semi-monthly patching and updating of devices, servers, switches, routers, firewalls, content filters, etc. ETS also provides real-time threat monitoring via IDS/IPS systems and real-time updates to threat and virus definitions. In the future, ETS will work with the school and UETN to request additional assessment and review of the school's IT systems. The services provided by UETN will augment our current security & data management posture. The school will use UETN to complete an independent external evaluation/audit of the school's security systems and implement solutions to any identified lapses in security.

WPA will cooperate with any future security efforts from the State, USOE, UTEN.

WPA realizes that information security is key to building a digital learning environment and to that end, we employ training, policy, and technology to achieve data privacy for our end users and stable technology platform for our educators and students.

Student Education Records Management

Parents/guardians have the right to inspect and review all of their student's education records maintained by the school. If the education records of a student contain information on more than one student, the parent/guardian may inspect and review or be informed of only the specific information about their child.

- The School will grant a request by a parent/guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made.
- Parents/guardians may challenge and request the school to amend any portion of their child's education record that is inaccurate, misleading, or in violation of the privacy rights of the student.
- The school shall consider the request and decide whether to amend the records within a reasonable amount of time. If the Lead Director decides not to amend the record as requested, the Lead Director shall inform the parent/guardian of the decision and of their right to a hearing.
- Upon request of a parent or guardian, the school shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

- Such hearing shall be informal and shall be conducted by an individual who does not have a direct interest in the outcome of the hearing.
- If, as result of the hearing, the school decides that the challenged information is inaccurate or misleading, the record should be amended accordingly and the parent/guardian informed in writing.
- If, as result of the hearing, the school decides that the challenged information is not inaccurate or misleading, it shall inform the parent/guardian of their right to place a statement in the record, commenting on the challenged information in the record, or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained, and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

The school may not disclose information related to education records without prior parental consent, except as provided by law. Such exceptions include, but are not limited to disclosures:

- To school officials who have a legitimate educational interest;
- To a person or company with whom the School has contracted to perform a special task;
- To other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- To individuals who have obtained court orders or subpoenas;
- To individuals who need to know in cases of health and safety emergencies;
- To officials in the juvenile justice system;
- In connection with audit and evaluation of federally or state supported education programs;
- To the Immigration and Naturalization Service (INS) for foreign students attending school under a visa; or
- To the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.
- The school may disclose directory information for appropriate reasons if it has given parents annual notice of their right to request that their student's directory information not be released by the School.
- The following information relating to students may be declared directory information from time to time:
  (a) name, address, e-mail address, and telephone number;
  (b) date and place of birth;
  (c) major field of study;
  (d) participation in officially recognized activities and sports;
  (e) weight and height of members of athletic teams;
  (f) dates of attendance;
  (g) degrees and awards received;
  (h) most recent previous educational agency or institution attended; and
  (i) photograph

- The school shall not release directory information to any individual or organization for commercial use.
- The school shall give full rights to student education records to either parent (or guardian), unless the school has been provided with evidence that there is a court order or other legally binding instrument relating to matters such as divorce, separation, or custody that specifically revokes these rights.

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L. Budget

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

Part A. Disclosure of LEA's Current Technology Expenditures

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

Part B. Budget for Grant Funding Year 1 – 3

In addition to completing the Budget Form (Attachment A), provide a narrative description of the budget. The narrative clearly describes the proposed expenditures for each of the three years of the proposed project. *Please note that your budget should not exceed the budget projections provided for the fiscal year.*

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

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

Note: A participating LEA may not use grant money:
(1) To fund non technology programs;

(2) To purchase mobile telephones; or

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

(4) To supplant existing funding for educational technology

Part C. Projection for Future Support Costs

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

Part D. Sustainability

Explain how the LEA plans to scale and grow digital teaching and learning beyond the three-year grant period. This may include plans to shift existing funds to support digital teaching and learning, as well as the allocation of new funds, and/or outside grants. Your plan should address a process for seeking potential cost savings to sustain the grant. We recommend the following table to address sustainability process efforts such as the one below:

Sustainability Action	Data Point	Process	Positive/Negative Potential	Follow-up
Develop a 5-year equipment replacement plan Increase student access to devices, particularly in the upper grades starting with 5th grade.	- Inventory of age of devices - Replacement cost	- Inventory - Review of inventory with Tech Director and Principal	- Awareness of devices and age of those devices, should allow for anticipation of upcoming costs	- 20% of the new computers are moved out to other schools, so 20% are year one, 80% are year 2

We will redirect cost savings towards sustaining the digital teaching and learning initiative... .

Required Plan Elements:

1. *Plan includes costs identified by the LEA that are realistic.*
2. *Plan includes clearly identified resources it will deploy to ensure the plan's success.*
3. *Plan must address sustainability beyond the grant period.*
4. *Plan must include how the LEA will identify, capture and re-purpose savings resulting from this program.*

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Our commitment to our mission includes a commitment to technology as a tool for a strong academic program. Our goals for this grant are: 1) to use funds to acquire additional devices to expand our current student access to online writing programs and tools, 2) to strengthen our approach to personalized learning,

3) to provide students with the opportunity to apply writing to a variety of content areas. We will track this data for a period of 3 years, over which we aim to see a 5% growth in end-of-year SAGE ELA scores.

Part A: Outline of 2017-2018 Technology Budget	
Moby Max Software	$2,000.00
Reconfiguration and Updating Infrastructure	$10,000.00
Reconfiguration Student Laptops to Teacher Computers	$400.00
Ongoing IT Management, Trainings, and Support	$9000.00
Student iPads (15)	$5000.00
Student Devices (Grant plus additional school funds)	$10,225.00
Total	$36,625.00

Parts B & C Budget Narrative:

Wasatch Peak Academy's goal, with the funds provided from this grant, is to provide student devices to support teaching writing across a variety of areas. As outlined in the budget template, we would use the funds for the first year to purchase a student device lab with an anticipated cost of $10,225 for students in grades 4-6. The following years, years 2 and 3, we would provide or replace student devices that are used to access writing programs. The remaining funds for both Year 2 and Year 3, as well as any additional expansion of funding for the duration of this grant, would be allocated to purchasing student devices in an attempt to get classrooms in grades 4-6 on a one-to-one device ratio. Additional funds, including a 10% increase in funding, would be directed towards replacing existing SMART boards and projectors as needed, and network infrastructure to continue supporting our students in their use of Utah Compose and other digital learning programs. This would ensure that our students have access to a functioning device to access the Utah Compose program. We will continue to encourage appropriate use to ensure each device reaches its maximum lifespan.

Parts D & E

We foresee technology being our greatest need for many years in the future and will continue to make it a priority. Our plan moving forward is to continue to budget for and seek out grant and state incentive opportunities in the future. We are committed to ensuring that our students have continued access to the devices and programs they need for personalized digital learning. As we continue to write grants and look to the future, we will redirect cost savings from digital teaching and learning to support the maintenance and growth of the program. The additional money we receive from this grant will provide potential cost savings for

Wasatch Peak Academy. Because of this, we will redirect our technology budget to be used in addition to the grant money to support Wasatch Peak Academy's goal for our Digital and Teaching initiative.

STATEMENT OF ASSURANCES

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

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

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

a. Title VI of the Civil Rights Act of 1964

b. Title IX of the Education Amendments of 1972

c. Section 504 of the Rehabilitation Act of 1973

d. Age Discrimination Act of 1975

e. Americans with Disabilities Act of 1990

f. Improving America's Schools Act of 1994

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

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

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

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

Budget

Part 3: BUDGET				
Applicant:				
Description	Funding Requested – Year One *December 1, 2017 – June 30, 2018*	Funding Requested – Year Two *July 1, 2018 – June 30, 2019*	Funding Requested – Year Three *July 1, 2019 – June 30, 2020*	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				

H. (800) Other (Exclude Audit Costs)				
I. TOTAL DIRECT COSTS (Lines A through H)				
J. (800) Other (Audit Costs)				
~~K. Indirect Cost~~				
L. Property (includes equipment)	$5909.00 Student Devices About 23 chrome books	$5909.00 Student Devices About 23 chrome books	$5909.00 Student Devices About 23 chrome books	$17700.00
M. TOTAL (Lines I through L)	$5909.00	$5909.00	$5909.00	$17700.00
Additional Funding	Additional student devices with the goal of getting to one-to-one in grades 4-5. We currently have a 3rd of what we need for meet this.	Additional student devices with the goal of getting to one-to-one in grades 4-5. (If we receive this grant we be 55% of the way to our goal by year 2), Back-up server for school	Additional student devices with the goal of getting to one-to-one in grades 4-6. (If we receive this grant we be 66% of the way to our goal by year 3). Replace failing equipment	

This form is a required element of the grant application. Justification for each of the categories shall be included in the budget narrative portion of the application. Modifications to the grant must be reflected over the three years of the

grant and included as part of the annual reporting. For reporting, it must include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item and the actual total project cost share.