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

FUTURE READY
PREPARING STUDENTS FOR SUCCESS

DIGITAL LEARNING READINESS REPORT

Ascent Academies of Utah

Date of Report: 10/05/2016

Digital Learning Readiness Score: 6.1 *(of 10)*

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

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

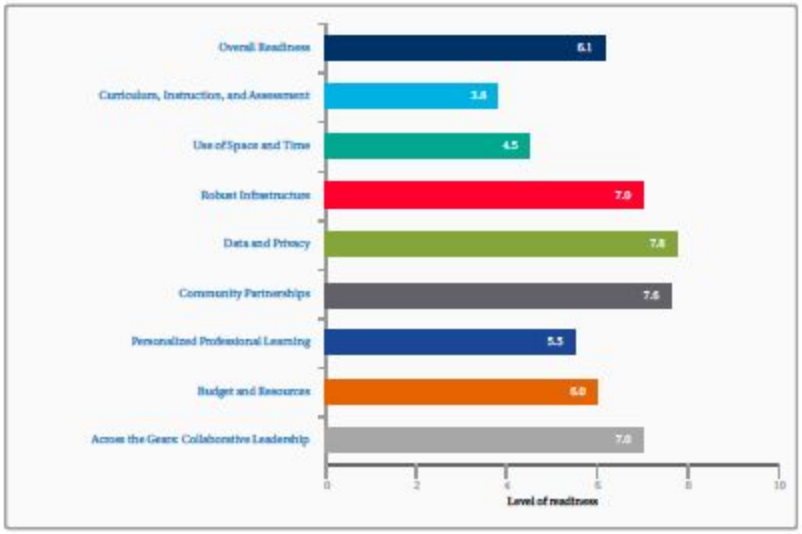
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

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

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

Digital Learning Readiness per Gear

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



Digital Learning

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

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

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

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

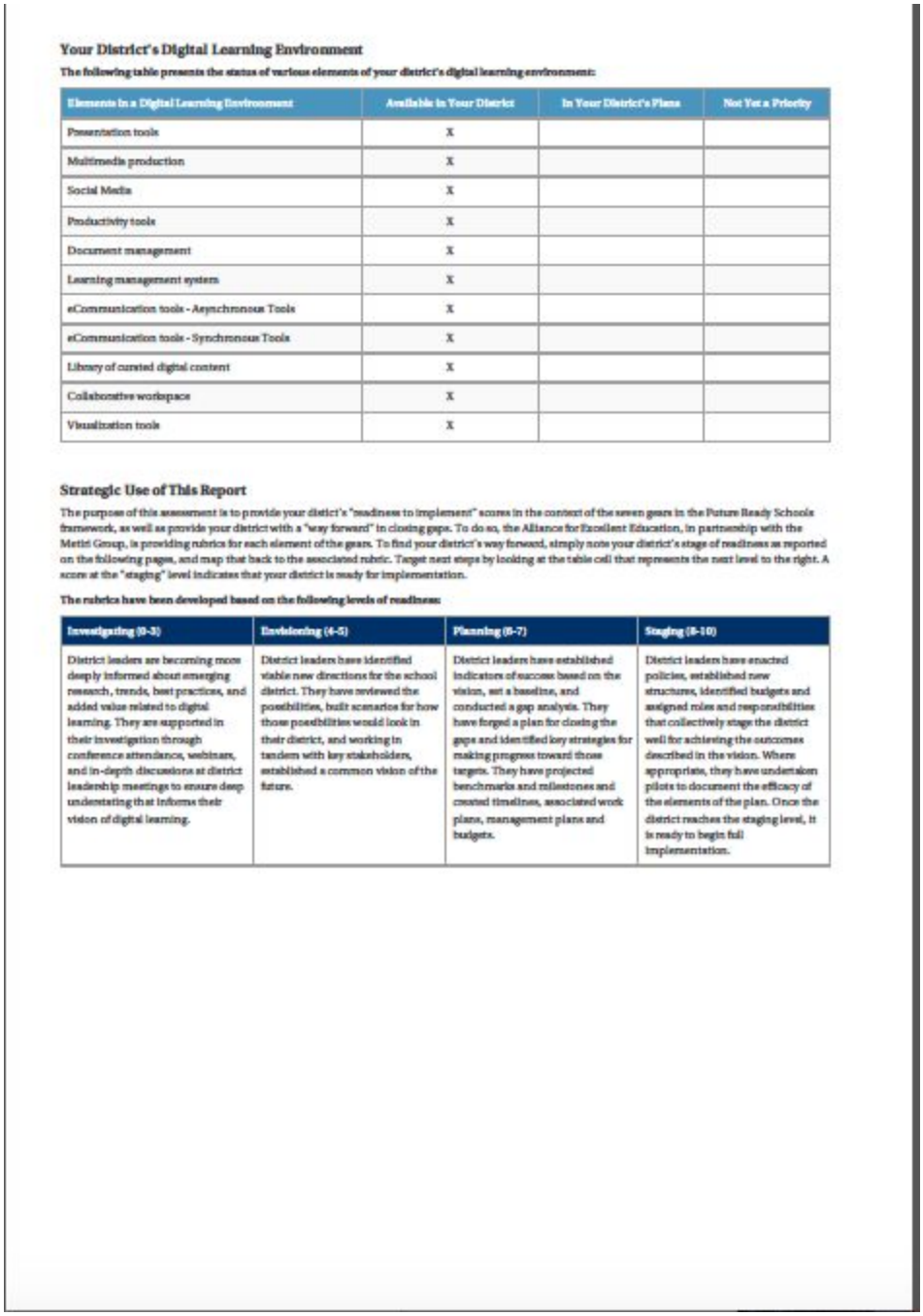
Your District's Vision for Digital Learning

District Vision
Our Goal for Digital Teaching and Learning is to improve student learning and outcomes through high quality instruction, student engagement, and effective parent communication and involvement through the use of video conferencing between campuses to improve instruction and acquisition of knowledge.

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

Your District's Uses of Technology for Learning

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



Your District's Digital Learning Environment

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

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

Strategic Use of This Report

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

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

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

Here is the link to the Digital Learning Readiness Report

The members of the committee that completed the majority of the Readiness Assessment include Wade Glathar (Lead Director), Jacob Johnson (ETS), and Sara Tucker (Assistant Director of the West Jordan Campus).

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

A. Link to the 2015 Inventory of Equipment Google Document

Ascent is committed to working with the State of Utah, Board of Education, USOE, and UETN to gather and analyze information. We will supply this information upon request and will participate in future inventory efforts with UETN and other entities as requested.

B. The Three Year plan allows all teachers and students to have access to a wireless network at each campus, which allows access to all wireless devices: teacher and student computers, ipads for teachers and students. We have focused on the model of using Computers on Wheels to maximize our space and to better supplement our curriculum with mobile labs as opposed to fixed labs and schedules. The labs will support the mobile conferencing and allow for both synchronous and asynchronous access, increasing the access of parents and students. As we develop our professional development plan, we can model our plan to utilize our existing resources, add to our resources, and train our teachers to better utilize the existing and new resources.

Currently the schools utilize inventory data to create and maintain a 5 year replacement schedule for items such as mobile labs, tablets, multimedia devices, network equipment, servers, etc. The 5 year plan does not always dictate that devices be replaced solely upon age, but takes into account details such as utilization, annual, semi annual, or quarterly, inspections of physical equipment, useful application of hardware, capacity, warranty, and alignment with educational, and digital learning goals in both the short term and the long term.

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

Overarching Goal:

Our overarching goal for Digital Teaching and Learning is to improve student learning and outcomes through high quality instruction, student engagement, and effective parent communication and involvement through the use of video conferencing between campuses to improve instruction and acquisition of knowledge.

Long Term Goal:

Our long-term student outcome goal is to create a library of videos of individual lessons that allow students to review lessons to ensure mastery of a concept in any content area, thus assisting them in achieving higher levels on their exams and end of levels exams, both within the network and state assessments.

We are going to achieve that through the following actions:

Action One: Increase high quality instruction throughout the network through the use of cross campus collaboration utilizing video conferencing for day-to-day instruction with master teachers and daily teachers, thus increasing student achievement on network and state measures.

Action Two: Incorporate high quality professional development through the UETN and USBE tools, create a video library from master teacher lessons to provide resources within our network to sharpen the saw and learn new skills with new teachers and continue to refine our teaching processes through evidentiary processes.

Action Three: Create a library of videos of individual lessons that allow students to review lessons to ensure mastery of a concept and provide an assessment tool to gage the level of concept mastery.

Action Four: Further engage parents in their students' learning processes and lessons that are being taught through an online repository of videos of lessons allowing all to be able to review lessons with their students and for personal understanding, thus increasing student achievement on network and state assessments.

As a network of three, growing to four, campuses we strive to provide our students with opportunities for new and exciting learning opportunities. With the procurement of video conferencing equipment, we anticipate being able to close the gap between our current SAGE scores and our goals of meeting the state standard and then working to exceed the state goal by 2% over the next three years. Our plan is that through the use of video conferencing and cross campus collaborating with other students and staff, students will be able to acquire additional resources and understanding of core concepts. Students will integrate technology more fully through the use of collaboration opportunities and the video library of lessons to

ensure understanding of the core and further their learning beyond their current station. It is anticipated that student growth will be to the state average on SAGE and/or exceed the state average by 2% over the course of the next three years. This process will be tracked through use of network assessments, SAGE benchmarks, and teacher evaluation of student progress with in-class assessments. These assessments and their scores will be charted and tracked through google documents and used in PLC's to continue to evaluate student progress and acquisition of understanding of the core content. Data will be tracked using the SAGE benchmark scores, SAGE scores, and network assessments over the next three years.

Intermediate Goal:

Our intermediate goal is to develop opportunities wherein teachers that have shown above average competency in curricular areas identified through assessment opportunities within the network and state can collaborate and share their methods with teachers and students in classrooms across the network. This will allow teachers to teach multiple classrooms at one time, thus ensuring the same structure, language, and materials being used for each class, using their state assessment tested strategies and skills to enhance student learning outcomes and assist in growing our network library of videos to enhance the curriculum. This will assist in working towards our goal of an increase in SAGE scores to meet the State average within the first two years and to exceed the State average by 2% by year three with Math, Language Arts, and Science across the three, almost four, campuses. Assessments at the network level will also be utilized as benchmarks of mastery and used for reteach opportunities. This will be tracked through documentation on google documents and discussed as part of PLC's to encourage best practices and instruction are being implemented. We will utilize network benchmarks, SAGE benchmarks, and end of year data to assess progress. Teachers will also utilize the lessons and materials available on UETN to target instruction opportunities.
Administrators - Administrators at each of the four campuses, as well as network-level administrators and contracted tech support team members, will oversee the purchase and installation of equipment. They will ensure time and opportunities are allotted to the training and professional development needed to support the implementation. They will follow-up with Master Teachers to understand the effectiveness of video and teleconferencing collaboration sessions as well as any glitches or points of adjustment in the process. Admin team members will ensure the plan and vision is effectively communicated to all employees and partners. They ensure adequate funds are allocated to the success of the plan and assume fiscal responsibility for the plan. The Admin Team will also ensure there is sufficient buy-in from Master Teachers.

Master Teachers - The Master Teacher Group (comprised of 15 employees from across all campuses) will have the responsibility of using the video and teleconferencing equipment as they co-teach will other teachers in the network, model effective instruction for teachers (in "live" mentoring sessions as well as recorded sessions for our professional development library), and provide cross-campus student collaboration activities. They will follow the Timeline outlined in Part B of this section (section IV) in terms of frequency and progression of implementation. Feedback from Master Teachers will play a larger role in decision-making when it comes to evaluating the effectiveness of the plan, any adjustments that need to be to implementation

and/or equipment. Master Teachers will also ensure there is sufficient buy-in from other teachers and students.

Teachers - The teacher role is key to the success of the implementation of the plan as well as achieving our intended outcomes. Teachers partner with a Master Teacher to either co-teach a lesson or observe a lesson being modeled for them. They access recorded videos from the library as a tool to support their teacher growth and development, thereby increasing their teacher and instructional effectiveness in the classroom. With increased teacher and instructional effectiveness, student achievement will increase.

Students - Students will benefit from the teacher development which will result from the cross-campus video and teleconferencing. Students will also have the opportunity to collaborate with other students at other Ascent campuses, in whole-class, small-group, and one-on-one settings.

Direct Outcomes:
Direct Outcomes of these goals will develop students that are able to access materials and lessons to further their learning and understanding of concepts to increase not only their test scores, but their overall understanding of a particular concept. This process helps a student become an active participant in their learning and acquisition of knowledge, a skill that is important for future learning opportunities and growth. Students and teachers will be better able to move forward with concepts and learning as they partner together with collaborating efforts across the network. We will reevaluate our progress through the use of the Future Ready Assessment to assess our progress and effective implementation of video conferencing procedures and video library on student achievement, in addition to the use of PLC's and cross network collaboration efforts.

Year One:
Purchase of teleconferencing equipment and training of Master Teachers on how to use the equipment. Have at least two encounters per Master Teacher with another teacher at another campus to share expertise in a curricular area, provide teacher modeling and mentorship, collaborate with other teachers from the other campuses, and begin student collaboration efforts. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies.

Year Two:
Increase the collaborations to at least four interactions between a Master Teacher and another campus teacher to incorporate further learning opportunities, teacher collaboration, teacher mentoring and development, and student collaboration. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies. Increase collaboration efforts with students as teacher interactions increase.

Year Three:
Increase the collaborations to at least six interactions between a Master Teacher and several campus teachers to increase teacher effectiveness, student achievement and teacher collaboration. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies. Increase collaboration efforts with students as teacher interactions increase.

Specific and Measurable Goals: With the acquisition of video conferencing equipment and professional development on the uses of and for the equipment, our goal is to increase student achievement to meet the state standard or, if the state standard has been met, exceed the state standard by 2% in all tested areas at the conclusion of the three year time period. This can be accomplished as the video library for students is developed, best practices among teachers are shared through collaborative efforts, and through the sharing of lessons by master teachers. This will be documented through various network assessments, as well as SAGE data. We believe that the video conferencing equipment will improve teacher lesson delivery and student learning through the sharing of materials and cross campus collaboration thus leading to long-term understanding of concepts and avenues for reviewing material that has been presented by master teachers and teachers alike, and improvements in state and network testing.

Root Causes and Fixes:This equipment and professional development will allow us to fill the gap with regards to cross campus collaboration, which is required per our charter. The equipment will also assist teachers in filling the gaps for students by utilizing master teachers to teach concepts, that they have proven through SAGE scores, to classes across the network. This equipment will also provide students of various learning levels the opportunity to collaborate with other students at other campuses that are at their level, thus allowing for collaboration and problem solving skills with peers. Our plan is that through the use of video conferencing and cross campus collaborating with other students and staff, students will be able to acquire additional resources and understanding of core concepts. Students will integrate technology more fully through the use of collaboration opportunities and the video library of lessons to ensure understanding of the core and further their learning beyond their current station. It is anticipated that student growth will be to the state average on SAGE and/or exceed the state average by 2% . This process will be tracked through use of network assessments, SAGE benchmarks, teacher evaluation of student progress with in class assessments. These assessments and their scores will be charted and tracked through google documents and used in PLC's to continue to evaluate student progress and acquisition of understanding of the core content. Data will also be tracked using the SAGE benchmark scores and SAGE scores over the next three years.

The rationale for video conferencing equipment is that the proven teaching strategies being shared with multiple teachers will increase scores. This is a concept that has been researched and will be monitored and tracked through the use of state benchmarks and network assessments. A few of the articles pointing to the efficacy of video conferencing include the following:
An article out of the University of Cambridge
The Effects of Videoconferencing
Mentorships through conferencing

Beginning SAGE data, 2015 -2016, for the three campuses (Farmington, Lehi, and West Jordan) that will guide our use of video conferencing equipment.

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

Part A. Activities

Over the course of three years, Ascent Academies of Utah will implement a plan to purchase video and teleconferencing equipment and have it installed in our four school buildings (Farmington, West Valley City, West Jordan, Lehi). Employees will be trained on effective use and implementation of this equipment for the purpose of cross-campus teaching and sharing. Teachers will share lessons with other classes in the Ascent school network who are miles away. This lesson sharing will, at times, be one teacher teaching both classrooms, two teachers co-teaching two classes, and one teacher modeling for the other teacher tenets of effective teaching and instruction. As a school network that spans three counties and multiple schools, in-person collaboration and instructional coaching is time and cost prohibitive. Video and teleconferencing equipment, together with the proper professional development and implementation, will enable Ascent Academies of Utah to reach its intended outcome for effective teacher development and cross-campus student collaboration. As teacher effectiveness and instructional proficiency increases, student achievement will increase and students will receive a more enriching education. Increased teacher effectiveness and instructional proficiency will likewise support our intended outcomes of closing achievement gaps.

Part B. Timeline

Year One:
Purchase of teleconferencing equipment and training of Master Teachers on how to use the equipment. Have at least two encounters per Master Teacher with another teacher at another campus to share expertise in a curricular area, provide teacher modeling and mentorship, collaborate with other teachers from the other campuses, and begin student collaboration efforts.

Year Two:
Increase the collaborations to at least four interactions between a Master Teacher and another campus teacher to incorporate further learning opportunities, teacher collaboration, teacher mentoring and development, and student collaboration.

Year Three:
Increase the collaborations to at least six interactions between a Master Teacher and several campus teachers to increase teacher effectiveness, student achievement and teacher collaboration.

Part C. Roles and Responsibilities

Administrators - Administrators at each of the four campuses, as well as network-level administrators and contracted tech support team members, will oversee the purchase and installation of equipment. They will ensure time and opportunities are allotted to the training and professional development needed to support the implementation. They will follow-up with Master Teachers to understand the effectiveness of video and teleconferencing collaboration sessions as well as any glitches or points of adjustment in the process. Admin team members will ensure the plan and vision is effectively communicated to all employees and partners. They ensure adequate funds are allocated to the success of the plan and assume fiscal responsibility for the plan. The Admin Team will also ensure there is sufficient buy-in from Master Teachers.

Master Teachers - The Master Teacher Group (comprised of 15 employees from across all campuses) will have the responsibility of using the video and teleconferencing equipment as they co-teach will other teachers in the network, model effective instruction for teachers (in “live” mentoring sessions as well as recorded sessions for our professional development library), and provide cross-campus student collaboration activities. They will follow the Timeline outlined in Part B of this section (section IV) in terms of frequency and progression of implementation. Feedback from Master Teachers will play a larger role in decision-making when it comes to evaluating the effectiveness of the plan, any adjustments that need to be to implementation and/or equipment. Master Teachers will also ensure there is sufficient buy-in from other teachers and students.

Teachers - The teacher role is key to the success of the implementation of the plan as well as achieving our intended outcomes. Teachers partner with a Master Teacher to either co-teach a lesson or observe a lesson being modeled for them. They access recorded videos from the library as a tool to support their teacher growth and development, thereby increasing their teacher and instructional effectiveness in the classroom. With increased teacher and instructional effectiveness, student achievement will increase.

Students - Students will benefit from the teacher development which will result from the cross-campus video and teleconferencing. Students will also have the opportunity to collaborate with other students at other Ascent campuses, in whole-class, small-group, and one-on-one settings.

Part D. Communication Plan

Actions and outcomes associated with the plan will be communicated to stakeholders on a regular basis. Parents, families and the community at-large will receive communication on the plan, its implementation and status through website and Facebook postings. Local newspaper articles will share information about the plan implementation. Weekly school communication emails sent to parents will include updates on the implementation of and success of the plan.

Teachers will receive updates on the plan implementation at quarterly faculty meetings and will be given the opportunity to provide feedback and input. Master Teachers will share experiences in faculty meetings, during Parent-Teacher Conferences, at Back-to-School Nights and through their school blogs. The School Board will be updated in quarterly School Board Meetings regarding the implementation status, obstacles, successes and needs of the plan, as well as all fiscal aspects of the plan.

With the acquisition of video conferencing equipment and professional development on the uses of and for the equipment, our goal is to increase student achievement to meet the state standard or, if the state standard has been met, exceed the state standard by 2%. This can be accomplished as the video library for students is developed, best practices among teachers are shared through collaborative efforts, and through the sharing of lessons by master teachers.

This equipment and professional development will allow us to fill the gap with regards to cross campus collaboration, which is required per our charter. The equipment will assist teachers in filling the gaps for students by utilizing master teachers to teach concepts, that they have proven through SAGE scores, to classes across the network. This equipment will also provide students of various learning levels the opportunity to collaborate with other students at other campuses that are at their level, thus allowing for collaboration and problem solving skills with peers. As the students collaborate across the network and share their learning and understanding of concepts, this peer-to-peer collaboration and teaching will strengthen the student communication and development of core concepts being taught. Master teachers, proven through SAGE scores and network benchmarks, will be able to assist students and teachers across the network increase their understanding of core concepts, improve strategy utilization, and improve communication skills with students at their various levels.

As a network of three, growing to four, campuses we strive to provide our students with opportunities for new and exciting learning opportunities. With the procurement of video conferencing equipment, we anticipate being able to close the gap between our current SAGE scores and our goals of meeting the state standard and then working to exceed the state goal by 2% over the next three years. The rationale for video conferencing equipment is that the proven teaching strategies being shared with multiple teachers will increase scores. This is a concept that has been researched and will be monitored and tracked through the use of state benchmarks and network assessments.

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

We plan to gauge student use by tracking the use of videos and their efficacy through the completion of a teacher made quiz to check for mastery of the topic presented.

We intend to measure the efficacy of using cross campus teleconferencing and video library creation by tracking and measuring the access of the video content through review of teacher's annual growth plan to gauge efficacy, and utilizing student data from network and state assessments and looking for growth.

We plan to utilize the resources available from UETN and USBE and programs such as GoQuest, a program we have in place currently that utilizes the tailoring of units and information to the learning style, interest, and expression style of the student thus allowing for a more differentiated and individualized plan of learning for each student. This allows teachers to take specific data points and inform their instruction to better meet the needs of students.

In order for our teleconferencing plan to come into play, we would utilize a platform that will allow for clear delivery of content and materials that will ensure that students are gleaning the needed information necessary for mastery of content, which will be evaluated through network and state assessments.

Our plan is as follows:
Year One:
Purchase of teleconferencing equipment and training of Master Teachers on how to use the equipment. Have at least two encounters per Master Teacher with another teacher at another campus to share expertise in a curricular area, provide teacher modeling and mentorship, collaborate with other teachers from the other campuses, and begin student collaboration efforts.

Year Two:
Increase the collaborations to at least four interactions between a Master Teacher and another campus teacher to incorporate further learning opportunities, teacher collaboration, teacher mentoring and development, and student collaboration.

Year Three:
Increase the collaborations to at least six interactions between a Master Teacher and several campus teachers to increase teacher effectiveness, student achievement and teacher collaboration.

We at Ascent Academies of Utah intend to ensure that software is utilized with fidelity through ongoing professional development and the use of our master teachers to ensure clarity of program usage, implementation, and collaboration opportunities, as well as utilize PLC groups to further conversations about the best uses of software and hardware throughout the network on a regular basis.

With the acquisition of video conferencing equipment and professional development on the uses of and for the equipment, our goal is to increase student achievement to meet the state standard or, if the state standard has been met, exceed the state standard by 2%. This can be accomplished as the video library for students is developed, best practices among teachers are shared through collaborative efforts, and through the sharing of lessons by master teachers.

This equipment and professional development will allow us to fill the gap with regards to cross campus collaboration, which is required per our charter. The equipment will assist teachers in filling the gaps for students by utilizing master teachers to teach concepts, that they have proven through SAGE scores, to classes across the network. This equipment will also provide students of various learning levels the opportunity to collaborate with other students at other campuses that are at their level, thus allowing for collaboration and problem solving skills with peers. This includes individuals at all levels of learning, from a below level learner to an above level learner, those with accommodations and those without. Students on an IEP would be able to have a lesson with their peers and access to the curriculum video library, thus enhancing and enriching their learning. This would assist in the goals of reaching the state standards for all students and assist in tailoring the curriculum to individual students and their needs.

Individual Professional Growth Plan for Instructional Staff

Name _____Date _____

Plan Approved (Supervisor's Initials)_____Date_____

What is your Desired Outcome for the year? (What do you want to improve/change so student learning improves?)

Identify how your Individual Professional Growth Plan aligns with the school's mission:

List your plan of activities that will help you achieve your Desired Outcome:
(You may also choose to attach an outline of your Action Plan)

Training/Resource Needs: (as applicable):

Log below your tracking/reflection at regular intervals during the implementation of your Action Plan or activities toward your Desired Outcome:
(You may use another sheet or tracking system if desired or section of your Reflection Journal)

Results of Action Plan implementation:

As a result of teleconferencing opportunities, what has changed in your instructional delivery? Provide an example of changes that have been made and how they have impacted your classroom.

SIGN UPON COMPLETION OF PLAN ACTIVITIES:

Employee's Signature _____

Supervisor's Signature _____

_____ Date of Plan Completion/Year-End Review

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

Our overarching goal for Digital Teaching and Learning is to improve student learning and outcomes through high quality instruction, student engagement, and effective parent communication and involvement through the use of video conferencing between campuses to improve instruction and acquisition of knowledge.

Our long-term student outcome goal is to create a library of videos of individual lessons that allow students to review lessons to ensure mastery of a concept in any content area, thus assisting them in achieving higher levels on their exams and end of levels exams, both within the network and state assessments.

We are going to achieve that through the following actions:

Action One: Increase high quality instruction throughout the network through the use of cross campus collaboration utilizing video conferencing for day-to-day instruction with master teachers and daily teachers, thus increasing student achievement on network and state measures.

Action Two: Incorporate high quality professional development through the UETN and USBE tools, create a video library from master teacher lessons to provide resources within our network to sharpen the saw and learn new skills with new teachers and continue to refine our teaching processes through evidentiary processes.

Action Three: Create a library of videos of individual lessons that allow students to review lessons to ensure mastery of a concept and provide an assessment tool to gage the level of concept mastery.

Action Four: Further engage parents in their students' learning processes and lessons that are being taught through an online repository of videos of lessons allowing all to be able to review lessons with their students and for personal understanding, thus increasing student achievement on network and state assessments.

Our immediate goal is to develop opportunities wherein teachers that have shown above average competency in curricular areas identified through assessment opportunities within the network and state can collaborate and share their methods with teachers and students in classrooms across the network. This will allow teachers to teach multiple classrooms at one time, thus ensuring the same structure, language, and materials being used for each class, using their state assessment tested strategies and skills to enhance student learning outcomes and assist in growing our network library.

Direct Outcomes of these goals will develop students that are able to access materials and lessons to further their learning and understanding of concepts to increase not only their test scores, but their overall understanding of a particular concept. This process helps a student

become an active participant in their learning and acquisition of knowledge, a skill that is important for future learning opportunities and growth. Students and teachers will be better able to move forward with concepts and learning as they partner together with collaborating efforts across the network.

Our students participate in NetSmartz programs to support their understanding of being a responsible digital citizen. This information is supported by ongoing classroom discussion to reinforce material presented by the NetSmartz program and state standards.

Our Three Year Plan of Implementation is as follows:

Year One:
Purchase of teleconferencing equipment and training of Master Teachers on how to use the equipment. Have at least two encounters per Master Teacher with another teacher at another campus to share expertise in a curricular area, provide teacher modeling and mentorship, collaborate with other teachers from the other campuses, and begin student collaboration efforts. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies.

Year Two:
Increase the collaborations to at least four interactions between a Master Teacher and another campus teacher to incorporate further learning opportunities, teacher collaboration, teacher mentoring and development, and student collaboration. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies. Increase collaboration efforts with students as teacher interactions increase.

Year Three:
Increase the collaborations to at least six interactions between a Master Teacher and several campus teachers to increase teacher effectiveness, student achievement and teacher collaboration. Encourage student collaboration through the use of teleconferencing. During the encounters with master teachers, encourage students to work with cross campus grade level members to discuss curriculum and strategies. Increase collaboration efforts with students as teacher interactions increase.

With the acquisition of video conferencing equipment and professional development on the uses of and for the equipment, our goal is to increase student achievement to meet the state standard or, if the state standard has been met, exceed the state standard by 2% in all tested areas at the conclusion of the three year time period. This can be accomplished as the video library for students is developed, best practices among teachers are shared through collaborative efforts, and through the sharing of lessons by master teachers. This will be documented through various network assessments, as well as SAGE data. We believe that the

video conferencing equipment will improve teacher lesson delivery and student learning through the sharing of materials and cross campus collaboration thus leading to long-term understanding of concepts and avenues for reviewing material that has been presented by master teachers and teachers alike, and improvements in state and network testing.

This equipment and professional development will allow us to fill the gap with regards to cross campus collaboration, which is required per our charter. The equipment will assist teachers in filling the gaps for students by utilizing master teachers to teach concepts, that they have proven through SAGE scores, to classes across the network. This equipment will also provide students of various learning levels the opportunity to collaborate with other students at other campuses that are at their level, thus allowing for collaboration and problem solving skills with peers. This includes individuals at all levels of learning, from a below level learner to an above level learner, those with accommodations and those without. Students on an IEP would be able to have a lesson with their peers and access to the curriculum video library, thus enhancing and enriching their learning. This would assist in the goals of reaching the state standards for all students.

Research has been done into the effectiveness of videoconferencing, it has been found to be a positive way to encourage interaction with peers and with the curriculum. A few of the articles highlighting this include the following:

An article out of the University of Cambridge
The Effects of Videoconferencing
Mentorships through conferencing

VII. Professional Learning

Professional development will be offered to all stakeholders, with USBE and UTEN being utilized as resources.
We are going to achieve this through the following actions:

Action One: Increase high quality instruction throughout the network through the use of cross campus collaboration utilizing video conferencing for day-to-day instruction with master teachers and daily teachers to assist in building confidence and content knowledge that will then assist students with mastery of content objectives. **An article that will help teachers with ideas and direction.**

Action Two: Incorporate high quality professional development through the use of USBE and UETN tools, create a video library from master teacher lessons to provide resources within our network to sharpen the saw and learn new skills with new teachers and continue to refine our teaching processes through evidentiary processes. Resources such as EdCamp that can help teachers learn new skills and assist in their teaching.

Action Three: Utilize resources online and in person that can assist teachers in building their knowledge of content and content manipulation. These resources can include USBE and UETN courses on their own time, courses presented at a faculty meeting from vendors and technology assistance groups, and individual faculty members with technology and curriculum specialties as well. **Uses of articles and videos on UETN for development of content knowledge.**

Through the use of all of the action steps, it is anticipated that teacher abilities and confidence will increase which will trickle down to an increase in student achievement. This can be measured using network and state assessments.

Teachers will be able to utilize the cross campus teleconferencing to focus in on content specific strategies and skills that will enable students to have a high quality experience with the content and technology.

Observations of teachers implementing technology into the classroom in a random sampling of schools across the network can be used to ensure fidelity of professional development as well as of program components.

We will incorporate Universal Design principles to ensure that students with disabilities can access and use the system as part of their educational program. This can be done through the use of a parent or a paraprofessional guiding them to videos relating to a specific content area.

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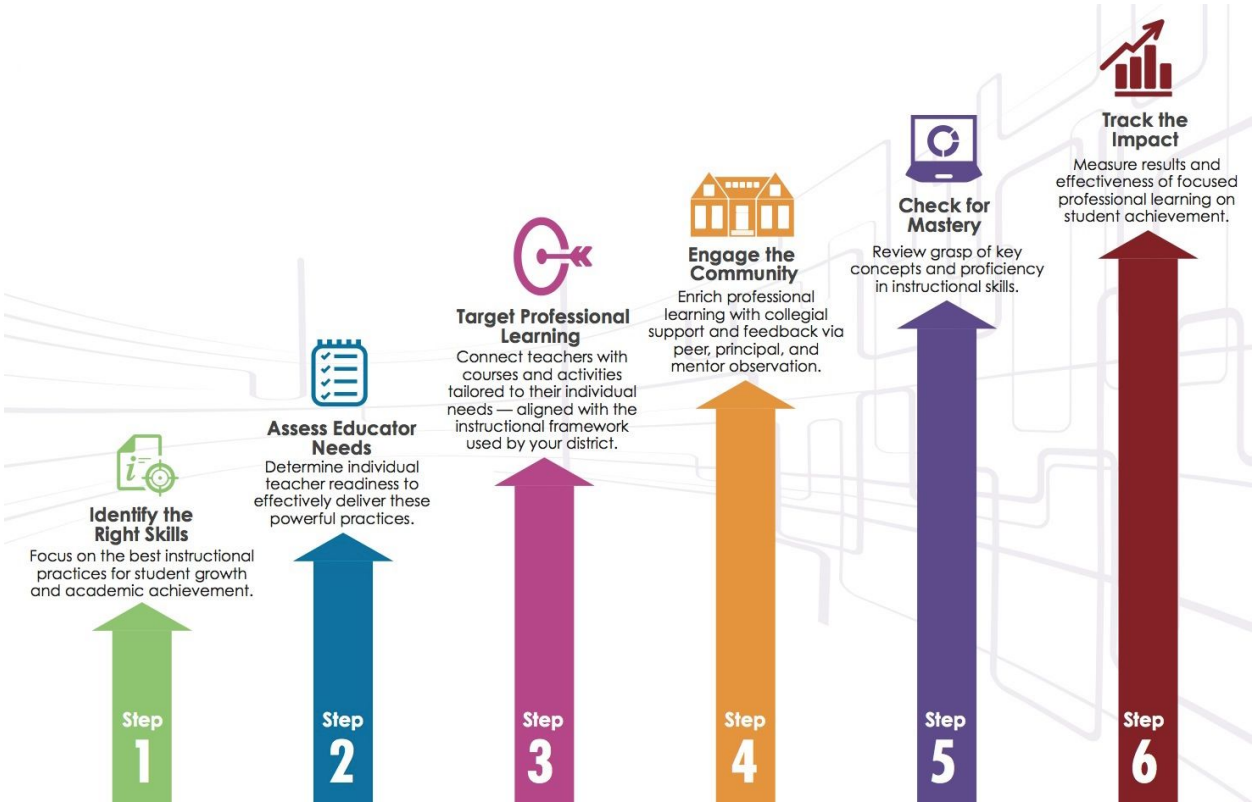
accomplished as the video library for students is developed, best practices among teachers are shared through collaborative efforts, and through the sharing of lessons by master teachers.

This equipment and professional development will allow us to fill the gap with regards to cross campus collaboration, which is required per our charter. The equipment will assist teachers in filling the gaps for students by utilizing master teachers to teach concepts, that they have proven through SAGE scores, to classes across the network. Videoconferencing will be used for a variety of curricular options, from Language Arts to Math to Science. This equipment will also provide students of various learning levels the opportunity to collaborate with other students at other campuses that are at their level, thus allowing for collaboration and problem solving skills with peers on a subject of their choosing. This includes individuals at all levels of learning, from a below level learner to an above level learner, those with accommodations and those without. Students on an IEP would be able to have a lesson with their peers and access to the curriculum video library, thus enhancing and enriching their learning. This would assist in the goals of reaching the state standards for all students.

Technology is integrated into the curriculum on a daily basis. Students are using various devices to support the curriculum, chrome books, ipads, macbooks, and reach beyond it as well. As a network of schools utilizing the Schoolwide Enrichment Model (SEM), students are able to develop a plan for their learning based on their learning style, expression of learning, and interests. We utilize various computer resources to find out this information and support students in their efforts to move their learning forward.


Step 1
Identify the Right Skills
Focus on the best instructional practices for student growth and academic achievement.
Step 2
Assess Educator Needs
Determine individual teacher readiness to effectively deliver these powerful practices.
Step 3
Target Professional Learning
Connect teachers with courses and activities tailored to their individual needs — aligned with the instructional framework used by your district.
Step 4
Engage the Community
Enrich professional learning with collegial support and feedback via peer, principal, and mentor observation.
Step 5
Check for Mastery
Review grasp of key concepts and proficiency in instructional skills.
Step 6
Track the Impact
Measure results and effectiveness of focused professional learning on student achievement.

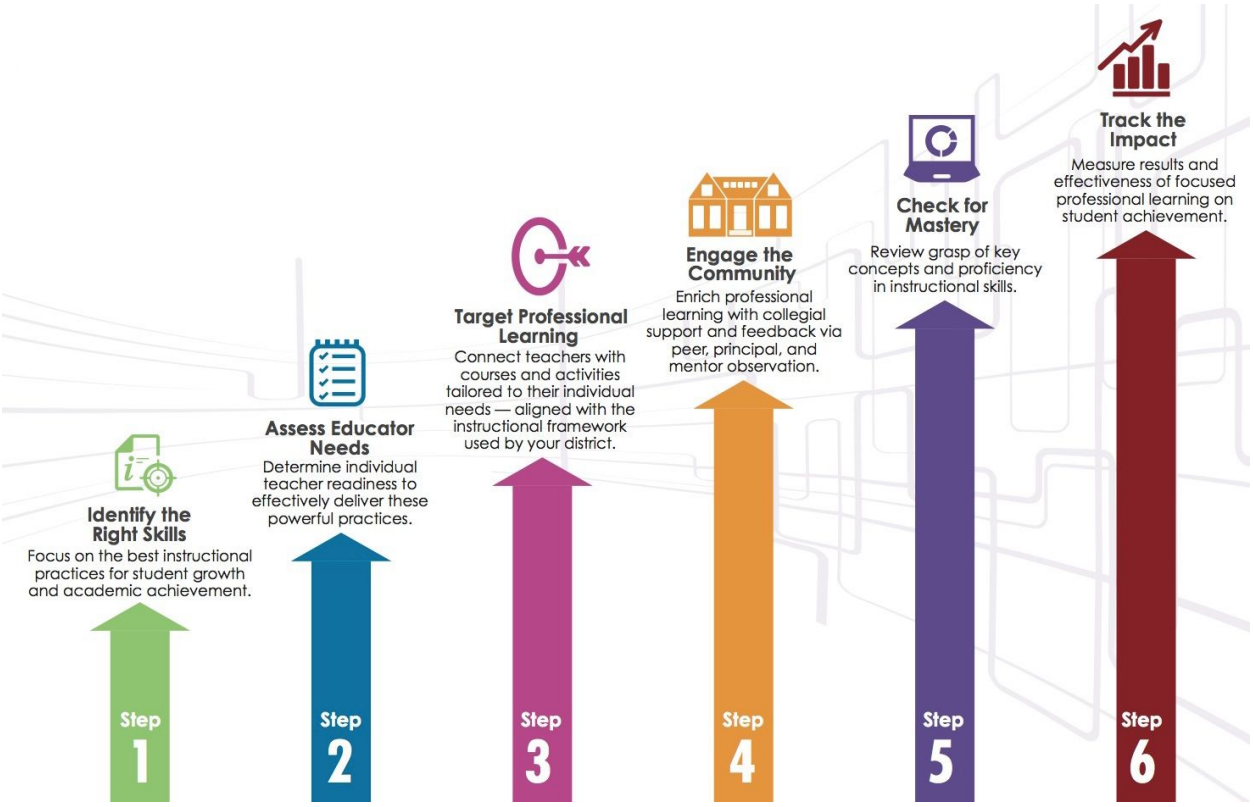
VIII. Three Year Plan for how an LEA will Monitor Student and Teacher Usage of the Program Technology

A. Our stakeholders include the board, teachers, parents, students, and the community. A few of the ways that we can include our stakeholders include: Master Teachers meetings, Land Trust committee meetings, faculty meetings and Board meetings. We have a plan to hire a network tech teacher (a.k.a. “technology evangelist”) to assist in identifying further stakeholders to discover their wants and needs and create a vision of what is wanted for our future. This network tech teacher would gather information from stakeholders and engage them in planning and implementation. Actions and outcomes associated with the plan will be communicated to stakeholders on a regular basis. Parents, families and the community at-large will receive communication on the plan, its implementation and status through website and Facebook postings. Local newspaper articles will share information about the plan implementation. Weekly school communication emails sent to parents will include updates on the implementation of and success of the plan. Teachers will receive updates on the plan implementation at quarterly faculty meetings and will be given the opportunity to provide feedback and input. Master Teachers will share experiences in faculty meetings, during Parent-Teacher Conferences, at Back-to-School Nights and through their school blogs. The School Board will be updated in quarterly School Board Meetings regarding the implementation status, obstacles, successes and needs of the plan, as well as all fiscal aspects of the plan.

B. Over the course of three years, Ascent Academies of Utah will implement a plan to purchase video and teleconferencing equipment and have it installed in our four school buildings (Farmington, West Valley City, West Jordan, Lehi). Employees will be trained on effective use and implementation of this equipment for the purpose of cross-campus teaching and sharing. Teachers will share lessons with other classes in the Ascent school network who are miles away. This lesson sharing will, at times, be one teacher teaching both classrooms, two teachers co-teaching two classes, and one teacher modeling for the other teacher tenets of effective teaching and instruction. As a school network that spans three counties and multiple schools, in-person collaboration and instructional coaching is time and cost prohibitive. Video and teleconferencing equipment, together with the proper professional development and implementation, will enable Ascent Academies of Utah to reach its intended outcome for effective teacher development and cross-campus student collaboration. As teacher effectiveness and instructional proficiency increases, student achievement will increase and students will receive a more enriching education. Increased teacher effectiveness and instructional proficiency will likewise support our intended outcomes of closing achievement gaps.

C. With regards to professional development, we intend to utilize various outlets including UETN, USBE and additional online avenues to further understanding of data collection,

student outcomes, and continual tracking of the impact on student achievement.



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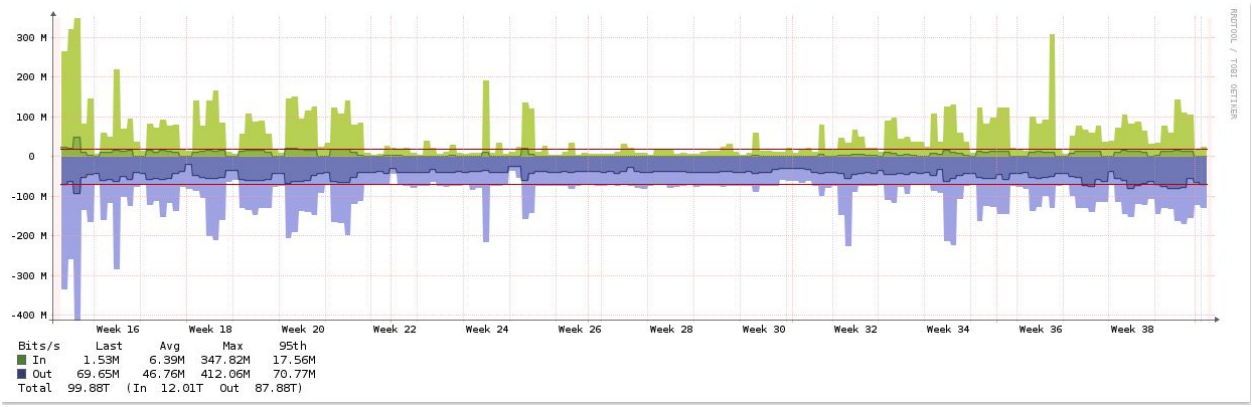
IX. Three Year Plan for Infrastructure Acquisition and Process for Procurement and Distribution of the Goods and Services an LEA Intends to Use as Part of an LEA's Implementation of the Program

Ascent Academies of Utah utilizes modern network equipment and high-end fiber optic based internet to deliver cutting edge connectivity to faculty and students. At it inception the board of directors and administration decided to leverage the latest technology industry standards to build a multi campus model that would grow proportional with the school's charter. The school's campuses are geographically separated and thus the decision was made to leverage eRate services via UETN and USBE to design a robust fiber optic network that would enable Ascent Academies to focus monies on a single datacenter to serve the first few campuses instead of duplicating investments at each facility.

We used the money saved by leveraging centralized servers, filters, firewalls, and consolidated technical support to purchase high end 10GbE switches and routers for each campus. We took advantage of the services provided by UETN and USBE to build seamless wide area network (WAN) to connect our campuses Farmington (Datacenter), West Jordan (Client School), Lehi (Client School), and West Valley (Client School). These high speed 1GbE network links allow Ascent to work as a unified school which is not as common in charters schools. Ascent operates much like a district speaking in terms of Information Technology.

In addition to the services utilized from UETN and USBE for the schools WAN we also used them from providing 1GbE internet connections for each school. These connection provide ample bandwidth for our digital learning needs and day to day activities as well as stability for annual assessments

Attached is and chart of our connect utilization of our 1 GbE Links for all schools. It should be noted that 3 years into this charter with 3 campuses operational as of 2016 our utilization at its high point is less than 50% capacity.



Each campuses has 10GbE core routing capabilities and 10GbE core to edge connections. This enables the school to use bandwidth intensive applications such as AirPlay, Streaming, Live Video feeds campus to campus, as well as seamless VoIP, chat, and collaboration. Our network will scale for years to come and will not require immediate replacement for upgrades.

The schools uses latest in wireless technology 802.11ac deliver over our Ubiquiti Unifi Platform. The campuses each currently have enough switches to enable all wired ports and deliver PoE to any device at 1GbE edge speeds. The schools wireless operates at 1300Mbps per AP with 15 access points per campus the school intends to increase this and provide more density by upgrading each campus to have 1 access point per learning space or approximately 30 per campus. We intended to leverage the knowledge contained in the UETN and USBE supplied document “Utah Wireless Local Area Network Infrastructure Recommendations for Digital Teaching and Learning “ to further assess and improve our wireless capabilities.

Ascent is very proud of its efforts to build a modern network and the commitment of it leadership to provide ongoing funding for support and maintenance for our unique mode. The school also intended to explorer eRate Category 2 to supplement our budget. We have not pursued this in the past as our freed and reduced lunch rate is only 20%. We will explore this further with the help of UETN and USBE as we expand to the West Valley Campus.
In conjunction with our IT Services Provider ETS, Ascent maintains an accurate inventory of all assets at each campuses. This is accomplished via ETS inventory management system and data consolidations from multiple system such as our MDM and network monitoring systems. We also maintain service and warranty records to assist in keeping our technology healthy and rotated on a 5 year schedule.

See the following link for the school’s data management plan.
Data Management Plan

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

E-Rate Procurement Policy
Adopted: December 11, 2013
Revised: _____

Policy

In selecting service providers for all eligible goods and/or services for which Universal Service Fund (“E-Rate”) support will be requested, Ascent Academies of Utah (the “School”) shall:

1. Make a request for competitive bids for all eligible goods and/or services for which E-Rate support will be requested and comply with all applicable state procurement processes.

2. Wait at least twenty-eight (28) days after the posting date of the FCC Form 470 on the USAC Schools and Libraries website before making commitments with the selected service providers.

3. Consider all bids submitted and select the most cost-effective service offering, with price being the primary factor considered.

4. Maintain control over the competitive bidding process; shall not surrender control of the process to a service provider who is participating in the bidding process; and shall not include service provider contact information on the FCC Forms 470.

If a situation is not addressed by this policy, the School will follow 47 C.F.R., section 54.503.

Procurement Policy

Adopted: December 11, 2013
Revised: _____

Policy

Ascent Academies of Utah (the "School") will follow applicable state and federal laws in connection with the procurement of services, supplies and equipment, including but not limited to the provisions of the Utah Procurement Code at Utah Code 63G-6a-101, et seq.

Procurement Process

No procurement process is required for purchases up to $1,000. The School make may such purchases from any vendor without obtaining competitive bids.

For small purchase as defined in Utah Administrative Code R33-3-3, which will typically include purchases over $1,000 up to $50,000 of items other than professional services, the School will follow the procedures set forth in the rule and will typically obtain at least two competitive quotes and purchase from the responsible vendor offering the lowest quote meeting the specifications.

Unless an exception applies, for purchases of items other than professional services over $50,000, the School will conduct an appropriate procurement process, such as a Request for Bids or a Request for Proposals.

The School will not artificially divide purchases or otherwise take steps in order to avoid the requirement to obtain competitive quotes or conduct a procurement process.

School personnel will comply with the provisions of the Procurement Code prohibiting the acceptance of gratuities or kickbacks from vendors during the procurement process.

The School will comply with the requirements of the Procurement Code in connection with any contract with a term that is longer than five (5) years, including any automatic renewals or extensions.

The School will comply with the requirements of the Procurement Code in connection with any construction or real property improvements undertaken by the School.

Any alleged violations of this policy or applicable law shall be reported in writing to the School's Lead Director. If the allegation involves the Lead Director, the report should be made to the Board of Directors.

Purchasing and Disbursement Policy
Adopted: December 11, 2013
Revised: October 27, 2015

PURPOSE
The purpose of this policy is to enable the administration of Ascent Academies of Utah (the "School") to make purchases necessary for the daily operation of the School, without the need for the Board of Directors' approval.

POLICY

Purchasing
The responsibility for approving purchases is hereby designated to the Lead Director and Campus Directors of the School by the Board of Directors (the "Board") as follows:

- All purchases up to $2,500 must be approved by the Lead Director or a Campus Director;
- All purchases between $2,500 and $7,500 must be approved by the Lead Director;
- All purchases between $7,500 and $15,000 must be approved by the Board Treasurer *or* the Board President;
- All purchases between $15,000 and $25,000 must be approved by the Board President *and* the Board Treasurer; and
- All purchases above $25,0000 must be approved by a majority vote of the Board.

Employee purchases that require reimbursement are discouraged.

Purchases that require the use of a credit card should follow the process established by this policy and utilize a purchase order when feasible.

Disbursement
The responsibility for disbursements is delegated to the School's ESP, Lead Director and Campus Directors as set forth below.
Disbursements will be charged to one of two School accounts: (i) the General Operating Account; or (ii) a Petty Cash Account assigned to a specific campus. The School's ESP is

responsible for disbursements charged to the General Operating Account, and the School's Lead Director and Campus Directors are responsible for disbursements charged to the Petty Cash Account for individual campuses.
Disbursements must be handled in a manner that ensures that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that applicable laws, rules, and regulations pertaining to the handling of public funds are followed.
The following controls are established to ensure that all payments charged to the General Operating Account are made on a timely basis and in accordance with all purchase orders and contracts:

- A purchase order shall be completed prior to disbursing funds for a purchase unless the disbursement is made in accordance with the terms of an ongoing contract that has been previously approved by the Board.
- A purchase order shall be authorized by the individual(s) listed above based on the purchase amount.
- Following proper authorization, purchase orders are reviewed by the School's ESP.
- The School's ESP must be given a valid invoice and properly completed purchase order prior to making payment.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.

X. Technical Support for Implementation and Maintenance of the Program

Ascent Academies of Utah is a forward leaning Multi-campus charter school with locations in Farmington, West Valley, West Jordan and Lehi. From its inception, Ascent Academies has held the vision of leveraging a multi campus model centered around interconnected campuses leveraging a centralized datacenter with inter-site connectivity provided by UETN and USBE. This was done to allow seamless access between facilities and to allow for a uniform technology platform. Furthermore, the inter-site connection facilitates uniform access to resources for faculty and students as well as lending themselves to such applications as synchronous communication and exchange of ideas.

Ascent selected an IT Service Provider via public RFP process during its initial year to outsource its technical support needs to Eminent Technical Solutions (ETS) a local IT solutions provider to service each campuses technology needs. This outsourcing was done as it was determined that the school could not provide an equal or greater level of technical competency for each campus at a price point equal to or less than the outsourced cost for access to subject matter experts with equivalent training and experience.

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

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

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

24x7x365 support from ETS. The support process for teacher needs is the same as it relates to support of hardware and software systems.

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

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

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

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

Ascent Academies Board Manual - Refer to Pages 15, 34, 35, 54

Administrative Procedures Manual - Refer to Pages 30 - 46

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

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

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

Our training is based in part around the resources provided by The National Cyber Security Alliance. See the following link for the resources provided to our employees.

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

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

Ascent Academies of Utah will cooperate with any future security efforts from the State, USOE, UTEN.

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

Student Education Records Management

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

- The School will grant a request by a parent/guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made.

Parents/guardians may challenge and request the School to amend any portion of their student's education record that is inaccurate, misleading or in violation of the privacy rights of the student.

- The School shall consider the request and decide whether to amend the records within a reasonable amount of time. If the Lead Director decides not to amend the record as requested, the Lead Director shall inform the parent/guardian of the decision and of their right to a hearing.

- Upon request of a parent or guardian, the School shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

- Such hearing shall be informal and shall be conducted by an individual who does not have a direct interest in the outcome of the hearing.

- If, as result of the hearing, the School decides that the challenged information is inaccurate or misleading, the record should be amended accordingly and the parent/guardian informed in writing.

- If, as result of the hearing, the School decides that the challenged information is not inaccurate or misleading, it shall inform the parent/guardian of their right to place a statement in the record, commenting on the challenged information in the record, or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained, and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

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

- To school officials who have a legitimate educational interest;
- To a person or company with whom the School has contracted to perform a special task;
- To other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- To individuals who have obtained court orders or subpoenas;
- To individuals who need to know in cases of health and safety emergencies;
- To officials in the juvenile justice system;
- In connection with audit and evaluation of federally or state supported education programs;
- To the Immigration and Naturalization Service (INS) for foreign students attending school under a visa; or
- To the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

The School may disclose directory information for appropriate reasons if it has given parents annual notice of their right to request that their student's directory information not be released by the School.

- The following information relating to students may be declared directory information from time to time:

(a) name, address, e-mail address, and telephone number;
(b) date and place of birth;
(c) major field of study;

(d) participation in officially recognized activities and sports;
(e) weight and height of members of athletic teams;
(f) dates of attendance;
(g) degrees and awards received;
(h) most recent previous education agency or institution attended; and
(i) photograph

- The School shall not release directory information to any individual or organization for commercial use.

The School shall give full rights to student education records to either parent (or guardian), unless the School has been provided with evidence that there is a court order or other legally binding instrument relating to matters such as divorce, separation, or custody that specifically revokes these rights.

Confidentiality of Student Information

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

The School will provide appropriate training to employees regarding the confidentiality of student performance data and personally identifiable student information.

Data Collection and Storage Procedures

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

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

Physical Protection

Any physical documents containing confidential student information will be stored in a secured, locked location. Access to the storage location will be determined by the Lead Director or Campus Director.

Technological Protection

The School will ensure that appropriate technological protections are in place, as described below, whenever the School gathers, transmits, or stores confidential information electronically.

The School currently uses Aspire as its Student Information System. This is the primary location in which the School will store electronic data. This program provides a secure location for the maintenance and transmission of confidential student information. In the event the School decides to use a Student Information System other than Aspire, the School will ensure that the system is approved by USOE and is adequately secure.

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

All confidential student information that is stored electronically will be in a location that is password protected. Such data will not be stored on local device drives or on removable data storage media.

The School will ensure that its network, including servers and wireless access components, employs industry standard security measures.

School personnel will not share log in information for any system in which confidential student information is stored unless authorized by the Lead Director or Campus Director.

Confidential student information will only be transmitted through secure means such as MoveIt and will not be transmitted via e-mail in an unencrypted format.

Personnel Responsibilities

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

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

Third Party Access to Confidential Information

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

Data Breach

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

XII. Budget

Part A. Disclosure of LEA's Current Technology Expenditures

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

See Budget Form included below (Attachment A) for a template of plan expenditures.

Attachment A: Budget Template

Part 3: BUDGET				
Applicant: Ascent Academies of Utah				
Description purchase and use video and teleconferencing equipment to use for cross-campus teacher development and student collaboration	Funding Requested – Year One *January 1, 2017 – June 30, 2017*	Funding Requested – Year Two *July 1, 2017 – June 30, 2018*	Funding Requested – Year Three *July 1, 2018 – June 30, 2019*	TOTAL FUNDING REQUEST
A. (100) Salaries		$5,455	$10,853	$16,308
B. (200) Employee Benefits		$1,500	$2,000	$3,500
C. (300) Purchased Professional & Technical Services	$1,800	$900	$900	$3,600
D. (400) Purchased Property Service				
E. (500) Other Purchased Service				
F. (580) Travel				
G. (600) Supplies & Materials	$2,400	$3,600	$4,800	$10,800
H. (800) Other (Exclude Audit Costs)				
I. TOTAL DIRECT COSTS (Lines A through H)	$4,200	$11,455	$18,553	$34,208
J. (800) Other (Audit Costs)				
~~K. Indirect Cost (* Approved Indirect Cost Rate)~~				
L. Property (includes equipment)	$31,607	$16,428	$16,428	$64,463
M. TOTAL (Lines I through L)	$35,807	$27,883	$34,981	$98,671

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

Part B. Budget for Grant Funding Year 1-3

Monies spent in category C. (300) will pay for setup and configuration of each mobile video and teleconferencing cart ($225.00 per cart), accounting for 8 carts in year 1 and 4 carts each for years 2 and 3. Monies spent in category G. (600) will pay for annual software subscriptions to support the platform for video and teleconferencing and video storage ($300 per cart per year -- accounting for 8 carts in year 1, 12 carts in year 2, and 16 carts in year3. Monies spent in category L. (Property) will pay for the multimedia cart, Audio Enhancement microphone kit, Logitech conference camera, Macbook Air laptop, USB hub, audio adapter, and document camera stand and document camera mount ($3,582 per cart-- accounting for 8 carts in year 1, 4

carts in year 2, and 4 carts in year 3). Grant funds for year 1 will only cover 96% of the Property costs (purchase of 8 complete carts). The school will use non-grant funds to supplement pay the remainder in order to help support this plan. Monies spent in category A. (100) pay a portion of the salary for a 0.50 FTE employee (new hire) who will serve as a network tech teacher who provides training, oversight and support for use of the equipment and software related to this plan. This will cover approx. 27% of the salary for the new position, with the school providing the remaining funds for the position. Monies spent in category B. (200) pay a portion of the benefit dollars for a 0.5 FTE employee (new hire) who will serve as a network tech teacher who provides training, oversight and support for use of the equipment and software related to this plan. This will cover approx. 33% of the benefit dollars for the new position, with the school providing the remaining funds for the position. When we combine the non-grant funds the school will contribute in year 1 (to Property) and the non-grant funds the school will contribute in years 2 and 3 (to categories A and B), the school will support this plan by contributing $40,345 over the course of all 3 years.

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

In the event additional funds become available, Ascent Academies would spend a 10% increase as follows:

An increase of $3,580 would be used to buy one more full video/teleconferencing cart. The school would use $527 of non-grant funds to complete the cost of this additional cart. This would cause a ripple effect, where we could eventually buy fewer carts in year 3 and use more grant funds to increase the FTE of the network tech teacher.

In the event additional funds become available, Ascent Academies would spend a 20% increase as follows:

An increase of $7,160 would be used to buy two more full video/teleconferencing carts. The school would use $1,054 of non-grant funds to complete the cost of these two additional carts. This would cause a ripple effect, where we could eventually buy fewer carts in year 3 and use more grant funds to increase the FTE of the network tech teacher.

Part D. Projection for Future Support Costs

Future support costs associated with Ascent's Digital Teaching and Learning Plan include annual subscription costs for the platform software and the 0.50-1.0 FTE ongoing for the network tech teacher position. The costs of the equipment as well as its setup and configuration are one-time costs and should not be viewed as ongoing. State level projections associated with this initiative are in line with Ascent's projection for future support costs.

Part E. Sustainability

Beyond the three-year grant period, ongoing support costs for Ascent's Digital Teaching and Learning Plan include annual subscription costs for the platform software and the 0.50-1.0 FTE ongoing for the network teacher position. Ascent Academies is committed to shifting existing funds in our network technology budget as well as allocating new budget funds to the support and sustainability of our Digital Teaching and Learning Plan.
Data Management Plan