

USBE Digital Teaching and Learning (DTL) Grant Program

FY2021 - FY2025



DTL Leadership

Title	Name	Email	Phone Number
Superintendent/Director	<i>Carolyn Sharette</i>	<i>csharette@apamail.org</i>	<i>801-797-0089</i>
Curriculum Director	<i>Lori Stephenson</i>	<i>lstephenson@apamail.org</i>	<i>801-810-3590</i>
Technology Director	<i>David Bowman</i>	<i>dbowman@apamail.org</i>	<i>801-797-0089</i>
Assessment Director	<i>Lindsey Rees</i>	<i>lrees@apamail.org</i>	<i>801-797-0089</i>
School Leaders (Elem)	<i>Jen Walstad</i>	<i>jwalstad@apamail.org</i>	<i>801-797-0089</i>
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DTL Program Manager	<i>McKayla Marchant*</i>	<i>mmarchant@apamail.org</i>	<i>801-810-3590</i>
School Leaders (Sec)	<i>Daniel Baker</i>	<i>dbaker@apamail.org</i>	<i>801-797-0089</i>

x	<p>As required by Board Rule R277-922-7, at least one member of our DTL leadership team participated in a pre-grant submission training conducted by USBE. See details below.</p> <p>Superintendent/Director:</p> <p>Curriculum Director: Lori Stephenson</p> <p>Technology Director: David Bowman</p> <p>School Leader(s): Lisa Brunson, McKayla Marchant, Jen Walstad</p>
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x	<p>As required by Board Rule R277-922-7, all required members of our DTL leadership team participated in at least one <i>leadership and change management training</i> conducted by USBE. See details below.</p> <p>Superintendent/Director: Carolyn Sharette</p> <p>Curriculum Director: Lori Stephenson</p> <p>Technology Director: David Bowman</p> <p>School Leader(s): McKayla Marchant, Jen Walstad</p>
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[Link to Instructional Document](#)

Part A: LEA Overview, Vision, and Theory of Change

LEA Overview

LEA Name	American Preparatory Academy
LEA Address	12894 Pony Express Rd Suite 600 Draper, UT 84020
LEA Phone Number	801-797-0089
Site-specific enrollment, both full-time and part-time, and NSLP income eligibility data as per E-Rate eligible items.	As of Oct. 1, 2019: APA-Draper 1: 632 students, 99 F/R APA-Draper 2: 1228 students, 207 F/R APA-Draper 3: 714 students, 130 F/R APA-The School for New Americans (WV1): 615 students, 400 F/R APA-The Accelerated School (WV2): 1633 students, 873 F/R APA-Salem: 535 students, 154 F/R
FY21 Projected DTL Allocation	\$155,678.11
If approved, LEA schools that will engage in DTL	APA-Draper 1 APA-Draper 2 APA-Draper 3 APA-The School for New Americans (West Valley 1) APA-The Accelerated School (West Valley 2) APA-Salem
If approved, number of students potentially impacted	5,357

Vision Statement

We believe technology in schools is best used to facilitate and enhance a high-quality classical education. We believe that all levels of the trivium are best implemented by an expert teacher who gathers relevant student performance data and employs a dynamic feedback loop to adjust instruction as needed. Technology supports these expert teachers in the following ways: student learning, professional development, and organization-wide communication. American Prep is a “school of choice” with a rigorous academic program. Our academic program comprises three vitally important components:

1. the work and effort of the teachers and staff
2. the work and effort of the students
3. the support of the parents

Why? Statement

The use of technology in teaching and learning is important to our community, our staff, and our students as it allows us to further improve the quality of education that our organization can offer by bringing students into the 21st century as prepared, confident, and capable citizens. Technology allows us to make data-driven decisions for student learning while providing up-to-date professional development for our staff, in these ways:

1. Classroom tools for teachers and students that support and enhance excellent teaching and learning.
2. Communication platforms for all stakeholders
3. Program administration and data collection tools for admin and staff

Background and Local Context

We believe in the shared vision of digital teaching and learning, that technology does not adequately replace teachers in a classroom but can be instrumental in enhancing learning experiences. Aligned with that vision, our original DT&L plan included two primary initiatives, with a third added in Year 3 of the grant:

- 1) Develop differentiated math instruction for secondary students with low content mastery and/or need for additional repetitions to require mastery of pre-algebra and early algebra skills.
- 2) Identify and implement SIS/LMS tools to radically improve our academic tracking and school:home communication needs.
- 3) Update audio/visual enhancements in many of our classrooms in order to improve teacher delivery and student engagement.

We continue to implement our vision with this proposed plan:

- 1) 80% of the students that took this course in SY2019-20 were able to pass and move forward in math in one year's time. We have moved our first initiative into a "sustainability" model, and will not be utilizing grant funds to support the AAC math course. We will continue to collect data and monitor the implementation, as well as consider expansion of the model to other courses if viable.
- 2) We will be fully implementing Skyward as our district-wide SIS system over the next 5 years, and training and updating Alma as our primary elementary SIS tool for **admin, teachers, parents, and students**. **Skyward and Alma fully integrate with Google Classrooms, the primary LMS system utilized during the soft closure. Staff will be encouraged to continue to make content available through Google Classrooms, and to use it to supplement learning from home.**
- 3) As funds allow, we will update our school library tracking software to allow students to checkout books from multiple classrooms, continue to update audio/visual enhancements in our classrooms, and provide mobile computer carts where needed.

Theory of Change

Elementary: As we utilize Alma, we continue to make changes and updates to the system. We have developed a great working relationship with Alma to ensure our needs are met. We have appointed a district Alma specialist to train teachers, administrators, academic coordinators, and parents on the system as new features are developed. The specialist also collects input from stakeholders to recommend upgrades to the system. Alma allows teachers to quickly track multiple reading outcomes, including decoding, comprehension, and speed and accuracy skill, for *each* student *daily*. Teachers are also able to notify parents weekly of missing assignments so that they are consistently engaged with their child's work. With improved data tracking and parent engagement, we expect our students will be able to accelerate their math and reading progress, and anticipate our students will be able to reach at **least** one year's growth in these subjects each year.

Secondary: Implementing Skyward this year represents a significant technology change at American Prep, and one that will be greatly beneficial to our staff, parents, and students. Having a District Alma Specialist in elementary has proven to be very constructive, so we decided to do the same for Skyward. At each secondary school we will have a Skyward Specialist to be available to all stakeholders as we implement this new system. We will host 163 hours of training for our district administrators and Skyward Specialists over the summer. In turn, they will work together to develop a plan to train teachers and support staff, parents and students. As we implement this new system in the 2020-2021 school year and throughout the

scope of this grant, we will monitor usage and be responsive to user needs. We expect the ability for parents and students to have consistent communication with teachers and constant access to grades and test scores will improve our parent engagement, student homework completion rates, and ultimately our student **grades**.

Lessons Learned from Previous DTL Plan (Cohorts 1&2 Only)

Aligned with our vision, our original DT&L plan included two primary initiatives, with a third added in Year 3 of the grant:

- 1) Develop differentiated math instruction for secondary students with low content mastery and/or need for additional repetitions to require mastery of pre-algebra and early algebra skills. This content has been developed and is implemented in Algebra Accelerator Courses (AAC) at our two high schools. Students are able to view content and complete assignments and assessments that are specifically related to their learning gaps, and move on to other skills when they are ready. This content allows a teacher to serve multiple student learning needs simultaneously within the same classroom. Over the period of the grant, we utilized qualitative input from stakeholders and quantitative data relative to student progress in order to inform changes to the content, delivery, and technology tools utilized in these classes.
- 2) Identify and implement SIS/LMS tools to radically improve our academic tracking and school:home communication needs. American Prep had been lacking an adequate tool to provide our SIS/LMS communication needs. With our SIS/LMS we found that what works in our elementary school doesn't work in our secondary schools. We had to adapt our thinking around having different systems for our wide range of grades and needs. Due to our unique elementary model, and our intensive data collection and monitoring, finding a program that met our needs in this area was very challenging. After an intensive search, we found ALMA aligned most closely with our Elementary program. With input from teachers and parents, we were able to contract with Alma to make modifications specific to our unique model. We now have a district wide Alma specialist who handles all communications with the Alma team, and also oversees all our pending contracts with them. We continued to pursue a solution to fit our secondary program, as well as our State reporting needs (since Alma is not approved for that purpose). In November of 2018, we contracted with Skyward as our district SIS. Skyward not only has the ability to connect with multiple different LMS systems, but it can provide us with more in-depth data for teacher and student monitoring. The implementation process of moving to Skyward proved to be more challenging than we realized, due to incorrect data transfers and coding issues. We've worked through those challenges, and are looking forward to finally launching Skyward district-wide in FY21.
- 3) Update audio/visual enhancements in many of our classrooms in order to improve teacher delivery and student engagement. Additional, unexpected DTL funding allowed us the opportunity to submit a revised budget to the State DTL Committee which included much-needed technology enhancements in many of our classrooms during the third year of the grant.

Part B: DTL Plan Abstract

At American Prep, we appreciate the guiding principles contained in *Utah's Master Plan* (p.5). We also believe that "Technology supports, not supplants, excellent teaching" and "Changes to processes require thoughtful planning and preparation to maximize success." We have worked together with our stakeholders to determine the best course in maximizing the impact of the DTL grant in our schools. Our plan aligns with Utah's vision to "provide systemic support for student engagement and classroom innovation" as well as "Provide access (teacher, student and home) to ...learning management support structures, [and] collaboration systems."

Our continuous improvement journey at American Prep utilizes technology within these Frameworks:

1) Strengthening our **Data Governance Framework** (see *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* by Kathryn Boudett, et al., *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems* by Paul G. Preuss, and <https://www.campusintelligence.com/2019/03/26/creating-a-data-governance-framework-for-continuous-improvement/>).

American Prep has always prioritized data-informed iterations for continuous improvement at the individual student, classroom, department, school, and district levels. However, accessing, analyzing, sharing, and collaborating on that data is greatly impeded without the technological infrastructure available through robust SIS systems. As we implement Alma and Skyward, teachers and administrators will be able to monitor student achievement, behavior, attendance, homework completion, and other relevant data much earlier. As a result, they will be able to identify and address potential needs much sooner, be they with an individual secondary student whose performance has unexpectedly slipped across multiple classes, a new teacher whose students are not achieving mastery on imbedded assessments, a particular lesson plan that is not effective as evidenced by student scores district-wide, etc.

Updating our learning management support structure with these SIS systems, and training our staff how to utilize these tools, will provide us the information we need to better identify, and therefore **target**, the specific needs of our students, our staff, and curriculum, and our instructional delivery. Utilizing the report generation tools within these systems will enable us to collaborate more effectively on how to best address those needs with our parents and students at the individual level, and within our PLCs at the grade, department, school, and district levels.

These activities are expected to increase teacher effectiveness, resulting in increased content mastery, leading to student promotion in the elementary grade levels with an average 85% of our K-4 students who remain with us 3 consecutive years of 3 year's growth of reading and 80% of these K-4 students achieving an average of 3 year's growth in math. For our higher grades in the secondary level by the end of 2025, we will increase the average percentage of secondary students (7th-12th grades) achieving C grades or higher in Math and Language Arts from respective baselines of 78.8% and 73.6% to 80% and 75% by 2025.

2) Extending, enhancing, and engaging our students per the **Triple-E Framework** (see <https://www.tripleeframework.com/framework-models.html>).

Extend: The unexpected move to remote learning resulted in volumes of online instructional video and other content created by our teaching staff, and delivered via our newly adopted LMS systems, which integrate seamlessly with Alma and Skyward in order to provide "on-demand, 24/7 learning" for our students.

Enhance: This area would particularly benefit if we are able to fund additional audio/visual and computing capabilities within our classrooms. These tools would expand scaffolding opportunities for teachers to adapt instructional techniques to move students toward stronger understanding.

Engage: Providing SIS/LMS tools streamline delivery of content, assignments, and grades, thereby removing barriers to communication and allowing students to focus on the learning tasks with less distraction. Providing a means for them to collaborate on assignments and receive timely feedback, motivates them to become active learners. Students are further engaged through instructional tools that activate multiple senses.

These activities are expected to increase student involvement in their educational experience, resulting in increased content mastery, and leading to student promotion in the elementary grade levels and higher grades in the secondary level.

Implementation Plan: Our DTL Program Manager has been with American Prep for 9 years, worked at multiple campuses, and become familiar with our Elementary and Secondary academic programs, as well as our DTL initiatives. She has a proven record of successful project management, and will be responsible for the implementation, associated trainings, data collection and analysis, State reporting, budget management, and all other aspects of our DTL program. She will work closely with Alma and Skyward specialists, School-level administrators, and members of the DTL Committee in order to be successful in her responsibilities.

Part C: Future Ready Schools (FRS) Readiness Assessment

Readiness Assessment Results

- As expected, the Readiness Assessment result suggests that our LEA is doing well in use of Community Partnerships, Budget and Resources, and Data and Privacy:
1. We are continually working on developing our Community Partnerships through our commitment to the academic well-being of our students, so we were not surprised at how well we scored in that category.
 2. We have an extensive system in how we budget and approve funds to leverage the best possible resources and provide for our school and classroom technology needs. However, the recent budget cuts due to COVID are expected to significantly impact our technology replacement schedules. These cuts are not reflected in the Readiness Assessment, as it was completed prior to the recent pandemic.
 3. We have worked closely with the State’s student data privacy team over the last three years to ensure that our policies and procedures are current and comprehensive.

The Assessment pointed to potential areas of improvement in Use of Space and Time, Robust Infrastructure, and Personalized Professional Learning. Upon reflection, the team responses to questions regarding Use of Space and Time and Personalized Professional Learning reflected a bias that “technology” needed to be the means of providing “student-centric” learning, or opportunities for extended student learning. When in fact, our entire elementary model is created around the differentiated learning needs of each of our students. Additionally, we provide extensive extended day learning and assignment completion opportunities, with the availability of highly qualified staff and computer resources. In fact, hundreds of at-risk students participate in those opportunities daily.

Our highest priorities, regardless of the score, are Curriculum and Professional Learning: APA feels strengthening our curriculum with the aid of technology is vital to staying on the cutting edge of education. Bolstering the skills of our instructors by holding regular workshops and providing feedback ensures our students are being taught subjects effectively.

Readiness Assessment Report

[Readiness Assessment Results 2020](#)

Readiness Assessment Stakeholder Participation

- Participants in the Readiness Assessment:
- District Academic Director: Jen Walstad
 - District Curriculum Director: Lori Stephenson
 - District Technology Director: David Bowman
 - District Compliance Director: Lisa Brunson
 - Former DTL Program Manager: Robert Morton
 - Former SIS Coordinator/**current DTL Program Manager**: McKayla Marchant

Part D: DTL Outcomes

	<u>Option A: State Summative Assessment Outcome</u> a 5% increase in an LEA's growth or proficiency on the statewide accountability metrics by the end of the fifth year of the LEA's implementation of the program	x	<u>Option B: Local Outcome</u> a school level outcome that is selected by the LEA, included in the LEA's plan, and approved by the advisory committee
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Statement of Purpose

We have isolated internal metrics that we believe to be robust, clearly defined, and aligned with our Vision, our Data Governance and Triple-E Frameworks, and our proposed DTL Activities..

Elementary: In K-6 we are using Alma as a grading and scheduling SIS. This allows us greater flexibility in meeting individual student learning needs by being able to place them in small, differentiated reading and math groups. Alma makes it possible to communicate those changes and assignments in a more accurate and timely way to parents and afterschool homework mentors. Staff will be trained in utilizing Alma as a tool to develop intervention plans to improve student outcomes. As a result, we expect to see intermediate and long-term mastery of Core curriculum content. In determining these targets, baseline data for 1 year's growth was pulled from the 2018-19 school year.

Secondary: Skyward will allow us to communicate timely and accurate information and will minimize confusion and frustration about missing assignments. Afterschool staff will have clear information about the progress and assignment needs of each student. Assignment completion is expected to translate into course completion and improved student grades. Additional features of Skyward will allow us to better track and communicate student performance data, flagging student needs much earlier. Staff will be trained in utilizing Skyward as a tool to improve student outcomes. We have collected baseline homework completion data in order to set our target at 70%, however the 2020-21 School Year data is expected to render a more accurate baseline.

Long-term Student Learning Outcome:	Measurement Instrument	Timeline
Elementary Academic Progress: Measured as 85% of our K-4 students who remain with us 3 consecutive years achieving an average of 3 year's growth of reading and 80% of these K-4 students achieving an average of 3 year's growth in math as measured by subject mastery progress on the Master Academic from BOY to EOY	Master Academic trackers, Beginning of Year 1 to End of Year 3, and tracked through End of Year 5.	3-5 years
By the end of 2025, we will increase the average percentage of secondary students (7 th -12 th grades) achieving C grades or	Math and Language Arts grades pulled from Skyward for 7th-12th grade students	1-5 years

higher in Math and Language Arts from respective baselines of 78.8% and 73.6% to 80% and 75% by 2025. (Baselines taken from the average percentage of students achieving C grades or higher from SY2017-18, SY2018-19, and first 3 terms of SY2019-20).	classes at the end of each term, averaged at the end of each year.	
Associated Intermediate Outcomes:	Measurement Instrument	Timeline
By the end of 2025, 100% of Elementary teachers will use the data from ALMA to track students not performing at mastery and will develop weekly intervention plans 80% of the time to improve student learning outcomes.	Metric will be the percentage of teachers who have submitted 32+ Lesson Progress Charts (LPCs) by the end of each year (with 32 representing 80% of the 40-week school year).	1-5 years
Secondary Academic Progress: An average of 70% of assignments submitted by students throughout the year.	Skyward grade reports, pulled from the end of each academic quarter throughout the year.	1-5 years
Associated Direct Outcomes:	Measurement Instrument	Timeline
Each year of the grant, beginning with Year 2, 80% or more of our Elementary teachers will self-report on a survey that they feel “confident” or “very confident” in utilizing data available in ALMA to adapt instruction to improve student learning outcomes.	Spring Staff Survey administered annually.	1-5 years
Each year of the grant, beginning with Year 2, 80% or more of our Secondary teachers will self-report on survey that they feel confident in utilizing data available in Skyward to adapt instruction to improve student learning outcomes	Spring Staff Survey administered annually.	1-5 years

Section 1: Curriculum, Instruction, and Assessment

Readiness Assessment Scores	
21st Century Skills/Deeper Learning	10.0
Personalized Learning	0.0
Collaborative, Relevant, and Applied Learning	10.0
Leveraging Technology	10.0
Assessment—Analytics Inform Instruction	10.0

Targeted Vision Statement for Curriculum, Instruction, and Assessment
<p>Curriculum, Instruction, and Assessment strategies are anticipated to increase mastery of core subject matter and improve student grades in Math and Language Arts (see Part D Outcomes)</p> <p>A digital vault of K-6th grade video-taped lessons was created this year, and is available to teachers for training and to post for our parents and students via our LMS systems. This enables students to view instruction anytime/anywhere, addressing the “Use of Space and Time” gear of our Readiness Assessment.</p> <p>Education may be enhanced with digital teaching and learning resources. Alexandria Library tracking software and classroom audio/visual equipment will provide teachers with the technological means to access and present relevant, supplemental curriculum materials across multiple media formats.</p> <p>American Prep utilizes technology as a vehicle for diagnostic, formative, and summative assessments. GLAM, Utah Compose, and the RISE Portal are examples of such resources.</p> <p>American Prep agrees with the Readiness Framework, that “Data are the building blocks of diagnostic, formative, and summative assessments--all of which are key elements in a system where learning is personalized, individualized and differentiated to ensure learner success.” Assessment data collected in the SIS systems allow teachers to measure the outcomes of their instructional practices and adapt them for groups of students, or individual students, to ensure relevance and deep understanding of complex issues and topics.</p> <p>American Prep’s Readiness Assessment identified “Personalized Learning” as an area of focus. Consequently, our DTL plan includes personalized learning strategies described in the “Detailed Plan for Personalized Learning” section below.</p>

Activity and Related Deliverable	Roles/Responsibilities	Timeline (Dates)
Skyward Professional Development	Skyward Specialists	May 1st
Skyward Last Data Pull	DT&L Program Manager	May 22nd
Comprehensive Skyward Summer Training	Admin & Skyward Specialists	June 18th - August 5th

Alma Summer Training	Alma Specialist, academic coordinators, elem admin	TBD
Compare projected v. actual budget and implement contingency plans for audio/visual classroom enhancements, student computers, etc.	DT&L Program Manager, Compliance/Programs Director, District Technology Director	July annually
Implementation of Alexandria Library Software	Curriculum Director	July 2020
Staff Training on Alma and Skyward	District admin, DT&L Program Manager, Skyward Specialists	Preservice (August)
Skyward Student Training	Secondary Admin	Student Orientation (August)
Alma & Skyward Parent Training	Secondary & Elem Admin	Parent Orientation (August)
Teachers complete and submit LPCs as evidence of adapted instruction	Elementary Teachers	Weekly
Skyward Grades Data Pull	DT&L Program Manager	September 1st
Parent Teacher Conferences - Alma help available for parents	Academic Coordinators	Two Times a Year
Parent Teacher Conferences - Skyward help available for parents and students	Skyward Specialists, counselors, secondary admin	Two Times a Year
Skyward Term Assignments and Grades pulled to analyze outcomes	DT&L Program Manager	End of Each Term
Skyward & Alma Training at Professional Development	DT&L Program Manager, Skyward Specialists, Alma Specialist	As necessary up to two Times a year
Conduct Teacher Performance checks based on data pulled from Alma and Skyward	School and District Admin	October and March, Annually
Skyward November User Conference	DT&L Program Manager, some admin, department chairs, Skyward Specialists	November
Skyward iCon	DT&L Program Manager	February 2021
Administer Teacher Surveys for analysis of Direct Outcomes related to Skyward and Alma.	District Business Analyst, DT&L Program Mgr, School Admin, and Teachers	Annually in the Spring
Core Knowledge Scores Improvement	DT&L Program Manager	June 2021-2025
Review of individual student and class achievement data pulled from Skyward and reflected in the Secondary IPCs (Individual Progress Chart)	Secondary Teachers and Admin	Bi Monthly

Review of individual student and class achievement data pulled from Alma and reflected in the Elementary LPCs (Lesson Progress Chart)	Elementary Teachers and Admin	Weekly
Review of class, grade-level, and school-level achievement data pulled from Alma and Skyward to continuously target academic needs and identify interventions: Campus Team Meetings (teams are by Grade/Subject)	All Teachers and Admin	Three Times per Month
Review of department, school, and district data pulled from Alma and Skyward to continuously target academic needs and identify interventions: District Team Meeting (teams are by Grade/Subject)	All Teachers and Admin	Monthly
Missing Work Message to Parents in grades K-6.	Alma	Weekly
Teacher Performance Checks	District Admin	Yearly - October & March
Pull Elementary Math & Reading Promotion Numbers	DT&L Program Manager	End of each Year
Post-service Data Review	All Teachers and Admin	June Annually
Review DTL initiatives/outcomes during District Comprehensive Needs Assessment & Improvement Planning Meeting	All District and School-level Admin	July Annually
Review DTL initiatives/outcomes during School Comprehensive Needs Assessment & Improvement Planning Meetings	District Compliance/Program Director, School Admin, and representative teachers, paras, parents, and students	August Annually

x	Assurance 1: <i>We have verified, and can provide evidence upon request, that our DTL plan focuses on content-specific strategies for integrating digital technology into the curriculum for all subject areas addressed in the goals and objectives.</i>
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Monitor Implementation - Continuous Improvement
DT&L Program manager will attend all training to ensure implementation is going smoothly, items are being addressed, and staff is being trained properly.

Implementation Communication and Outreach

During the first month of school teachers and support staff will attend training specific to their area of work. Additionally training and newsletter items will be sent to students and parents so that they are aware of how to use these systems effectively.

Personalized Learning

Targeted Vision Statement for Personalized Learning

“Technology...can help educators deliver differentiated, individualized and personalized instruction. It can help facilitate timely interventional responses, involve parents more in their children’s learning, empower school leaders with data to support teachers, and...break down problems...based on the individual needs of the student”
(<https://www.iste.org/explore/Education-leadership/Personalized-vs.-differentiated-vs.-individualized-learning>).

American Prep utilizes technology to enhance instructional practices and academic outcomes by: 1) significantly augmenting the accuracy and timeliness of the data utilized to guide, improve, and enrich the learning process, 2) increasing the variety of content delivery options, adapted to individual student needs and interests, 3) increasing opportunities for students to take responsibility for and make choices in their own learning.

American Prep’s Readiness Assessment identified the third area, Personalized Learning, as an opportunity for improvement. Consequently, our DTL plan includes personalized learning strategies that leverage technology and diverse learning resources to personalize the learning experience for our students.

Detailed Plan for Personalized Learning Opportunities

1. Staff will be trained to utilize data and communication tools in Alma and Skyward to tailor content, pacing, and feedback to the needs of each student. Individual student interventions and adaptations will be documented on LPCs (Elementary) and IPCs (Secondary).
2. SIS/LMS integrated systems will improve access to course instructional videos, missing assignment lists, assessments, peer collaboration, and other tools that will further empower students to regulate and take ownership of their learning experience. Academic communication and collaboration between students and between students and staff will be greatly impacted by the use of our new SIS and LMS systems. Through updated and efficient SIS and LMS systems, students are given the necessary daily communication from teachers on their performance, enabling them to take responsibility for their own learning. Students are provided access to the programs, from which they become responsible participants in developing success through daily performance checks, reflection, and improvement. We feel this communication will improve our missing work percentage as students are made aware. The drive to improve their grades and test scores by seeing them in real time will impact reading and math scores. The ability to self-track growth and performance, as well as receive expert feedback, are mandatory in the development of a student’s critical thinking and creative skills.
 - a. Elementary (Alma): Teachers are able to turn-around grades within 24 hours. Students have their own accounts and are becoming proficient at checking their own grades and monitoring their own progress.

Students are taking ownership of their own learning! Students are even creating their own google classrooms and collaborating with other students.

- b. We can adequately engage parents by giving them more access to their child's learning than we've previously had in an SIS. Skyward has the ability to notify the parent every time a student misses an assignment or when a grade drops below passing. Students will be able to receive these notifications as well which will allow them to take a more proactive response to their education, enabling them to take responsibility for their own learning. Students are provided access to the programs, from which they become responsible participants in developing success through daily performance checks, reflection, and improvement. This is highly important as we graduate them and send them off to college.
3. Upgrading Alexandria software will create a centralized system for tracking our entire supply of library books, textbooks, and other learning and teaching materials. This will ease curriculum access for our teachers and provide students with greater options as they select their reading materials.
4. Technology integration in the classroom is a key aspect of modern classroom design. Enhancing additional classrooms with audio/visual systems allows teachers to deliver content through a variety of media formats, engaging students on multiple sensory levels. This will also address the need for more active learning spaces identified in our Future Ready Assessment.
5. Student computer carts will provide greater access to digital tools and resources that enhance personalized learning.
6. Math Algebra Accelerator Courses (AAC) provide adaptive, interactive, online content for students with skill deficits. Students set personal goals and progress at their own pace. This successful DTL initiative will continue to be implemented and may be expanded to additional courses.
7. Students have opportunities to personalize their learning, reflect on their own work, think critically, and engage frequently using High Quality Digital Instructional tools such as MS Office Suite, MathScore, GLAM, Utah Compose, and others. (These are itemized in a table toward the end of this section.)

As students engage more actively in their academic performance through enhanced communication, as they interact with adaptive math courses and software tools, as they are provided access to a greater variety of reading and research material, and as teachers are provided additional tools and resources to personalize curriculum delivery, we anticipate an increase in student academic performance as evidenced by the outcomes stated in Part D: elementary students achieving one year's growth or more annually and improvement in grades for our secondary students for Language Arts and Math.

Critical Thinking, Communication, Collaboration, and Creativity

Academic communication and collaboration between students and between students and staff will be greatly impacted by the use of our new SIS and LMS systems. We'll be able to give **students** both automated and personalized updates about their school work and grades, enabling them to take responsibility for their own learning. Students are provided access to the programs, from which they become responsible participants in developing success through daily performance checks, reflection, and improvement. We feel this communication will improve our missing work percentage as students are made aware. The drive to improve their grades and test scores by seeing them in real time will impact reading and math scores. The ability to self-track growth and performance, as well as receive expert feedback, are mandatory in the development of a student's critical thinking and creative skills.

Mathscore and Math AAC classes are individualized, adaptive programs. Students can compete with one another to improve. Rise portal allows for critical thinking as they do the practice tests. Google classroom collaboration. Elementary do digital projects with their state reports and making brochures which involves critical thinking and creativity. Science fair reports, history fair reports,

Students utilize computer software tools (gmail accounts, google docs, etc.) to communicate and collaborate on assignments and to provide peer edits. Students utilize the internet searches to research history fair, science fair, geography reports, literature reports, book reports, etc. Advanced students participate in a creative presentation each year on a book of their choice utilizing Powerpoint, MS publisher, or other tools of their choice.

Additional to our current DTL initiatives, students at American Prep integrate the 4 C's in a variety of subjects. Here are a few examples:

SCIENCE: Our elementary program has a strong science focus, with a Science Specialist hired to facilitate the experiments that accompany every unit. Students collaborate together on the science projects, gathering data together, and recording and analyzing data. Students in 4th-12th grades participate in the annual Science Fair. Students select their own subject, establish a hypothesis, and conduct online research to determine if the question could be a valid science project. Critical thinking skills are employed as students design experiments and evaluate their results. Students collaborate with their teachers and with older students assigned as mentors throughout the projects. While this is a "Science" project, it requires Language Arts and Math skills as well: expository and persuasive writing, data analysis and presentation, oral presentation, etc.

LANGUAGE ARTS: Students in elementary classes are encouraged to access additional material available to them in a google drive folder that is relevant to the literature books in their curricular program. For example, if a student is reading "Charlotte's Web," they can access the "Charlotte's Web" folder in the electronic drive and locate additional information about the book, links to articles about topics in the book, and other research topics they may be interested in that are related to the book they are reading, like "How Do Spiders Spin Webs?" or "Life on a Farm." Creative projects can be assigned based upon literature books and the google tool would be used for students to choose their projects.

PEER EDITING: In upper elementary, writing assignments are submitted into an electronic tool and peers are invited to edit the writing prior to the submission to the teacher. In secondary, English teachers use peer editing as part of the writing process, and the writing is all completed on a drive where peers are then able to access the writing to edit it.

SCHOOL CULTURE PROJECTS: The secondary students collaborate on problem-solving in their school-world. The students are divided into leadership teams and charged with finding needs in the school, mentored by a staff member. Leadership teams brainstorm needs, collect information and make a proposal to their mentor on a creative way to solve the problem or enhance an aspect of their community. The students then carry-out their projects, collect data and write an evaluation of the project results and share it via electronic means with the mentor teacher and administration.

GLAM (Grade Level at Mastery) is a test-taking preparation course where we have lessons specifically geared toward critical thinking skills, and test-taking strategies such as reading through the entire passage before answering questions and breaking down the logic of a test. Hands-on experience is then provided via the RISE portal where students are able to demonstrate their test-taking skills and content-knowledge skills. Students can independently review their RISE Portal results. Teachers make individual assignments based on student achievement levels. Students can also work on these from home.

Digital Citizenship

Digital Citizenship Plan

American Preparatory Academy's mission statement is committed to two pillars: academic excellence and strong character development. The Ambassador Program takes APA's scholars and helps them become exceptional citizens: citizens with confidence, poise, and a commitment to positively contribute to the world in which they live. In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the

formation of a good character. We have firmly planted these ideals into our institution through a district-wide "Builders" theme and Ambassadors Program. It is in our Ambassador Program that we teach Digital Citizenship. A summary of that content is available here:

<https://docs.google.com/spreadsheets/d/15UjwsDhB1emTD95U4pY0RYy2Pey0o83kEMeKJVbuJJA/edit#gid=0>

In grades K-6 each student participates in White Ribbon Week (<https://www.whiteribbonweek.org/>). White Ribbon Week is a national program that helps kids make healthy choices in media and technology. Every day, kids learn a new principle of online behavior through stories, classroom discussions, and fun activities. This is a proprietary curriculum purchased from White Ribbon Week that we cannot share publicly, but which has expectations, goals, etc.

It's important for parents to be knowledgeable about digital citizenship as well, so during White Ribbon Week the K-6 parents are invited to attend a parent meeting and are given additional resources so that they too know the importance of digital citizenship and have the power to continue these principles at home. At the parent meeting parents are given a Parent/Student Technology Contract with discussion points for the parents and students to give input and set family technology boundaries.

In grades 7-12 each student has a class called "Leadership" where daily lessons are given from our Ambassador Program. Multiple lessons speak about digital citizenship and in 8th grade they attend an event where one station speaks about building a brand for themselves, and that online lives have an impact on their brand. In our leadership classes they learn about their digital footprint, when to say "no" to bad behaviors on the internet, and how to have a positive voice in online platforms.

In addition to our Ambassador program, American Prep provides resources in the Parent-Student Handbook, provides annual parent information meetings, conducts an annual review and discussion with Land Trust committees on how we can continue to provide resources to our school community, and maintains a periodically updated blog by our District IT Director on current events and security issues facing students and parents in the digital world, how to discuss and support digital citizenship and safe technology use with their children, and how to report inappropriate content.

Students receive two seminars specific to grade-level and skill-level on the use of tools they will need in their grade and on appropriate digital citizenship and safe use of technology as part of American Prep's Builders program, which enables students to identify "appropriate and inappropriate" content. We believe it is important to teach students how to respond to and evaluate the content, rather than just universally blocking content. Access to advanced filters and tools would allow us to have more evolved conversations and policies around internet content.

We track student online messaging using a tool called BARK, that flags offensive language, potential online bullying, and concerns related to student safety. Administrators and counselors review those flags regularly and follow up individually with students as warranted. Our Digital Citizenship policy and expectations are available here:

https://docs.google.com/document/d/1RCv73UeuxG-LjFPbAy7zsJP8rpz8IVEBFH0l-Gan_aM/edit?usp=sharing

Responsible Use Policy

Internet Safety and Acceptable Use references the use of electronic information software and hardware resources made available to staff and students by the American Preparatory, and includes student or staff members' personal electronic devices accessing the school's network. These resources include, but are not limited to, voice mail, electronic mail, the Internet, wireless transmission and other network files or accounts provided to staff or students, computer hardware, including computers, computer processors, computing devices, wireless hardware and software, printers, scanners, copiers and all other peripheral and computer networking equipment. Staff and student use of electronic information resources must be in support of education and/or research and must be consistent with the educational objectives of American Prep. While access to all materials on a worldwide network cannot be controlled, Internet access in the school is filtered and monitored on an ongoing basis.

<http://wiki.apaserver.org:8090/display/PM/CHAPTER+C+--+HUMAN+RESOURCES#CHAPTERC-HUMANRESOURCES-C-6.2.3TECHNOLOGYUSAGEPOLICY>

High Quality Digital Instructional Materials

Name of High Quality Instructional Materials (software product, online resource, i.e. Utah's Online Library, OER, etc.)	Description	Tied to Outcome in Part D/ New or Pre-existing?	Content Area and Grade Level	Recommended usage target (fidelity) and best practices from software provider
Math AAC Online Content	Online, adaptive content that targets math deficiencies. Developed with DTL cohort 1 funds to be able to provide individualized Algebra content to struggling students.	Leads to skills mastery and higher math grades for secondary students at risk of not promoting through Algebra. Newer	Pre-Algebra and Algebra content Grades 7-9	Varies according to student goals established together with the student's Math teacher.
MathScore	http://www.mathscore.com/ Fun, adaptive practice of Common Core Math Standards, with real world applications and opportunities to utilize critical	Builds math skills through online practice, leading to accelerated progress through grade-level math content and grade-level promotion for elementary students. Pre-existing	1st - 6th is only assigned over the summer. 7th grade at Draper 3 and WV2 as their AAC class throughout the school year	10-20 min. 5 days/week.

	thinking to solve computational problems.			
Keyboarding Online	https://www.keyboardingonline.com/products/kbk	Increases student efficiency in homework completion and increases scores on RISE testing. In class or at home. Independently or with a teacher. Pre-existing	3rd-6th grades	Twice a week for 25 minutes, 10 minutes a night every day
APA Curriculum Supplemental Materials Library	Digital tool within the organized department /grade level wiki/google drive file to video clips, powerpoints, lesson plans, etc. that are built into teacher 180-day plans.	Each year teacher teams look at prior-year achievement data and make changes to curriculum in an effort to make the curriculum more effective and to standardize it to provide equity to all students. By providing high quality curriculum for all teachers to use, the quality of our instruction increases. Teacher teams work to provide diverse types of lessons, including multi-media, powerpoints, video clips to increase engagement and student mastery. Developing	K-12th	Not applicable
APA Video Lesson Vault	Video Library of the entire reading/math lessons.	Allows students to review the lesson as many times as they need to reach mastery New	K-6th	Not applicable
Microsoft Office	4th - 12th grades	Used across all classrooms. Teachers send powerpoints to review. Latin uses interactive powerpoints. Microsoft Publisher for use by students to create brochures for social studies reports and other assignments. Pre-existing	4th-12th	Not Applicable
Utah Compose	Writing/grading system through the state	Writing with electronic tools can assist students in accelerating the writing process, as editing and expert feedback can be immediate. Utah Compose is an electronic tool where students compose in an online document, and read and edit online. Pre-existing	4th-6th & 8th	Not Applicable
RISE Portal	Benchmarking exam - practice assessments	Test practice for RISE mastery can be done in class or at home, independently or with a teacher.	3rd-8th	40 min./wk, increasing as we get closer to EOY

		Students get immediate, expert feedback, allowing them to make adjustments and increase their proficiency quickly. Rise Portal assignments may be individualized for the student by the teacher, making the tool extremely differentiated. Newer		exam
GLAM (Grade Level at Mastery)	test-taking preparation course	GLAM is a test practice and critical thinking program where students in grades 3-6 are challenged by test questions and they are able to practice logical thinking, as a guided experience at times and moving toward an independent activity. Pre-existing	3rd-6th grades	40 min/week (includes RISE Portal time) at the beginning of the year increasing as we get closer to EOY
Google Classrooms	LMS and Communication tool	LMS Delivery tool for classroom instruction videos and other content. English classes use this to do peer editing and they use a teacher rubric to edit and grade. Students use Google classrooms to call, email, and text to help mentor each other and work on group projects like the Science fair. Developing	3rd-12th	Varies

x	Assurance 2: <i>We will communicate the fidelity recommendations and requirements of all primary digital instruction products, regardless of funding source, to the appropriate stakeholders and follow a clear, comprehensive, and realistic plan for mitigating the challenges.</i>
x	Assurance 3: <i>We have verified that our DTL plan includes necessary and appropriate software for special education students.</i>
x	Assurance 4: <i>We have verified that our DTL plan includes alignment of new high quality digital instructional materials to address student performance articulated in our DTL outcomes.</i>
x	Assurance 5: <i>We have verified that our DTL plan addresses LEA-procured digital content purchased by topic, enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.</i>

Ed-Tech Management and Effectiveness

During the duration of this DTL plan cycle (five-years), our LEA will:

	Option 1: use LearnPlatform as our ed-tech management solution.
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x Option 2: use a *different* solution as our ed-tech management solution.

Explanation: We do not have a large assortment of ed-tech apps that we need to manage with this grant. Keyboarding and Mathscore is made available to students to use during the summer. Student usage is recorded by the applications and noted by the teacher.

Data-informed Instruction

Part of a classical education model is the principle of continued improvement. Our work is never done, and we are constantly focused on our journey of improvement as an organization. We believe strongly that change must come from a logical response to data. Our choices for change are not based on emotions of the moment or educational fads, but from study and analysis in the data of our instruction and program. It's important to note that American Prep utilizes a standard, district-wide curriculum. This allows us to provide the same outstanding academic product to every student regardless of what campus they attend or what teacher they have. Teachers find their curriculum plan on a document we call the 180-day plan and they find their lesson plans in a district wide grade level/department google drive file. Because our teachers use a common curriculum, we are able to hold them accountable for teaching the approved curriculum to mastery. We gather and analyze vast amounts of data, at the student, classroom, school, district, and organizational levels. We feel confident in stating that we are a data-driven school. American Prep has two data tracking systems – one for Multi Tier Systems of Support classes where elementary children attend small-group instruction based on their skill achievement rather than their grade level, and one for grade level homeroom classes and secondary core subjects.

There are many data checks for both these data tracking systems. The placement of students in an achievement based group is a meticulous process of looking at multiple points of data that are gathered throughout the year. Students are placed in differentiated learning opportunities according to academic content knowledge, comprehension ability, writing skill, independent work speed, handwriting speed, and behavior needs. For elementary grade level and secondary department level homeroom classes, teachers report daily on the Grade Level Homeroom Tracker. This tracks if teachers are staying on schedule with the 180-day plan as well as the mastery rates of the accountability elements chosen for each grade level subject.

Elementary: These MTSS groups are flexible based on the needs of the student as evidenced by the data, and the recommendations of parents and teachers. The Data from the daily reading and math records are then analyzed to fill out the weekly Lesson Progress Chart. Every teacher and paraprofessional that teaches an MTSS course completes an LPC each week. In this document, the teachers write what lessons were taught in both reading and math each day of the week. They mark how many of their students were at mastery, defined at 80% or higher, for the week. They list any student who was not at mastery, and the reason the student was not at mastery, for the MTSS classes that week.

Secondary: Every week a list of students is compiled that currently have low performing grades. That list is then put into what we call the Individual Progress Chart. The IPC allows core subject teachers (math, english, latin, science, and history) to see at risk students, their grade, and the number of missing assignments each of them has in that subject. Each teacher is then asked to write an intervention plan and recommendations to accelerate the growth of students not making adequate progress in their subject area. These plans are then reviewed by academic administrators.

LPC's and IPC's are delivered each week to the academic directors who compile them into a campus-wide database. Directors use the database to track the lesson pacing of the teachers in their MTSS courses, along with a cumulative look at students who are not at mastery and why they are not at mastery. The teaching staff meets weekly to analyze the data of students who have not been at mastery for one week, two weeks, and three weeks. Teaching staff collaborate and brainstorm ideas and plans to help these students achieve mastery, under the direction of the most experienced staff.

Ongoing Data Collection - Process Improvement

The accountability elements are weekly or bi-weekly for each subject. Teachers can compare their success rates to that of every other teacher in their grade level/department district wide. Once a month the district grade level/department teams meet together to review their data. They discuss the strengths and weaknesses of their data and make plans for improvement the following month. At the end of the school year the district grade level/department teams meet together in a 5 day post service where they review all their data from the homeroom tracker, accountability elements, end of year core knowledge and RISE exams as well as their behavior trackers. The teams look at their year's performance and create an improvement plan for the following year. This is presented to the APS executive leadership team and along with all the academic administrators in a two- to three-hour presentation for each grade-level or department. This teacher post-service is then followed by a five day administrative post-service and a two day School Improvement Plan meeting. The administrative team reviews all teacher post-service presentations, accountability elements, end-of-year high-stakes tests, parent surveys, Behavior reports, DIBELS results, AP test scores, staff retention report and other school factor reports. The previous year's goals are then reviewed and reported on completion. Goals that were not completed are re-evaluated and either rolled over to the next year, adjusted for the next year or omitted from the report with an explanation of why.

Following the admin review, each campus then holds its own Stakeholder School Improvement Planning meeting. This meeting includes parents, teachers, support staff, and students. We share the same data from the previous year, including parent survey results, behavior data, and test data. We talk about the goals for the upcoming school year. Stakeholders are asked to provide input on the School Improvement Plan. We also collect feedback on other Parent and Family Engagement policies and compacts. The admin team then creates individual school goals and district goals and breaks them down into action items which are assigned to key leadership to ensure they are accomplished. Goal results and new goals are presented to the school board and the organization continues to grow in excellence each year. We know that it is only through a data-based approach that any program can make the calculated and intentional changes that can impact our programs for the better. These small course adjustments help us make APA not only a great school but an even greater school each and every year.

For LEAs using LearnPlatform,

NA	<p>Assurance 6 (if applicable): <i>Upon DTL plan approval, we will contact LearnPlatform within 30 days to begin/continue our work together to improve both outcomes for students and our investments in digital teaching and learning.</i></p> <p>Please reach out to utahsupport@learnplatform.com for assistance.</p>
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Section 2: Use of Space and Time

Readiness Assessment Scores	
Flexible learning - anytime, anywhere	0.0
New pedagogy, schedules, and learning environment for personalized learning	0.0
Competency-based learning	10.0
Strategies for providing extended time for projects and collaboration	0.0

Targeted Vision Statement for Use of Space and Time

We provide students opportunities to learn in differentiated settings and modalities according to academic content knowledge, comprehension ability, writing skill, independent work speed, handwriting speed, and behavior needs.

Elementary: Group changes are common in order to provide the best opportunities to accelerate the learning of each student through appropriate academic placement. Academic Extended Day provides an additional 25 minutes of time for academic support following the regular school-day dismissal. Title I schools also provide full-day kindergarten as well as a 3-hour daily afterschool program provided by highly qualified and well-trained staff.

Secondary: American Prep was ranked #1 in Utah for College-preparatory course participation. However, we were challenged to be able to fill gaps in mathematical abilities through our conventional math courses. We have focused efforts on differentiating secondary math instruction to an individual student-level through personalized, online content developed and implemented through a Digital Teaching and Learning grant initiative. Extended time for projects and collaboration is provided at our Title I campuses for 3 hours afterschool every day through a program called “Collegium Hall.” Students who attend this drop-in program have access to critical digital technology and resources, and are assisted and mentored by highly qualified and well-trained staff.

Section 3: Robust Infrastructure

Readiness Assessment Scores	
Adequacy of Devices; Quality and Availability	0.0
Robust Network Infrastructure	10.0
Adequate and Responsive Support	10.0
Formal Cycle for Review and Replacement	5.0

School Technology Inventory Summary Report
https://www.uen.org/digital-learning/downloads/2019Inventory/AmericanPreparatoryAcademy.pdf

Infrastructure Needs and Refreshment Cycle
APA evaluates the use of IT technology assets on a quarterly basis. Annually, we review replacement or refresh needs with American Prep’s governing board. The average life of most of our devices is approximately 5 years. As funds are available, we try to be proactive in ensuring the end user devices are replaced on that schedule. We also evaluate the functionality and supportability of our infrastructure systems and on average see a life of approximately 7 years. With our continual process of evaluation, we keep systems as up-to-date as funding allows.

Technical Support Procedure
APA has a well-organized IT Department throughout the district. Each campus is staffed with an IT support person, then two IT Area Managers that split the campuses to oversee day-to-day operations and special projects. All of those are overseen by a District IT Director. Each campus has a specific IT email for staff to utilize. The email is sent to the campus IT support, the area manager, and the District IT Director. This allows for an IT person to always be available to help with technology concerns and questions. It also provides a structure for backup, collaboration, and continuous training should the initial contact be unavailable or unfamiliar with how to address the particular concern. We have refined this system over the last few years to have a more robust structure in our IT team to help address any business and instructional operations quickly.

x	Assurance 7: <i>We commit to continue to engage in existing inventory efforts and we acknowledge the requirements of tracking inventory over the course of our DTL plan (at least five years).</i>
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Section 4: Data and Privacy

Readiness Assessment Scores	
Data and Data Systems	10.0
Data Policies, Procedures, and Practices	7.0
Data-Informed Decision Making	10.0
Data Literate Education Professionals	10.0

Student Data Privacy Report

<https://www.americanprep.org/wp-content/uploads/2020/02/AMERICAN-PREPARATORY-ACADEMY-2019-Check.pdf>

Compliance Evidence

1. Name and Contact Information of the LEAs Data Manager:

Kate York kyork@apamail.org 928.368.7774

2. Name and Contact Information of the LEAs Information Security Officer:

David Bowman: dbowman@apamail.org

3. Annual Notification of Family Education Rights and Privacy Act (FERPA) Rights

<https://www.americanprep.org/wp-content/uploads/2019/10/FERPA-Notification.pdf>

4. Directory Information Notice

<https://www.americanprep.org/wp-content/uploads/2019/10/2019-Directory-Information-Notice.pdf>

5. Student Data Collection Notice

<https://www.americanprep.org/wp-content/uploads/2019/10/APA-StudentDataCollectionNotice.pdf>

6. Data Governance Plan

<http://wiki.apaserver.org:8090/display/PM/CHAPTER+I+-+HEALTH+AND+SAFETY#CHAPTERI-HEALTHANDSAFETY-I-4.7DATAGOVERNANCEPOLICY>

IT Security Policy

IT Security Audit

American Preparatory Academy is committed to the safety and security of our students and their data. As such, we have been in communications with UEN and have scheduled a Security Assessment, which will take place the week of August 2-6, 2021. We know that bolstering our security weak spots will help provide a safer environment for our students to learn and grow academically.

Remediation Plan

Our Technology Security Plan requires that “District personnel shall develop remediation plans to address identified lapses that conforms with the District’s Information Security Remediation Plan Template” (3.13.2). American Prep has developed a Remediation Plan in the event of a data incident or breach, according to the following categories:

1. Internal Risk - An incident brought upon the organization based on the direct actions of a student or staff member. In order to mitigate against Internal Risk, it is critical that our teams establish and maintain security practices in line with industry standards and guidelines from the USBE in regard to data security and data privacy.
2. Employee Risk - An incident that occurs as a result of lack of employee training or malicious employee action. Employee risk remediation is focused on prevention rather than reactive planning. It is the policy at APA that at a minimum once per year all staff receive data security and data privacy training. This is considered part of their Professional Development requirements each year. The curriculum for this training is updated annually by the IT Director and the Data Privacy Manager to ensure compliance with State and Federal guidelines.
3. External Risk - An incident that comes about as a result of outside forces. External risk functions the same as the other categories except that due to the most likely highly technical nature of these risks specialized IT staff is often involved immediately and investigations are conducted as a team rather than as an individual. External risk is also one of the most expensive items to remediate or prevent and as such it is reviewed on a quarterly basis to ensure that we have the required ongoing funding for mitigating these risks.

The Risk Response Teams for each category are composed of three to five staff members appropriate to the type of incident/breach. Remediation steps also vary according to the category, but may include: temporary suspension of affected systems, investigation, communication, discipline, findings, and remediation/prevention.

American Prep’s Remediation Plan:

<http://wiki.apaserver.org:8090/display/PM/CHAPTER+I+--+HEALTH+AND+SAFETY#CHAPTERI-HEALTHANDSAFETY-I-4.8.1REMEDIATIONPLAN>

Section 5: Community Partnerships

Readiness Assessment Scores	
Local Community Engagement and Outreach	10.0
Global and Cultural Awareness	7.0
Digital Learning Environments as Connectors to Local/Global Communities	10.0
Parental Communication and Engagement	7.0
District Brand	10.0

Targeted Vision Statement for Community Partnerships

Our program incorporates technology in order to support and facilitate academic success, make instruction more efficient and effective, support homework, engage youth in citizenship, and create opportunities for students to learn 21st Century Skills relevant to our mission and charter. We envision a program that works to develop communication and collaboration opportunities with members of our school community--parents, admin, teachers, and students. As we develop our systems, we look for technological solutions that bridge socio-economic and language barriers. School community members will be supported and trained in the use of new technologies introduced through our DTL program, and will participate in program evaluation and improvement efforts via surveys, stakeholder quality improvement meetings, and other activities. Program progress will be communicated regularly through parent and staff newsletters.

Community Communication Plan - DTL Implementation

DTL Communication Plan:

1. How Actions and Outcomes associated with this program will be communicated to stakeholders
 - A. Staff will be integrally involved in the implementation of this program. We have developed a Skyward training schedule during July 2020 for our secondary academic directors, elementary academic directors, school counselors,

character development team, district assessment director, and compliance team.. This training will represent a combined 1,750 hours. Teaching staff will be trained on Skyward and ALMA during pre-service. Three Skyward specialists have been assigned to attend all of the 163 hours of training so that they may be available to teachers and administrators throughout the program to resolve questions. Staff will learn how to access numerous reports via Skyward, including homework completion percentages at the end of terms and parent/student usage.

- B. Actions and Outcomes associated with the DTL plan will be shared at staff meetings, in Staff newsletters, and during Summer School Improvement Planning meetings.
 - C. Parents will be introduced to Skyward and ALMA at our Parent Orientation nights. Parents will be provided our specialist's contact information so that questions may be answered and assistance rendered throughout the year. Our Specialists will be personally available during our Parent-Teacher Conferences to assist parents in logging in and navigating the tool. Outcomes will be communicated to parents via governing board meetings, newsletters, and School Improvement Planning meetings.
 - D. Secondary students will be introduced to Skyward at our Student Orientations. Teachers and specialists will be available to assist throughout the year.
 - E. We will report how our actions are influencing our outcomes to the state DTL Committee and the Metiri monitoring group as required. We will participate in the annual DTL Summit, where we will have the opportunity to highlight our unique DTL goals and progress.
2. How stakeholders will have an opportunity to provide input
- A. Skyward and ALMA specialists will share input they receive from admin, teaching staff, parents, and students with the DTL manager during monthly meetings. The DTL manager will address salient concerns and celebrations with the DTL Committee and within the framework of our scheduled stakeholder meetings:
 - a. Teachers meet with campus admin weekly within their grade-level or department-level teams. Campus elementary academic admin from all schools meet together monthly, as do all secondary academic admin. All district and school leadership also meet in person monthly.
 - b. We have active Parent Advisory Committees at each campus to provide input on initiatives related to academics, school safety and culture, technology, etc.
 - B. The DTL manager will network with other schools utilizing Skyward at the annual conference.
 - C. American Prep will participate in Metiri admin and teacher surveys and will develop additional parent and student surveys related specifically to our Digital Teaching and Learning initiatives. These surveys will be used to inform additional training or other needs.
 - D. End-of-Year outcomes will be presented by the DTL Program manager and discussed at our School Improvement Planning meetings, both district and campus-level. The campus-level SIP meetings include parents and secondary students, as well as teachers and admin.
 - E. The DTL Manager will receive input from the state DTL committee and Mitiri group by participating in required training and workshops, and through feedback received following evaluation site visits. Our DTL Manager, Policy Director, and Technology Director will continue to participate in relevant training offered by the state regarding student data privacy, responsible technology usage, digital citizenship, and other topics relevant to DTL.

Community Communication Plan - Role of Technology in Student-Centered Learning

As we implement our vision for the role of digital technology in a student-centered learning environment, we will engage input from our stakeholder groups as we:

- 1. Consider technology proposals presented during weekly PLC meetings.
- 2. Leverage community expertise by sending a DTL team from our LEA will attend two school site visits hosted in the fall and spring to see how other DTL Grant Program participants are implementing similar initiatives.

3. Continue to work with our Land Trust School Community Councils (which includes our Parent Advisory Committee members) to review and amend the Digital Citizenship Policy for our schools.
4. Present an annual review of our Technology Plan with the governing board.
5. Conduct post-service meetings which allow each department and grade level the opportunity to report on the school year, make goals for improvements, and make team recommendations for new products, curriculums and services. For example, during the recent 2020-21 School Year post-service, Go Formative and Confluence WIKI were discussed at length.
6. Utilize our Administrative Review Committee (Executive Academic Director, Technology Director, Policy Director, Academic Evaluator) to review educational apps and other technologies suggested for use in our classrooms or with our students by our teachers and other staff to ensure that they align academically, are safe for students, and protect personally identifiable information.

Section 6: Personalized Professional Learning

Readiness Assessment Scores	
Shared Ownership and Responsibility for Professional Growth	10.0
21st Century Skill Set	10.0
Diverse Opportunities for Professional Learning Through Technology	0
Broad-Based, Participative Evaluation	0

Targeted Vision Statement for Personalized Professional Learning

American prep provides extensive, targeted professional development. Technology and digital tools are utilized both to inform that professional development, as well as to provide personalized professional learning opportunities. Internal research has demonstrated that one of the most significant factors in student academic achievement is the teacher. American Prep’s Teaching Institute, PLCs, and individualized coaching are designed to progress our teacher’s instructional skills in proven educational practices that will positively impact our students’ mastery of Reading, Language Arts, and Math subjects.

Every developing teacher is assigned a coach, a highly effective teacher-mentor, and a district-wide grade-level mentor. All teachers engage in weekly team meetings and trainings with school directors to review student problems, concerns, and student needs. Monthly cross-campus meetings are held for all grade levels. Teacher Institute and Pre-service training occur during August, and at least 2 additional days of Professional Development are held during the school year to target common deficiencies identified by our administrators, teachers, and coaches. As part of our DTL Plan, we are adding classes to our Teacher Institute to train teachers and other staff to use data from Alma, Skyward, and Google Classrooms effectively. And we are providing Alma and Skyward specialists who will be available throughout the year to assist teachers as they learn to utilize the data available in those systems to inform instructional practices.

Personalized Professional Learning Plan

1. American Prep offers two weeks of training prior to the start of every school year: Teaching Institute and Pre-service. Every year, the teaching staff at American Prep Academy or any American Prep school will be invited to the American Prep Teaching Institute. At American Prep Teaching Institute we teach and certify staff in Direct Instruction programs, Spalding Spelling, CHAMPS classroom management, Data Collection and Reporting, Core Knowledge subjects, State and National testing ethics, etc. Courses are assigned to teachers based on their years with us and proven effectiveness (coaching evaluations, student assessment scores, etc.). The more experienced teachers will have optional choices, and may have opportunities to present to less experienced teachers during Teaching Institute.
2. A separate pre-service training occurs usually during the 3rd week of August. All APA staff are invited to attend. Important topics specific to American Prep's mission, philosophy, and staff policies are covered.
3. In addition to these two weeks of training at the beginning of the school year, American Prep holds two professional development days during the school year, weekly staff meetings, monthly Campus Team Meetings (by grade or subject), and monthly District Team Meetings (by grade or subject), where topics are expanded upon and new classes are held.

4. Our teachers are hired with an understanding of our “Early and Often” coaching strategy, which includes frequent, unannounced observations of classroom instruction. Coaches assess teachers using four colored rubrics, representing four ascending levels of proficiency. Once teachers have demonstrated acuity and consistent application of basic, proven educational practices with the Level 1 form, they “graduate” to a Level 2 form. The Level 4 form includes over 130 elements of effective teaching. Areas of observation include such things as Setup and Prep, Classroom Procedures, Correction Procedures, Behavior Management, Enthusiasm, Student Engagement, Quality of Instruction, and Data Collection/Use. The last three are areas that are particularly impacted by our DTL Plan. Coaches may recommend HQ digital instructional materials or tools, audio/visual media, or individual accommodations to increase student engagement or improve the quality of instruction. Coaches will review data maintained by the teachers on reading checkouts, math test arrays, and daily lessons, and will review the teacher’s LPCs (or IPCs for Secondary) to ensure teachers are using data to inform their instructional practices. Our teachers learn to appreciate their coaches and will initiate requests for their assistance with instructional challenges.
5. All employees complete 16 required trainings annually, at their own pace, in an online format. Each “module” includes a Powerpoint and a quiz that is completed via google survey to register completion of the training and to demonstrate understanding of the content.
6. Every K-6 lesson has been video-taped and is available for teachers to view if they would like to see an exemplar of effective teaching for an upcoming lesson.
7. Teachers use digital tools (google drive, excel) to record student achievement on established “accountability elements” at frequent intervals during the school year. These scores are input into a district-wide online tool each month. Teachers review this data and then meet in PLCs with all counterparts in the district (for example, all science teachers, all 3rd grade teachers) monthly to review the student achievement data on each accountability element. The scores are analyzed by the PLC. Teachers coach each other by sharing their teaching strategies related to specific accountability elements. Curriculum is also reviewed during these PLC meetings, ensuring that lessons for the upcoming month are accessible to all teachers, that all teachers understand how to access the materials, and can be successful in presenting it. Updated curriculum is uploaded to the wikis to be made available to all staff teaching the course. The electronic tools used are primarily google drive, excel spreadsheets, and wikis. The PLC also meets at year end for a full week to analyze the full-year’s achievement data that is on the spreadsheets and make adjustments to curriculum and to make requests or training to the administration.
8. Because our campuses are spread between Salem and West Valley City, some professional development opportunities are provided via online tools such as Zoom or Webex. Staff also participate in USBE and other trainings remotely when it is inconvenient to travel to Salt Lake.
9. Alma: American Prep has used Alma for a few years now and staff have already become proficient in learning the program. However, all new staff will attend Alma training held by their campus administration during the month of September. As we make improvement to the system the district Alma Specialist will train district administrators and academic coordinators on any new features.
10. Skyward: As Skyward will be our newest system, we have set up extensive training throughout the summer of 2020. Our district administrators along with our new Skyward Specialists will attend a total of 163 hours of training in June and July with trainers from Skyward. During these training sessions they will develop a plan to train each of their teams during our Pre-Service week in August. Throughout the school year we will continue to hold training for all staff during staff meetings, professional development days, district team meetings, and campus team meetings. District administrators and campus Skyward Specialists will also continue to advance their knowledge of the system by attending a November User Conference and end of year Skyward training held by Skyward trainers.

Management Restructuring

	A management restructuring will be necessary and relevant to our needs. Explanation required
x	A management restructuring will NOT be necessary or relevant to our needs.

x	Assurance 9: We commit to continue to engage in professional learning with USBE and UETN over the course of our DTL plan (at least five years).
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Section 7: Budget and Resources

Readiness Assessment Scores	
Efficiency and Cost Savings	10.0
Alignment to District and School Plans	10.0
Consistent Funding Streams	10.0
Learning Return on Investment	10.0

Current Technology Expenditures

The IT expenses tracked by our IT Director for FY20 are found in the link below and totalled approximately \$275,000. Our largest expense categories included Audio/Visual equipment, Campus Security, Computers/iPads, Printers, and Software. This is not a comprehensive list, as LMS/SIS systems, various software expenses, and other grant purchases are not included here.

https://docs.google.com/spreadsheets/d/178GOILj167qduqheL4V88fX6zcY5M6nQVDwAXaolj_8/edit?usp=sharing

Proposed DTL Plan Budget Narrative

With DT&L grant funds we plan on investing in the following projects:

- The implementation of a Learning Management System (LMS) and a Student Information System (SIS). Skyward and ALMA respectively. The licensing for these software programs are: ALMA \$39,000.00 per year, and Skyward \$31,000.00 per year. Without these systems, APA would not be in compliance with Utah state regulations, and as such, are a necessity for our district.
- **A Full-Time Project Manager:** has been added on to help APA with all aspects of the DT&L grant, including technology or program adjustments that need to take place. This will allow our Executive Compliance Director and Business Analyst to spend more time in their primary duties. The DT&L project manager will cost \$55,000.00 per year to be competitive. They will concentrate their efforts on ensuring the Math AAC program is fulfilling student’s needs. This includes preparing reimbursement requests for DT&L related expenses, staying up to date with what is working, or helping generate improvements to the AAC program. They will participate in finance program meetings, annual budget submissions, and semi-annual evaluations held by the state.
- **District ALMA Coordinator:** They have become the ALMA expert, and are teaching staff, students, and parents alike, how to use this software to their benefit. They will stay up to date on upcoming changes to the software, and be our point of contact with ALMA upgrades, or glitches. The District ALMA Coordinator will cost \$5,000.00 per year.
- **Skyward Specialists:** To ensure that we are using Skyward to its fullest capacity we find it necessary to have a specialist at each applicable campus. These specialists will attend program specific training during the summer and a November User Conference. Specialists will be responsible to train others on each system, track issues to communicate back to each company, and maintain any permissions and security within the software.

Integration of Existing Resources

We do not have any hard technology related to our DTL 5-year plan that will need replacing in the next 5 years. DTL is providing implementation and annual licensing costs over the period of the grant. Any classroom computer or audio/visual equipment that we are able to purchase with DTL funds during those 5 years should have life-spans that extend beyond the period of the grant. Maintenance costs, such as projector bulbs or batteries, should be minimal, and will be paid by our unrestricted funds. The IT Director and IT support staff are not supported by the DTL grant and will lend their time and expertise in purchasing and installing classroom technology.

Non-Grant Funds

American Prep uses a combination of resources in order to fund our technology needs, including unrestricted funds, GEAR UP, and Land Trust. Primary among those has been our School Land Trust, which has provided approximately \$500,000 to our IT budget annually through FY20. With the budget cuts anticipated for FY21 due to COVID-19, our greatest academic need for FY21 is retention of our high quality staff. We are hopeful to be able to resume our technology replacement schedule post-FY21 utilizing Land Trust or other funds.

Sustainability

We have already successfully rolled much of our original DTL plan into a sustainability model. Our ALMA SIS/LMS tool has been developed to meet our ongoing needs, and we are in the final stages of training staff on its use. Our Math AAC class curriculum has been developed and is fully implemented into our high schools. Instructor and coaching salaries are being paid with unrestricted or other supplemental funds beginning FY21. We have also successfully reduced the administrative overhead costs of this grant to one grant manager. Recent classroom technology upgrades are expected to be sustained with minor maintenance costs through the next 5 years.

Regarding ongoing DTL efforts in the new 5-year plan: Skyward will be fully implemented within the scope of the grant. Stipends associated with Skyward training are budgeted only for Year 1, after which we expect to have sufficient in-house knowledge and experience in order to address our internal training needs. At the end of the 5 years, annual licensing costs for ALMA and Skyward will be transferred to our district Technology budget, which is supported by Land Trust, VAR, and other funds.

If we have the opportunity through DTL to update additional classroom technology, we again expect those rooms to be sustained with minor maintenance costs for a minimum of 5 years. As our planned installation of the new technology takes place over several years, the replacement schedule will also reflect a period of several years. With COVID-19 and resultant budget cuts, we have had to extend our technology replacement schedule and draw from unrestricted funds to retain our highly qualified teachers. Long-term sustainability of our replacement schedule is dependent on a stable economy and sufficient unrestricted education funds to provide core programming and staff.

Capture and Re-Purpose Savings

Savings are approximations in all cases and represent annually recurring amounts. This is not a comprehensive list.

Paper Saved:

- Teachers and instructors are using significantly less paper with the implementation of Alma, specifically with the communication of bi-monthly grade reports. Approximately 1 ream of paper per staff member every month, or \$3800 annually.
- Google classrooms and Google docs allow students to submit essays and reports online. Approximately 2 reams of paper per secondary student, or \$10,000 annually.
- Food service program and Fees will be paperless after we transition. No more requirement for triple receipts. \$1,000
- Attendance cards will go digital. Approximately \$1,000 annually
- Enrollment went online. Approximately \$10,000 annually

Fees and Fines:

- Skyward will make it more efficient to pay, collect and track fees and fines, increasing collection by an estimated \$15,000

Staff Costs (This represents time repurposed to student learning and other activities rather than a true cost saving):

- SIS/LMS systems decrease the time for teachers by 5 hours every month. \$156,000
- Admin and counselor time with registration. \$1400
- Secretaries time manually doing carpool and other activities: \$4600
- Many additional hours not itemized.

Total Costs Repurposed: \$202,800

Increase in Funding

American Prep created three contingency budgets in \$50,000 increments. We plan to utilize additional funds on classroom technology (classroom audio/visual and student computer carts), and updating our classroom library tracking system. These initiatives are described below, with the cumulative budget table following.

Initiative 1 - SIS/LMS Systems: This initiative is fully described previously in the application.

Initiative 2 - Alexandria 7 Upgrade: Our LEA has room for improvement in the Future Ready Schools (FRS) Gears: Use of Space and Time, Robust Infrastructure, and Personalized Professional Learning. The most complicated gear for us to address improvements will be Use of Space and Time because of our established pedagogy. One of the ways we are addressing this gear is by upgrading our library system to Alexandria 7. This upgrade will help provide quicker response times, availability and ease of use for curriculum needs, so teachers can concentrate on working directly with students instead of waiting for or tracking materials. Students will have more and better learning time and access to library materials. This upgrade would take our entire supply of library books, textbooks, and other learning and teaching materials and put them in a centralized spot for teachers, students and parents to be able to access 24/7.

Initiative 3 - Classroom Audio/Visual Upgrades: Uniform audiovisual equipment offers a more consistent experience for faculty and students, improving teaching and learning. The audiovisual upgrades improve accessibility for students with visual and hearing impairments. Since the spaces could be used for public lectures, upgrades will include improving the acoustics and

sound quality in the classrooms. This will also create more active learning spaces, which is one of APA's weak areas that need to be addressed from the Future Ready Assessment. Adding sound amplification to classrooms can impact learning and improve test scores according to the "MARRS study: <http://classroomhearing.org/research/marrsStudy.html>. Our current paging system has one centrally located microphone, which creates problems with integration into the 21st century classroom; upgrading our paging system would allow APA to connect to the school's telephone infrastructure. This would allow teachers and administrators to communicate messages to the entire school by picking up a phone and entering the access code. An IP network-based system will cost less and be quicker to install than the traditional analogue amplifiers and speakers, and we get a lot more functionality, such as: keeping what is working with our old system and adding a bell scheduler and alarm panel interface, lockdown triggers, etc.

Initiative 4 - Mobile Student Computer Carts: In order to provide diverse and appropriate technology devices for each student we need to continuously monitor and upgrade our technologies. Having up to date technologies in the classroom allows the student to learn technology literacy. Through updated technology we can teach each student to be empowered by their learning, explore creative thinking, and feel supported in their digital learning. We've updated our District Technology Plan to follow a 5 year refresh schedule. To support the privacy, safety, and security of our students and staff online information we find it necessary to purchase a Information Management System. An IMS will allow teachers to better customize learning while tracking student work and ensuring they stay on track and safe while on a school issued computer.

Initiative	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
DTL Program Mgr Salary	\$0.00	\$427.51	\$127.01	\$1,877.50	\$3,680.49
DTL Program Mgr Benefits	\$571.89	\$106.88	\$31.75	\$469.37	\$920.12
Initiative 1: Skyward Specialists (Stipend)	\$5000.00	\$0.00	\$0.00	\$0.00	\$0.00
Initiative 1: ISCorp License (for Skyward)	\$7,900.00	\$0.00	\$0.00	\$0.00	\$0.00
Initiative 2: Alexandria Library Upgrade	\$7,101.00	\$7,101.00	\$7,101.00	\$7,101.00	\$7,101.00
Initiative 3: Classroom Audio/Visual	\$23,749.00	\$36,686.50	\$37,062.12	\$34,874.02	\$32,620.27
Total including Base Allocation (not shown)	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00
Initiative 3: Classroom Audio/Visual	\$31,000.00	\$12000.00	\$12,000.00	\$12,000.00	\$12,000.00
Initiative 4: Mobile Student Computer Carts	\$19,000.00	\$38,000.00	\$38,000.00	\$38,000.00	\$38,000.00
Total Including Base Allocation and lines above	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00
Initiative 3: Classroom Audio/Visual	\$12,000.00	\$12,000.00	\$12,000.00	\$0.00	\$0.00
Initiative 4: Mobile Student Computer Carts	\$38,000.00	\$38,000.00	\$38,000.00	\$50,000.00	\$50,000.00
Total Including Base Allocation and lines above	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00	\$300,000.00

Proposed DTL Budget

LEA FY2021 DTL Projected Allocation from Appendix A

\$155,678.11 for 5,357 Students.

Proposed Budget					
Description	Funding Requested – Year One	Funding Requested – Year Two	Funding Requested – Year Three	Funding Requested – Year Four	Funding Requested – Year Five
A.(100) Salaries	\$55,000.00	\$56,222.49	\$58,222.49	\$58,222.49	\$58,222.49
B (200) Employee Benefits	\$13,178.11	\$14,055.62	\$14,555.62	\$14,555.62	\$14,555.62
C. (300) Purchased Professional & Technical Services	\$85,000.00	\$82,900.00	\$82,900.00	\$82,900.00	\$82,900.00
D. (400) Purchased Property Services					
E. (500) Other Purchased Services					
F. (580) Travel	\$2,500.00	\$2,500.00			
G.(600) Supplies/Materials					
H. (800) Other (Exclude Audit Costs)					
I. TOTAL DIRECT COSTS (Lines A through H)	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11
J. (800) Other (Audit Costs)					
K. Indirect Cost					
L. Property (includes equipment)					
M. TOTAL (Lines I through L)	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11	\$ 155,678.11

STATEMENT OF ASSURANCES

Should an award of funds from the Digital Teaching and Learning Grant 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 DTL Grant Program and evaluation reports required by the Utah State Board of Education.
- 6. The applicant will retain records of the DTL Grant Program for five years and will allow access to those records for purposes of review and audit.

Carolyn Sharette	Executive Director		07/03/2020
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