Utah State Board of Education

Digital Teaching and Learning (DTL)

Qualifying Grant Program

FY2019

LEA DTL Leadership

LEA Name			
Title	**Name**	**Email**	**Phone**
Superintendent/Director	Sam Gibbs	info@vistautah.com	435-673-4110
Curriculum Director	Kelly Geary	info@vistautah.com	435-673-4110
Technology Director	Troy Bradshaw	info@vistautah.com	435-673-4110
Assessment Director	Bruce Hatch	info@vistautah.com	435-673-4110
Business Administrator	MaryAnn Oram	info@vistautah.com	435-673-4110
Additional Leaders...	Lori McConnell	info@vistautah.com	435-673-4110
Technology Specialist	Michelle Rowan	info@vistautah.com	435-673-4110
Technology Dept Chair	Jordan Bartholomew	info@vistautah.com	435-673-4110

Abstract for Digital and Personalized Learning Plan

It is Vista's intention to use the Digital Teaching and Learning Grant to increase the level of student college and career readiness and development of 21st century skills on an individual level. Vista has been committed to a digital learning environment for many years, as it is part of our charter. Vista has provided resources to their teachers and classrooms which focus on digital learning and student engagement. As a school, Vista believes immersion in the arts and technology create a stronger academic environment. Vista School is innovative and progressive in its efforts to provide technology to each student during school. Furthermore, in each classroom the school provides a set of devices for student use during the school day. However, Vista believes their students would attain higher academic growth and college readiness if they were to implement a 1:1 ratio of devices for their 6th-8th grade students. This would allow their students to have a continuation of personalized instruction in their home environment through the use of Canvas, and to have access to online resources and communication. The school's hope is for students to have the opportunity to work on projects, collaborate with peers, and research topics anytime and from anywhere. Vista estimates 40% of students do not currently have access to a computer to facilitate completion of homework and projects. By implementing a 1:1 ratio of computers, students will become college and career ready through skill development, notetaking, time management, and effective communication. A 1:1 environment also enables a greater level of student-led learning. Students will have the opportunity to collaborate with greater frequency. Vista recognizes the immense responsibility to train its teachers and enhance their ability to engage with students through blended learning. Emphasis will be placed on individual professional development of all Vista School community members. Vista also recognizes the need for foundational skills to be mastered in the primary grades and has allotted time and resources to the primary grades so that each student reaches the intermediate grades prepared to gain higher level thinking skills. The school will measure their success by analyzing the results of their ACT Aspire scores. Vista's goal is to increase college ready scores from 40% to 50% by 2022.

LEA Overview

A. LEA's results on the readiness assessment required in Section 53A-1-1404

This section includes the following items, which are dependent on the readiness assessment.

Future Ready Schools

- 3 page overview https://drive.google.com/file/d/1EBFWHnHPf_T6gZfNLLqbVFksI76MBoLp/view?usp=sharing
- Link to full report (about 60 pages) https://drive.google.com/file/d/1AsthfiSCKP_l2dwjdAjpZnjA14CJJgpn/view?usp=sharing

- **Sam Gibbs,** Superintendent
- **Bruce Hatch,** Education Technology Leader/Teacher
- **Kelly Geary**, Director of Curriculum, Instruction, and Assessment
- **Troy Bradshaw,** Technology Director / CIO
- **Michelle Rowan**, Elementary/Secondary School Teacher
- **Lori McConnell,** Secondary School Teacher
- **Jordan Bartholomew**, Elementary/Secondary School Teacher
- **MaryAnn Oram** - Finance and Business Officer
- **Josh Aikens -** School Board Member

B. Inventory of the LEA's current technology resources, including software, and a description of how the LEA will integrate those resources into the implementation of the three-year proposed plan.

Part A. Inventory of LEA's current technology resources, including software

Part B. Description of how the LEA will integrate existing resources into the implementation of the

https://www.uen.org/digital-learning/downloads/2017inventory/VistaEntradaSchoolofPerformingArtsandTechnology.pdf

Vista School has and will continue to participate in UETN inventory and update on yearly basis.

Vista School currently has a 5 year technology plan and budget that allows for a rotation of all equipment. Some equipment will not be rotated out or refreshed until 5-10 years because it has a longer lifespan such as smart boards and sound systems. Some equipment will also be replaced later due to funding. Equipment

needed to meet the goals of the DTL grant will come partially from some current inventory and partially from new equipment. DTL Funds will allow these inventory items to rotate faster, thus keeping current on the latest technology. Items have been evaluated by the IT Department and Business Manager for the 5 and 10 year budget and will be re-evaluated on a yearly basis to assure that the equipment is still serving its purpose. If devices or hardware are not adequate, then there will be an adjustment to the budget and rotated sooner. A budget for these items is included in the 5 year plan presented in this application. Existing Chromebooks will be used in our 1:1 for 6-8th grade and the rest will use funding from the DTL grant. In Vista's current model students do not take technology home, so there are not enough Chromebooks for all the students because there is no technology in classes, such as, PE, Dance, Music, etc. Students are not allowed to take technology home, so the school does not provide filtering outside of school. With the DTL Grant funds, a 1:1 device to student ratio will be implemented, so the school will require additional Chromebooks and filtering. Existing firewalls and iBoss filtering will be used for the 1:1 take home devices and will not require additional funding. However, the 5 year plan will require that the equipment be upgraded and will be added to future DTL funding.

The DTL grant will require additional new Chromebooks and a refreshing of some older existing Chromebooks. Funding will be needed for new and refreshed Chromebooks only as an increased requirement to meet the goals of the DTL grant. Additional software and cloud services will be needed to move forward with digital curriculum, so Vista will utilize existing programs such as our math curriculum into the program. Canvas will be used as the ecosystem to deliver the content to the students as an LMS and a "one stop shop" to find everything, thus our way of delivering content will be more centralized and consistent while at the same time more engaging. This will require additional professional development and a change of culture for some teaching. The 3 year plan will include the equipment and the professional development to streamline the transition. Existing Chromebook carts will no longer be needed and can be sold to recoup some money, but the bigger savings come with the future because carts will not be needed. Normally the school would have to buy warranty plans, but with the savings on carts it is estimated that warranties will not have to be purchased. The savings on the cost of the warranty and the carts are expected to be more than the cost of repairs to the Chromebooks. Students will be doing more work on computers thus alleviating copy costs and copy machine repairs.

LEA Outcomes

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

Part A. Root Cause Analysis

Part B. Long-Term Outcomes

Part C. Intermediate Outcomes

Part D. Direct Outcomes

Vision Statement for Long-Term Outcomes
Vista at Entrada School of Performing Arts and Technology in Ivins, Utah has been committed to a digital learning environment for many years, as it is part of our charter. Vista has provided resources to their teachers and classrooms which focus on digital learning and student engagement. As a school, Vista school believes immersion in the arts and technology create a stronger academic environment. Vista School is innovative and progressive in their efforts to provide technology to each student during school. Furthermore, in each classroom, the school provides a set of devices for student use during the school day. However, Vista believes their students would attain higher academic growth and college readiness if they were to implement a 1:1 ratio of devices for their 6th-8th grade students. This would allow Vista's students to have a continuation of personalized instruction in their home environment through the use of Canvas. In addition, students would have access to online resources and communication. The school's hope is for students to have the opportunity to work on projects, collaborate with peers, and research topics anytime and from anywhere. Vista estimates 40% of students do not currently have access to a computer to facilitate completion of homework and projects. By implementing a 1:1 ratio of computers to students, students will become college and career ready through skill development, notetaking, time management, and effective communication. The school will measure their success by analyzing the results of their ACT Aspire scores. Vista's goal is to increase college ready scores from 40% to 50% by 2022.
<u>ROOT CAUSES</u> **A large number of students are not college ready.** WHY: Students do not have the mastery skills necessary to be college ready based on scores from the 2017-2018 ACT ASPIRE assessment. According to the ACT Aspire, in reading, students are 39% college ready, in Math 40% are college ready, and in Science 40% are college ready. WHY: Students are not sufficiently engaged in reading (in their zone of proximal development), writing, math and science. On average our students are engaged in the classroom at a rate of 30% according to the observations done in ObserverTab.net. WHY: Student learning is not focused enough with core subjects and 21st Century Skills that enable them to analyze, problem solve, and apply computational thinking. The traditional teaching model focuses on individual content rather than cross curricular assignments and projects.

WHY: Teachers are not utilizing digital tools to develop curriculum and lessons to help students develop 21st Century Skills.

WHY: The right digital tools have not been available for teachers to use or they have not received enough training and are not comfortable using digital tools.

WHY: Students don't have access to effective tools to engage them and do not have the tools needed at home to extend learning.

A large number of parents are not actively involved in the student's path to college and career readiness.

WHY: 37% of Vista's student population, based on our UTREx School Summary Report, are economically disadvantaged and, therefore, do not have access to technology and digital tools.

WHY: Parents do not have the tools necessary to follow up with their student's progress, communicate with teachers, or have tools to help students with their projects or homework.

Rational and solutions:

By having access to a computer, students will be engaged at a higher rate because they are using Canvas to access curriculum, communicate with teachers and students, and received feedback on assignments. Parents will have the tools necessary to access Canvas data including assignments, feedback from teachers, and grades. Vista envisions, and research shows, that students with one to one devices will collaboratively work on projects in after school programs, will use those devices when students travel on school approved trips and on weekends at home, and at any other time.

Long-term Outcome:	Targets/Solutions	Measurement Instrument	Timeline
Vista will increase college ready scores from 40% to 50%.	**Math** - Vista will implement digital learning access through IXL and purchase of Go Math Online materials. Vista will use a flipped classroom using technology at home to watch lessons made by teachers and complete the examples at home with the help of the video instruction. **Science**-Vista will purchase interactive learning tools such as FOSS and FOSS	ACT Aspire Assessment Utah Compose Scores Lucy Calkins Writing Rubric data analysis IXL assessment data SAGE/RISE Data GoMath Assessment Data MasteryConnect (Assessing State Core mastery levels)	By 2022

	online to assist in the learning of the GVCs in the SEED Strands in Utah Core. Vista will also implement usage of Gizmos (a simulation labs program) as a digital instructional tool that students may access in a blended learning setting. Students will use Canvas to supplement their in-class learning by completing lessons online at home with this one-to-one technology. **ELA**--Vista will increase the frequency and intensity of targeted writing instruction by receiving training in Lucy Calkins and applying the program with fidelity. Research strategies will be taught and use of Utah Compose will be applied to increase the quality and quantity of feedback students receive on their writing. Improvement in writing only occurs when students write frequently. The 1:1 ratio will allow students to write often and receive regular feedback from their peers and their teachers. Teachers will receive training on guided and shared reading, and receive regular feedback from the staff developer on implementation and refinement of skills.	Explore Learning Interactive/Simulation Gizmos	
Students will acquire and develop 21st century skills in computational thinking, problem solving, communication, and digital literacy.	Students will work on cross curricular projects with science, technology and math to develop computational thinking	ACT Aspire Assessment SAGE/RISE Assessment Robotics and Drone	By 2022

	and practice problem solving skills. Students will be trained to use digital devices in and out of the classroom. Students will also have access to technology programs in robotics, 3D engineering, and coding to develop required skills.	Competitions to demonstrate skill levels and science projects	
Associated Intermediate Outcomes:	**Targets**	**Measurement Instrument**	**Timeline**
Provide ongoing professional development for teachers using Canvas	*Introduction to Canvas taught by Jordan Bartholomew, Vista Technology teacher on August 9th *Canvas mini-training on embedding vs linking, assessments, grading, etc. on August 17th taught Jordan Bartholomew *Chris Haught and Clint Stephens from SEDC will come on September 21st to provide both beginner and advanced training on Canvas to our faculty. *November 2nd - Beginner/Advanced Canvas training by Chris Haught and Clint Stephens *Additional training to be determined by proficiencies demonstrated by faculty	PD Tracker: Google Document maintained by administration, attendance is required	August 2018 to May 2019
Our teachers will increase student access to curriculum	*Teachers will create lessons in Canvas linking assignments, videos, worksheets, rubrics, and all materials needed for each lesson *When absent, students will use their own devices	Canvas Learning Management System Explore Learning Data Usage Reports IXL data usage reports	Ongoing

	to access materials and master curriculum content *In a flipped classroom, students will have access to videos in advance to provide background knowledge ensuring success during class instruction		
Increase student led learning and instruction.	Utilizing blended classrooms, students will be able to learn from each other. Using their personal devices, through Canvas, they will comment, critique, and improve projects and assignments in the classroom and at home	Student usage reports from Canvas	Ongoing
Students in grades 5 to 8 will experience elements of self-directed learning through individualized, targeted math practice.	Through the use of IXL each student in grades 3-8 will receive individualized assignments that are on the instructional level. Teachers will assign targeted work to each student on a regular basis.	IXL student usage data reports	Ongoing
...		...	...
Associated Direct Outcomes:	**Targets**	**Measurement Instrument**	**Timeline**
Purchase Chromebooks to allow for each student in 6th-8th grade to have a personal device to use in school and at home.	Each student will have all-day daily access to chromebooks and online instructional materials in grades 6, 7, 8.	Grant money awarded Devices received	January 2019
All 6-8 teachers will implement blended classrooms.	Students will have regular access to online instructional content as part of their regular classroom instruction as well as for intervention and extension of learning.	Canvas Learning Management System Explore Learning Data Usage Reports IXL data usage reports	January 2019

Vista School's 5 year strategic plan

Strategic Plan 2018-2022

D. Implementation process structured to yield an LEA's school level outcomes

Part A. Activities
Part B. Timeline
Part C. Roles and Responsibilities
Part D. Communication Plan

The DTL grant will involve several stakeholders that are critical for the success of the program. These stakeholders include parents, teachers, students, business owners, principals at neighboring schools, city officials, realtors and more. Each year Vista conducts a large scale community engagement with the parents, business owners, principles and other officials. There are at least five community meetings for non-staff stakeholders. In these meetings the vision and mission of the school are discussed, as well as Vista's strengths, weaknesses, and areas of improvement. Vista conducts a similar set of meetings with all staff. Vista leadership reviews data with stakeholders and analyzes the data with the group. Typically Vista has more than 100 participants from the community annually who participate in these conversations. Feedback from these community engagements is used to generate our annual and our multi-year strategic plans. A link to Vista's strategic plans is sent out each year at the end of the school year in preparation for the upcoming school year. Here is a link to our strategic plan which includes stakeholder engagement strategies that ensures all stakeholders understand the plan and their roles in ensuring success. *Strategic Plan 2018-2022*

In addition, Vista creates community committees that work toward each strategic plan target. The committees are made up of parents, board members, teachers, staff members and community members at large. The committees meet every two months to discuss progress towards targets, review of each stakeholder's role in the process, and to work towards identified goals. Committee meetings include a review of progress towards goals, obstacles and challenges to meeting the goal, and identifies short term action steps and measures of success. All major stakeholders are involved in the process at all times. Stakeholders help write the goals and the implementation plan. Stakeholders help manage project implementation and refine processes. Stakeholders also gather performance data and evaluate progress. Assignments are made to each stakeholder, monthly at the Strategic Planning Committee meetings, and stakeholders report monthly on progress with regard to their assignments. These committees report at each board meeting and board meeting minutes are published on the Vista website and other public meeting locations. This is our plan to create an ongoing dialogue with all stakeholders throughout the implementation process.

Vista has also developed a "Quality Profile" (see link) that is distributed at teacher recruiting fairs, at public festivals and to community visitors. This quality profile shares information and data relating to the strategic

plan and other elements that make Vista a great school outside of those items on the state report card. This quality profile is also submitted to the board for approval and is published in the board minutes.

Internal Stakeholders include parents, teachers, staff, and students. Parents will be trained on the use of the technology throughout the year at different intervals. Vista will hold trainings during SEP conferences in the fall, winter, and spring. There will also be a special training before students are issued a 1:1 device to cover digital citizenship, online safety, and general knowledge with regards to using the devices. This training will also cover engagement with parent-view and student-view in Canvas so parents will understand how to access students homework, projects, and grading. Collaboration and communication with teachers, parents, and students will also be covered in the training, then reviewed again at SEP conferences. The technology team will setup a support line via email and chatting to help with the technical support of software and hardware issues. Canvas also has support for parents, students, and teachers. Vista's will assemble a team to build tutorial videos on Canvas, Chromebooks, and digital curriculum such as math and science projects that will be posted on Vista's website. Updates to these videos and updated content will also be sent out in the weekly newsletters along with frequent emails. Vista's website will also have dedicated DTL page (www.vistautah.com/canvas) were tutorials and training videos will be posted.

Below is a timeline for the ongoing dialogue including dates when Vista will meet with stakeholders to evaluate and communicate the success of the plan and their roles.

Activity	Timeline (Date)	Roles/Responsibility for this Event	Communication Plan
Technology Director sets up Canvas accounts for all teachers	By July 15, 2018	Troy Bradshaw-IT Director Bruce Hatch-Assessment Director	In teacher training days in August, by email in month of July, and to the Vista Board
Administration trains Department Heads and Team Leads to disseminate training on Canvas to faculty	August 15, 2018	Sam Gibbs-Director Bruce Hatch-Assessment Director Kelly Geary-VP/Staff Developer	During Leadership Training Day in July Throughout the year as needed based on faculty mastery
Target dates created to watch training videos for Canvas	By August 31, 2018	Sam Gibbs-Director Kelly Geary-VP/Staff Developer Troy Bradshaw-IT Director	Share via email by July 31, 2018
Administration	By August 31, 2018	Sam Gibbs-Director	Shared with staff during

creates a calendar of target dates for syllabus, lesson content, modules, file uploads, etc. added to Canvas by teachers		Kelly Geary-VP/Staff Developer Troy Bradshaw-IT Director	PD August 31
Create Canvas Training Videos and website for Parents, Teachers, and Students	By end of October	Michelle Rowan-Teacher Jordan Bartholomew-Teacher	Handouts given to parents at back to school night. Weekly newsletter to include Canvas links and parent usage suggestions Post on our website Canvas video tutorials for parents Emails regarding Canvas set up will be sent to parents Training for teachers the week before schools starts during PD meetings.
Purchase devices through our technology department	By end of October	MaryAnn Oram-Business Manager Troy Bradshaw-IT Director	
Create Terms of Use Contracts for parents and students	By Nov 12, 2018	Troy Bradshaw-It Director	Approved by Vista Board at Nov board meeting Shared with parents by the end of Nov
Meeting with Stakeholders to introduce program	By December 14	Sam Gibbs Bruce Hatch Jordan Bartholomew Will Armstrong	Sam Gibbs
Create Training Videos on 1:1 Devices	By December 14	Jordan Bartholomew Michelle Rowan	Videos will be distributed to all 6-8 teachers

Train students on proper computer care and use	Jan 3, 2019	All 6-8 grade Vista teachers	Share expectations with teachers at PD on Jan 2, 2019
Train students on Canvas and other online learning tools	By end of Jan 2019	All 6-8 grade Vista teachers	Share expectations with teachers at PD on Jan 2019
Reflection with Stakeholders on how program is working and what changes will be made for the following school year.	By May 31	Sam Gibbs	Stakeholder Surveys Strategic Planning Meetings
Ongoing professional development	Year 2 and 3	Kelly Geary Bruce Hatch	

Digital Curriculum - Instructional Tools

E. Description of high quality digital instructional materials with a three-year plan for how an LEA will ensure that schools use software programs with fidelity

High Quality Instructional Materials (software product, online resource, i.e. Utah's Online Library, OER, etc.) Name and Description	Content Area	Grade Level	Recommended usage target from software provider	Accessibility
GoMath	Math	K-8	60 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Explore Learning	Science	4-8	15 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
FOSS	Science	6-8	45 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
CORE Knowledge	Language Arts	K-8	30 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Words Their Way	Language Arts	K-8	15 min/day	School/Home (School issued devices or personal home computers/tablets

				/phones.)
Lucy Calkins	Language Arts	K-8	60 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Typing.com	Keyboarding	4-8	20 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Edutyping.com	Keyboarding	1-3	20 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
IXL	Math	4-8	20 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Imagine Learning	Language Arts	K-3	20 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Canvas	All	K-8	20 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)
Codesters.com	Coding	6-8	30 min/day	School/Home (School issued devices or personal home computers/tablets /phones.)

Primary digital instruction products, regardless of funding source will be implemented with fidelity.

- Imagine Learning is managed by Title 1 Coordinator and EL Coordinator. Both are members of MTSS team and monitor time on task for each enrolled student.
- GoMath and IXL are managed by individual classroom teachers. In collaboration with the Staff developer, Math department meets monthly to discuss usage of the programs and curricular accuracy of program.
- FOSS and Gizmos are managed by the individual classroom teachers. In collaboration with the staff developer, Science department meets monthly to discuss usage of the programs and curricular accuracy of the program.
- CORE Knowledge, Words Their Way, and Lucy Calkins Writer's Workshop are managed by the individual classroom teacher. In collaboration with the staff developer, Language Arts department meets monthly to discuss usage of the programs and curricular accuracy of program.
- Edutyping and Typing.com are managed by two technology instructors. Each teacher is responsible for weekly student time on task in each program. Weekly usage reports are generated to the teacher and at the director level. Director will conference with individual teachers to ensure fidelity.

Digital instructional materials to address student performance targets articulated in plan goals.

- Canvas LMS offers teachers the ability to reach students out of the classroom, guiding student learning. Student performance targets will be monitored using canvas by classroom teachers. Digital learning tools will be selected based on their research-based, rubric-grounded contextual grades, in addition to the qualitative aggregate feedback from other educators utilizing these tools in their classrooms to drive results for specific student populations and demonstrate increasing achievement metrics. Edtech can be filtered by performance indicators for closing skills gaps across specific learners, guidelines for utilization and dosage requirements, and delivery on intended outcomes, all captured and aggregated for reporting.

***H**ow data will be used to inform instruction.*

- Each Grade level has established Grade level benchmarks that are aligned to State Curriculum standards and other learning targets.
- Each Student's performance on benchmarks are entered into Mastery Connect.
- Mastery Connect generates an individual student profile, class profile, course profile and school profile that are discussed in monthly department meetings between teachers. Profiles are also reviewed monthly in administrative meetings and weekly in MTSS team meetings.

LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.

- Vista feels that that implementation of Canvas allows teachers to tailor the instruction at the needs of an individual student. Instructors will be able to modify content, assessments and access to meet

the needs of the student. Intervention, reteaching and pre-teaching activities, as well as extensions for high-achieving students can also be made available.

***C**omprehensive set of actions to meet fidelity requirements .*

- School director holds the responsibility for the school master schedule. He has built into the regular day, sufficient time blocks to accomplish all required minutes/time-on-task.
- School director meets monthly with Title 1 Director, Staff Developer, and EL coordinator to review usage data and direct changes in daily practice.
- School Director meets bi-weekly with MTSS team members to review program usages AND progress monitoring data.

Necessary and appropriate software for special education students.

- Vista offers a continuum of services to students with disabilities. Vista will provide the necessary testing accommodations on the ACT for these students to ensure success.
- Vista will provide one on one instruction for students with disabilities to ensure understanding of how to navigate the different software available to them.
- Special Education students will participate in Imagine Learning in grades K-3 and IXL in grade 2-8.

F. Detailed three-year plan for student engagement in personalized learning including a three-year plan for digital citizenship curricula and implementation

Vision Statement for Personalized Learning

Vista School has been committed to a digital learning environment for many years, as it is part of their charter. Vista has provided resources to their teachers and classrooms which focus on digital learning and student engagement. As a school, Vista believes immersion in the arts and technology create a stronger academic environment. Vista School is innovative and progressive in their efforts to provide technology to each student during school. Furthermore, in each classroom, the school provides a set of devices for student use during the school day. However, Vista believes their students would attain higher academic growth and college readiness if they were to implement a 1:1 ratio of devices for their 6th-8th grade students. This would allow Vista's students to have a continuation of personalized instruction in their home environment through the use of Canvas. In addition, students would have access to online resources and communication. The school's hope is for students to have the opportunity to work on projects, collaborate with peers, and research topics anytime and from anywhere. Vista estimates 40% of their students do not currently have access to a computer to facilitate completion of homework and projects. By implementing a 1:1 ratio of computers to students, students will become college and career ready through skill development, notetaking, time management, and effective communication. The school will measure their success by analyzing the results of their ACT Aspire scores. Vista's goal is to increase college ready scores from 40% to 50% by 2022.

***D**etailed plan for student engagement in personalized learning as related to the goals of the plan.*

Implement Canvas for grades K-8 to prepare students for college readiness because it is the LMS that is used by the majority of the universities and colleges in the state of Utah. This will provide a platform for digital content and instruction that aligns with higher education initiatives and preparation. Canvas will allow students to be connected with teacher, student, and class projects in a unified eco system for collaboration. Using digital content and a 1-1 system students will be connected more and have anytime access to their content. One of the most effectives ways to track student success and engagement will be Canvas Data that is also integrated and linked to Mastery Connect. This data will provide teachers a mechanism for optimized accessing and exporting their data for on-demand querying, reporting, and analysis to find out if students are on level..

How students will have consistent opportunities to participate in digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.

During our August teacher training days, all teachers will receive instruction on how to set up their Canvas accounts in a way that will provide students with easy access to their curriculum and assignments. All teachers will not only set up their Canvas accounts, but they will also learn how to attach lesson materials, communicate with parents, and provided assignment feedback. Teachers will also learn how to create group assignments through Canvas which will allow all students to work collaboratively on projects which encourage creativity and critical thinking. Students will be able to work together, not only in the classroom, but also from home, using their device provided by Vista School.

Teachers will provide training for students to instruct them on how to use this system. Through daily classroom use, students will become proficient at using Canvas.

How students will have consistent opportunities to use digital tools to select personalized learning paths based on their learning needs specific to measurable student targets.

Implementation of a 1:1 model for grades 6-8 will provide a consistent opportunity to participate in blended learning activities. In grades K-5 there will be a hybrid model of 1-1 in the classroom Vista School will provide digital curriculum to help engage student learning and wrap it with the Canvas system for organization, collaboration, assessing, and collecting data. This will be achieved through collaborative efforts in school and team leaders with guidance from leadership to select the best resources for student achievement. Student achievement and accountability will be enhanced by the use of the assessment tools provided by the state this year. Teachers will also participate in interim test to identify strengths and weaknesses in student understanding in preparations for the summative assessment in the spring. Vista will continue to use the digital resources that the district already has in place and evaluate the data to guide instruction, remediation, and proficiency.

Comprehensive plan for teaching digital citizenship.

At the beginning of each year, students are required to complete the NetSafe lessons before gaining access to digital devices within the school. During the school year, students in technology classes are offered addition digital citizenship training with the CyberPatriot program.

Personalized Professional Learning

G. Personalized Professional Learning

Vision Statement for Professional Learning
Vista at Entrada School of Performing Arts and Technology in Ivins, Utah has been committed to a digital learning environment for many years, as it is part of our charter. Vista has provided resources to their teachers and classrooms which focus on digital learning and student engagement. As a school, Vista school believes immersion in the arts and technology create a stronger academic environment. Vista School is innovative and progressive in their efforts to provide technology to each student during school. Furthermore, in each classroom, the school provides a set of devices for student use during the school day. However, Vista believes their students would attain higher academic growth and college readiness if they were to implement a 1:1 ratio of devices for their 6th-8th grade students. This would allow Vista's students to have a continuation of personalized instruction in their home environment through the use of Canvas. In addition, students would have access to online resources and communication. The school's hope is for students to have the opportunity to work on projects, collaborate with peers, and research topics anytime and from anywhere. Vista estimates 40% of students do not currently have access to a computer to facilitate completion of homework and projects. By implementing a 1:1 ratio of computers to students, students will become college and career ready through skill development, notetaking, time management, and effective communication. The school will measure their success by analyzing the results of their ACT Aspire scores. Vista's goal is to increase college ready scores from 40% to 50% by 2022.
Required levels of professional learning, including leadership training, for educators, administrators, including superintendents and principals and their staff, and support staff.
• Vista Director will participate in the LBDL program offered through UEN. Upon Completion, Other members of the administrative team such as staff developer, assistant principals, IT directors, will be given the opportunity to participate.
Proposal for required management restructuring, if necessary and relevant to the LEA needs.
• Vista's current leadership team includes the IT director, the staff developer, the school director, special education director, college and career readiness counselor, and the business manager. The current alignment of leadership provides sufficient scope of access to various stakeholders within Vista School community.
Ongoing periodic coaching and mentoring with the necessary frequency to ensure a successful implementation.
• Staff developer visits each teacher classroom on a monthly basis providing targeted feedback about students engagement and depth of knowledge. In addition, she establishes several coaching groups based on target skills.

- Assistant IT director develops a cohort of teachers to practice specific instructional strategies that infuse technology in instruction. The cohort of teachers changes periodically to expand the level of technology infused instruction.

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

Each teacher will develop guaranteed viable curriculum which will be tracked at least 4 times per year in Mastery Connect to determine progress. Teachers will utilize online tools such as Spelling City, IXL, FOSS kits, Imagine Learning, Gizmos, and Edutyping to ensure mastery of content. Teachers will have mastery based conversations which are data driven in department meetings to determine if students are making necessary progress. This data will be used to drive instruction and provide necessary remediation.

Content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives*.*

For Math, Vista will use GoMath, IXL, and Mastery Connect to ensure students mastery of content.
In Language Arts, Vista will use Imagine Learning, Mastery Connect and Words Their Way to ensure student mastery of content.
In Science, Vista will use Gizmos and FOSS kits to provide opportunities for problem solving and collaborative thinking. Mastery Connect will also be utilized to track mastery of the content areas.
All subject areas will use Canvas to provide communication between teachers, students and parents.

Commitment to continue to participate in professional learning with USBE and UETN through implementation.

- Vista leadership team will continue to participate in professional development opportunities that are made available to grant recipients through USBE or UETN.

Assessment - Measurable Outcomes

H. Three-year plan for how an LEA will monitor student and teacher usage of the program technology

Vision Statement for Measurable Outcomes
Vista at Entrada School of Performing Arts and Technology in Ivins, Utah has been committed to a digital learning environment for many years, as it is part of our charter. Vista has provided resources to their teachers and classrooms which focus on digital learning and student engagement. As a school, Vista school believes immersion in the arts and technology create a stronger academic environment. Vista School is innovative and progressive in their efforts to provide technology to each student during school. Furthermore, in each classroom, the school provides a set of devices for student use during the school day. However, Vista believes their students would attain higher academic growth and college readiness if they were to implement a 1:1 ratio of devices for their 6th-8th grade students. This would allow Vista's students to have a continuation of personalized instruction in their home environment through the use of Canvas. In addition, students would have access to online resources and communication. The school's hope is for students to have the opportunity to work on projects, collaborate with peers, and research topics anytime and from anywhere. Vista estimates 40% of students do not currently have access to a computer to facilitate completion of homework and projects. By implementing a 1:1 ratio of computers to students, students will become college and career ready through skill development, notetaking, time management, and effective communication. The school will measure their success by analyzing the results of their ACT Aspire scores. Vista's goal is to increase college ready scores from 40% to 50% by 2022.
Vista plans to include the following resources and processes: ● Increase the devices per student in grades 6-8, there by giving access to online resources and training materials to increase student performance. Vista will implement 1:1 devices during year one to 6th-8th grade. ● At the beginning of each year teachers will analyze the previous year's SAGE scores for their cohort. They will use these scores to help identify which students are on the path to College and Career Readiness and implement correct instruction for the students' levels. During the year, teachers will use tools such as Lucy Calkins, Go Math, FOSS, IXL, Imagine Learning, Edutyping, Typing.com, Words Their Way, Core Knowledge, Explore Learning, and Utah Compose to collect formative data to help direct instruction. At the end of each year, data will be collected and analyzed by the grant committee to assess the effectiveness of the program and make any changes to improve the implementation of the program. ● Vista currently use MasteryConnect as a tool to guide instruction. Vista uses this to determine mastery of Utah's Core Standards and are gathering this data at the beginning, middle, and ending of each year to monitor student growth. Vista also uses MasteryConnect as our data warehouse. This will show student proficiency in the following assessments: SAGE, Dibels, DRA, KEEP, Sight Words, and ACT Aspire. ● At the end of each year, the technology specialist will inventory the number of devices and software

licensing per the number of students in grades 6–8 to monitor the device to student ratio. Teachers involved in the program will report on how the devices were used to further the goals of the program.

- Vista will begin utilizing LearnPlatform and will use the system to support overall program management of its DTL efforts, including monitoring utilization and our educators' experience with technologies listed above and others to inform continuous improvement.

Participation of a team of stakeholders that includes LEA leadership and representatives of other groups (such as school administrators, teachers, parents, students, and/or community members) in the development of continuous improvement plans for digital learning initiatives. Such plans must align business, communication and monitoring processes to the LEA's improvement plan for digital learning.

Currently, Vista has several committees in place. One of these committees is the technology committee. The technology committee consists of parent, elementary and middle school teachers, board members, a member of the community, administrators, and the school technology specialists. The technology committee meets every month to discuss the technology needs of the school. Vista will leverage this committee as a means to monitor the effectiveness of the three-year project. Vista will provide data from the 6th–8th classes during each year. This data will include how often the devices are used to meet the goals of the project, what software is being used, and whether or not students are experiencing growth. The technology committee will use this data to ascertain the effectiveness of current practices and to recommend additional courses of action to align with Vista's improvement plan, if needed.

Strategies for process improvement for digital learning that are continuously improved based on results of the ongoing data collection including rapid-cycle analyses piloting new tools, and allowing for collaborative (both within an LEA as well as with other LEAs) opportunities around technology.

Vista will utilize the technology committee as a means to collect data pertaining to the project. Data collected will include how often the devices are used to meet the goals of the project, what software is being used, and whether or not students are experiencing growth. The committee will submit its findings to the director and other stakeholders of the project, including participating classroom teachers and the technology specialist. The technology committee will use this data to ascertain the effectiveness of current practices and to recommend additional courses of actions. This may include, but is not limited to, additional professional development for classroom teachers on the use of technologies as a learning tool, the procurement of additional electronic resources and learning tools, and updated device access protocols and schedules.

Multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) that are being used to continuously improve the implementation and impact of digital teaching and learning. Such data must be aligned specifically to the grant outcomes identified by the LEA.

- Vista School will use SAGE data each year, classroom observations by administration, data gathered

by teachers, device usage, as well as student feedback on the effectiveness of the resources used. This data will be shared with our board, administration, and the technology committee. These stakeholders will use the data to gauge the effectiveness the program is having on student growth.

- Student performance and data from MasteryConnect will help guide adjustments needed for professional development offered to teachers. Participation tracking and trends in student achievement will be monitored by school leadership and shared with all stakeholders in order to determine the impact of digital teaching and learning.
- Vista will track this data for a period of three years, over which they aim to see a 10% growth in College and Career Readiness for their exiting 8th graders.
- Teachers will input data into MasteryConnect. Our committee which is composed of teachers and administrators. This information is also brought to meetings to help improve students progress.

Commitment to continue to participate in professional learning with USBE and UETN through implementation.

Vista will provide implementation data to USBE on an annual basis (http://utah.learnplatform.com/).

Robust Technical Infrastructure

I. Three-year plan for infrastructure acquisition and process for procurement and distribution of the goods and services an LEA intends to use as part of an LEA's implementation of the program.

Scaling current network and Internet connection bandwidth to support all LEA access needs without performance degradation even during times of maximum use.
Vista has a 1GB fiber optic connection and currently utilizes at peak times only 500mb. This plan does not impact the current bandwidth requirements and so no additional bandwidth is needed due to increased devices. However, as students and teachers access additional 21st century tools available via the web it is anticipated that there will be additional impact. The additional 500mb Vista has should be sufficient to handle the increase over the next 5 years.
Site-specific validate-able enrollment, both full time and part time, and NSLP income eligibility data to USBE as per E-Rate Eligible Items.
The following report shows the current full time and NSLP income eligible students. Currently Vista School does not have part time students. https://datagateway.schools.utah.gov/Schools/2G100
Inventory-tracking requirements for at least five years.
• Vista will continue to to participate in the UEN inventory process.
Actions to scale to meet the goal to ensure wireless access is available and reliable in all instructional spaces and indoor/outdoor common areas.
• Vista currently has wireless access available and reliable in all instructional areas including both indoor and outdoor common areas.

J. Technical support for implementation and maintenance of the program

Scale up of technical support to be available so that business and instructional operations are minimally impacted.
Vista has on-site technology specialists. The technology specialists assist teachers with issues and general questions regarding software and hardware. These questions and issues will be submitted through our ticket system. The wait time for teachers and staff to receive help with most general issues is usually less than an hour. In the event an issue is more in-depth, the wait time may be up to 24 hours.
Presence or building of a well-defined technical support procedure.
Teachers and staff will use the online support ticket portal (https://ticket.sedck12.org/location/VISTA) to use for all their needs and questions. In an emergency, teachers are able to directly contact the on-site

technology specialist for help.

Process to inventory and track portable and fixed technology assets is catalogued and LEA continues to participate in statewide inventory surveys.

Troy will setup Alexandria Librarian software to check out and return equipment that is checked out to end users. Fixed equipment will continue to be tracked through our current spreadsheet system. All items will be counted and reconciled on a yearly basis along with repairs and damage that need to be fixed. This will be accomplished through a personal teacher by room inventory sheet that must be accounted for when a teacher checks out at end of school year. All other items will be accounted for on pick sheets by technology department and reported back to the IT Director. This information will then be updated to the UEN inventory system.

Process and measures of the classroom teacher technical support burden and provide measures that reduce the teacher technical support burden.

Any device that has been identified with issues are required to contact the technology specialists with specifics via the online ticket system. This online ticket portal assists the technology specialists in collecting data and analyzing trends in technology issues throughout the school. The technology specialists will address the technical need within one working day of the notice. In many cases, teachers and staff can immediately bring their needs to the attention of the technology specialist. Vista is committed to supplying students, teachers, and staff with the needed technology to encourage a student-centered learning environment while at the same time showing fiscal responsibility.

Data and Privacy

K. Proposed security policies, including security audits, student data privacy, and remediation of identified lapses

This section should utilize the resources and guidance available from the Utah State Board of Education https://www.schools.utah.gov/studentdataprivacy

- Part A. LEA Security Policies
- Part B. LEA Security Audit Plan
- Part C. LEA Student Data Privacy Policies and Procedures
- Part D. LEA Remediation Plan of Identified Lapses

Attached or linked policies in adherence with Utah code (Board Rule R277-487 (based on 53E-9-301)) for the above required policies and have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups.

Vista Schools Data Manager is Sam Gibbs and is reported to USBE as such
Vista has a IT Security Plan
Vista's posted Data Governance Plan

All PII has been entered and is also being updated monthly
Vista holds a yearly training to all employees and contractors that have access to student PII.
This information has been submitted to USBE and recorded at USBE and meets compliance.

LEA and school digital technology policies that incorporate "Responsible Use" guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.

Vista will have each employee that uses technology sign an acceptable use policy before school starts. Teachers and staff members will also attend a training to update them on the AUP policy and any changes or updates along with requirements, safety, and compliance updates before school starts. Students will be required to attend a Net Safety course and validate that they have agreed to follow the Net Safety standards before they will be issued a username and access to email and network resources.
Responsible/Acceptable Use Policy - Explanation
https://www.vistautah.com/wp-content/uploads/2017/06/Policy-for-Acceptable-Use-of-Computers-and-Networks.pdf

Evidence that the LEA and school leaders and the local school board to have worked with a variety of stakeholder groups to create and adopt policy regarding the role of digital technology in a student centered learning environment and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.

Each year Vista conducts a large scale community engagement. Five community meetings are held for non-staff stakeholders including parents, business owners, principals at neighboring schools, city officials, realtors and more. In these meetings The mission and vision of the school is discussed, what the community feels Vista is doing well, and in what areas the community feels the school can improve. Vista conducts a similar set of meetings with all staff. Vista leadership reviews data with stakeholders and analyzes the data with the group. Usually Vista has more than 100 participants from the community annually. Feedback from these community engagements is used to generate our annual and our multi-year strategic plans. A link to Vista's strategic plans is sent out each year at the end of the school year in preparation for the upcoming school year.

In addition, Vista creates community committees that work towards each strategic plan target. The Committee is made up of parents, board members, teachers, staff members and community members at large. The committees meet every two months to discuss progress towards targets and to work towards identified goals. These committees report at each board meeting and board meeting minutes are published on the Vista website and other public meeting locations.

Vista has also developed a "Quality Profile" that is distributed at teacher recruiting fairs, public festivals and community visitors. This quality profile shares information and data relating to the strategic plan and other elements that make Vista a great school outside of those items on the state report card. This quality profile is also submitted to the board for approval and is published in board minutes.

Vista Quality profile link

https://docs.google.com/document/d/1jVVwOFNZm-gXxcIIXFtUrRomysmy-uWhjWWpcOSLPC4/edit

Vista Strategic Plan as developed by community engagement process
https://docs.google.com/document/d/1Ss7uV_HVvz5AqC9Mcm6RRFcI747mqqFikKQGZUhzyS8/edit

Comprehensive externally provided security and data privacy audits as provided through UETN

In addition to the externally provided security and data privacy audit provided through UETN, Vista also has a Data Privacy Management Plan that they will adhere to. This plan includes yearly training of staff and outside contractors.
https://www.vistautah.com/wp-content/uploads/2018/04/Vista-Data-Management-Plan.pdf

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

If there is a breach of privacy or security, Vista will put into place the Data Breach Response Plan to notify, remedy and take care of the problem.
https://www.vistautah.com/wp-content/uploads/2018/04/Data-Breach-Response-Plan.pdf

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

Vista will have each employee that uses technology sign an acceptable use policy before school starts. Teachers and staff members will also attend a training each year to update them on the AUP policy, changes or updates along with requirements, safety, and compliance updates before school starts. Students will be required to attend a Net Safety course and validate that they have agreed to follow the Net Safety standards before they will be issued a username and access to email and network resources. Passwords are assigned by the network administrator at the first of the year using a metric algorithm that is private to the student. Sixth through eighth grade are required to change their passwords to a strong password. Teachers and Staff have a one year strong password that expires at the end of the year.

Vista Employee AUP Policy
Students AUP Policy

Budget and Resources

L. Budget

Vision Statement for Budget:

Vista School is working toward creating 21st Century students who are increasingly college and career ready. Vista School will allocate budget resources to help accomplish its vision. From 2018-2021 during this grant application period, Vista School will not only plan for government assistance with its DTL grant but will also allocate general fund resources to accomplish its goals of increasing technology equipment available to the students, providing digital curriculum, and resources to students and training for teachers. In addition to its current staffing, Vista School will fund a new Technology position targeted to training its first through third grade students in preparation for its existing technology programs in fourth through eighth grade.

Vista School will identify the budgetary savings of equipment, curriculum and training, will utilize these funds to implement the steps toward our vision and will re-purpose equipment at the end of its useful life by making it available for purchase by school and community parents.

Part A. Disclosure of LEA's Current Technology Expenditures

Vista School has a five-year budget which includes a technology plan and resources that were previously allocated for technology programs at the school. The Digital Teaching and Learning grant funds will enable our school to expand further beyond our current expectations to move quicker into a 21st digital learning environment.

This is a link to Vista School's five-year budget with technology related accounts highlighted in yellow. https://docs.google.com/spreadsheets/d/1OoKvMr_YXcE5m5H_cjIK2eEXJN7OuPQ80Q39G7ZTpu4/edit?usp=sharing

Part B. Budget for Grant Funding Year 1 – 3

Vista School has much of its general budget allocated to technology. Currently there are three full time Technology Teachers for the Fourth through Eighth grade students, an IT Director, and a teacher assigned to technology staff development and support. Students in First through Third grade will now receive regular instruction on computer, keyboarding, and other technology skills through the addition of a new technology instructor.

Year 1 expenditures: Vista School's goal with the allocated resources for year-one include purchasing equipment for our sixth through eighth grade students to move toward a "one-to-one" ratio of devices per student that will actually be "checked-out" to students individually. The plan currently is to purchase an additional 200 chromebooks to be utilized by about 325-350 middle school students. Instead of devices staying in rooms with teachers, devices will become the responsibility of each

individual student. It is estimated that these 200 devices will cost $55,000. The remaining costs for chromebooks that are not funded by this grant will be funded by Vista's general fund. If there is additional funding from the grant it will be applied to the chromebooks in that year. Vista School is moving toward providing more digital teaching and online learning in all of its courses at the school and believes that its students will benefit from the use of "one-to-one" devices.

In addition to this, Vista School is hiring a part time paraprofessional (0.74 FTE) specifically to work with First through Third grade students on foundational computer and keyboarding skills. Vista is hoping to receive enough funding to help cover the salary of this additional staff member for the next three years.

Year 2 expenditures: Vista School will place a high emphasis on utilizing appropriate curriculum and tools, and will ensure that our teachers and students know how to use these resources. The plan is to spend grant money on purchasing digital curriculum and professional development to utilize the Chromebook devices with rich content and 21st Century learning tools.

Year 3 expenditures: Vista School expects the need to replace some of our existing "one-to-one" devices at this time to ensure the ability to retain our "one-to-one" ratio for sixth through eighth grade students for take home devices and a "one-to-one" in class ratio for K-5 Grades. This will require additional Chromebooks in K-3 classrooms where there is currently a 1:2 ratio. Vista School currently uses Canvas, Go Math, Explore Learning, FOSS kits, Words Their Way, Lucy Calkins, and many other high quality instructional materials (software products, online resources) etc. Vista School will continue to seek out the best curriculum resources that leverages 21st Century learning skills. Grant funds will be used to train teachers, staff, students and parents on devices and curriculum to assure that the resources are utilized effectively to maximize learning efforts and create a culture of learning.

Digital Teaching and Learning Grant Application Budget 2018-2021

Vista at Entrada School of Performing Arts and Technology			
Budget Years	***2018-19***	***2019-20***	***2020-21***
DTL Allocation	*26,832.40*	*26,832.40*	*26,832.40*
Salaries for Tech Teacher	*-*	*10,832.00*	*6,832.40*
Purchase Professional & Technical Services	*1,500.00*	*3,000.00*	*3,000.00*
Supplies & Materials	*-*	*5,000.00*	*5,000.00*
Chromebooks, WIFI, and Switching	*24,832.40*	*8,000.00*	*12,000.00*
Total:	***26,832.40***	***26,832.40***	***26,832.40***

Part C. Projection for Future Support Costs

Vista School is aware that the Digital Teaching and Learning grant funding is not a long-term funding stream. Much of our plan for utilizing the funds available for the next three years revolves around purchases that are not annual. Equipment, personnel training, and new digital curriculum are some of the areas that will be designated as needs beyond what resources are already allocated.

The continual search for grants and additional funding sources will always be a tool to help sustain the goals of the digital teaching and learning program. Vista School is also prudent in the use of local, state, and federal funds, and strive to ensure that the annual expenditures always align with the strategic plan.

Part D. Sustainability

Vista School anticipates a gradual and continual shift in resources allocated to support digital teaching and learning through teachers, support staff, curriculum, supplies and equipment. Vista School has recently started a foundation which seeks for community partnerships and donors to help support the vision and mission of our school. In addition, Vista School has a strategic planning committee that continues to seek for grant opportunities for which our school may qualify to help supplement our current funding. If foundation donations or grants become available to help support other focus areas for the school, this will free up resources from general funds that will be allocated more robustly to the digital teaching and learning fiscal needs. In addition, our budget moving forward will have a portion of our proceeds allocated for replacement and refurbishing costs of our devices to maintain the one-to-one ratio, regardless of the foundation donations and grants received. While finding outside funding would be helpful, Vista School is committed to this one-to-one device to student ratio.

Each year approximately 35 thousand dollars is spent on copies and printers. By providing Chromebooks for sixth through eighth graders, teachers will require fewer copies. The 6th through 8th grades accounts for 30 percent of the student body. This will reduce copies by at least 25 percent. This will be an estimated savings of $8750 dollars, which is 25 percent of 35 thousand dollars. Less toner for printers, drums, and repairs will account for some of the reduction in printing costs.

Vista School currently spends approximately 80 thousand dollars on curriculum. By providing one-to-one devices, sixth through eighth grade students will no longer need textbooks, workbooks, copies of worksheets, classic literature novels, writing supplies (pencils, pens, loose paper, etc). The money allocated to this curriculum will be reallocated to digital sources such as e-books, online textbooks including open source textbooks, or digital curriculum included in the plans of this grant. These savings will all help us sustain our one-to-one device plan for many years to come.

Sustainability Action:

Vista School currently has a 5 year technology plan and budget that allows for a rotation of all equipment. Some equipment will not be rotated out or refreshed until 5-10 years because it has a longer lifespan such as smart boards and sound systems and because of funding.

Data Point:

Equipment needed to meet the goals of the DTL grant will come partially from some current inventory and partially from new equipment. DTL Funds will allow these inventory items to rotate faster thus keeping current on latest technology. Items have been evaluated by the IT Department and Business Manager for the 5 and 10 year budget and will be re-evaluated on a yearly basis to assure that the equipment is still serving its purpose. If devices or hardware are not adequate then there will be an adjustment to the budget and rotated sooner. A budget for these items are included in the 5 year plan presented.

Positive/Negative Potential:

Existing Chromebooks will be used in our 1:1 for 6-8th grade. The addition required Chromebooks will use funding from the DTL grant. Currently students do not take technology home so there is not enough Chromebooks for all the students because there is no technology in some classes such as PE, Dance, Music... Students are not allowed to take technology home so the school does not provide filtering outside of school. A one to one implementation will require additional Chromebooks and filtering. Existing firewalls and iBoss filtering will be used for the 1:1 take home devices and will not require additional funding in the first year, however the 5 year plan will require that the equipment be upgraded and will be added to future DTL funding. If the future funding is not available the school is prepared to fund the equipment through other funding including E-Rate and the general budget. Because the school already has a 5 year plan the new equipment for the 3 year DTL grant will just roll into the plan and should have continuity for the future. Existing wireless access points will be needed in some locations that current do not have service but as a whole existing access points should cover about 99%.

Follow-up:

The DTL grant will require additional new Chromebooks and a refreshing of some older existing Chromebooks. Funding will be needed for new and refreshed Chromebooks only as an increased requirement to meet the goals of the DTL grant. Additional software and cloud services will be needed to move forward with a digital curriculum to utilize current programs such as math curriculum into the program. Canvas will be used as the ecosystem to deliver the content to the students as a LMS and a "one stop shop" to find everything thus the way of delivering content will be more centralized and consistent while at the same time more engaging. This will require additional professional development and a change of culture for some teaching.

Recovery and Savings:

The 3 year plan will include the equipment and the professional development to streamline the transition. Existing Chromebook carts will no longer be needed and can be sold to recoup money, but the bigger savings come with the future by not buying new carts. Normally the school would have to buy warranty plans but with the savings on carts it is estimated that warranties will not have to be purchased. The savings on warranty and carts are expected to be more than the cost of repairs. Students will be doing more work on computers thus alleviating copy costs and copy machine repairs. Each year an estimated 35 thousand dollars is spent on copies. By providing Chromebooks for sixth through eighth graders (which accounts for 30 percent of our student body) teachers will require fewer copies, toner cartridges, and printer repair. This will reduce our copies by at least 25 percent. The

reduction in costs is an estimated savings of $8750 dollars, which is 25 percent of 35 thousand dollars.

STATEMENT OF ASSURANCES

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

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

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

   a. Title VI of the Civil Rights Act of 1964

   b. Title IX of the Education Amendments of 1972

   c. Section 504 of the Rehabilitation Act of 1973

   d. Age Discrimination Act of 1975

   e. Americans with Disabilities Act of 1990

   f. Improving America's Schools Act of 1994

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

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

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

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

Sam Gibbs	Director		July 10, 2018

Bibliography

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

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

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

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

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

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

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

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

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