

Utah State Board of Education  
Digital Teaching and Learning Grant Program



enriches lives!

Noah Webster Academy  
Qualifying Grant Application and Rubric



## FY 2017

Noah Webster Academy is a public charter school offering Kindergarten through 6th Grade. The school is located at 205 East 400 South in Orem, Utah and has been open since August 2006.

NWA currently has an enrollment of 589 scholars. NWA limits enrollment to 22 scholars per kindergarten class, and 29 scholars per class for grades 1-6. Each classroom is taught by a certified teacher and supported by a classroom aide. Aides may be certified teachers or well-trained paraprofessionals. Math and reading are taught in smaller "ability groups" that average 10-12 students per group.

NWA is in close proximity to a number of schools in the Alpine School District as well as two new charters which opened this previous year in the Vineyard area. With this being said, we have kept our enrollment around 585 for a number of years. We appreciate the community spreading word of the good things happening at our school which continues to bring new scholars to our school. We currently have a 42.4% of our scholars who qualify for free or reduced lunch. 41% of our scholars are minority subgroups. We appreciate and love the growth in our cultural diversity over the last few years. Each child brings to our school their own unique learning personalities which we strive to meet daily. We look forward to the financial assistance from the digital teaching and learning grant to assist us in meeting the needs of each learner.

### MISSION STATEMENT

NWA assists parents in their stewardship of developing the hearts and minds of children by creating a safe and nurturing environment of classical education that fosters patriotism, cultural literacy, moral virtue, conscience, individuality, self-government, and excellence, thereby, inspiring a lifelong love of learning, leadership and service.

### VISION STATEMENT

Noah Webster Academy enriches lives!

### EDUCATIONAL PHILOSOPHY: INSTRUCTION AT NOAH WEBSTER ACADEMY

**Direct Instruction** – Direct Instruction is based on the theory of all children being able to learn through clear, systematic instructions. Scholars learn as they receive instruction on their skill level. Weekly mastery of content taught is measured with rate of instruction being modified to ensure mastery occurs. Teachers are in the front of the classroom presenting the lesson with scholars answering when a signal is given.

**Multisensory Instruction** – Multisensory instruction engages the entire brain through sensory activities. Auditory (hearing and speaking), visual (seeing and perceiving), and kinesthetic/tactile (touch, movement, and doing) components are added to each lesson to activate the brain during instruction

**Socratic Method** – The Socratic Method is an inquiry based instructional method. Scholars ask and answer questions to encourage critical thinking and creating new ideas.

The school is excited for how digital teaching and learning will enhance the current instructional practices of the school.

## LEA Overview:

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

- The Master Plan refers to completing the Future Ready Assessment, which can be found here: <http://dashboard.futurereadyschools.org/framework> Please note that this assessment takes 4-8 weeks to complete.*
- Completion of the assessment will generate a self-assessment report that can be included here to meet the planning requirement.*
- LEA's may request possible use of another readiness assessment to be approved by the Digital Teaching and Learning Advisory Board. All requests must be received and approved prior to September 1, 2016.*

| LEADERSHIP       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                  | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| L1 Shared Vision | <ul style="list-style-type: none"> <li>A district leadership team is being created for the purposes of planning and leading digital teaching and learning.</li> <li>A vision for digital teaching and learning has not yet been created.</li> <li>A planned effort to discuss the eventual vision for digital teaching and learning with faculty, staff, and other stakeholders has not yet been put in place.</li> <li>There is no consistent effort to have district and school leaders</li> </ul> | <ul style="list-style-type: none"> <li>A district leadership team, consisting of a few individuals, collaboratively crafts the vision for digital teaching and learning.</li> <li>A vision for digital teaching and learning guides district digital education activities.</li> <li>District and school leadership annually promote the district vision for digital teaching and learning to faculty and staff.</li> <li>School leaders communicate about digital teaching and learning practices</li> </ul> | <ul style="list-style-type: none"> <li>A district leadership team, consisting of many individuals, collaboratively crafts the vision, goals, and strategies for digital teaching and learning.</li> <li>The vision, goals, and strategies for digital teaching and learning exist as a self-contained initiative.</li> <li>District and school leadership occasionally promote the district vision for digital teaching and learning to all stakeholders, including faculty, staff, students, parents, and community members.</li> </ul> | <ul style="list-style-type: none"> <li>A diverse, representative district leadership team, consisting of district and school administrators, teachers, students, parents, and community members, collaboratively crafts the vision, goals, and strategies for digital teaching and learning.</li> <li>The vision, goals, and strategies for digital teaching and learning are integrated as core components of the district's strategic plans and other high-level guiding frameworks.</li> <li>District and school leadership consistently promote the district vision for digital teaching and learning to all stakeholders, including faculty, staff,</li> </ul> |

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|                    | consistently communicate about digital teaching and learning practices.                                                                                                                                                                                                                                                                                                                                                                                                              | <i>but do not model effective use of digital resources.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources.                                                                                                                                                                                                                                                                                                                                                                           | <i>students, parents, and community members.</i><br><input type="checkbox"/> District and school leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources.                                                                                                                                                                                                                                                                                                           |
| L2 Personnel       | <input type="checkbox"/> District schools require teacher leaders and other faculty to lead, learn, and share together about digital teaching and learning in meetings before or after school.<br><input type="checkbox"/> Schools within the district do not yet make digital teaching and learning skills a requirement or priority for any teaching position.<br><input type="checkbox"/> District schools do not yet identify teacher-leaders for digital teaching and learning. | <input type="checkbox"/> Every school within the district has at least one part-time instructional coach for technology or at least one full-time certified school library media coordinator.<br><input type="checkbox"/> Schools within the district recruit, hire, and develop a few teachers on their faculty to have high quality digital teaching and learning skills.<br><input type="checkbox"/> Every district school has informal pathways to identify current teacher-leaders for digital teaching and learning. | <input type="checkbox"/> Every school within a district has at least one full-time instructional coach for technology and at least one full-time certified school library media coordinator.<br><input type="checkbox"/> Schools within the district recruit, hire, and develop many teachers on their faculty to have high quality digital teaching and learning skills.<br><input type="checkbox"/> Every district school has informal pathways to identify and develop current and future teacher-leaders for digital teaching and learning. | <input type="checkbox"/> Every school within the district has at least one full-time instructional technology facilitator and at least one full-time certified school library media coordinator.<br><input type="checkbox"/> Schools within the district recruit, hire, and develop all teachers on their faculty to have high quality digital teaching and learning skills.<br><input type="checkbox"/> Every district school has formal pathways to identify and develop current and future teacher-leaders for digital teaching and learning. |
| L3 Communication & | <input type="checkbox"/> Digital tools are rarely used to provide just-in-time information about important district activities and to                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> Digital tools are occasionally used to provide just-in-time information about important district activities and to                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> Digital tools are consistently used to provide just-in-time information about important district activities and to connect parents,                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> Digital tools are continuously used to provide just-in-time information about important district activities and to connect parents, community                                                                                                                                                                                                                                                                                                                                                                           |

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| Collaboration     | <p>connect parents, community members, and other stakeholders to the district using two-way communication.</p> <ul style="list-style-type: none"> <li>□ School leaders do not yet maintain a digital culture within their schools, in which the collaborative, transparent, free-flow exchange of information takes place among sub-groups of school faculty and staff.</li> </ul>                                                                     | <p>connect parents, community members, and other stakeholders to the district using two-way communication.</p> <ul style="list-style-type: none"> <li>□ 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 school faculty and staff.</li> </ul>                                                           | <p>community members, and other stakeholders to the district using two-way communication.</p> <ul style="list-style-type: none"> <li>□ Many 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 school faculty and staff.</li> </ul>                                                                                                                                            | <p>members, and other stakeholders to the district using ongoing, two-way communication.</p> <ul style="list-style-type: none"> <li>□ 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 school faculty and staff.</li> </ul>                                                                                                                                                                                       |
| L4 Sustainability | <ul style="list-style-type: none"> <li>□ The district has not yet considered a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts.</li> <li>□ The district has not yet developed a long-term funding plan for digital teaching and learning.</li> <li>□ The district leadership team is not yet considering options for supporting digital teaching and learning through</li> </ul> | <ul style="list-style-type: none"> <li>□ The district is considering developing a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts, but has not yet studied financial projections or budget items.</li> <li>□ The district has a long-term funding plan that provides ongoing funding for digital teaching and learning with discretionary funds and</li> </ul> | <ul style="list-style-type: none"> <li>□ The district has a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts that is updated with new financial projections, budget items, and priority areas every couple years.</li> <li>□ The district has a long-term funding plan that includes: ongoing funding for digital teaching and learning as a core operating cost; leverages at least one external funding source; and</li> </ul> | <ul style="list-style-type: none"> <li>□ The district has a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts that is continually updated with new financial projections, budget items, and priority areas and is aligned to the district improvement plan.</li> <li>□ The district has a comprehensive long-term funding plan that includes: ongoing funding to fully fund digital teaching and learning; leverages multiple external funding sources; and</li> </ul> |

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| L5<br>Policy | <p>managed services.</p> <ul style="list-style-type: none"> <li>□ The district <i>is not yet considering</i> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>                                                                                                                                                                                                          | <p><i>accommodates for refresh cycles.</i></p> <ul style="list-style-type: none"> <li>□ The district leadership team <i>is exploring</i> options for supporting digital teaching and learning through managed services.</li> <li>□ The district <i>is building their capacity to evaluate</i> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>                             | <p><i>accommodates for refresh cycles.</i></p> <ul style="list-style-type: none"> <li>□ The district leadership <i>has identified</i> options for supporting digital teaching and learning through managed services.</li> <li>□ The district <i>occasionally evaluates</i> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>                                                                                                                                           | <p><i>accommodates for refresh cycles, product upgrades, and expansion of services.</i></p> <ul style="list-style-type: none"> <li>□ The district <i>uses</i> options for supporting digital teaching and learning through managed services.</li> <li>□ The district <i>consistently evaluates</i> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>                                                                                                                                                                                                           |
|              | <ul style="list-style-type: none"> <li>□ District-specific Terms of Use agreements including policies for data privacy and confidentiality <i>are not yet in place.</i></li> <li>□ District and school digital technology policies include language for an Acceptable Use policy, but have not been updated within the past two years and do not yet have a systematic process for consistent policy updates.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-specific Terms of Use agreements including policies for data privacy and confidentiality <i>have been discussed by leadership and are in the process of being created.</i></li> <li>□ District and school digital technology policies <i>include an Acceptable Use policy, but do not have a systematic process for consistent or continual policy updates.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ District-specific Terms of Use agreements include policies for data privacy and confidentiality <i>have been adopted by the district.</i></li> <li>□ District and school digital technology policies <i>have shifted from an Acceptable Use policy to Responsible Use guidelines, but do not have a systematic process for consistent or continual policy updates.</i></li> <li>□ District leaders <i>have adopted policies that enable or support at least one</i></li> </ul> | <ul style="list-style-type: none"> <li>□ District-specific Terms of Use agreements include policies for data privacy and confidentiality <i>have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups, and serve as a guide for purchasing and service agreements for new product acquisition.</i></li> <li>□ District and school digital technology policies <i>incorporate Responsible Use guidelines that encourage proactive, positive behavior with digital technologies and have a systematic</i></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>□ District leaders <i>have not yet considered</i> policies that enable and support: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li>□ School and district digital technology policies <i>are not yet aligned</i> to the district improvement plan and <i>do not mention</i> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li>□ School and district policies do not yet mention the role of digital technology in a student-centered learning environment.</li> </ul> | <ul style="list-style-type: none"> <li>□ District leaders <i>are considering</i> policies that enable and support: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li>□ School and district digital technology policies <i>are in the process of being aligned</i> to the district improvement plan and <i>do not mention</i> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li>□ School and district leaders <i>are discussing</i> the role of digital technology in a student-centered learning environment.</li> </ul> | <p><i>of the following:</i></p> <ul style="list-style-type: none"> <li>24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li>□ School and district digital technology policies <i>have been aligned</i> to the district improvement plan and <i>do not mention</i> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li>□ School and district leaders <i>have adopted policy regarding</i> the role of digital technology in a student-centered learning environment.</li> </ul> | <p><i>process for consistent or continual policy updates.</i></p> <ul style="list-style-type: none"> <li>□ District leaders <i>have adopted and communicated policies to enable and support:</i> 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li>□ School and district digital technology policies <i>have been aligned</i> to the district improvement plan and <i>explicitly delineate</i> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li>□ School and district leaders <i>have worked with a variety of stakeholder groups to create and adopt policy</i> regarding the role of digital technology in a student-centered learning environment <i>and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.</i></li> </ul> |
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| <p><b>L6<br/>Continuous<br/>Improvement</b></p> | <ul style="list-style-type: none"> <li>□ The district <i>is not yet considering</i> continuous improvement plans for digital learning initiatives.</li> <li>□ Continuous improvement systems have not yet been identified or established.</li> <li>□ Data is not yet being used or collected related to digital learning initiatives.</li> </ul> | <ul style="list-style-type: none"> <li>□ District leaders <i>are considering</i> continuous improvement plans for digital learning initiatives.</li> <li>□ <i>Digital learning initiatives are seen as separate from the rest of the teaching-and-learning process and little effort is given regarding overall evaluation.</i></li> <li>□ <i>Limited data</i> are being used to continuously improve the implementation of digital teaching and learning.</li> </ul> | <ul style="list-style-type: none"> <li>□ District leaders <i>have begun to develop</i> continuous improvement plans for digital learning initiatives.</li> <li>□ <i>Digital learning initiatives are improved every 1-2 years based upon summative results of continuous improvement data</i> (e.g., based on findings professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).</li> <li>□ <i>Mostly high-level data</i> (e.g. student grades and test scores) are being used to continuously improve the implementation of digital teaching, <i>but district leaders are beginning to develop plans for the collection of more nuanced, informative data.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ <i>A team of stakeholders that includes district leadership and representatives of some other groups such as, school administrators, teachers, parents, students, and/or community members have developed</i> continuous improvement plans for digital learning initiatives <i>aligned to the district improvement plan.</i></li> <li>□ <i>Digital learning initiatives are continuously improved based on results of the ongoing data collection</i> (e.g., based on findings professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).</li> <li>□ <i>Multiple and varied sources of data</i> (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) are being used to continuously improve the implementation and impact of digital teaching and learning.</li> </ul> |
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| <p><b>L7<br/>Pro<br/>cur<br/>em<br/>ent</b></p> | <ul style="list-style-type: none"> <li>□ District-procured digital content is purchased as a package.</li> <li>□ The accessibility and usability of digital content is not addressed.</li> <li>□ Procured licenses for each student and teacher and are not transferrable between individuals as needed.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-procured digital content is purchased by course.</li> <li>□ 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.</li> <li>□ Procured licenses are based on enrollment count, and are not licensed to individual students and teachers.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-procured digital content is purchased by unit.</li> <li>□ Accessibility and usability of digital content for all students with disabilities or special needs is addressed by providing alternatives for inaccessible content.</li> <li>□ Procured licenses are based on a flexible licensing model on the number of concurrent users.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-procured digital content is purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.</li> <li>□ All digital content is accessible and useable by all students with disabilities or special needs.</li> <li>□ Procured licenses are based on a flexible licensing model that allows for transferability among users, or on the total enrollment of the school.</li> </ul> |
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| TECHNOLOGY INFRASTRUCTURE & DEVICES                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                  | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| T<br>1<br>S<br>c<br>h<br>o<br>o<br>l<br><br>N<br>e<br>t<br>w<br>o<br>r<br>k<br>s | <ul style="list-style-type: none"> <li>□ Network and Internet connection bandwidth are <i>not yet sufficient to support average district access needs.</i></li> <li>□ Wireless access points are <i>not yet</i> managed by a central controller.</li> <li>□ Wireless network is <i>not yet available in all classrooms, or is not yet sufficient to meet demand.</i></li> <li>□ Wireless connectivity is <i>not yet sufficient</i> to support one device per student with some performance degradation during average use.</li> <li>□ Network performance monitoring is <i>not yet in place.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ Network and Internet connection bandwidth are <i>sufficient to meet average district access needs (though not peak demand).</i></li> <li>□ Some wireless access points are managed by a central controller.</li> <li>□ Wireless network access is <i>generally available in computer labs and classrooms; wireless access is available in some common spaces.</i></li> <li>□ Wireless connectivity is <i>sufficient to support one device per student with some performance degradation during average use.</i></li> <li>□ Network performance monitoring is <i>in place at MDF and core switching equipment.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ Network and Internet connection bandwidth are <i>sufficient to support all district access needs with some performance degradation at peak access times.</i></li> <li>□ All wireless access points are managed by a central controller.</li> <li>□ Wireless access is <i>available in all instructional and indoor common areas.</i></li> <li>□ Wireless connectivity is <i>sufficient to support one device per student without performance degradation during average use.</i></li> <li>□ Network performance monitoring is <i>in place for the wired and wireless networks including individual access points.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ Network and Internet connection bandwidth <i>support all district access needs without performance degradation even during times of maximum use.</i></li> <li>□ All wireless access points are managed by a central controller <i>with redundancy and traffic routing.</i></li> <li>□ Wireless access is <i>available and reliable in all instructional spaces and indoor/outdoor common areas.</i></li> <li>□ Wireless connectivity is <i>sufficient to support two or more devices per student without performance degradation during average use.</i></li> <li>□ Network performance monitoring is <i>in place for the wired wireless network and can measure usage at the device level.</i></li> </ul> |

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| T<br>2<br>E<br>n<br>d<br>-<br>U<br>s<br>e<br>r<br>D<br>e<br>v<br>i<br>c<br>e<br>s | <ul style="list-style-type: none"> <li>□ District-owned devices are available <i>in a fixed location on a limited or scheduled basis for teacher and learner use.</i></li> <li>□ District-owned devices are <i>not yet configured for remote management or update.</i></li> <li>□ Standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications) <i>do not yet exist.</i></li> <li>□ <i>District does not yet allow students to bring their own devices.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ District-owned devices are available <i>to entire classes on a rotating basis in the classroom for teacher and learner use.</i></li> <li>□ Some district-owned devices are <i>configured for remote management or update.</i></li> <li>□ Some district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</li> <li>□ District <i>allows students to bring any devices.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ District-owned devices are available <i>to all students and teachers during the school day.</i></li> <li>□ District-owned devices are <i>configured for remote management or update at the school.</i></li> <li>□ <i>Most district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</i></li> <li>□ District <i>provides support for schools to implement a "Bring Your Own Device" (BYOD) program.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ District-owned devices are available <i>to all students and teachers 24/7.</i></li> <li>□ District-owned devices are <i>configured for remote management or update across the district.</i></li> <li>□ <i>All district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</i></li> <li>□ District <i>requires BYOD, student-owned devices used on campus to meet specifications that ensure they can be used for core learning applications.</i></li> </ul> |
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| TECHNOLOGY & INFRASTRUCTURE                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                        | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>T<br/>3<br/>L<br/>e<br/>a<br/>r<br/>n<br/>i<br/>n<br/>g<br/>E<br/>n<br/>v<br/>i<br/>r<br/>o<br/>n<br/>m<br/>e<br/>n<br/>t<br/>s</b> | <ul style="list-style-type: none"> <li>□ All instructional spaces <i>do not yet have a dedicated large display.</i></li> <li>□ Classrooms have <i>fewer than five power receptacles available for student use.</i></li> <li>□ Peripheral devices (e.g., document cameras, 3-D printers, assistive/adaptive devices, etc.) are not yet available in the classroom, or do not function.</li> <li>□ Learning spaces are <i>not yet</i> designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul> | <ul style="list-style-type: none"> <li>□ All instructional spaces <i>have a large display system that is hard-wired to a single device.</i></li> <li>□ Classrooms have <i>enough receptacles to allow students to rotate for access to power.</i></li> <li>□ Peripheral devices are available for use in the classroom, <i>are functional, but are only for teacher use.</i></li> <li>□ A few learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul> | <ul style="list-style-type: none"> <li>□ All instructional spaces <i>have a large fixed display system that is hard wired to a single device.</i></li> <li>□ Classrooms have <i>sufficient power receptacles available, but are not conveniently located for student use.</i></li> <li>□ Peripheral devices are available in the classroom and <i>can be used by students.</i></li> <li>□ <i>Many learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ All instructional spaces <i>have a large display system with the ability to show teacher and student screens wirelessly.</i></li> <li>□ Classrooms have <i>sufficient power receptacles available, located in positions that allow students to charge devices.</i></li> <li>□ Peripheral devices are available in the classroom and <i>controlled by both teacher and student devices.</i></li> <li>□ <i>All learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</i></li> </ul> |
| <b>T<br/>4<br/>T<br/>e<br/>c<br/>h<br/>n<br/>i<br/>c<br/>a<br/>l<br/>S<br/>u<br/>p<br/>p<br/>o<br/>r<br/>t</b>                         | <ul style="list-style-type: none"> <li>□ Technical support <i>response time is a barrier to instructional delivery and normal business operations.</i></li> <li>□ Technical support <i>response time is typically more than four days.</i></li> <li>□ Technical support is <i>provided primarily by Instructional personnel (e.g., instructional</i></li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>□ Technical support <i>responses are sometimes a barrier to instructional delivery and normal business operations.</i></li> <li>□ Technical support <i>is available within two to three business days, in most cases.</i></li> <li>□ Instructional personnel provide <i>“first level” technical support.</i></li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>□ Technical support <i>responses are rarely a barrier to instructional delivery and normal business operations.</i></li> <li>□ Technical support is <i>available within 24 hours, in most cases.</i></li> <li>□ Instructional personnel <i>serve as back-up technical support.</i></li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>□ Technical support <i>is available enough that instructional and business operations are minimally impacted.</i></li> <li>□ Technical support is <i>generally available within the same day.</i></li> <li>□ Technical support <i>does not rely primarily on instructional technology facilitators, coaches,</i></li> </ul>                                                                                                                                                                                                                            |

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|  | <p>technology facilitators, coaches, or other instructional positions).</p> <ul style="list-style-type: none"> <li>□ <i>No defined technical support procedures exist yet.</i></li> <li>□ <i>Technical support requests are not yet tracked.</i></li> <li>□ <i>Inventory of digital technology assets (i.e. counts of devices) has been formalized.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ A technical support procedure exists only at the individual school level.</li> <li>□ <i>Technical support requests are tracked, but are not reviewed for trends.</i></li> <li>□ <i>Inventory and tracking of portable digital technology assets is cataloged and linked to individuals.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ <i>A well-defined technical support procedure is in place, but is not consistently enforced.</i></li> <li>□ <i>Technical support requests are tracked and reviewed for trends periodically.</i></li> <li>□ <i>Inventory and tracking of portable and fixed digital technology assets is cataloged and linked to individuals and spaces.</i></li> </ul> | <p><i>or other instructional positions.</i></p> <ul style="list-style-type: none"> <li>□ <i>A well-defined technical support procedure is in place and consistently enforced.</i></li> <li>□ <i>Technical support requests are logged, tracked, and annotated.</i></li> <li>□ <i>Inventory and tracking of portable and fixed technology assets is cataloged and linked to individuals and spaces and incorporates repair history and refresh plans.</i></li> </ul> |
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| TECHNOLOGY & INFRASTRUCTURE                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                   | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| T<br>5<br>N<br>e<br>t<br>w<br>o<br>r<br>k<br>S<br>e<br>r<br>v<br>i<br>c<br>e<br>s | <ul style="list-style-type: none"> <li>□ Equipment is replaced <i>at the point of failure</i>.</li> <li>□ Single-sign-on is <i>not yet in use</i>.</li> <li>□ Content filtering is <i>not yet differentiated by user type</i>.</li> <li>□ Content filtering <i>exclusively restricts and often prevents teachers and students from accessing instructional tools/resources</i>.</li> <li>□ Guest devices <i>do not yet have wireless access</i>.</li> </ul> | <ul style="list-style-type: none"> <li>□ Equipment is replaced <i>sporadically as funding is available</i>.</li> <li>□ Single-sign-on is <i>in use only for basic services (i.e., network logins, content filtering, and email systems)</i>.</li> <li>□ Content filtering is <i>differentiated by staff and students</i>.</li> <li>□ Content filtering <i>sometimes prevents the use of some instructional websites</i>.</li> <li>□ Upon request guest devices can be connected to the district wireless network.</li> </ul> | <ul style="list-style-type: none"> <li>□ A routine and comprehensive replacement cycle <i>exists for some devices and digital technology infrastructure</i>.</li> <li>□ Single-sign-on is <i>in use for basic services and some additional applications</i>.</li> <li>□ Content filtering is <i>differentiated by school level and user role</i>.</li> <li>□ Content filtering <i>seldom prevents the use of instructional websites</i>.</li> <li>□ Guest devices can connect to the district wireless network but no system is in place for access control.</li> </ul> | <ul style="list-style-type: none"> <li>□ A routine and comprehensive replacement cycle <i>exists for all devices and digital technology infrastructure</i>.</li> <li>□ Single-sign-on and <i>identity management are integrated across all applications</i>.</li> <li>□ Content filtering is <i>in place at the school level, grade level, and by user role</i>.</li> <li>□ Content filtering <i>does not restrict Internet usage beyond legal requirements and local responsible use policies</i>.</li> <li>□ Guest devices connect to the district wireless network through a system with multiple and varied rates and that tracks users.</li> </ul> |
| T<br>6<br>O<br>u<br>t<br>s<br>i<br>d<br>e<br>o<br>f<br>S<br>c<br>h                | <ul style="list-style-type: none"> <li>□ <i>Fewer than 50%</i> of teachers and students have Internet/broadband access outside the school day.</li> <li>□ Partnerships with the community groups (e.g. public libraries, community centers, municipalities,</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>□ <i>50%</i> of teachers and students have Internet/broadband access outside the school day <i>at least two days per week</i>.</li> <li>□ Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas,</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>□ <i>Most</i> teachers and students have Internet/broadband access outside the school day <i>3-5 days per week</i>.</li> <li>□ Partnerships with the community groups (e.g. public libraries, community centers, municipalities,</li> </ul>                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>□ <i>All</i> teachers and students have Internet/broadband access outside the school day <i>6-7 days a week</i>.</li> <li>□ Partnerships with the community groups (e.g. public libraries, community centers, municipalities,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>o<br/>ol</p> | <p>downtown areas, and Internet providers) to support out-of-school Internet access <i>are not yet established.</i></p> <p>□ Commercial Internet/broadband providers <i>do not yet offer discounts</i> for rural or economically disadvantaged families.</p> <p>□ Student and teacher devices <i>are not yet filtered</i> off-premises.</p> | <p>and Internet providers) to support out-of-school Internet access <i>are brief and rare.</i></p> <p>□ Commercial Internet/broadband providers <i>offer modest discounts</i> for rural or economically disadvantaged families.</p> <p>□ <i>Limited content filtering</i> operates on student and teacher devices off-premises.</p> | <p>downtown areas, and Internet providers) to support out-of-school Internet access <i>exist with a small number of organizations or individuals.</i></p> <p>□ Commercial Internet/broadband providers <i>offer substantial discounts</i> for rural or economically disadvantaged families.</p> <p>□ <i>Sufficient content filtering</i> operates on student devices when they are off-premises.</p> | <p>downtown areas, and Internet providers) to support out-of-school Internet access <i>are continuous and leverage multiple types of organizations.</i></p> <p>□ Commercial Internet/broadband providers <i>offer free service</i> for rural or economically disadvantaged families</p> <p>□ <i>Sufficient content filtering</i> operates on student and teacher devices when they are off-premises.</p> |
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| PROFESSIONAL LEARNING             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                   | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| P1 Professional Development Focus | <ul style="list-style-type: none"> <li>Digital learning-focused professional development focuses on <i>sharing information about digital technology tools and resources.</i></li> <li>Professional development on pedagogy in a digital learning environment <i>has not yet been provided.</i></li> <li>Digital learning-focused professional development <i>has not yet been provided on content-specific strategies for integrating digital technology into the curriculum.</i></li> </ul> | <ul style="list-style-type: none"> <li>Digital learning-focused professional development focuses on <i>engaging with digital technology tools and resources.</i></li> <li>Professional development on pedagogy in a digital learning environment <i>introduces digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).</i></li> <li>Digital learning-focused professional development <i>has been provided on content-specific strategies for integrating digital technology into the curriculum for CCSS subjects (ELA, mathematics).</i></li> </ul> | <ul style="list-style-type: none"> <li>Digital learning-focused professional development focuses on <i>curriculum planning integrated with digital technology tools and resources.</i></li> <li>Professional development on pedagogy in a digital learning environment <i>explores digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.) for the effective uses of digital technology to support instructional strategies.</i></li> <li>Digital learning-focused professional development <i>has been provided on content-specific strategies for integrating digital technology into the curriculum for ELA, mathematics, social studies, and science.</i></li> </ul> | <ul style="list-style-type: none"> <li>Digital learning-focused professional development focuses on <i>curriculum planning and student-learning activities integrated with digital technology tools and resources.</i></li> <li>During professional development on pedagogy in a digital learning environment, <i>teachers reflect on and revise their implementation of digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).</i></li> <li>Digital learning-focused professional development <i>has been provided on content-specific strategies for integrating digital technology into the curriculum for all subject areas.</i></li> </ul> |
| P2 Professional Development       | <ul style="list-style-type: none"> <li>Digital learning-focused professional development is typically delivered <i>in a</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Digital learning-focused professional development is typically delivered <i>in small group settings via lecture.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Digital learning-focused professional development is typically delivered <i>in small group settings using an appropriate</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Digital learning-focused professional development is typically delivered <i>in small group settings using multiple</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><b>Form at</b></p> | <p><i>large-group via lecture.</i></p> <ul style="list-style-type: none"> <li>□ Digital learning-focused professional development is designed to address <i>large group needs as determined by district goals or initiatives.</i></li> <li>□ Digital learning-focused professional development <i>does not yet include ongoing support through coaching, mentoring, or learning communities.</i></li> <li>□ Digital learning-focused professional development is <i>rarely delivered in face-to-face or synchronous settings.</i></li> <li>□ Teachers <i>do not have the opportunity to discuss digital learning in professional learning community meetings.</i></li> </ul> | <ul style="list-style-type: none"> <li>□ Digital learning-focused professional development is <i>designed to address large group needs identified through perceptions of district leaders.</i></li> <li>□ Digital learning-focused professional development <i>includes ongoing support through coaching, mentoring, and/or learning communities.</i></li> <li>□ Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings.</i></li> <li>□ Teachers <i>occasionally share lessons and activities about digital learning through infrequent professional learning community meetings (e.g., quarterly early release days).</i></li> </ul> | <p><i>pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable).</i></p> <ul style="list-style-type: none"> <li>□ Digital learning-focused professional development is designed to address <i>large group needs identified through data (e.g., surveys, teacher evaluations).</i></li> <li>□ Digital learning-focused professional development <i>includes ongoing support with coaching, mentoring, and professional learning communities.</i></li> <li>□ Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings and informal opportunities are encouraged.</i></li> <li>□ Teachers <i>frequently share lessons and activities about digital learning in their regular professional learning communities (e.g., weekly common planning periods).</i></li> </ul> | <p><i>pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable).</i></p> <ul style="list-style-type: none"> <li>□ Digital learning-focused professional development is <i>personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations).</i></li> <li>□ Digital learning-focused professional development <i>includes ongoing support through peer observation, assessment, coaching, professional learning communities, and mentoring.</i></li> <li>□ Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning.</i></li> <li>□ Teachers <i>frequently share lessons and activities about</i></li> </ul> |
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|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>digital learning in their regular professional learning communities, guiding their work with research-based framework (e.g., Marzano, DuFour, Senge, Hord, etc.).</i>                                                                                                                                                                                                                                                                                                                                                              |
| <b>P3 Professional Development Participation</b> | <ul style="list-style-type: none"><li>□ Teachers are responsible for pursuing digital learning-focused professional development independently.</li><li>□ District provides information to administrators about opportunities for teacher professional development on digital learning.</li><li>□ The district <i>has no additional CEU requirements specific to digital learning.</i></li></ul> | <ul style="list-style-type: none"><li>□ District provides some digital learning-focused professional development typically available after school or during planning time.</li><li>□ Administrators attend professional development on digital learning with their teachers.</li><li>□ The district encourages teachers to pursue professional development opportunities specific to digital learning.</li></ul> | <ul style="list-style-type: none"><li>□ District provides multiple opportunities to meet the professional development needs of all teachers, including some release time to participate in professional learning opportunities.</li><li>□ Administrators participate in professional development on leading digital learning initiatives.</li><li>□ The district <i>requires 1 CEU specific to digital learning during a renewal cycle.</i></li></ul> | <ul style="list-style-type: none"><li>□ District provides multiple and varied opportunities to meet the individual professional development needs of all teachers, including some release time to participate in professional learning opportunities.</li><li>□ Administrators participate in professional development on leading digital learning initiatives, including evaluating authentic digital learning.</li><li>□ The district <i>requires 2 or more CEUs specific to digital learning during a renewal cycle.</i></li></ul> |

| CONTENT & INSTRUCTION |       |            |          |        |
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|                       | Early | Developing | Advanced | Target |

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| C1<br>Educator<br>Role             | <ul style="list-style-type: none"> <li>Shifts in educator role in a digital learning environment, in which teachers do more facilitation, <i>are not yet being addressed.</i></li> <li><i>Teachers do not demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</i></li> </ul> | <ul style="list-style-type: none"> <li>Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the teacher level and are not systemic.</i></li> <li><i>Few teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</i></li> </ul> | <ul style="list-style-type: none"> <li>Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the school-leader level and are not systemic.</i></li> <li><i>Many teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</i></li> </ul> | <ul style="list-style-type: none"> <li>Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the district level and are systemic.</i></li> <li><i>All teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</i></li> </ul> |
| C2<br>Student-Centered<br>Learning | <ul style="list-style-type: none"> <li><i>Students do not participate in digital learning activities that develop critical thinking, communication, collaboration, and creativity skills.</i></li> <li><i>Students do not have the ability to use digital tools to select their own learning paths.</i></li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li><i>Students have a few opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</i></li> <li><i>Students have few opportunities to use digital tools to select personalized learning paths based on their learning differences.</i></li> </ul>                                                                                       | <ul style="list-style-type: none"> <li><i>Students have many opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</i></li> <li><i>Students have many opportunities to use digital tools to select personalized learning paths based on their learning differences.</i></li> </ul>                                                                                              | <ul style="list-style-type: none"> <li><i>Students have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</i></li> <li><i>Students have consistent opportunities to use digital tools to select personalized learning paths based on their learning differences.</i></li> </ul>                                                                        |

|                                                       |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>C3</b><br/>Access to Digital Content</p>        | <ul style="list-style-type: none"> <li>□ Students <i>do not</i> have access to digital content and resources.</li> <li>□ Teachers <i>do not</i> have access to digital content and resources for instructional use in the classroom.</li> <li>□ Parents <i>do not</i> have access to teacher-generated and curated digital content.</li> </ul> | <ul style="list-style-type: none"> <li>□ Students <i>have few opportunities to</i> access digital content and resources.</li> <li>□ Teachers <i>have few opportunities to</i> access digital content and resources for instructional use in the classroom.</li> <li>□ Parents <i>have few opportunities to</i> access teacher-generated and curated digital content.</li> </ul> | <ul style="list-style-type: none"> <li>□ Students <i>have many opportunities to</i> access digital content and resources.</li> <li>□ Teachers <i>have consistent opportunities to</i> access digital content and resources for instructional use in the classroom.</li> <li>□ Parents <i>have many opportunities to</i> access all teacher-generated and curated digital content.</li> </ul> | <ul style="list-style-type: none"> <li>□ Students <i>have anytime/anywhere</i> access to digital content and resources.</li> <li>□ Teachers <i>have anytime/anywhere</i> access to digital content and resources for instructional use throughout the entire school.</li> <li>□ Parents <i>have consistent access to all</i> teacher-generated and curated digital content <i>and the work submitted by their students.</i></li> </ul> |
| <p><b>C4</b><br/>Learning Management System (LMS)</p> | <ul style="list-style-type: none"> <li>□ The district <i>does not have a policy regarding a learning management system.</i></li> <li>□ A learning management system <i>is not used by teachers.</i></li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>□ The district provides <i>flexibility and support to schools in choosing a learning management system.</i></li> <li>□ A learning management system is used by <i>some teachers.</i></li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>□ The district provides <i>an integrated learning management system(s) but not all are schools are using it.</i></li> <li>□ A learning management system is used by <i>most teachers.</i></li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>□ The district provides <i>support in implementing a comprehensive, integrated learning management system(s) to help teachers plan and organize curriculum, provide student activities, and track students' progress.</i></li> <li>□ A district-provided learning management system is used by <i>all teachers.</i></li> </ul>                                                                  |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>C5<br/>Curation<br/>&amp;<br/>Development</b></p> | <ul style="list-style-type: none"> <li>□ District-supported digital content and instructional resources are selected <i>without teacher input</i>.</li> <li>□ Teachers <i>do not have access to a searchable repository</i> to share their curated and/or developed digital content.</li> <li>□ Teachers are not yet able to customize digital content aligned to their standards from any sources.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-supported digital content and instructional resources are selected <i>with teacher input</i>.</li> <li>□ Teachers <i>have access to a searchable grade-level or subject-area repository</i> to share their curated and/or developed digital content.</li> <li>□ Teachers are able to customize digital content aligned to their standards from <i>a few sources</i>.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-supported digital content and instructional resources are selected <i>with input from teachers and content/pedagogy experts</i>.</li> <li>□ Teachers <i>have access to a searchable school-level repository</i> to share their curated and/or developed digital content.</li> <li>□ Teachers are able to customize digital content aligned to their standards from <i>many sources</i>.</li> </ul> | <ul style="list-style-type: none"> <li>□ District-supported digital content and instructional resources are selected <i>through a vetting process with input from teachers and content/pedagogy experts</i>.</li> <li>□ Teachers <i>have access to a searchable district-level repository</i> to share their curated and/or developed digital content.</li> <li>□ Teachers are able to customize digital content aligned to their standards from <i>unlimited sources</i>.</li> </ul> |
| <p><b>C6<br/>Data-Informed Instruction</b></p>          | <ul style="list-style-type: none"> <li>□ Teachers <i>do not yet use</i> digital tools to access a variety of data to inform instruction.</li> <li>□ Teachers <i>do not yet</i> engage in data-driven re-teaching.</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>□ <i>Few teachers</i> use digital tools to access a variety of data to inform instruction.</li> <li>□ Teachers engage in <i>large group</i> data-driven re-teaching on a few key standards with which <i>the majority of students</i> are struggling.</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>□ <i>Many teachers</i> use digital tools to access a variety of data to inform instruction.</li> <li>□ Teachers engage in <i>small group</i> data-driven re-teaching on a few key standards with which <i>particular groups of students</i> are struggling.</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>□ <i>All teachers</i> use digital tools to access a variety of data to inform instruction.</li> <li>□ Teachers engage in <i>personalized</i> data-driven re-teaching to <i>individual students</i> who are struggling.</li> </ul>                                                                                                                                                                                                              |

| DATA & ASSESSMENT                  |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | Early                                                                                                                                                                                                                                                                                                                                                                                                   | Developing                                                                                                                                                                                                                                                                                                                                                                                   | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>D1<br/>Data<br/>Systems</b>     | <ul style="list-style-type: none"> <li>□ Learner data storage plan is <i>not yet developed</i>.</li> <li>□ A process for collecting, managing, and accessing learner data <i>in place</i>.</li> <li>□ Learning and content tools do <i>not yet share assessment, grading, or analytics data with a central repository</i> (e.g. a learning management system or student information system).</li> </ul> | <ul style="list-style-type: none"> <li>□ Learner data is <i>stored by individual teachers</i> according to school/district policy or procedure.</li> <li>□ A process for collecting, managing, and accessing learner data is <i>used by some educators and administrators</i>.</li> <li>□ Some learning and content tools <i>share assessment data with a central repository</i>.</li> </ul> | <ul style="list-style-type: none"> <li>□ Learner data is <i>housed in centralized applications</i> but is <i>not accessible through a single portal</i>.</li> <li>□ A process for collecting, managing, accessing, and analyzing learner data is <i>used by some educators and administrators in real time</i>.</li> <li>□ Most learning and content tools <i>share assessment data with a central repository</i>.</li> </ul>                                     | <ul style="list-style-type: none"> <li>□ Learner data is <i>housed in centralized applications</i> and is <i>accessible through a single portal</i>.</li> <li>□ Educators, administrators, parents, and students <i>access individualized learner data in real-time</i>.</li> <li>□ Most learning and content tools <i>share assessment and analytics data with a central repository</i>.</li> </ul>                                                             |
| <b>D2<br/>Learner<br/>Profiles</b> | <ul style="list-style-type: none"> <li>□ Student-level learner profiles are <i>not available district wide</i>.</li> <li>□ Teachers make <i>limited use of student data from state level systems</i>.</li> <li>□ School Administrators make <i>limited use of student data from state level systems</i>.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>□ Student learner profiles <i>exist district wide and include historical student performance data</i>.</li> <li>□ Teachers use learner profiles to <i>plan instruction at the classroom level</i>.</li> <li>□ School Administrators use learner profiles to <i>make general plans to support schoolwide instructional goals</i>.</li> </ul>           | <ul style="list-style-type: none"> <li>□ Student learner profiles <i>exist district wide and include historical student performance data and real-time formative assessment data</i>.</li> <li>□ Teachers and students <i>use learner profiles to make just in time adjustments for differentiated instruction</i>.</li> <li>□ School Administrators use learner profiles to <i>support schoolwide instructional goals at the grade/subject level</i>.</li> </ul> | <ul style="list-style-type: none"> <li>□ Student learner profiles <i>exist district wide and include historical student performance data, real-time formative assessment data, information on student learning differences and other contextual out of school factors</i>.</li> <li>□ Teachers and students <i>use learner profiles to personalize learning at the student level</i>.</li> <li>□ School Administrators <i>use learner profiles to</i></li> </ul> |

|  |  |  |  |                                                                |
|--|--|--|--|----------------------------------------------------------------|
|  |  |  |  | support schoolwide instructional goals at the classroom level. |
|--|--|--|--|----------------------------------------------------------------|

| DATA & ASSESSMENT                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | Early                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Developing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| D3<br>Multiple & Varied Assessments | <ul style="list-style-type: none"> <li>Multiple and varied assessments are <i>not yet in place</i>.</li> <li>A few teachers use Multiple and varied assessments at the classroom level as indicators of student learning.</li> <li>Teachers independently create multiple and varied assessments.</li> <li>Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas are <i>not yet in place</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Multiple and varied assessments are used to identify grade- or subject-level needs and strengths for learning goals.</li> <li>Most teachers use multiple and varied assessments at the classroom level as indicators of student learning.</li> <li>Teachers collaborate informally to create multiple and varied assessments.</li> <li>Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas are in place in individual classrooms.</li> </ul> | <ul style="list-style-type: none"> <li>Multiple and varied assessments are embedded into instruction and are used to identify classroom-level needs and strengths for learning goals.</li> <li>Schools encourage and support the use of multiple and varied assessments as indicators of student learning.</li> <li>Teachers work across grade- or subject-level teams to create multiple and varied assessments.</li> <li>Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas are in use and are vertically-aligned at the school level.</li> </ul> | <ul style="list-style-type: none"> <li>Multiple and varied assessments are embedded into instruction and are used to identify individual student needs and strengths for learning goals.</li> <li>Districts encourage and support the use of multiple and varied assessments as indicators of student learning.</li> <li>Teachers work district wide in grade- or subject-level teams to create multiple and varied assessments.</li> <li>Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas are in use and are vertically-aligned at the district level.</li> </ul> |



## Appendix B. Scoring Sheet

District Name: Noah Webster Academy

Date Rubric Completed: September 30, 2016

### Names and/or participation numbers of district staff completing the rubric:

School administrators: Angie Rasmussen (Assistant Director), Rick Kempton (Director)

Teachers: Rob Kempton (5<sup>th</sup> grade teacher, group lead)

Other: Elizabeth Eaton (Coach/Mentor), Staci Madsen (Assessment/Curriculum Director)

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

Early = 1

Developing = 2

Advanced = 3

Target = 4

| Leadership                       | Score     | 17-18 |
|----------------------------------|-----------|-------|
| L1 Shared Vision                 | 1         |       |
| L2 Personnel                     | 2         |       |
| L3 Communication & Collaboration | 3         |       |
| L4 Sustainability                | 2         |       |
| L5 Policy                        | 2         |       |
| L6 Continuous Improvement        | 3         |       |
| L7 Procurement                   | 3         |       |
| <b>Overall Leadership Score</b>  | <b>16</b> |       |

| Technology Infrastructure & Devices                    | Score     | 17-18 |
|--------------------------------------------------------|-----------|-------|
| T1 School Networks                                     | 3         |       |
| T2 End-User Devices                                    | 3         |       |
| T3 Learning Environments                               | 3         |       |
| T4 Technical Support                                   | 3         |       |
| T5 Network Services                                    | 2         |       |
| T6 Outside of Schools                                  | 1         |       |
| <b>Overall Tech Infrastructure &amp; Devices Score</b> | <b>15</b> |       |

| Professional Learning                      | Score    | 17-18 |
|--------------------------------------------|----------|-------|
| P1 Professional Development Focus          | 2        |       |
| P2 Professional Development Format         | 2        |       |
| P3 Professional Development Participation  | 2        |       |
| <b>Overall Professional Learning Score</b> | <b>6</b> |       |

| Content & Instruction                          | Score     | 17-18 |
|------------------------------------------------|-----------|-------|
| C1 Educator Role                               | 1         |       |
| C2 Student Centered Learning                   | 1         |       |
| C3 Access to Digital Content                   | 2         |       |
| C4 Learning Management System (LMS)            | 1         |       |
| C5 Curation & Development                      | 2         |       |
| C6 Data-Informed Instruction                   | 3         |       |
| <b>Overall Content &amp; Instruction Score</b> | <b>10</b> |       |

| Data & Assessment                          | Score    | 17-18 |
|--------------------------------------------|----------|-------|
| D1 Data Systems                            | 3        |       |
| D2 Learner Profiles                        | 3        |       |
| D3 Multiple & Varied Assessments           | 2        |       |
| <b>Overall Data &amp; Assessment Score</b> | <b>8</b> |       |





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

| Digital Learning Progress                | Score     | 17-18 |
|------------------------------------------|-----------|-------|
| Leadership                               | 16        |       |
| Technology Infrastructure & Devices      | 15        |       |
| Professional Learning                    | 6         |       |
| Curriculum & Instruction                 | 10        |       |
| Data & Assessment                        | 8         |       |
| <b>Overall DLP District Rubric Score</b> | <b>55</b> |       |

Our district's overall rank on the North Carolina Digital Learning Progress Rubric for Districts is:  
(Circle one.)

**EARLY** (0-25)

**DEVELOPING** (26-50)

**ADVANCED** (51-75)

**TARGET** (76-100)



## 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                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Explore</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Do your rubric results resonate?</li> <li>• Any surprises? Why?</li> <li>• Any disappointments? Why?</li> <li>• Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case?</li> </ul>                                                                                                |
| <i>Identify 3-4 questions that emerge as your review your data.</i> <ol style="list-style-type: none"> <li>1) <b>How can we change our digital implantation in classrooms to improve individual scholar learning outcomes?</b></li> <li>2) <b>How can our professional development be directed more toward digital integration while addressing the needs of scholars?</b></li> <li>3) <b>How do we shift the focus of positive instruction currently in place toward a digital centered classroom?</b></li> </ol>                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Interpret</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• What do the results mean? How would you summarize the data?</li> <li>• What is working really well in your district? What is not?</li> <li>• What are the critical points or trends you saw in the data?</li> <li>• At your district, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders?</li> </ul> |
| <i>Document at least 3 takeaways from your review of your data.</i> <ul style="list-style-type: none"> <li>- <b>We need all staff acting as stakeholders who are vested in the digital vision.</b></li> <li>- <b>We need to implement more thorough and comprehensive digital trainings in professional development.</b></li> <li>- <b>Scholars &amp; parents need to see the vision of personalized education through digital learning.</b></li> <li>- <b>We are doing great but as we implement strategies/tools we will only become better.</b></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Act</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• What does this rubric data tell you about efforts you should prioritize now? Next school year?</li> <li>• What changes are you going to make based on this data?</li> <li>• How do these data inform local policy?</li> </ul>                                                                                                                                  |

*Identify two things you should do based on the data and who in your district should be involved in next steps.*

- **Policies and procedures need to be instated to reflect the vision and charter of our school. Administration will meet with the board to see these are put into place.**
- ***We need to make the shift of a paper/pencil centric school to a more digital centered one. Administration and staff will work together to catch and implement the vision of a digital learning school.***

#### **Share**

- How should you share your interpretation of the data with staff? Parents? School board?
- Who should have this information?
- How can your data support current or ongoing initiatives in your district?
- What is your vision for getting additional input as you go through the planning process?

*Note how and with whom this data should be shared.*

- **This vision will be shared with the school board in our October board meeting, our parents in our November parent meeting, and with staff in our October 24<sup>th</sup> professional development day.**

#### **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.*

- **Assessment (DIBELS, SAGE, Curriculum Data, teacher evaluations)**
- **Technology (3 Chromebook Carts, 14 within the next month, reliable WIFI, iPads in Kindergarten, tablets in SPED, Microsoft Office, Google Drive, IXL, Imagine Learning, Big Brainz, Utah Compose, SAGE Formative)**
- **Teacher Training (Edivate, teacher collaboration, support from curricular programs)**

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

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

Noah Webster will continue to participate in future inventory efforts with UETN as requested. The following link will take you to our currently technology inventory list.

[Noah Webster Academy Inventory](#)



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

Implementing technology is an essential part of our school focus. As of October 1, 2016, we have three mobile carts housing 30 Chromebooks. These carts are shared among our third thru sixth grade classes throughout the day. We also have five desktop computers in each of our first and second grade classes. Each classroom is equipped with a teacher computer, projector, document camera, Smartboard, and sound system with microphone. As these items need replacing, we have budgeted funds to make the necessary purchases as this technology is vital to our teacher needs.

We have a variety of digital programs in place to assist with individualized learning. All of our scholars have access to Microsoft 365. As part of the K-3 Reading Initiative we have used Imagine Learning for the past 5 years with our struggling readers. This program is also used with our English Language Learners as well. We currently use Big Brainz to assist our scholars with mastering math facts. To help our scholars master information taught this year we have purchased and are using IXL in our classes. The real time data this program gives teachers is a valuable resource for mastering state standards. We will continue to support and use these programs as they are beneficial to scholar learning and growth.

We recently went through the RFP process to obtain 330 more Chromebooks to have a computer available each day for all scholars in grades three through six as well as a set of thirty for first and also for second. The RFP has been awarded and the computers have been ordered, but not received yet. This is a one-time purchase although we have plans to replace computers as needed.

## LEA Capacity and Goals

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

For the past five years, Noah Webster Academy has had a strong focus on ability grouping scholars for reading and math. As we have focused on meeting scholars needs through small group instruction, we have seen growth with academics and confidence with our scholars. This growth has not directly shown in our end of year state testing. Our parents and scholars love small groups where scholars can be challenged and enriched or receive needed interventions. We would like to refine this focus even further from small group learning to individualized learning. In a class of 29 this can be challenging. This is where access to technology will be essential in our scholar learning and development.

To show our measurable outcomes, we choose Option A with Sage Baseline testing. We have usually scored higher than the state with math but lower in ELA and science. As shown in the diagram below, our ELA scores have progressively decreased since the implementation of SAGE testing. We have a number of subgroups including our Hispanic, Students with Disabilities, and English Language Learners who have shown a strong decline in proficiency over the past three years. Our Hispanic population has grown 12% over the past three years, while our students with disabilities has stayed steady. Improving ELA and these subgroups will be our focus for the next three years.

LANGUAGE ARTS PROFICIENCIES including subgroup:

| <b>ENGLISH LANGUAGE ARTS</b>      | 2015-16    | 2014-15    | 2013-14    | 2012-13    | 2011-12    | 2010-11    |
|-----------------------------------|------------|------------|------------|------------|------------|------------|
| State average                     | 44%        | 44%        | 42%        | 84%        | 84%        | 82%        |
| Alpine School District            | 49%        | 50%        | 49%        | 89%        | N/A        | N/A        |
| <b>** ALL NWA Scholars</b>        | <b>37%</b> | <b>38%</b> | <b>48%</b> | <b>79%</b> | <b>90%</b> | <b>76%</b> |
| <i>NWA's subgroups:</i>           |            |            |            |            |            |            |
| <i>Asian</i>                      | 57.1%      | N<10       | 52%        | 72%        | 80%        | 85%        |
| <i>African American</i>           | 50%        | N<10       | N<10       | N<10       | N<10       | N<10       |
| <i>Caucasian</i>                  | 45.2%      | 43.5%      | 53.3%      | 80%        | 76%        | 91%        |
| <i>Hispanic</i>                   | 18.4%      | 20.6%      | 30.6%      | 70%        | 76%        | 84%        |
| <i>Pacific Islanders</i>          | 0%         | N<10       | 54%        | 100%       | N<10       | 100%       |
|                                   |            |            |            |            |            |            |
| <i>Economically Disadvantaged</i> | 28.9%      | 27.5%      | 38.4%      | 73%        | 65%        | 82%        |

|                                   |       |       |     |                    |     |      |
|-----------------------------------|-------|-------|-----|--------------------|-----|------|
| <i>Limited English Proficient</i> | 7.4%  | 8.3%  | 31% | 50%                | 70% | N<10 |
| <i>Students with Disabilities</i> | 10.3% | 11.5% | 19% | 51%                | 31% | 58%  |
| Switched to new SAGE tests        |       |       |     | CRT tests utilized |     |      |

| <b>ELA – 2015-16's<br/>3rd Graders</b> | 3rd Grade 2015-16 | 2 <sup>nd</sup> Grade<br>2014-15 | 1 <sup>st</sup> Grade<br>2013-14 | Kindergarten<br>2012-13 |
|----------------------------------------|-------------------|----------------------------------|----------------------------------|-------------------------|
| <b>State-wide Test</b>                 |                   |                                  |                                  |                         |
| State average                          | 48%               | n/a                              | n/a                              | n/a                     |
| Alpine School District                 |                   | n/a                              | n/a                              | n/a                     |
| NWA 3rd Graders                        | 45%               | n/a                              | n/a                              | n/a                     |
| <b>DIBELS</b>                          |                   |                                  |                                  |                         |
| NWA 3rd Graders                        | 79%               | 78%                              | 84%                              | 65%                     |

| <b>ELA – 2015-16's<br/>4th Graders</b> | 4th Grade<br>2015-16 | 3 <sup>rd</sup> Grade<br>2014-15 | 2 <sup>nd</sup><br>Grade<br>2013-14 | 1 <sup>st</sup> Grade<br>2012-13 | Kindergarten<br>2011-12 |
|----------------------------------------|----------------------|----------------------------------|-------------------------------------|----------------------------------|-------------------------|
| <b>State-wide Test</b>                 |                      |                                  |                                     |                                  |                         |
| State average                          | 43%                  | 46%                              | n/a                                 | n/a                              | n/a                     |
| Alpine School District                 |                      | 50.6%                            | n/a                                 | n/a                              | n/a                     |
| NWA 4th Graders                        | 26%                  | 32.9%                            | n/a                                 | n/a                              | n/a                     |
| <b>DIBELS</b>                          |                      |                                  |                                     |                                  |                         |
| NWA 4th Graders                        | 80%                  | 81%                              | 83%                                 | 84%                              | n/a                     |

| <b>ELA – 2015-16's<br/>5th Grade</b> | 5th Grade<br>2015-16 | 4 <sup>th</sup> Grade<br>2014-15 | 3 <sup>rd</sup> Grade<br>2013-14 | 2 <sup>nd</sup> Grade<br>2012-13 | 1 <sup>st</sup> Grade<br>2011-12 |
|--------------------------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <b>State-wide Test</b>               |                      |                                  |                                  |                                  |                                  |
| State average                        | 47%                  | 42%                              | 44.8%                            | n/a                              | n/a                              |
| Alpine School District               |                      | 45.1%                            | 44.6%                            | n/a                              | n/a                              |
| NWA 5th Graders                      | 38%                  | 27.3%                            | 43%                              | n/a                              | n/a                              |
| <b>DIBELS</b>                        |                      |                                  |                                  |                                  |                                  |
| NWA 5th Graders                      | 51%                  | 70%                              | 86%                              | 80%                              | n/a                              |

| <b>ELA – 2015-16's<br/>6<sup>th</sup> Grade</b> | 6th Grade<br>2015-16 | 5 <sup>th</sup> Grade<br>2014-15 | 4 <sup>th</sup> Grade<br>2013-14 | 3rd Grade<br>2012-13 | 2 <sup>nd</sup> Grade<br>2011-12 |
|-------------------------------------------------|----------------------|----------------------------------|----------------------------------|----------------------|----------------------------------|
| <b>State-wide Test</b>                          |                      |                                  |                                  |                      |                                  |
| Switched to new SAGE tests                      |                      |                                  |                                  | CRT tests utilized   |                                  |
| State average                                   | 48%                  | 45%                              | 42.3%                            | n/a                  | n/a                              |
| Alpine School District                          |                      | 48.3%                            | 47%                              | n/a                  | n/a                              |
| NWA 6 <sup>th</sup> Graders                     | 39%                  | 46.5%                            | 50%                              | 75%                  | n/a                              |

| DIBELS                      |     |     |     |     |     |
|-----------------------------|-----|-----|-----|-----|-----|
| NWA 6 <sup>th</sup> Graders | 86% | 87% | 88% | 78% | n/a |

### 1. Noah Webster Academy Long-Term Outcomes:

Noah Webster Academy's long-term outcome is to increase our third through sixth grade ELA scores by 6% as measured by the SAGE Summative test in the Spring. Our Hispanic, SWD, and ELL subgroups will also increase by 6% on these tests. With the use of funding from the Digital Teaching and Learning Grant, our scholars will have the access needed to technology to allow us to reach this goal.

ELA, Math, and Science standards will be taught and measured/assessed to monitor individual scholar growth with the use of Mastery Connect by all teachers. Scholars, parents, and teachers will have access and know the mastery of grade level content.

### 2. Noah Webster Academy Intermediate Outcomes:

The school's ELA scores will increase 2% each year for the next three years.

|         | Entire School | Actual | Hispanic Subgroup | Actual | SWD Subgroup | Actual | ELL Subgroup | Actual |
|---------|---------------|--------|-------------------|--------|--------------|--------|--------------|--------|
| 2015-16 | 37%           |        | 18%               |        | 10%          |        | 7%           |        |
| 2016-17 | 39%           | 42%    | 20%               | 21.5%  | 12%          | 12%    | 9%           | 15.4%  |
| 2017-18 | 41%           |        | 22%               |        | 14%          |        | 11%          |        |
| 2018-19 | 43%           |        | 24%               |        | 16%          |        | 13%          |        |

Mastery of grade level standards will be assessed via Mastery Connect. The timeline for teachers fully using the program:

- By December 2017, 100% of teachers will measure scholar growth in math via Mastery Connect.
- By May 2018, 100% of teachers will measure scholar growth in grammar and writing via Mastery Connect.
- By September 2018, 100% of teachers will measure scholar growth in science via Mastery Connect.

### Access to Mastery Connect Data

- 100% of teachers will be able to share data for math by December 2017, grammar and writing by May 2018, and science by September 2018.
- 100% of scholars will share their growth with parents by Mastery Connect by October 2018.
- 100% of parents will have access to see their child's progress on grade level standards by October 2018.



### 3. Noah Webster Academy Direct Outcomes

The data will drive our instruction. With the use of the information through formative and interim assessments teachers will adjust what is being taught and needs to be taught to allow us to reach the desired outcomes. At the end and beginning of each year, teachers and administration will review testing information to see what needs refined, added, changed, or dropped to ensure we continue to make progress to the desired outcome. Our grant committee will meet on a continual basis to monitor progress toward our desired outcomes, fidelity to programs, progress of scholars, teacher success, and necessary changes needing to be addressed.

The use of Mastery Connect gives teachers the tools they need to assess scholars to help reach the desired outcomes. As this is a new program, we have created a timeline to assist and support teachers in using the program. We have also included a timeline for parents and scholars to access the program and information.

### 4. Root Causes and Solutions of Performance Challenges

| Root Cause                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Possible Solution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lack of technology in the classroom</p> <ul style="list-style-type: none"><li>• At the end of the 15-16 year our school had 3 mobile Chromebook labs and 1 stationary computer lab.</li><li>• Scholars had technology once a week in the computer lab.</li><li>• Chromebook labs were consistently used, but some teachers and classes rarely had an opportunity to use the devices.</li><li>• Third grade only used the computer lab when available.</li></ul> | <ul style="list-style-type: none"><li>• Purchase more technology.<ul style="list-style-type: none"><li>○ For the 16-17 year, we have added an additional 330 Chromebooks to our school. This allows daily Chromebook access for all scholars third – sixth.</li></ul></li><li>• Allow more computer access to scholars with programs for individualized learning.<ul style="list-style-type: none"><li>○ IXL<ul style="list-style-type: none"><li>▪ allows practice on concepts taught in class.</li><li>▪ individualized practice.</li><li>▪ mastery of concepts based on what they know.</li><li>▪ Reinforces concepts already taught or helps move to core challenging concepts.</li></ul></li><li>○ SAGE Interim, Formative, Testlets, and practice tests<ul style="list-style-type: none"><li>▪ Baseline from Interim</li><li>▪ Benchmark through formative and testlets</li><li>▪ Getting more familiar with SAGE using the practice tests to better understand what is being asked and how to answer.</li></ul></li><li>○ Utah Compose<ul style="list-style-type: none"><li>▪ Access to this program and typing thoughts down.</li></ul></li></ul></li></ul> |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Reading passages to support or argue about what is being said.</li><li>• Grade levels are writing a paper a week.</li><li>○ Typing.com<ul style="list-style-type: none"><li>• Scholars can write papers with pencil and paper, this changes as they need to type.</li><li>• Daily practice typing to improve these skills so it is not a limitation during testing time.</li></ul></li><li>○ Discovery Education<ul style="list-style-type: none"><li>• Science techbook</li><li>• Daily reading of science concepts</li><li>• Grade level informative reads</li><li>• Opportunity for research</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Subgroup population increase over the last three years.</p> <ul style="list-style-type: none"><li>• We have seen an increase of 12% in our Hispanic population over the last few years. As this number has increased, our number proficient in this subgroup has decreased almost 12%.</li><li>• Our English Language Learners population has also increased. In previous years our ELL population consisted more of bilingual scholars, we now have more who are needing to learn English as it is a new language to them.</li><li>• Although our Special Education subgroup has not grown, Our new scholars tend to be lower academically than just speech only kids.</li></ul> | <ul style="list-style-type: none"><li>• Meet the needs of all learners.</li><li>• Using state funded programs with fidelity. We currently use Imagine Learning for our ELL scholars.<ul style="list-style-type: none"><li>○ We are ensuring each child in this subgroup are receiving daily time in the Imagine Learning.</li><li>○ We also have licenses for our SpEd scholars to allow them time to access this program as well.</li></ul></li><li>• Fast Forward Program for SpEd<ul style="list-style-type: none"><li>○ We have purchased Fast Forward from SciLearning for our Students with Disabilities.</li><li>○ This program helps “rewire” the brain to fill the reading holes with these struggling scholars.</li><li>○ The program is researched based and helps students develop a year to two years growth in one year from daily use.</li></ul></li><li>• Meeting the needs of our Hispanic population.<ul style="list-style-type: none"><li>○ Ensuring we are getting communication to scholars and parents in a language they understand.</li><li>○ Giving them multiple opportunities to learn and show learning.</li><li>○ Daily practice in IXL allowing scholars opportunities to show mastery of concepts taught.</li></ul></li></ul> |
| <p>Lack of scholar/parent support of SAGE testing</p> <ul style="list-style-type: none"><li>• Parents sharing with scholars that these tests don’t matter.</li><li>• Scholars sharing this information with their friends.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• A percentage of our more advanced scholars are opted out of SAGE each year.</li><li>• Communicating to families the importance of testing and the need to show growth for our scholars.</li><li>• Teachers express the importance of end of year testing.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <ul style="list-style-type: none"> <li>• Our parents appreciate our ability grouping and feel their children are being challenged or enriched, our school grade and testing scores do not seem to matter as their child is learning and growing.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Teachers setting and sharing grade level goals for ELA.</li> <li>• School level excitement for learning and growth as measured by each aspect of our school.</li> <li>• Growth shared with parents. <ul style="list-style-type: none"> <li>○ IXL does this through parent emails.</li> <li>○ Teachers can share growth.</li> </ul> </li> </ul> |
| Teachers and Scholars uncomfortable with SAGE.                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• More computers allow for greater access of practice tests and SAGE formative.</li> <li>• Training from administration on use of the ORS and components in the SAGE portal to help teachers monitor, adjust, and assess what is being taught, how it is being assimilated, and if learning is happening.</li> </ul>                             |
| Lack of increase in Depth of Knowledge throughout the school. <ul style="list-style-type: none"> <li>• Programs we use really focus on DOK 1 with teacher directed learning.</li> <li>• Scholars need more exposure to deeper depths of knowledge through learning activities.</li> </ul> | <ul style="list-style-type: none"> <li>• More DOK/critical thinking skills when teaching state standards</li> <li>• Cross-curricular activities</li> <li>• More project based learning using the computer as a tool to find the information.</li> </ul>                                                                                                                                 |

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

##### Part A. Activities

Digital learning is so much more than using the computer as a glorified pen and pencil. As our scholars learn to better understand all at their fingertips for learning, this will be implemented into the classroom. Rather than writing a five paragraph essay, scholars will be able to show the information they have learned via a slideshow presentation, a webpage they have created, or anything fun to show they can write as well as make it interesting. Rather than focusing on a worksheet with 100 math facts, scholars can use Big Brainz to play and master facts at the same time. Rather than talk about Philadelphia the scholars can go on a virtual field trip or Skype with someone who lives there. In addition, Discovery Education allows students to explore new countries with detailed videos, reports, and activities that further educate them about the world around them. The possibilities are endless and the learning is engaging.

As scholars (K-6) get the opportunity to see the world through technology it is essential to have appropriate measures in place to ensure inappropriate information is not viewable or shared via the technology. Every two years, we have a Netsmartz presenter come to our school. These presentations are informative and engaging for the scholars. In the past, our technology teacher has also used the information on [netsmartz.org](http://netsmartz.org) and [netsafeutah.org](http://netsafeutah.org) to share internet safety. As we have put technology into the classes this



year, teachers will need to teach this and use these resources as well. It is essential we do a training for teachers to give them the tools to share with their scholars.

## Part B. Timeline

| 2016-2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2017-2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2018-2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Through the implementation of Chromebooks and new assessment programs, teachers and administration will incorporate technology into every classroom. The staff will become intimately familiar with these tools and by the end of the year will use them with ease. Student data will be monitored and teaching will reflect what the students need.</p> <ul style="list-style-type: none"> <li>• September 2016 – RFP for Chromebooks</li> <li>• October 2016 – Purchase Chromebooks and licenses</li> <li>• October 2016 – Get technology in the classes</li> <li>• Oct – May – Technology Committee will meet monthly to monitor fidelity of technology use in the classroom</li> <li>• Oct – May – Track and measure growth of learning through various programs used.</li> <li>• April 2017 -Survey to scholars, parents, and staff for feedback on technology in the classroom.</li> <li>• May 2017 – Teachers and administration meet to discuss needs growth, needs, and progress through the use of technology in the classroom. Did we meet</li> </ul> | <p>After using and becoming more proficient with the new tools, teachers will look at the data from the year before and know where to fill in the gaps their own digital education in addition to their students. Students will be more familiar with these tools and will be able to more confidently use them to take control of their own education.</p> <ul style="list-style-type: none"> <li>• July 2017 – Purchase two more additional Chromebook sets with licensing and charging carts for second grade classes. <b>With additional Land Trust Funds, we were able to purchase Chromebooks for all first and second grade classes. We also added additional iPads for Kindergarten</b></li> <li>• August 2017 – Enhanced training on programs and tools for digital teaching and learning success. Training will focus on individualized learning as well as increasing depth of knowledge through instruction and learning. <b>We have added Mastery Connect to help monitor the progress of standards taught and the</b></li> </ul> | <p>With 2 years of digital implementation, teachers will have the confidence and ability to educate their students much more fully. Gaps in education should be minimal and addressed on an individual basis instead of on the class level. Instruction is all digital based and Chromebooks are used as fully as possible.</p> <ul style="list-style-type: none"> <li>• July 2018 – Purchase additional Chromebook sets with licensing and charging carts for first grade class.</li> <li>• August 2018 – Additional training for teachers to enhance learning.</li> <li>• September – May – Technology Committee will meet monthly to monitor fidelity of technology use in the classroom</li> <li>• September – May – Track and measure growth of learning through various programs used.</li> <li>• April 2019 -Survey to scholars, parents, and staff for feedback on technology in the classroom.</li> <li>• May 2019 – Teachers and administration meet to discuss needs growth, needs, and</li> </ul> |

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| <p>the Intermediate Outcome of 2% growth in ELA as described in our plan? <b>We saw a 5% growth with ELA.</b></p> <ul style="list-style-type: none"> <li>May 2017 – Technology committee will meet to review findings and make needed adjustments for the upcoming school year. The committee will also revisit the infrastructure of the school to ensure we can continue to support the needs of the school.</li> </ul> | <p><b>understanding of these standards. There is</b></p> <ul style="list-style-type: none"> <li>August– May – Technology Committee will meet monthly to monitor fidelity of technology use in the classroom</li> <li>August – May – Track and measure growth of learning through various programs used.</li> <li>April 2018 -Survey to scholars, parents, and staff for feedback on technology in the classroom.</li> <li>May 2018 – Teachers and administration meet to discuss needs growth, needs, and progress through the use of technology in the classroom. Did we meet the Intermediate Outcome of 2% growth as described in our plan?</li> <li>May 2018 – Technology committee will meet to review items from previous year as well as the need update any current technology. (We will have 2 sets of Chromebooks which will have been in the classroom for four years.)</li> </ul> | <p>progress through the use of technology in the classroom. Did we meet the Long-Term Outcome of 5% growth as described in our plan?</p> <ul style="list-style-type: none"> <li>May 2019 – Technology committee will meet to review items from previous year as well as the need to update any current technology. (We will have 2 sets of Chromebooks which will have been in the classroom for four years.)</li> </ul> |
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### Part C. Roles and Responsibilities

#### - School Board

The school board will work to guide administration's efforts to implement new procedures and trainings within the school. They will do this through monthly reports and meetings.

- Administration

Administration will create and follow through with the plan to make each student's educational personal and aligned with core standards. They will give teachers the tools they need in order for this change to happen. They will also provide implementation data to USBE on an annual basis.

- Teachers

Teachers will follow administration's direction by implementing education that is personal for each student and meets the core standards. Computers will be used in as many ways possible to express the needs of each child.

- School Community

The school community will support the teacher's instruction by encouraging their children to utilize the tools that have been given to them and taking a vested interest in their child's personal education.

## Part D. Communication Plan

School Board To Administration – The school board will meet monthly with administration to review goals and ensure that standards are being met. Goals will be adjusted based on the needs of the school and students.

Administration To Teachers – Administration will meet each Friday to discuss the progress of the students and digital learning implementation. They will also communicate via email and weekly reports.

Teachers To School Community - The teachers will be in constant communication with the school community about what is being taught in their classroom. Core standards will be the main language of student progress. Parents and students will know how to access their grades as well as individual progress with core standards via IXL.

## Digital Curriculum - Instructional Tools

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

Imagine Learning Fidelity Scores of 2015-16

| School | Program          | Grade | N  | Avg. Minutes of Use | Avg. Weeks of Use | % Met Fidelity | Grade Met Fidelity | % Met Fidelity Overall | School Met Fidelity |
|--------|------------------|-------|----|---------------------|-------------------|----------------|--------------------|------------------------|---------------------|
| NWA    | Imagine Learning | K-1   | 56 | 51                  | 19                | 64             | N                  | 56                     | N                   |
|        |                  | 2-3   | 23 | 43                  | 19                | 35             | N                  |                        |                     |

Currently, we have several systems in place that measure our school's progress and fidelity. We receive reports, similar to the one above, that show our current fidelity scores and what we need to do to improve them. These reports are available at any time to view up-to-date data to see how we are improving. As is shown from this report of last year's data, our school needs to improve on the amount of time that each child spends working on Imagine Learning in order to ensure we are staying true to our fidelity requirements. This is one of our main priorities for this upcoming and subsequent years. We want to continue receiving money to use these programs and want to ensure we are meeting all requirements. We can measure our scores and adjust whenever we need to after implementing new strategies to see what is working.

In addition to our Imagine Learning scores, we use a number of other programs that are similar in nature. There are fidelity standards our school is held to and our teachers and administrators have access to these reports to show whether or not we are doing what we agreed to do. The reports are specific enough that teachers and administrators know where to put the focus and improve on the systems we have in place. These scores will guide teachers in their instruction to ensure that their needs are met.

#### Digital Instructional Materials to address student performance targets articulated in plan goal.

| ALL TEACHERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |
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| As our committee met to review revisions needing to be made, we discovered a need for further professional learning for our staff. We currently have many programs in place which will enhance individualized learning. We have failed to ensure all staff, especially new staff, are aware of, have been trained in, and can access these programs. Our professional learning at the beginning of the year focuses a lot on book and paper components of our curriculum, but fails to focus on training in the additional digital programs we have purchased and are available. This deficit will be addressed in future professional learning meetings for the 2016-17 year as well as our August trainings in the future. These trainings might need us to allocate additional funding to bring in outside presenters to train on these programs. |                              |
| ALL SCHOLARS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |
| Our current Long-Term Objective is to increase our SAGE ELA proficiency 6% in the next three years. In addition to seeing this growth school-wide, we would like to see our ELL, Hispanic, and SWD subgroups grow at least 2% from previous years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
| Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Implementation with fidelity |

**IXL - Purchased**

"IXL's skills are aligned to the Common Core State Standards, the Utah's Core Standards - Secondary, the Utah Early Childhood Core Standards, and the Utah Core Standards, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice questions specifically tailored to each required standard."  
<https://www.ixl.com/standards/utah/math>

2016-17 – ELA, Math, Science, and Social Studies sections of IXL have been purchased for all scholar's grades K – 6. All teachers received training on the program. We continue to have teachers share best practices in using the program.

- Teachers grades 3 – 6 use the program daily to reinforce ELA and Math skills taught during the class. Any work which is not completed can be completed as homework as the program is web based. Scholars typically spend at least 30 minutes a day in class on IXL.
- Teachers/grade levels turn in monthly reports to show the mastery of core concepts in ELA and Math.
- At the end of the year, teachers and administration will assess the progress of scholars as based on SAGE tests compared to information shown in IXL. At this time, we will discuss the continuation of the program and additional needs the teachers might see.
- CUSTOMIZABLE – Through the continuous assessment tool on IXL, teachers monitor specific needs of individual scholars. This program enables teachers to create customizable learning for their class and scholars. Concepts are retaught at needed levels or accelerated at other levels.

2017 – 18 – We will continue to use IXL based on the information from the previous year provided by teachers. Teachers will better assess learning of scholars through the use of this program and continue to use it with fidelity adding more use of science and social studies components. We will continue to monitor progress and growth.

2018-19 = Same as the previous year.

**Utah Compose - Free**

"Utah Compose is designed to function as the teacher's partner so that students can practice their writing skills and

2016-17 – 5<sup>th</sup> and 6<sup>th</sup> grade teachers are currently having scholars write a paper a



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| <p>grow into proficient writers. The features outlined below work in conjunction with teachers to provide students unlimited opportunities to submit essays, receive feedback, and revise and edit drafts.”</p> <p><a href="http://www.utahcompose.com/utah-compose-features">http://www.utahcompose.com/utah-compose-features</a></p>                                                   | <p>week. With the additional Chromebooks these essays will start being submitted via Utah Compose by December. As scholars become more proficient in typing, 3<sup>rd</sup> and 4<sup>th</sup> grade will also use this program as a writing tool. The automatic feedback allows for individualized growth and learning for each child.</p> <p>As this program continues to be free through the USBE, we will use it to help increase our scholars writing skills each year.</p> <p>2017-19 We will continue using this program as long as it is made available through the USBE.</p>                                                                                                                                                                                                                                            |
| <p><b>Discovery Education - Purchased</b></p> <p>“Discovery Education accelerates school districts' digital transition through comprehensive standards-based content, professional development, formative assessment, and community engagement proven to positively impact student achievement.” <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></p> | <p>We currently have a five-year contract with Discovery Education with the use of the science techbooks and the online resources. This contract will end in 2020.</p> <p>2016-17 – With our focus on improving ELA, the science and social studies aspect of Discovery education will increase scholar awareness, understanding, and access to more informative reads. Since the purchase of this program we have not monitored use or fidelity to the program. This will be started this year.</p> <p>CUSTOMIZABLE – Discovery Education provides multiple tools (i.e., reading passages, videos, interactives) which provide scholars with the opportunity to gather and learn from different sources. This can enhance or remediate learning depending on the child’s needs.</p> <p>2017-19 – Same as in previous years.</p> |
| <p><b>Mastery Connect – Purchased</b></p> <p><b>An assessment, monitoring, collaboration tool for teachers, scholars, parents, and administrators.</b></p> <p><a href="http://www.masteryconnect.com">www.masteryconnect.com</a></p>                                                                                                                                                     | <p>2017-18 Purchased the program with training in August for all staff from Mastery Connect. Created a plan to begin with monitoring math. By the end of the year all teachers will be using Mastery Connect to measure progress for ELA and math. We will do additional training for teachers in the spring.</p> <p>2018-19 This school year all teachers will record progress and assess via mastery connect. We will have a parent night at the beginning of the year to help them understand and be able to access information via Mastery Connect.</p>                                                                                                                                                                                                                                                                      |



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| <b>Typing.com - Free</b><br>“Featuring engaging exercises, interactive typing games, and positive reinforcement, Typing.com is perfect for all age ranges and skill levels.”<br><a href="https://www.typing.com/teacherportal">https://www.typing.com/teacherportal</a>                                                                                                                                            | 2016-17 With the use of Chromebooks in each class, scholars have daily access to typing. Most teachers are currently using typing.com to help scholars gain better typing skills. Teachers in grade 3 – 6 have started using the program for 15 – 20 minutes a day. The growth of this program will be measured by the writing portion of the SAGE test at the end of the year. We will be seeing if time taken to complete writing sections has decreased with the use of additional resources.<br>2017-18 Our technology committee will meet to see if an additional typing program is needed to enhance scholar’s ability to type. Based on results, we will continue to use typing.com or look for additional software to help our scholars learn and our teachers teach.<br>2018-19 Same as previous year.     |
| <b>Using an LMS Program – will be purchased</b><br>We are currently looking at Schoology or Canvas as this management system. As we have looked closer at meeting the needs of all learners having an LMS has become a priority on our list for upcoming years.                                                                                                                                                    | 2016-17 – Our technology committee with the assistance of our curriculum and assessment team will review and demo various LMS programs to see which will best fit our school.<br>2017-18 – We will purchase the chosen LMS program and train teachers to enhance individualized learning. Teachers will work in grade level teams to create and share lessons which are standards focused to enhance learning. Teams will also create common assessments to be shared via the LMS to ensure all scholars are learning necessary information. This year we will focus on enhancing our ELA learning through the LMS.<br>2018-19 – We will continue to use the LMS program and further train teachers on implementing. This year we will have a science based focus on creating lessons and assessments for scholars. |
| <b>Tier 2 &amp; 3 Support</b>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Program</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Imagine Learning – Free through K-3 Reading Achievement Grant</b><br>“Instruction that’s as individualized as your students.”<br>Because every child has unique learning needs, a one-size-fits-all approach will not support all students. Fortunately, Imagine Learning offers personalized, systematic instruction that adapts to each student. For example, the program builds literacy skills in a logical | 2016-17 – As part of our K-3 Reading Initiative, we currently use Imagine Learning for our struggling readers and ELLs. To ensure we are able to use this program for many years, we are weekly monitoring fidelity of the program. Most all of our scholars in Kindergarten and first grade use the program daily. Those need additional support receive                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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| <p>manner so that students learn letters first and words second. Along with this systematic instruction, students receive feedback that helps them answer questions, such as applying a strategy they have been taught or re-reading a section of a book to look for an answer. Imagine Learning further individualizes the student experience with checkpoints that determine how (or if) a student receives additional instruction on a particular skill. These instructional details allow teachers to spend their time where it matters most: teaching.”</p> <p><a href="http://www.imaginelearning.com/programs/imaginelearning/">http://www.imaginelearning.com/programs/imaginelearning/</a></p>                                                                       | <p>additional time on the program. This individualized learning continues to monitor and adjust learning for these scholars. We are using the program differently this year as we:</p> <ul style="list-style-type: none"><li>• Monitor fidelity weekly.</li><li>• Have all those in Kindergarten and first grade reading on the program for at least 60 minutes a week.</li><li>• Better utilize reports and data from reports.</li></ul> <p>2017-19 Our hope is we will be able to continue to use this program free through the state. If we are not able to renew our contract with the state, we will review the progress of those using the program and the need to fund this with general school funds.</p>                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Students with Disabilities – appropriate software</b></p> <p>We currently have 10 tablets with keyboards in our SpEd Department. This technology allows scholars the opportunity to type as well as use the touch screen for different types of activities. Having the ability to either type or use the touch screen has been beneficial to our scholars depending on their disability.</p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Program</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Fast ForWord - Purchased</b></p> <p>“Fast ForWord - You know these children – the ones who continue to struggle despite repeated intervention. They need an intervention that addresses the <b>root cause of their difficulty</b>, not one that provides accommodations.</p> <p>Fast ForWord does what <b>no other intervention</b> can do: it starts with cognitive skills like memory, attention and processing speed and works from the bottom up, using the principles of neuroplasticity.</p> <p>Fast ForWord aims to remediate the underlying difficulties that keep struggling readers and English language learners from making progress.”</p> <p><a href="http://www.scilearn.com/products/fast-forward">http://www.scilearn.com/products/fast-forward</a></p> | <p>2016-17 – This year we have purchased 20 licenses of this program for those with special needs. Our goal is for each child with a license to use the program four days a week for at least 30 minutes. Our SpEd department will share results with parents, homeroom teachers, and administration. This program is web-based and scholars can use it at home as well to get additional time if desired.</p> <p>2017-19 – After reviewing the progress from the previous year, we will revisit renewing our contract with SciLearning. The cost of the program is quite expensive, but will be worth the price when we see the year to two year growth in our scholars who have struggled year after year. If we see the needed growth, we will continue with the program and maybe purchase additional licenses to help with our ELL and lower reading scholars. We will continue to use the program with fidelity with 30 minutes four times a week.</p> <p>2018-12 – If growth is seen, we will continue using the program with fidelity as described above.</p> |





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

### Student Engagement in Personalized Learning

Digital learning is so much more than using the computer as a glorified pen and pencil. As our scholars learn to better understand all at their fingertips for learning, this will be implemented into the classroom. Rather than writing a five paragraph essay, scholars will be able to show the information they have learned via a slideshow presentation, a webpage they have created, or anything fun to show they can write as well as make it interesting. Rather than focusing on a worksheet with 100 math facts, scholars can use Big Brainz to play and master facts at the same time. Rather than talk about Philadelphia have the scholars go on a virtual field trip or Skype with someone who lives there. Discovery Education allows students to explore new countries with detailed videos, reports, and activities that further educate them about the world around them. The possibilities are endless and the learning is engaging.

For the past five years, Noah Webster Academy has changed instruction to meet the needs of all scholars based on their ability level. We have done this through small ability groups for reading and math. We have seen success and growth in our scholars as they have been grouped and taught on a level which is right for them.

Our next step is to customize this learning even more through personalized learning. In so doing this, we will come closer to meet the individual needs of each child. To do this, we will continue to use the programs listed below as they address individual learning. Before beginning this grant, we did not look at the option of using an LMS for our school. Upon further reflection and study, we feel an LMS like Schoology or Canvas would benefit our scholars as well as our teachers to enhance individualized learning via digital resources. As our technology budget has been exceeded this year with the purchase of our Chromebooks, we will have our technology committee review various LMS programs for the remainder of the year to see what will work best for our school with plans to implement in the 2017-18 school year. This is a big leap forward for our school as our programs in the past have been very a direct instruction focus as stated in our charter. As we look at implementation we will include in depth training for our teachers at the beginning of next year.

We currently use the following programs which are customizable for individualized learning

| Program         | How these programs will help us reach our goal of 5% growth in ELA proficiency over the next 3 years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IXL - Purchased | IXL really is focuses on level 1 and 2 when we are looking at Depth of Knowledge. This program helps reinforce concepts taught by teachers. Daily practice gives scholars individualized learning through the concepts practiced. As scholars master the concept, they can get additional challenge through higher grade level problems. For those needing remediation, the program will lead them to previous problems needing to be mastered before they are able to grow. The variety of questions require scholars to think about what is being asked before they answer. Teaching them to read and reread to ensure they understand what is being asked. |



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|                                                                                                                                                                                                                                                                                                                             | The content found in IXL also matches what is required by state standards. IXL is helping teachers to revisit lessons and make sure all concepts are being taught. This additional guidance for teachers will help our ELA proficiency to grow.                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Discovery Education - Purchased</b>                                                                                                                                                                                                                                                                                      | Discovery Education gives scholars access to multiple, credible formative resources available for learning and research. This will allow teachers and scholars the ability to dig into the information to glean what is the most important information, what is the authors purpose, or can they argue or defend what was studied. The program always for individualized learning as reading levels can vary based on topic allowing our struggling readers access to similar information on a level they can understand.                                                                                                                                |
| <b>Using an LMS Program – will be purchased</b>                                                                                                                                                                                                                                                                             | Scholar learning will be enhanced through individualized instruction. This program will enhance depth of knowledge levels to deepen critical thinking skills. Scholars will be responsible for their learning as guided by the teacher. As depth of knowledge increases from mainly level1 type questions to activities based on individualized learning, scholars will gain the skills needed to navigate through the SAGE testing which will assist in reaching the 5% growth in our ELA scores.                                                                                                                                                       |
| <b>Tier 2 &amp; 3 Support</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Program                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Imagine Learning – Free through K-3 Reading Achievement Grant</b>                                                                                                                                                                                                                                                        | This program is currently used with our Tier 2 and 3 scholars as well as our ELL subgroup which many fall in the Tier 2 and 3 categories. We recently learned we are the highest school in the state for using this program with fidelity. This is due in large part to our scholars having greater access to technology an using the program. Imagine Learning focuses on reading and language acquisition. Over the last three years our ELL subgroup has grown and our test scores have dropped. Our using Imagine Learning daily will help these scholars get the additional reading/language intervention needed to improve growth and proficiency. |
| <b>Students with Disabilities – appropriate software</b>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| We currently have 10 tablets with keyboards in our SpEd Department. This technology allows scholars the opportunity to type as well as use the touch screen for different types of activities. Having the ability to either type or use the touch screen has been beneficial to our scholars depending on their disability. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Program                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Fast ForWord - Purchased</b>                                                                                                                                                                                                                                                                                             | This computer based program works individually with the child to rewire the brain on reading concepts missed in the past. Our SWD subgroup has dropped significantly with SAGE testing over the past three years. The use of the program will assist these scholars to obtain the necessary skills to help them improve in reading to help us reach the 5% growth in proficiency over the next three years.                                                                                                                                                                                                                                              |

### Teaching Digital Citizenship

As scholars (K-6) get the opportunity to see the world through technology it is essential to have appropriate measures in place to ensure inappropriate information is not viewable or shared via the technology. Every



two years, we have a Netsmartz presenter come to our school. These presentations are informative and engaging for the scholars. In the past, our technology teacher has also used the information on [netsmartz.org](http://netsmartz.org) and [netsafeutah.org](http://netsafeutah.org) to share internet safety. As we have put technology into the classes this year, teachers will need to teach this and use these resources as well. It is essential we do a training for teachers to give them the tools to share with their scholars.

## Personalized Professional Learning

### VII. Professional Learning

One goal of NWA is to provide ongoing, valid professional learning for all employees. We accomplish this a number of ways; at least a week long training each August, scholar early out days on Friday allowing time for professional learning, two or three professional development days throughout the school year, the Edviate platform through the School Improvement Network (SIN), professional learning through USBE and UETN, and additional learning through vendor sponsored programs. NWA will continue to participate in the professional learning and implementation support offered by USBE and UETN.

This year we have focused training on using programs with fidelity. We had a presentation before school began on using Imagine Learning not only for those children who struggle but for whole class instructional learning as well. This training also talked about having scholars using the program for the prescribed amount of minutes. In addition to purchasing IXL this year, we purchased the training which goes along with the program. This was a jump start to get our teachers understanding and using the program. We also follow up with a couple of presentations each month on using the technology in the classroom by teachers. As they learn and better understand these programs, they are the best advocate in helping others better understand how to utilize the program.

We also currently work with School Improvement Network (SIN) through the Edviate platform to deliver personalized professional development for our staff. Our Instructional Leadership Team has participated the past two years in summer Bootcamps offered by SIN. The purpose, as discussed through our Bootcamp, was to provide professional learning to help our teachers and school become more individualized in scholar learning. The following information shows the vision, learning objectives, and timeline created for the 2016-2017 school year.

[Noah Webster Year One Boot Camp – Edviate](#)

[Noah Webster Year Two Book Camp - Edviate](#)



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

### Procedures Currently in Place

NWA currently has procedures and groups in place which need some refining to include the digital learning initiatives for the school. First is our Academic Excellence Committee which consists of a board member, administration, and parents. Second is our School Land Trust Committee which consists of parents, employees, and administration. Finally, our leadership team consists of administration, coaches, and lead teachers.

Under the direction of our board, our Academic Excellence Committee monitors the progress of our scholar's learning. For the past year the committee has been working to create a database focused on showing where are scholars are in terms of mastery to the programs used to teach our curriculum. This database would help us track scholars throughout their time at the school. Although a noble task, it has taken over a year to get in the starting process. As we are refining this year and gaining more technological resources in the classrooms for both teachers and scholars, this task might not be needed as programs are starting to implement will automatically generate reports to show how scholars are mastering concepts set in the state standards. The Academic Excellence Committee might need to refine the focus to ensure we are covering all components of learning and how they help the school get to the end result of individualized scholar learning.

Each year our School Land Trust Committee is tasked with the privilege to assign money to help improve teaching and learning in the school. For the past few years a large part of the money was used to help increase technology throughout the school. They have helped to purchase mobile Chromebook labs and carts, a technology teacher, document cameras, and programs to use for the school. This committee plays an important part in helping to keep technology funded and ensure we have necessary access to this in the classroom. As we look at the growth and needs of the school over the next three years, the SLT committee will help us to continue to fund the needed technology.

Our school leadership team is where the rubber hits the road and the implementation of individualized scholar learning takes place. As a leadership team, we meet monthly to discuss the learning needs of the teachers. We plan how the group levels will use Edviate for individualized teacher learning. Coaches and administration share what is needed to enhance learning based on teacher observations. Through these meetings, professional learning is planned for the upcoming month or months as needed. Our lead teachers work with grade level teams to make sure teachers.

Teachers meet weekly to discuss the needs and learning of the children in their class. With the additional use of technology, teachers will have more resources to ensure scholars are learning. The programs listed in the chart below allow teachers to see the individual progress and growth of each child. As the scholars are working on IXL, teachers can see in real time the progress being made or the concepts being missed. This allows for a quick formative assessment where the teachers can monitor and reteach in the moment.

Resources and processes for annual implementation assessment.

| Program             | Implementation with fidelity                                                                |
|---------------------|---------------------------------------------------------------------------------------------|
| <b>SAGE Interim</b> | 2016-17 We will be giving SAGE Interim tests in grades 3 – 6 two times this year. The first |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>testing is currently being given. The second interim test will be given in February. Teachers will review data as teams and with administration and adjust teaching/learning based on what the data shows.</p> <p>2017-18 We will be giving SAGE Interim tests in grades 3 – 6 two times this year. The first testing will take place in September with the second occurring in January. Teachers will review data as teams and with administration and adjust teaching/learning based on what the data shows.</p> <p>2018-19 Our plan is to continue with the SAGE Interim testing as it is available.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>IXL - Purchased</b></p> <p>“IXL's skills are aligned to the Common Core State Standards, the Utah's Core Standards - Secondary, the Utah Early Childhood Core Standards, and the Utah Core Standards, providing comprehensive coverage of math concepts and applications. With IXL's state standards alignments, you can easily find unlimited practice questions specifically tailored to each required standard.”</p> <p><a href="https://www.ixl.com/standards/utah/math">https://www.ixl.com/standards/utah/math</a></p> | <p>2016-17 – ELA, Math, Science, and Social Studies sections of IXL have been purchased for all scholar's grades K – 6. All teachers received training on the program. We continue to have teachers share best practices in using the program.</p> <ul style="list-style-type: none"><li>• Teachers grades 3 – 6 use the program daily to reinforce ELA and Math skills taught during the class. Any work which is not completed can be completed as homework as the program is web based. Scholars typically spend at least 30 minutes a day in class on IXL.</li><li>• Teachers/grade levels turn in monthly reports to show the mastery of core concepts in ELA and Math.</li><li>• At the end of the year, teachers and administration will assess the progress of scholars as based on SAGE tests compared to information shown in IXL. At this time, we will discuss the continuation of the program and additional needs the teachers might see.</li><li>• CUSTOMIZABLE – Through the continuous assessment tool on IXL, teachers monitor specific needs of individual scholars. This program</li></ul> |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>enables teachers to create customizable learning for their class and scholars. Concepts are retaught at needed levels or accelerated at other levels.</p> <p>2017 – 18 – We will continue to use IXL based on the information from the previous year provided by teachers. Teachers will better assess learning of scholars through the use of this program and continue to use it with fidelity adding more use of science and social studies components. We will continue to monitor progress and growth.</p> <p>2018-19 = Same as the previous year.</p>                                                                                                                                 |
| <p><b>Utah Compose - Free</b><br/>“Utah Compose is designed to function as the teacher’s partner so that students can practice their writing skills and grow into proficient writers. The features outlined below work in conjunction with teachers to provide students unlimited opportunities to submit essays, receive feedback, and revise and edit drafts.”<br/><a href="http://www.utahcompose.com/utah-compose-features">http://www.utahcompose.com/utah-compose-features</a></p> | <p>2016-17 – 5<sup>th</sup> and 6<sup>th</sup> grade teachers are currently having scholars write a paper a week. With the additional Chromebooks these essays will start being submitted via Utah Compose by December. As scholars become more proficient in typing, 3<sup>rd</sup> and 4<sup>th</sup> grade will also use this program as a writing tool. The automatic feedback allows for individualized growth and learning for each child.</p> <p>As this program continues to be free through the USBE, we will use it to help increase our scholars writing skills each year.</p> <p>2017-19 We will continue using this program as long as it is made available through the USBE.</p> |
| <p><b>DIBELS Next –</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>2016-17 K-6 grade scholars will be given tests in August, January, and May. Based on testing results, Scholars who are well below or below benchmark receive additional interventions, including those listed below for tier 2 &amp; 3 support as well as monthly progress monitoring. We report the progress of our 1<sup>st</sup> – 3<sup>rd</sup> grade scholars to USBE via Aspire.</p>                                                                                                                                                                                                                                                                                                 |
| <p><b>Tier 2 &amp; 3 Support</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Program</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Imagine Learning – Free through K-3 Reading Achievement Grant</b><br/>“Instruction that’s as individualized as your students.<br/>Because every child has unique learning needs, a one-size-fits-all approach will not support all students. Fortunately, Imagine Learning offers personalized, systematic instruction that adapts to each student. For</p>                                                                                                                        | <p>2016-17 – As part of our K-3 Reading Initiative, we currently use Imagine Learning for our struggling readers and ELLs. To ensure we are able to use this program for many years, we are weekly monitoring fidelity of the program. Most all of our scholars in Kindergarten and first grade use the program</p>                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>example, the program builds literacy skills in a logical manner so that students learn letters first and words second. Along with this systematic instruction, students receive feedback that helps them answer questions, such as applying a strategy they have been taught or re-reading a section of a book to look for an answer. Imagine Learning further individualizes the student experience with checkpoints that determine how (or if) a student receives additional instruction on a particular skill. These instructional details allow teachers to spend their time where it matters most: teaching.”</p> <p><a href="http://www.imaginelearning.com/programs/imaginelearning/">http://www.imaginelearning.com/programs/imaginelearning/</a></p>                             | <p>daily. Those need additional support receive additional time on the program. This individualized learning continues to monitor and adjust learning for these scholars. We are using the program differently this year as we:</p> <ul style="list-style-type: none"> <li>• Monitor fidelity weekly.</li> <li>• Have all those in Kindergarten and first grade reading on the program for at least 60 minutes a week.</li> <li>• Better utilize reports and data from reports.</li> </ul> <p>2017-19 Our hope is we will be able to continue to use this program free through the state. If we are not able to renew our contract with the state, we will review the progress of those using the program and the need to fund this with general school funds.</p>                                                                                                                                                                                                                                                                                               |
| <p><b>Students with Disabilities – appropriate software</b></p> <p>We currently have 10 tablets with keyboards in our SpEd Department. This technology allows scholars the opportunity to type as well as use the touch screen for different types of activities. Having the ability to either type or use the touch screen has been beneficial to our scholars depending on their disability.</p>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Program</p> <p><b>Fast ForWord – Purchased</b></p> <p>“Fast ForWord - You know these children – the ones who continue to struggle despite repeated intervention. They need an intervention that addresses the <b>root cause of their difficulty</b>, not one that provides accommodations.</p> <p>Fast ForWord does what <b>no other intervention</b> can do: it starts with cognitive skills like memory, attention and processing speed and works from the bottom up, using the principles of neuroplasticity.</p> <p>Fast ForWord aims to remediate the underlying difficulties that keep struggling readers and English language learners from making progress.”</p> <p><a href="http://www.scilearn.com/products/fast-forword">http://www.scilearn.com/products/fast-forword</a></p> | <p>2016-17 – This year we have purchased 20 licenses of this program for those with special needs. Our goal is for each child to use the program four days a week for at least 30 minutes. Our SpEd department will share results with parents, homeroom teachers, and administration. We will monitor the progress of each child weekly to ensure growth is occurring and adjust to more time as needed. This program is web-based and scholars can use it at home as well to get additional time if desired.</p> <p>2017-19 – After reviewing the progress from the previous year, we will revisit renewing our contract with SciLearning. The cost of the program is quite expensive, but will be worth the price when we see the year to two year growth in our scholars who have struggled year after year. If we see the needed growth, we will continue with the program and maybe purchase additional licenses to help with our ELL and lower reading scholars. We will continue to use the program with fidelity with 30 minutes four times a week.</p> |



### Areas Needed Refinement/Enhancement

We currently have three distinct groups working for the good of the school and the learning of each child. It is essential the information from each group is shared with the other groups. This will need to be done through the principal. We need to ensure all three groups are focused on the learning target of individualized scholar learning and growth.

As we are getting the technology into the classroom we need to ensure our teachers understand how to use the technology as a tool. Ongoing review of data and reports to adjust teaching as needed. Make learning engaging through the use of technology.

| 2016-2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2017-2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2018-2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Plan for this year:</p> <ul style="list-style-type: none"><li>● Train teachers on the technology resources available to them.<ul style="list-style-type: none"><li>○ IXL</li><li>○ Imagine Learning</li><li>○ Big Brainz</li><li>○ UEN Resources</li><li>○ Utah Compose</li><li>○ SAGE (new components available to assist teachers and scholars)</li><li>○ Microsoft 365</li></ul></li><li>● Get the technology in the classroom.<ul style="list-style-type: none"><li>○ Currently 90 Chromebooks</li><li>○ With 130 more Chromebooks currently in route to the school</li><li>○ 200 Chromebooks still waiting to be shipped</li><li>○ 10 mini iPads for Kindergarten</li><li>○ 30 desktop computers divided in 6 classes</li></ul></li></ul> | <p>With the technology now in the classrooms, we will focus on previous year's data to see where we need to refine.</p> <ul style="list-style-type: none"><li>● Was learning individualized and personal? And how?</li><li>● How was learning enhanced through the use of technology?</li><li>● Did IXL help us see scholars mastering grade level concepts taught?</li><li>● Did we see a growth in DIBELS scores based on using Imagine Learning with fidelity?</li><li>● Did we see the 5% growth in SAGE ELA for the entire group with 7% growth for our targeted subgroups?</li><li>● As teachers refined their instruction, do we need to look at moving to an LMS?</li><li>● Do we need to purchase Chromebooks for each class in first and second grades as well?</li></ul> | <p>With the technology now in the classrooms, we will focus on previous year's data to see where we need to refine.</p> <ul style="list-style-type: none"><li>● Was learning individualized and personal? And how?</li><li>● How was learning enhanced through the use of technology?</li><li>● Did programs used help us see scholars mastering grade level concepts taught?</li><li>● Did we see the 5% growth in SAGE ELA for the entire group with 7% growth for our targeted subgroups?</li><li>● Is the technology working appropriately? Do we need to replace the older equipment (current Chromebooks will have been used for 5 years)?</li></ul> |

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| <ul style="list-style-type: none"> <li>• Make learning engaging through real world/hands on learning appropriate for the child's learning level.</li> <li>• Ensure the technology and resources are used with fidelity             <ul style="list-style-type: none"> <li>○ Weekly tracking of scholar progress on programs</li> <li>○ Monitoring of usage (is technology helping learning or being used as an expensive writing tool)</li> <li>○ Measure growth of scholars</li> </ul> </li> <li>• Regularly review data for classes, grade level teams, and entire school.</li> <li>• Monitor infrastructure to ensure WiFi capabilities meet the demands of added devices.</li> </ul> | <ul style="list-style-type: none"> <li>• Do the Chromebooks need to go home for those who do not have access at home? Do we need to look at getting hot spots which can be checked out by parents?</li> </ul> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



## Robust Technical Infrastructure

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

At the end of the 2015-16 school year, we worked to improve the infrastructure of our school to meet the demand of adding additional portable devices to our Wifi. We added three additional access points to what we currently had. At this time our wireless is accessible to all parts of the school and certain areas outside as well. We did not use E-rate to help with the purchasing of these additional access points. Our plan for the future is to work closely with UETN to ensure we leverage the resources they have available to us as a school. Through the boot camp training, we were able to see how UETN can assist us with our implementation and are looking to this new partnership.

We currently use Textbook Tracker as our inventory database for both textbooks as well as technology throughout the school. As new items are received, the information is put into the program, the item is barcoded, and assigned to a room location. As materials are discarded, they are removed from the system and replaced. We have been using this system for a number of years and find it meets the needs of our school.

Our LEA scholar enrollment is currently 589, and our NSLP (free and reduced lunch) scholar percentage for the LEA is 42.4%.



## X. Technical Support for Implementation and Maintenance of the Program

As the school has grown over the years, we have improved the quality of our computers accessing the internet. Gone are the days when we lugged and plugged in portable access devices to each classroom for end of year testing and only half of the computers would work. It is glorious not having to do this anymore.

We currently have a part time IT employee on staff who works to ensure all technology in the building is working in all capacities. This support makes it so our teachers are able to teach and scholars are able to learn without needing to worry over technology not working. This is our tier one support. We also work with a contracted company who helps with our tier two support. They are usually able resolve issues within a 24-hour period. These two tiers ensure our content filters are appropriately working so all are safe while online. When a staff member requests a program online be allowed at the school, it goes through our IT staff and administration for approval.

We currently use Textbook Tracker as our inventory database for both textbooks as well as technology throughout the school. As new items are received, the information is put into the program, the item is barcoded, and assigned to a room location. As materials are discarded, they are removed from the system and replaced. We have been using this system for a number of years and find it meets the needs of our school. We will continue to respond to technology inventory surveys for UETN and USBE as requested.



## Data and Privacy

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

[Noah Webster Academy Policies](#) All policies regarding student data and privacy are easily accessed via the school website for parents, teachers, and students to use at any time. Technology Usage Policy All scholars who use computers at Noah Webster Academy must sign the technology usage agreement before they are eligible to utilize Noah Webster Academy computers. For more information about NWA's Internet Usage Policy and Social Media Policy, refer to index.

We currently do not have a policy in place for the role of technology in a student centered learning environment. It is scheduled to be on our board agenda for the January 2017 meeting. We will get stakeholders input as we work to get this created and approved. This is an area we need help from our Governing Board to ensure all of our current policies meet the requirements as addressed in state law. We currently do not have a policy for the Student Data Privacy Policies and Procedures as we are waiting for approval and direction from the State Board on this.

#### Noah Webster Academy Internet Usage and Safety Policy

Electronic Board Meeting Approved: July 12-16, 2012

Noah Webster Academy monitors internet usage for minors and adults. The school also provides internet safety training to its students (and staff) that addresses:

- Cyber bullying awareness and response
- Appropriate Online behavior
- Use of social networking sites
- Use of chat rooms

It is the policy of Noah Webster Academy to:

- a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- b) prevent unauthorized access and other unlawful online activity;
- c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors;
- d) comply with the Children's Internet Protection Act {Pub. L. No. 106-554 and 47 USC 254(h)}.

#### Definitions

Key terms are as defined in the Children's Internet Protection Act (see 'Procedures')

#### CIPA DEFINITIONS OF TERMS:

Technology Protection Measure: The term "technology protection measure: means a specific technology that blocks or filters internet access to visual depictions that are:

- 
1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
  2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
  3. Harmful to minors (Harmful to Minors: The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
    - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Conduct: The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

The Board of Noah Webster Academy adopted this Internet Usage and Safety Policy at a public meeting, following normal public notice, on July 12-16, 2012

#### Noah Webster Academy Internet Usage Policy

Scholars will use the internet in the classroom and the computer lab. NWA monitors all online activities of scholars.

Our policy includes the following:

1. The school has filters on all computers to avoid access to inappropriate content not in keeping with NWA standards.
2. All email regarding school business to NWA teachers and/or employees must be sent to the school email account
3. Teachers may not email or text scholars directly. All email should be sent to the parent of the scholar if necessary.
4. While at school, scholars may not utilize chat rooms, access blogs, or have any other form of direct electronic communication on NWA computers.
5. Adequate safeguards, such as firewalls, are employed to prevent unauthorized access including “hacking” and other unlawful activities.
6. Unauthorized disclosure, use, and dissemination of personal information regarding scholars and their families is prohibited.
7. NWA will take measures to ensure scholars do not have access to content not in keeping with NWA standards.

#### Security Breaches

NWA currently contracts with Maple Mountain to ensure our school is protected from attacks. We will continue this contract with them in future years. Maple Mountain works closely with our IT staff to ensure any concerns are addressed immediately. Our system is monitored on a daily basis. The content filter on our system meets the requirements as defined by CIPA. Our filters are very restrictive allowing only educational material to be accessed via scholars. If there are some program teachers would like to access,



it must be approved by administration and unblocked by Maple Mountain. We will be adding training from our IT staff regarding password management, anti-phishing, and any other related content.

#### Working with UETN

As we attended the Boot Camps this fall, we were impressed with all of the resources available through UETN. We were not aware of all they have to offer. We were familiar with the online library sources, but are excited to tap into the other resources they have as well. Our technology committee will be contacting UETN for further training for the committee and all staff.

## Budget and Resources

### XII. Budget

Part A – Current technology expenditures for the 2016-17 school year.

| <b>Noah Webster Academy<br/>Tech Budget<br/>2016 – 17</b> | <b>QTY</b>          | <b>Cost</b> | <b>Total</b>      | <b>Purpose</b>                                                            |
|-----------------------------------------------------------|---------------------|-------------|-------------------|---------------------------------------------------------------------------|
| In House IT Support (.5 fte)                              |                     | 11,040      | 11,040.00         | Tier 1 Tech Support<br>In-House                                           |
| Maple Mountain Contract Work                              |                     |             | 11,000.00         | Tier 2/3 Tech Support -<br>Contracted                                     |
| Chromebooks/Licensing                                     | 330                 | 350         | 115,500.00        | 1 to 1 technology for<br>grades 3-6 HP 14"<br>N2940,32 GB SSD, 4GB<br>RAM |
| IXL                                                       | 600<br>License<br>s |             | 9,300.00          | Computer Program -<br>Reading, Math, Science,<br>& Social Studies         |
| Discovery Education                                       | 600<br>licenses     |             | 4,500.00          | Computer Program -<br>Streaming Online &<br>Science Techbooks             |
| BigBrainz                                                 | 600<br>licenses     |             | 5,000.00          | Computer Program - Math                                                   |
| SciLearn - Fast ForWord                                   | 20                  |             | 5,000.00          | Reading Program for<br>SpEd dept                                          |
| SpEd - Tablets with Keyboards                             | 6                   |             | 542.97            | Tablets for use in our<br>SpEd dept.                                      |
| SmartBoards                                               | 3                   | 1404.54     | 4,213.61          | Added to Kindergarten<br>and new 6th grade class                          |
| Document Cameras                                          | 2                   | 139         | 278.00            | Replace worn out<br>cameras                                               |
| <b>Total</b>                                              |                     |             | <b>166,374.58</b> |                                                                           |





Part A – Current planned technology expenditures for the 2017-18 school year.

| <b>Noah Webster Academy<br/>Tech Budget<br/>2017-18</b> | QTY                 | Cost    | Total     | Purpose                                                            |
|---------------------------------------------------------|---------------------|---------|-----------|--------------------------------------------------------------------|
| In House IT Support (.5 fte)                            |                     | 11,040  | 11,040.00 | Tier 1 Tech Support In-House                                       |
| Maple Mountain Contract Work                            |                     |         | 11,000.00 | Tier 2/3 Tech Support - Contracted                                 |
| Chromebooks/Licensing                                   | 60                  | 350     | 21,000.00 | 1 to 1 technology for 2nd grade<br>HP 14" N2940,32 GB SSD, 4GB RAM |
| IXL                                                     | 600<br>License<br>s |         | 9,300.00  | Computer Program - Reading,<br>Math, Science, & Social Studies     |
| Discovery Education                                     | 600<br>licenses     |         | 4,500.00  | Computer Program - Streaming<br>Online & Science Techbooks         |
| BigBrainz                                               | 600<br>licenses     |         | 5,000.00  | Computer Program - Math                                            |
| SciLearn - Fast ForWord                                 | 20                  |         | 5,000.00  | Reading Program for SpEd dept                                      |
| SmartBoards                                             | 2                   | 1404.54 | 2,809.08  | Replacements                                                       |
| LMS Program                                             |                     |         | 10,000    | Budget for new program will<br>adjust based on what is chosen      |
| Document Cameras                                        | 2                   | 139     | 278.00    | Replace worn out cameras                                           |
|                                                         |                     |         | 79,927.08 |                                                                    |
| Total                                                   |                     |         |           |                                                                    |

Part A – Current planned technology expenditures for the 2018-19 school year.

| <b>Noah Webster Academy<br/>Tech Budget<br/>2018-19</b> | QTY                 | Cost   | Total     | Purpose                                                                                                     |
|---------------------------------------------------------|---------------------|--------|-----------|-------------------------------------------------------------------------------------------------------------|
| In House IT Support (.5 fte)                            |                     | 11,040 | 11,040.00 | Tier 1 Tech Support In-House                                                                                |
| Maple Mountain Contract Work                            |                     |        | 11,000.00 | Tier 2/3 Tech Support – Contracted                                                                          |
| Chromebooks/Licensing                                   | 90                  | 350    | 31,500.00 | 1 to 1 technology for 1st grade and<br>replacement for older Chromebooks<br>HP 14" N2940,32 GB SSD, 4GB RAM |
| IXL                                                     | 600<br>License<br>s |        | 9,300.00  | Computer Program - Reading, Math,<br>Science, & Social Studies                                              |
| Discovery Education                                     | 600<br>licenses     |        | 4,500.00  | Computer Program - Streaming Online<br>& Science Techbooks                                                  |
| BigBrainz                                               | 600<br>licenses     |        | 5,000.00  | Computer Program - Math                                                                                     |



|                         |    |         |           |                                                            |
|-------------------------|----|---------|-----------|------------------------------------------------------------|
| SciLearn - Fast ForWord | 20 |         | 5,000.00  | Reading Program for SpEd dept                              |
| SmartBoards             | 2  | 1404.54 | 2,809.08  | Replacements                                               |
| LMS Program             |    |         | 10,000    | Budget for new program will adjust based on what is chosen |
| Document Cameras        | 2  | 139     | 278.00    | Replace worn out cameras                                   |
| Total                   |    |         | 90,427.08 |                                                            |

## Part B. Budget for Grant Funding Year 1 – 3

Our plan originally was to use the grant funds to support the purchasing of Chromebooks. In looking at the funds, we have changed the purpose of the funds to help support online programs to enhance individualized learning.

| Grant Funding Budget for 2016-2019                   |                                                                                                                                          |                                                                                                                                          |                                                                                                                                          |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Description                                          | 2016-2017                                                                                                                                | 2017-2018                                                                                                                                | 2018-2019                                                                                                                                |
| 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                        | IXL - \$9,300 for Math, ELA, Science, & Social Studies Modules<br>Discovery Education – Streaming<br>Plus \$1,631 (Actual price \$2,600) | IXL - \$9,300 for Math, ELA, Science, & Social Studies Modules<br>Discovery Education – Streaming<br>Plus \$1,631 (Actual price \$2,600) | IXL - \$9,300 for Math, ELA, Science, & Social Studies Modules<br>Discovery Education – Streaming<br>Plus \$1,631 (Actual price \$2,600) |
| 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) |             |             |             |
| M. TOTAL (Lines I through L)     | \$10,931.00 | \$10,931.00 | \$10,931.00 |



## Part C. Possible Increase in Funding 10%

| Possible Increase Funding of 10% 2016-2019           |                                                                                            |                                                                                           |                                                                                           |
|------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Description                                          | 2016-2017                                                                                  | 2017-2018                                                                                 | 2018-2019                                                                                 |
| 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                        | Discovery<br>Education –<br>Science<br>Techbooks<br>\$1,094<br><br>Actual Price<br>\$1,900 | Discovery<br>Education<br>–Science<br>Techbooks<br>\$1,094<br><br>Actual Price<br>\$1,900 | Discovery<br>Education<br>–Science<br>Techbooks<br>\$1,094<br><br>Actual Price<br>\$1,900 |
| 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)                     |                                                                                            |                                                                                           |                                                                                           |
| M. TOTAL (Lines I through L)                         | \$1,094                                                                                    | \$1,094                                                                                   | \$1,094                                                                                   |

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

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



Any additional funding for 2016-17 year will be used to pay for the additional Chromebooks already purchased this year. Additional funds for the following years will be used to purchase more devices so our school will be completely one to one. Any additional funding in subsequent years will help to pay for new LMS program.

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

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

We will need:

- Support staff to help maintain and use current technology.
- Insurance for replacement of parts.
- Keeping up our programs with annual renewals.

#### Part E. Sustainability

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

This past year, we used some of the funds previously used for workbooks and consumables to help budget for additional Chromebooks in the classroom. As we become a more one to one school, the need for these consumable resources will not be as great. The funds used to pay for these will be redirected to digital learning and teaching to support the maintenance and growth of the program.

Our School Land Trust Committee has been integral in helping us gain additional technology throughout the school. We will continue to use this money as a resource for funding certain aspects of our program. This funding will be used yearly past the grant period to continue our move to digital teaching.