

**Ogden School District
Tuesday, June 14, 2011**

**School Improvement Grants
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act**

CFDA Numbers: 84.377A; 84.388A



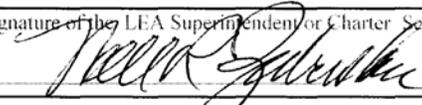
U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming].

APPLICATION COVER SHEET AND ASSURANCES
SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: Ogden City School District	Applicant's Mailing Address: 1950 Monroe Blvd., Ogden, UT, 84401
LEA Contact for the School Improvement Grant Name: Rich Moore, Ph.D. Position and Office: Executive Director: Elementary Education and Federal Programs/Educational Equity Contact's Mailing Address: 1950 Monroe Blvd, Ogden, UT, 84401 Telephone: 801-737-7287 Fax: 801-737-8503 Email address: moorer@ogdensd.org	
LEA Superintendent or Charter School Director (Printed Name): Noel Zalriskio	Telephone: 801-737-7301
Signature of the LEA Superintendent or Charter School Director X 	Date: March 2, 2011
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.	



Board of Education
Don E. Belnap, President
Jennifer Zundel, Vice President
Jeff L. Harris
Steven L. Marker
Brad Smith
Shane B. Story
Joyce Wilson

Noel R. Zabriskie, Superintendent
Eugene N. Hart, Business Administrator

School Improvement Grant Review Committee,

As president of the Ogden School District School Board, I support the school improvement plan outlined in this application. The Board will support the innovative practices described in this application for these two schools. We understand the required elements of the SIG Transformational Model as outlined in the LEA assurances document. These assurances have been signed off but the Superintendent of schools for the Ogden School District.

Sincerely,

Don Belnap
Board President
Ogden School District

1950 Monroe Blvd., Ogden, UT, 84401-0619
801-737-7300, www.ogdensd.org

Affirmative Action - Equal Opportunity - ADA Employer



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Eugene N. Hart, Business Administrator

May 16, 2011

SIG Leaders and Faculties,

Going into the first year of our SIG implementation, there were many required grant elements that we were new to our district, and your school. As you may recall, the grant required that an incentive be paid to teachers meeting academic growth targets with their students. The Northwest Evaluation Assessment MAPS test is the instrument identified for this purpose in our elementary schools. Due to the tight turnaround in implementation, the testing window was delayed. This will be remedied next year. We have made adjustments this year to compensate for the late start of first testing window.

To allow for potentially less growth shown on our RIT, we will be making partial incentive pay for teachers making 60% of projected target RIT. We have used the "Overall percentage of target RIT met or exceeded" to base incentive pay. This is the total student growth divided by the total of target RITs expressed as a percentage. It shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets.

Teachers meeting 100% of RIT target in math and reading will receive \$1000. The following is a breakdown of the other ways to receive various incentive amounts for year 2010-11.

	RIT Target achieved	Incentive Amount
Math	60%	\$300
	80%	\$400
	100%	\$500
	120%	\$600
Reading	60%	\$300
	80%	\$400
	100%	\$500
	120%	\$600

For the 2011-12 school year, the 60% line will be dropped due to the fall testing window being more appropriately placed.

Teachers not making the incentive cut through the MAPS assessment may appeal. Requests for appeal are made by the teacher to the building principal. The appeal must be based on two other data sources: DIBELS and CRT. While the hearing will held by the building principal and the SST, the data standard to give incentive funding will be consistent from school to school. This can be given in more detail to those making an appeal.

Other certified personal including the instructional coach, library media, and counselor will be awarded incentive funds based on the percentage of teachers in their building making their RIT Reading or RIT Math targets. Their range will also begin with 60% and extend to 100%. Please contact your building principal with specific questions regarding the incentive pay.

Sincerely,
 Rich Moore, Executive Director

**STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2010 LEA APPLICATION:
REQUIREMENTS**

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

- Title I Served School;
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I; and
- Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5 schools). Utah has no Title I high schools identified as in Need of Improvement, Corrective Action, or Restructuring. Thus, no Title I secondary schools with a graduation rate less than 60% are included in Tier I.

Tier I Newly Eligible Schools:

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency (2006-07, 2007-08, 2008-09, 2009-10) in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier 1 (Dual Immersion at 42% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on Utah Performance Assessment System for Students (UPASS) Progress Score – 3-year average from years 2007-08, 2008-09, 2009-10). The state of Utah did not weight “all student” group compared with subgroups.

Tier II Schools:

- Title I Eligible (Served or Not) Secondary School:
 - Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);
 - OR
 - Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

Tier II Newly Eligible Schools:

- Title I Eligible (Served or Not) Secondary School:
 - 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion Academy at 42% proficiency)];
 - Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);
 - OR
 - Graduation Rate less than 60%.

Tier III Schools:

- Title I Served School; and
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I, but not in Tier I.

Tier III Newly Eligible Schools:

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: Higher than lowest Tier I school (Dual Immersion Academy at 42% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 64% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average).
- Schools included on Tier III list that were excluded due to an n size < 40.

LEA APPLICATION REQUIREMENTS

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Ogden High School	490072001271		X					X
Washington High School	490072000725		X					X

PART I: DESCRIPTIVE INFORMATION

The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

- A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.**
1. The state of Utah requires that any LEA making application for the School Improvement Grants 1003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state's identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:
 - a. The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
 - b. Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
 - c. Demographic information relevant to the school's achievement in Language Arts and Mathematics;
 - d. Contextual data of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);
 - e. Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);
 - f. Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and
 - g. Effectiveness of prior school reform efforts.

Making the Case: A Description of the OSD SIG Plan

Ogden School District is submitting this SIG application for two Tier II high schools, Ogden High School and Washington Alternative High School. The school district is requesting the transformational improvement model for each of these schools. These schools demonstrate a great need to increase the academic proficiency of their learners in order to reverse negative trend data and turn around several years of sub-par performance.

These two schools each had new administrators assigned beginning this school year (SY 10-11) in order to begin the improvement process complementing School Improvement Grant (SIG) efforts at two elementary schools last year. Progress is already being demonstrated in leading indicator data on instructional delivery, attendance, and behavior incidents. In order to maximize and increase progress, further improvement measures are needed, including the specific focus of the School Improvement grant for increased technical support from state and outside experts to continue the improvement process and transform the schools into successful institutions for high levels of adolescent student learning. Using lessons learned from previous reform efforts and other SIG schools (and their external contractors) Ogden School District will transform these two at risk high schools and improve learning outcomes for all.

Each high school not only has the high incidence of risk factors that are typical of Title I schools, each also exhibits a high rate of environmental turbulence associated with inner-city schools. The selection of these schools is based on a detailed and comprehensive needs analysis. The SIG transformation process and financial support will allow a deep and targeted assistance for each of these sites to maximize the rate of improvement and positive change. The SIG will also show schools/leaders in Ogden's small, inner city school district that the school district is serious, focused, and aggressively working toward school improvement. The strategies used and the achievement gains planned will be examples to other schools in the district. Professional collaboration within district will allow the work at these two secondary schools to be observed and discussed by all secondary school leaders making it a learning and improvement process district wide. In fact, monthly leadership learning community sessions will include specific time for presentation and training on lessons learned and replicating SIG/improvement efforts in all schools. This approach to improvement will be sustainable and be a foundation for long-term improvement.

SIG targeted schools will receive intensive additional professional development focused on closing achievement gaps, high expectations, culturally responsive instruction, and a targeted Response to Intervention approach. SIG leaders and lead teachers can then become experts in these areas through hands-on, supported, and monitored implementation that will enable them to ultimately assist and facilitate training on these topics over the next five years to build capacity at all schools district wide.

Monitoring, data collection and accountability components of the SIG will continue beyond the duration of the SIG funding. This means sustainability is built into the plan. It is understood that funding is for short-term learning goals and the introduction of new procedures for ongoing accountability and focus that will yield long-term gains for sustaining and increasing gains district wide.

Each of these new eligible Tier II schools, Ogden High School and Washington Alternative High School, has been selected for transformation based on trend data in achievement as well as leading indicator data collected by Ogden School District Executive Directors, school support team appraisal processes, Indicators of School Quality surveys, and site data collection on instructional coaching and related data sources. Data collection takes on various forms including semi-annual program audits, semi-annual instructional appraisals of each classroom, systemic collection of behavior data and more. For more information, please refer to the table of program actions/goals reviewed included with this application.

OSD Needs Assessment for SIG Applicant Schools:

A Description of Ogden High and Washington Alternative High:

The School: Ogden High School

Intervention Model Selected: Transformation

Rationale for Selection of the Transformational Model:

A comprehensive needs assessment and risk factor analysis has been completed. Ogden High School not only has the high incidence of risk factors that is typical of Title I schools, it also exhibits a high rate of environmental turbulence associated with inner-city schools. It has been found to have unacceptable achievement gaps between student subgroup populations. These gaps are similarly found in attendance and suspension rates across student populations.

The data sources found below have been combined with other "leading indicator" data which has been collected by the district. These other data sources include two district wide classroom observations for implementation of best instructional practice, Professional Learning Community observation data, and student behavior data. These data along with that reported below have comprised the greater portions of our needs assessment efforts.

Through this needs assessments it has been found that the Transformational Model as described in the School Improvement Grant intervention options will provide the greatest opportunity to improve. This model will allow the school district to build on the improvement efforts already in place and maximize the support that is now found with the new building principal, put in place this school year (SY 2010-2011). The model validates substantial work begun this school year in professional development and increased expectations brought to the school by the new administrator. Transformation will continue in a targeted and value-added manner using incentive pay, extended learning opportunities, and rigorous professional development. There has been faculty and teacher association buy-in toward the use of this model which adds a degree of support and ownership necessary to turn the school(s) around.

Needs Assessment Findings for Ogden High:

Ogden High School is failing to meet the learning needs of most students. The faculty is generally united in the need to improve student achievement. They have expressed support for the new building principal who was assigned at the beginning of this school year. There are some groups of students who do have high achievement rates; these are to be celebrated and continually improved while bringing all students achievement rates up to remove gaps between student population subgroups.

Achievement, behavioral referral, and attendance gaps exist between the various under-represented groups. Classroom instruction appraisal visits and outside appraisals from Education Northwest (formerly NWREL) found a lack of implementation of strategic instruction. This is especially true in the areas of student engagement strategies, culturally responsive instruction, and strong lesson delivery.

The needs assessment identified the following areas to target in improvement:

- Improve classroom instruction
- Improve home/school communications
- Improve mastery of targeted curriculum
- Improve climate and culture of school
- Improve student attendance
- Improve adult/student relationships
- Strengthen tiered interventions in academics
- Strengthened tiered interventions in behavior

Ogden High Data Overview (for more information see appendix):

Need Analyzed	Data	Notes
Ethnicity of Subgroups	<ul style="list-style-type: none"> • African American: 3% • American Indian: 1% • Asian American: 2% • Caucasian: 49% • Hispanic: 45% • Pacific Islander: <1% 	Minority majority school
Economically Disadvantaged	<ul style="list-style-type: none"> • Free lunch: 53% • Homeless: 7% 	
English Language Learners	<ul style="list-style-type: none"> • Limited English Proficient: 13% 	
Special Education Students	<ul style="list-style-type: none"> • Special Ed.: 9% • Self Contained: 1% 	
Language Arts	<ul style="list-style-type: none"> • <u>2009-10</u> • Whole School: 71% proficient • Caucasian: 89% proficient • Hispanic: 54% proficient • Economically Disadvantaged: 58% proficient • SWD: 39% proficient • LEP: 57% proficient • <u>2008 - 09</u> • Whole School: 71% proficient • Caucasian: 92% proficient • Hispanic: 52% proficient • Economically Disadvantaged: 54% proficient • SWD: 30% proficient • LEP: 32% proficient • <u>2007-08</u> • Whole School: 71% proficient • Caucasian: 89% proficient • Hispanic: 54% proficient • Economically Disadvantaged: 58% proficient 	Achievement gap between Caucasian and other populations

	<ul style="list-style-type: none"> • SWD: 39% proficient • LEP: 57% proficient • <u>2007-08</u> • Whole School: 65% proficient • Caucasian: 83% proficient • Hispanic: 47% proficient • Economically Disadvantaged: 51% proficient • SWD: 15% proficient • LEP: 34% proficient 	
Mathematics	<ul style="list-style-type: none"> • <u>2009-10</u> • Whole School: 23% proficient • Caucasian: 38% proficient • Hispanic: 16% proficient • Economically Disadvantaged: 22% proficient • SWD: 37% proficient • LEP: 19% proficient • <u>2008-09</u> • Whole School: 24% proficient • Caucasian: 35% proficient • Hispanic: 18% proficient • Economically Disadvantaged: 22% proficient • SWD: 44% proficient • LEP: 16% proficient • <u>2007-08</u> • Whole School: 37% proficient • Caucasian: 54% proficient • Hispanic: 22% proficient • Economically Disadvantaged: 26% proficient • SWD: 52% proficient • LEP: 19% proficient 	Achievement gap between Caucasian and other populations
Graduation Rate	<ul style="list-style-type: none"> • 87% 	
Attendance Rates	<ul style="list-style-type: none"> • 89% 	
Mobility Rate	<ul style="list-style-type: none"> • 29.5% 	
Indicators of School Quality	<ul style="list-style-type: none"> • Appraisal of leading indicator data indicates that teachers see parent support and student commitment as red (poor, opportunity to improve). Students rate all areas of school quality as typical except school safety which is rated as red/poor. The only two areas of superior ratings are reported by parents and staff; they rate the school leadership as excellent. 	<p>These are 09-10 ISQ results.</p> <p>There has been an administrative change this year</p>

	<ul style="list-style-type: none"> Parents and students see the school as typical in all the areas of quality 	
Behavior	<ul style="list-style-type: none"> Behavioral referrals to the office are more than double the district average 	
Faculty	<ul style="list-style-type: none"> There are 52 teachers in the school 33 with master degrees 5 with reading endorsements 33 with ESL endorsements 48 with level II license 	All faculty receive ongoing job-embedded professional development and participate in weekly collaboration as part of implementation of Smaller Learning Communities.
Administration	<ul style="list-style-type: none"> The principal has been replaced. The new leader is experienced and has been in place at this school for this year only. He is very interested in being a leader of change and is hopeful for SIG funding to support those change efforts 	

Other Relevant Ogden High Needs Assessment Information:

- Through informal surveys the faculty reports that they really like and support the new principal. The leadership qualities that he has brought to the school are as follows:
 - Shows respect and values others
 - Celebrates and recognizes incremental growth (win small, win early, win often)
 - Is positive and constructively refocuses those who have expressed negative attitudes toward improvement efforts.
 - Instills hope in faculty, staff, students, and parents
 - Vision and mission driven
- Appraisal of leading indicator data indicates that teachers see parent support and student commitment as poor. Students rate all areas of school quality as typical except school safety which is rated as poor. The only two areas of superior ratings are reported by parents and staff; they rate the school leadership as excellent.
- Trends from longitudinal CRT review indicate extreme achievement gaps and poor academic proficiency in all areas.

Ogden High School Student Achievement SMART Goal:

Ogden High School will improve tier one instruction in the areas of lesson delivery, differentiation, and engagement using culturally responsive instructional practices as measured twice annually with leading indicator data and regularly collected (every six weeks) student formative assessment in math, language arts, and science using professional learning communities and instructional coaching to set learning community, department, grade, and classroom level goals for which administration will hold them accountable. Administration will have the knowledge and support to do this as a result of their own professional learning and coaching so that all players will demonstrate measurable improvement resultant in a minimum ten percent reduction in the number of students not proficient in language arts, and fifteen percent in mathematics, CRTs each year of the grant and beyond. Achievement gaps will be closed by a minimum of five percent in each subject annually until eliminated.

The School: Washington Alternative High School

Intervention Model Selected: Transformation

Rationale for Selection of the Transformational Model:

A comprehensive needs assessment and risk factor analysis has been conducted. Washington Alternative High School has historically been the recipient of students who have not been successful at the other two comprehensive high schools in the district. This school not only has the high incidence of risk factors that are typical of alternative schools, it also exhibits a high rate of environmental turbulence associated with inner-city schools. It has been found to have unacceptable achievement gap rates. Other data sources indicate that these gaps are similarly found in attendance and suspensions.

The data sources found below have been combined with other “leading indicator” data which has been collected by the district. These other data sources include two district wide classroom observations for implementation of best instructional practice, Professional Learning Community observation data, and behavior data. These data along with that reported below has comprised the greater portions of our needs assessment efforts.

Through this needs assessments it has been found that the Transformational Model as described in the School Improvement Grant intervention options will provide the greatest opportunity to improve. This model will allow the school district to build on the improvement efforts already in place and maximize the support that is now found with the new building principal, put in place this school year (SY 2010-2011). The model validates substantial work begun this school year in professional development and increased expectations brought to the school by the new administrator. There has been faculty and teacher association buy-in toward the use of this model.

Needs Assessment Findings for Washington Alternative High School:

Washington Alternative High School is failing to meet the learning needs of most students. While there is a feeling from the students that teachers care and support them in their learning, it is not evidenced by outcomes. Faculty has had a history of frustration toward district and school administration. Historically they have been unable to come to consensus amongst each other and with district personnel regarding the best way to serve the academic needs of alternative students. Achievement, behavioral referral, and attendance gaps exist between the various under-represented groups. Most classrooms use lecture-based instructional delivery styles or an independent student packet approach for which students receive instruction only when they seek it out.

The needs assessment identified the following areas to target in improvement:

- Improve classroom instruction
- Improve mastery of targeted curriculum
- Improve climate and culture of school
- Improve student attendance
- Improve adult/student relationships
- Strengthen tiered interventions in academics
- Improve tiered interventions in behavior
- Increase graduation rate

Washington Alternative High Data Overview *(for more information see appendix):*

Need Analyzed	Data	Notes
Ethnicity of Subgroups	<ul style="list-style-type: none"> • African American: 4% • American Indian: 2% • Asian American: 1% • Caucasian: 44% • Hispanic: 48% • Pacific Islander: 1% 	Minority majority population
Economically Disadvantaged	<ul style="list-style-type: none"> • Free lunch: 100% • Homeless: 13% 	
English Language Learners	<ul style="list-style-type: none"> • Limited English Proficient: 9% 	
Special Education Students	<ul style="list-style-type: none"> • Special Ed.: 4% • Self Contained: <1% 	
Language Arts	<p>Over the three year CRT testing history There were very few students who took the CRTs; the vast majority who did take the test were not found to be at proficiency. See appendix for more information.</p> <p>*In 2008, 23.4% proficient (n=151) *In 2009, 18.18% proficient (n=66) *In 2010, 14.06% proficient (n=64)</p>	In 2010, a more than 10% achievement gap was found between Caucasian and Hispanic subgroups with comparable n-size
Mathematics	<p>Over the three year CRT testing history There were very few students who took the CRTs; the vast majority who did take the test were not found to be at proficiency. See appendix for more information.</p> <p>*In 2008, 0% proficient (n=2) *In 2009, 0% proficient (n=70) *In 2010, 3.06% proficient in Algebra (n=98); 0% proficient in Geometry (n=44)</p>	It is considered a positive that more students were tested in 2010.
Graduation Rate	23%	
Attendance Rates	<ul style="list-style-type: none"> • 64% 	
Mobility Rate	<ul style="list-style-type: none"> • 87.2% 	

Indicators of School Quality	<ul style="list-style-type: none"> • Areas of regression/concern: teacher caring and organization • Areas of progress: parent support and resource management 	<p>Celebrate and build on strengths.</p> <p>Improve relationships with students through coaching in expectations and culturally responsive teaching.</p>
Behavior	<ul style="list-style-type: none"> • Behavioral referrals to the office are at a greater rate than those of the district. There also appears to be a higher referral incidence of minority students. 	
Faculty	<ul style="list-style-type: none"> • 12 teachers at the school • 6 have masters degrees • 9 have ESL endorsements • 2 have Reading endorsements • 12 are level II teachers 	
Administration	<ul style="list-style-type: none"> • The principal has been replaced. The new leader is experienced and has been in place for this year only. He is very interested in being a leader of change and is hopeful for SIG funding to support those change efforts. 	

Other Relevant Washington Alternative High Needs Assessment Information:

- The new principal at Washington has many positive leadership attributes. He brings with him experience as a REACH certified trainer, school administrator and assistant administrator, local and State School Support Team experience and a commitment to meeting diverse student needs as a former ELL and immigrant to the US himself. He is a graduate of the OSD school system and a prominent member of the local community. He has empathy for many of the students he serves. Being a successful building administrator, he also holds all students to high expectations. Other leadership qualities are as follows:
 - f. Shows respect and values others
 - g. Celebrates and recognizes incremental growth (win small, win early, win often)
 - h. Is positive and will constructively refocus negative faculty members
 - i. Instills hope in faculty, staff, students, and parents
 - j. Vision and mission driven

Washington High School Student Achievement SMART Goal:

Washington High School will improve tier one instruction in the areas of lesson delivery, differentiation, and engagement using culturally responsive instructional practices as measured twice annually with leading indicator data and regularly collected (every six weeks) student formative assessment in math, language arts, and science using professional learning communities and instructional coaching to set learning community, department, grade, and classroom level goals for which administration will hold them accountable. Administration will have the knowledge and support to do this through their own professional learning and coaching so that all players will demonstrate measurable improvement resultant in a minimum ten percent reduction in the number of students not proficient in CRTs in language arts, and fifteen percent in mathematics, annually over the course of the grant and beyond. Achievement gaps will be closed by a minimum of five percent in each subject annually until eliminated.

2. Based on the analysis of the above data **select**, design, and implement interventions consistent with the final federal requirements.
 - a. Identify the intervention model chosen for each school; and
 - b. Provide the rationale for the model chosen for each school.

Rationale for Selection of the Transformational Model:

A comprehensive needs assessment and risk factor analysis has been completed. Ogden High School not only has the high incidence of risk factors that is typical of Title I schools, it also exhibits a high rate of environmental turbulence associated with inner-city schools. It has been found to have unacceptable achievement gaps between student subgroup populations. These gaps are similarly found in attendance and suspension rates across student populations.

The data sources found below have been combined with other “leading indicator” data which has been collected by the district. These other data sources include two district wide classroom observations for implementation of best instructional practice, Professional Learning Community observation data, and student behavior data. These data along with that reported below have comprised the greater portions of our needs assessment efforts.

Through this needs assessments it has been found that the Transformational Model as described in the School Improvement Grant intervention options will provide the greatest opportunity to improve. This model will allow the school district to build on the improvement efforts already in place and maximize the support that is now found with the new building principal, put in place this school year (SY 2010-2011). The model validates substantial work begun this school year in professional development and increased expectations brought to the school by the new administrator. There has been faculty and teacher association buy-in toward the use of this model.

The school board and district office leadership believe that the transformation model is appropriate for the schools in this application. Each has tremendously knowledgeable and highly educated staffs with substantial experience in inner city education. The results have not been sufficient, however, as evidenced by the needs assessments below. This requires new, energized transformational leaders capable of motivating and leveraging these qualified staffs to produce improved results. Ogden School District will maximize the effectiveness of this transformation model through these expert new leaders and ensure that each is trained in methods specifically linked in the research for improving schools. Training from the University of Virginia, Utah State Office of Education, Utah State University Center for the Schools of the Future, RMC Research Corporation (Denver), and school support team personnel will prepare these leaders to transform their schools.

Plan overview:

- New building leadership
- Leadership coaching and leadership professional development
- Extended year
- Extended day
- Targeted double dosing in core curriculum
- Attendance trackers and home/school liaisons
- Tier II - III interventions (academic and behavioral)
- Teacher professional development (explicit teaching, Culturally Responsive Instruction, differentiation, student engagement, and effective technology integration)
- Instructional Coach on site for regular, ongoing, job-embedded professional development based on teacher specific needs identified by observational data, student performance data, and teacher self-assessment
- Instructional support for struggling teachers from heightened support of Instructional Coach and district school support team member (a tiered approach to teacher professional learning likened to a Response to Intervention model for student learning)
- Revision to teacher evaluation, professional growth, and incentive procedures aligned to SIG guidelines for increased accountability and support (see “Possible Barriers Have Been Addressed” section of application)
- Positive Behavior Support Philosophy implementation
- Progress monitoring through collection of leading indicator data
- Accountability visits from Executive Directors—semi-annual compliance visits, monthly monitoring (of school improvement plan implementation) visits
- Tri-annual reports of progress to local school board

3. The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. This information includes the following:
 - a. Description of how the LEA will successfully implement each requirement;
 - b. Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and
 - c. The LEA includes a detailed timeline for implementation of the school intervention model.
4. The LEA must describe the annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART) for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
5. The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
7. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

Plan to Successfully Implement Each Requirement:

The Process:

Ogden School District had reviewed the achievement data and the leading indicator data (see program review table below) in order to select the targeted schools in this application and rigorous improvement process. More than ten specific types of formative reviews occur throughout the year to collect and study leading indicator data. Most use current district funding sources to ensure sustainability of improvement efforts. Resources have been aligned to support district improvement, SIG, and support initiatives for improved learning outcomes.

Advisement from Education Northwest (a state approved service provider for districts in program improvement) has led to the determination that targeting a small number of schools with a heightened focus on improvement coupled with current district wide improvement efforts will enable the district to maximize effectiveness without becoming distracted from the district improvement plan. For this reason, three elementary schools were selected for SIG transformation model implementation last year with some initial transformation efforts at the two schools in this application, Ogden High School and Washington Alternative High School. Additional supports are planned with the receipt of this new SIG application to further augment improvement efforts.

Professional/Technical services have been sought from the Center for the Schools of the Future (USU) as well as from Education Northwest based on accessibility, cost, proven track record with like populations, and a holistic commitment to meeting the needs of all students as well as their families. These services include consultation, observation, and collection of leading indicator data, and professional development for administrators and teachers.

In addition to these supports, Ogden School District will be embarking rigorous leadership training for school and central office leadership from the University of Virginia. Both new leaders, the SIG principal for OHS and that for WHS, have been deemed eligible for participation by the team from the university. They will, therefore, be able to receive training in those leadership competencies that have been shown to correlate most closely with the kind of school turnaround needed at SIG schools.

Increased levels coaching and leadership training will be central to SIG efforts to support improved learning outcomes, increase community input and develop and implement extended learning opportunities. Such will be provided by an external coach for SIG leaders, a district School Support Team member assigned to the SIG schools, and technical assistance from USOE as well. These supports will build on and augment the procedures and supports currently in place. Extensive monitoring and evaluation will occur to assure that these are successful.

The LEA will evaluate the effectiveness of the reform strategies

- Ogden School District has developed an extensive evaluation and program review process. This process includes multiple and targeted assessments/appraisals to monitor implementation levels and degree of effectiveness. This process was selected by NSDC/Learning Forward to be shared at the national Learning Forward conference this past December. This means that a solid foundation is in place that has been validated by outside consultants and the leading organization for professional learning.
- Strategies specific to the SIG are included in the evaluation and program review process detailed below.
- This process can also be found in the District Improvement Plan.
 - As part of District Improvement status, Ogden is obligated to produce evidence to verify implementation of our District Improvement Plan. This is done primarily through the collection of leading indicator data on teacher “inputs”, building procedures, and those practices that influence the trailing indicators of summative student achievement data.
 - Leading indicator data also informs a more precise understanding of where we are at in our continuous improvement cycle so the district/school support structures may be more exact in delivering support services and intervening before poor practice is fossilized resulting in poor summative achievement data.
 - Some trailing indicator data to show achievement outcomes will also be collected.
 - Data collected include the following leading indicators:
 - *Lesson delivery quality indicators
 - *Differentiated instruction quality indicators
 - *Culturally responsive instruction indicators
 - *Student engagement quality indicators
 - *Student/faculty understanding of procedures and expectations (SET data)
 - *Indicators of School Quality (ISQ) Surveys of families, students, staff
 - *Formative Assessment of Collaborative Teams (FACT) observations and self-assessment of quality indicators for professional learning communities
 - *English language development instruction observation and self-assessment of quality indicators

- *Progress toward SMART goals for school improvement plan implementation
- *Specific leading indicator data driven by unique school plan goals and needs
- *Family involvement data
- *Formative assessment of student learning
- *Summative assessment of student learning
- *Behavior intervention data
- *Academic intervention data
- *Achievement gap data analysis
- Refer to the implementation timeline for a list of the various data collection items and timelines that will take place for the 2010 – 2011 school year (in no particular order).

Steps taken by LEA to Initiate School Improvement:

- Ogden School District has a very active Parent Advisory Council that includes representative from each district school and all population subgroups. This group has reviewed the district plan for improvement, offered insights and suggestions, and demonstrated support for the following detailed list of improvement efforts. This group of parents is essential to the success of this plan and has been invaluable in determining needs and action items.
- Improvement is the focus of all district personnel. Each of the listed staff are tasked to provide technical assistance through specifically planned professional development, individual coaching and assistance, data collection and monitoring visits on which to base refinement of plans and implementation, and the coordination of external service provider support and training. Some specifics are detailed below.
 - Executive Director assistance:
 - Executive Directors will conduct a minimum of three visits to each targeted school to monitor the degree of implementation of their school plans and to hold the leader accountable for student learning gains.
 - Executive Directors will coordinate and plan specific leadership training opportunities for principals in partnership with the Center for the Schools of the Future (Utah State University). This leadership training will include a Leadership Learning Community (a professional learning “PLC” for principals) model which will meet a minimum of three hours each month to share common leading indicator data and best practice.
 - Executive Directors will set leadership goals with each principal of a targeted school; these will be SMART Goals (Specific, Measureable, Results-Oriented, and Time-Bound) and will tie directly to this plan and to the individual school plan for optimal alignment and effectiveness. Leaders will be held accountable for achieving their goals and will receive additional support if such is needed in order to accomplish these goals.
 - School Support Team assistance:
 - This grant will provide additional School Support Team assistance in leadership coaching, instructional coaching and positive behavior support. A specific School Support Team Leadership Specialist will be hired to work with the new site administrator selected as part of the transformation process. Weekly site visits, professional learning

- community collaboration visits, instructional observations, action planning, and SMART goal support will be provided to each SIG school.
- The School Support Team Intervention Specialist will provide technical assistance in developing intervention plans and monitoring their effectiveness at each level.
 - The School Support Team will make curriculum experts available for instructional support, coaching, and training.
 - The School Support Team will review the specific school plan and provide feedback throughout the year for improved implementation and celebration of successes observed.
 - The School Support Team, with the Executive Directors, will conduct a minimum of two formal appraisals using a modified version of the USOE developed School Support Team Appraisal Process for School Improvement. These appraisals will provide immediate feedback on observational data, achievement data analysis, and data collected from stakeholder surveys, in the areas of leadership effectiveness, instructional standards, learning environment, cultural responsiveness, and the effectiveness of academic interventions and instructional coaching according to the Ogden School District's Learning Support Model ([see appendix](#)). This process has been in place and is being improved and refined this year to provide more detailed and specific analysis for the schools targeted for transformation. The newly planned School Support Team Leadership Specialist will conduct a detailed debrief after each visit to help the leader plan and revise next steps, present findings to the faculty, and celebrate areas of growth so as to build momentum as the year progresses.
- LEA Federal Programs and Educational Equity assistance:
 - Executive Director, Teacher Specialist, secretarial, and staff assistant support in plan development, documentation, budget alignment, and accountability measures and requirements in the Federal Programs will be available at a minimum of four annual trainings as well as on-call assistance for all schools.
 - Leading Indicator Data collected by and/or under the direction of the above personnel are in place to hold schools accountable and improve school outcomes based on their predictive capacity. The following is a list of some of the data collected for this purpose. Analysis and response to the data is also supported by the aforementioned personnel.
 - Indicators of School Quality Survey
 - Classroom Instruction Appraisal visits (twice a year)
 - Positive Behavior Support Survey (Student Evaluation Tool - SET)
 - Alternative Language Services audit
 - Professional Learning Community Appraisals (twice a year - Formative Assessment of Collaborative Teams - FACT)
 - Formative Curriculum Block Assessments
 - Instructional Coach activity data

- Other Support and Technical Assistance Provided:
 - A Leadership Coach will be provided to support school leadership in the improvement efforts of the school. This coach will be made available a minimum of one day a week.
 - Horizontally and vertically aligned Curriculum Block Assessments and a formal scope and sequence of best practice instruction aligned to current district and school instructional materials are in place; the use of the data from these six-week blocks of instruction and formative assessment throughout the year will be supported specifically by the School Support Team and Curriculum Specialists.
 - Site Instructional Coaches will review data with teachers and the leader to revise practice and increase success down to the Smaller Learning Community (SLC), department, grade, and classroom level (weekly meetings alternate between SLC, department, grade, and classroom specific data and collaboration) in weekly Professional Learning Community Collaborations. Individual instructional coaching down to the classroom and even student specific level will follow from such collaboration. The School Support Team Coach for that site Instructional Coach will monitor the effectiveness of this process. Executive Directors will monitor data on Instructional Coach effectiveness.
 - Site counselor and Positive Behavior Support Coordinator will review data with teachers and the leader to revise practice and to increase student success down to the individual grade and classroom level. Meetings with this focus will occur at least once a month regarding student behavior, attendance, and response to intervention based on understandings of behavioral research in culturally and linguistically diverse communities and schools.
 - Site Alternative Language Services Coordinator will review data with teachers and the leader to revise practice and increase student success down to the individual grade and classroom level as part of the Child Assessment Team process to address individual student needs and plans for English language learning and culturally/linguistically responsive instruction.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of LEA analysis of Tier I and Tier II schools to determine appropriate intervention model. Only those LEA SIG applications that have a proficient analysis will be considered.

Inadequate analysis:

- **Little to no** relevant data or few relevant data sources have been provided and/or the analysis is lacking or minimal.
- The fit between the needs of the school and the model chosen is **lacking, minimal, or general** in nature.

Proficient analysis:

- **Multiple** relevant data sources have been combined into a thoughtful analysis.
- The fit between the needs of the school and the model chosen is **specifically and conclusively** demonstrated.

1. The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEAs application. The description will include the following information on how the LEA will successfully implement the school intervention model:
 - a. Identify the LEA staff assigned to support implementation of the school intervention model;
 - b. Describe how the LEA will provide technical assistance to make sure each school is successful;
 - c. Identify the fiscal resources (local, state, and federal) that the LEA will commit to implementation;
 - d. Identify the process through which the LEA will involve the school/community in full implementation of the plan;
 - e. Describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources);
 - f. Describe how the LEA will evaluate the effectiveness of the reform strategies;
 - g. Describe how the LEA will monitor student achievement by individual teacher/classrooms; and
 - h. If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.

Capacity for Implementation:

Previous reform efforts such as those at OHS included in grants for Reading Apprenticeship and Smaller Learning Communities have only been implemented at the most superficial levels focused primarily on willing participants. These did not include accountability measures for all teachers, high expectations for improved student achievement outcomes, nor administrator buy in for the planning and implementation. This is not the case with SIG. Principals have been involved from the beginning in identifying needs and supports that will align and build on current school plans to address needs, barriers, and improve quality instruction.

Systemic efforts at the district level are also being undertaken for long term sustainable improvement. Extensive efforts are being undertaken to implement demonstrable improvements at all schools as part of the Ogden School District Improvement Process. The district collects a wide variety of leading indicator data which guides improvement efforts. These data sources are shared and discussed collaboratively in monthly principal learning community collaboration and in school level collaboration meetings supported and monitored by the district School Support Team and Executive Directors. Administrators, for example, meet monthly for three hours in “Leadership Learning Communities” to review leading indicator data, share best practice strategies, and review What Works literature in a collaborative manner based on the Eaker and DuFour model of professional learning community collaboration. All teachers collaborate similarly with the support and guidance of their team leaders and their instructional coach, monitored by their administrators. Collaboration includes data analysis, lesson study, research/book study, and intervention/enrichment planning for specific differentiation of learner needs. Teachers also have regular access to instructional coaches to support improvement of classroom instruction.

The District's Learning Support Model (see below), based on a Response to Intervention approach, provides support for professional growth and accountability at the administrative and teacher level in addition to academic and behavior procedural supports for students. All schools must write improvement plans based on and aligned to the model. Schools and school representatives then participate in extensive monitoring, professional development, and intervention planning for students and teachers. The effective implementation of these plans is formally monitored three times a year by the district office.

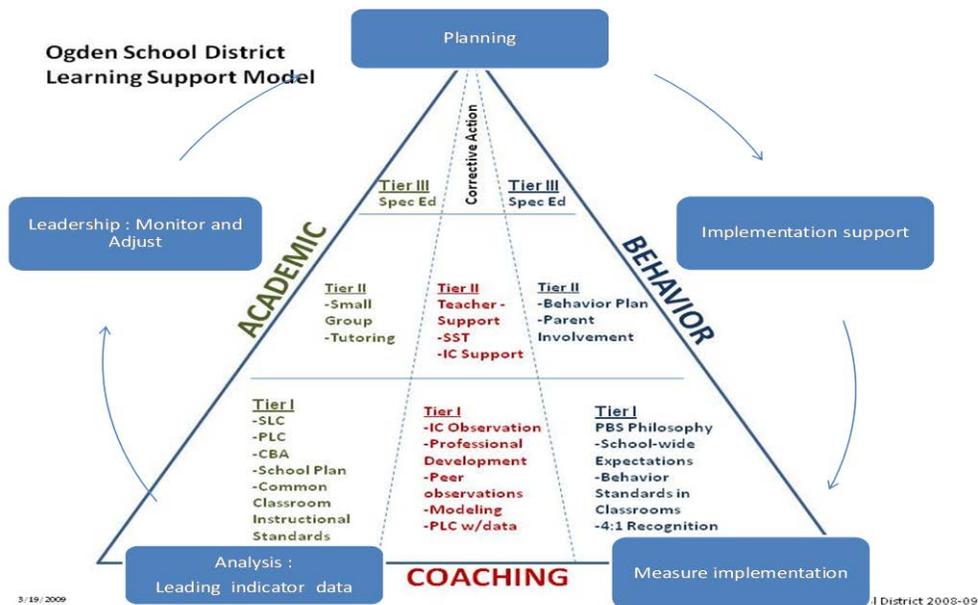
Ogden School District will focus SIG efforts on two new schools during the 2011-2012 school year. This will allow specific, targeted assistance for these schools. It will also show others in the small district the seriousness of improvement efforts, the Tier II schools serving as examples of progress and requirements. As described earlier, these schools will become highly trained and share their training (administrators and teachers) with other sites over the next five years as part of a long-term district wide capacity building district improvement initiative.

As the leader goes, so does the school. Research has shown that strong visionary leaders produce highly successful schools. It is not feasible or wise to routinely replace leaders at all schools not meeting academic expectations. An essential part of school improvement is building leadership capacity. District improvement efforts include extensive and rigorous leadership development. This is accomplished through monthly collaboration, monthly training from external consultants, monitoring and support from the district central office, and, it is hoped, additional leadership training and mentoring provided by the SIG plan funds.

Establishing a culture of continuous improvement and trust requires a highly skilled leader. The SIG would augment the leadership development efforts that are currently in place as described above. These development efforts have been based on a recommendation from Education Northwest and The Center for the Schools of the Future, both research-based, USOE approved external consultants experienced in education and school improvement. Therefore, strategic implementation of these current efforts and the ongoing recommendations for refinement from these consultants will be the focus of the School Improvement Grant (SIG).

The transformation model selected for this SIG will provide for increased support for the recently placed leadership (placed SY 10-11) of these schools. These efforts will be coupled with extensive training and support of teachers and the creation/extension of extended learning opportunities at each site. The effectiveness of each will be monitored and measured using leading indicator data collected several times throughout the year as formative assessments as well as other leading indicator data. Summative evaluation measures will be based on end of level assessments, progress toward AYP, and the closing of achievement gaps. This aligns directly with the current District Improvement Plan which is centered on our Learning Support Model (below).

The coaching strand of the Learning Support Model provides specific coaching and guidance for teachers and administrators not making sufficient progress. The academic strand specifies required supports for students struggling academically as the behavior strand does for students struggling behaviorally.



Ogden School District is highly invested in the school improvement process and ensuring that this transformation intervention model associated with the SIG is effective in strengthening achievement at the targeted schools. The supports defined below show both a strengthening of current capacity and a development of increased capacity with revisions and additions to current support plans for each targeted school.

- Ogden School District will use the following teams to support implementation of the Learning Support Model and the transformation model at the targeted schools (Ogden High and Washington High):
 - Executive Director support from Secondary Schools Executive Director, Curriculum and Assessment Executive Director, and Federal Programs/Educational Equity Executive Director.
 - District-wide School Support Team expert support in professional development, school improvement, instructional coaching, and core curricular subject area specialists in math, reading, English language development, as well as leadership, behavior and classroom management, and educational equity.
 - District Federal Programs/Educational Equity support staff will study and review school plans, provide assistance with accountability documentation, budget training and support for alignment to school plan and district accountability requirements for schools in improvement.

- Leadership support will be regularly available throughout the year to coach building principals with improvement efforts (planned in SIG budget).
- District Teacher Specialist for Academic Interventions will support the development, implementation, and monitoring of academic interventions for extended learning opportunities (currently in place with adjustments planned in SIG application/budget).
- District Teacher Specialist for Behavior Interventions will support the development, implementation, and monitoring of behavior interventions for school-wide procedures (currently in place).
- School Improvement Specific School Support Team Members:
 - Administrative/Leadership Expert will coach, mentor and assist the site principal with the School Improvement process (planned in SIG budget).
 - Instructional Coaching Expert (part of the SST) will coach and support the instructional coach at the site in best practice, working with teachers, and building pedagogical and achievement capacity (currently in place with adjustments planned in SIG application/budget).
- School/Community Liaisons and support staff will assist schools with the development and implementation of effective, culturally relevant and community responsive family/community involvement and family literacy events, outreach, and improvements in shared decision making with families and stakeholders related to this work (currently in place with adjustments and augmentation planned in SIG budget).

1. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

Ogden School District has worked with Education Northwest, USOE, and The Center for the Schools of the Future at Utah State University on our District Improvement Plan. Focus and relentless pursuit of ongoing, small, frequent gains are essential as agreed upon by district leadership and our consultants providing technical assistance. For this reason, the focus of improvement efforts in this targeted, deep, specific SIG format will be limited to the three current SIG schools, Dee Elementary, Madison Elementary, and Odyssey Elementary and the two new SIG schools in this application, Ogden High School and Washington High School.

Please see plan description and the above narrative for more information.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of demonstrating the LEA capacity to fully and effectively implement the selected intervention model. Only those LEA SIG applications that have a proficient demonstrated capacity will be considered.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- None, few, some, or most of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- All of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.

C. The LEA must include in its SIG application its intention to declare whether or not it intends to contract with an external provider and provide sufficient information describing how it will select and contract with proven external providers to support the LEA and the school(s) in the implementation of the intervention model(s). This includes the following:

1. Chooses to contract with external providers:
 - a. A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;
 - b. If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success and the expected services that the contractor will provide; and
 - c. A narrative description to support external provider contracts, if applicable.
 - d. The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

2. Chooses not to contract with external providers:
 - a. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook tools. This appraisal **must be conducted** in conjunction with an experienced School Support Team Leader who is external to the LEA. The SST Leader will assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

Contracting an External Provider:

The Ogden School District does intend to contract with an external provider to augment the internal district support. In the past Ogden School District has worked with many external providers with two who have been specific to the school improvement/SIG efforts, Education Northwest and the Center for the Schools of the Future located at Utah State University.

Education Northwest (a state approved district improvement consultant) has worked with the district in the past providing district wide improvement effort consultation. We continue to contract with them for various improvement efforts for SIG and for the overall District Improvement Plan.

We are also currently working with the Center for the Schools of the Future located at Utah State University. They have partnered with the school district on various efforts including the administration of the Indicators of School Quality Survey, Formative Assessment of Collaborative Teams observations (tool used to collect data on effective PLC), and our

district leadership development program. They are also our current external consultant with our three SIG elementary schools. They work closely with the leadership of those schools to support implementation of the school improvement plan.

If our two high schools were selected to receive the SIG grant, the district would go through an RFP process. This would include reviewing available providers and screening them for their experience and effectiveness. We would also contact other districts and schools for references and recommendations for such providers. Prior to the selection, all roles and expectations of external contractors would clearly be defined. Among those expectations would be the ability to conduct the needed external appraisal, leadership coaching, and SIG grant support. These external providers would need to be on the state approved external provider list. They would be selected based on cost effectiveness, availability for frequent on-site support, and the ability to coordinate efforts and support collaboration across all Ogden School District SIG sites.

Each SIG school will also be participating in the Turnaround Leadership Training at the University of Virginia with Darden College of Business. This will build capacity and provide collaborative learning experiences for leaders to gain insights, perspectives, and practice in leading for change.

External Provider Support Budget:

The external provider would be asked to conduct the external school appraisal using the state rubric, fill out quarterly reports, provide leadership coaching, and assist the school in the implementation of the school improvement plan. The budgeted amount for this support is \$40,000 each year.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. USOE will use the following criteria to identify approvable applications in the area of external provider selection process should an LEA choose to use an external provider:

- Detailed and relevant criteria for determining need for external provider contract and selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
- Analysis of the LEA's capacity and operational needs.
- Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
 - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing LEA services.
 - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
- Willingness of the external provider to be held accountable to high performance standards.
- Capacity of the external provider to serve the identified school and its selected intervention model.
- LEA provides a description of the timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-12 school year.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- The responsibilities of the external provider and the LEA are **not defined, minimally, or generally** aligned.

Available providers have **not been or only generally researched**.

- The identified external provider **does not have a proven track record, this has not been addressed**, or the **track record does not align with the needs of the school**.
- The LEA has **not specifically indicated how** it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has **not been clearly addressed**.
- The LEA has not provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- The responsibilities of the external provider and the LEA are **clearly defined** and aligned.
- Available providers have been **thoroughly** researched.
- The provider identified has a proven track record of success in working with **similar schools and/or student populations**.
- The LEA has **specifically** planned how it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has been **clearly demonstrated**.
- The LEA has provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

1. The LEA SIG application **must demonstrate** that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications include the following:
 - a. A list of practices and/or policies that may serve as barriers to successful implementation;
 - b. Proposed steps to modify identified practices and/or policies to minimize barriers;
 - c. A procedure in place to identify and resolve future issues related to practices and/or policies; and
 - d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education, parents, and other key stakeholders).

Support and Modifications Planned:

The district has full support from the Board of Education, the local teachers association, and the leaders and faculties of these two schools. The Board has been and will continue to be supportive of these improvement efforts. Our local teachers association has been invited and present during our planning meetings. Letters of understanding have been written and signed. All groups have been made aware of our improvement plan and are supportive of our application.

Possible Barriers Have Been Addressed:

1. The SIG requires that teacher evaluation be based on performance and achievement: Twice annually all teachers are observed by an external team to evaluate the implementation of the Common Instructional Standards of the OSD. Schools are also measured on the state's End of Level test. There has been a memo of understanding written and approved by the local teachers association which specifies how incentives will be based on a combination of these two measures eliminating any barriers to implementing such evaluation.
2. **The SIG requires that teachers receive greater opportunity for career growth and advancements:**
An agreement with our Human Resources Department, all SIG teachers will have access to and preference given for career opportunity and growth.
3. **The SIG requires teachers to receive rewards and incentives based on student achievement:**
A memo of understanding has been written and approved by the local teachers association regarding the use of SIG funds to recognize and award teachers who have demonstrated excellence through the use of growth based tool.

4. The SIG requires principals to have the flexibility to transfer teachers who are not demonstrating adequate student growth or implementation of best practice:

A memo of understanding has been written and approved by the local teachers association regarding the transferring of teachers who have not successfully implemented the use of the district’s Common Instructional Standards.

Timeline for implementation:

<u>Program/Goal/Action to be Reviewed</u>	<u>When</u>
<p><u>SIG Planning Input</u> Review the application and pre-planning notes, get input from stakeholders and partners to revise budget, goals, and assess progress. This will occur annually and use all of the data below in determining needs and revisions for forward progress.</p>	June, July annually and ongoing
<p><u>Classroom Instruction Appraisal Visits:</u> Twice a year district appraisal teams visit each classroom using instructional rubrics to monitor the implementation level of best practice. These results are used by instructional coaches to be more specific in coaching teachers and by principals to guide professional development topics.</p>	October and again in March
<p><u>The English Language Development programs:</u> All schools have been given the review instrument, which is used to monitor implementation of sheltering practices in our classrooms. In that 26% of our students are ELL, it is essential to collect leading indicator data to help us better understand how well we are meeting the subgroup’s learning needs.</p>	Oct – Feb District will set up visits with the building administration
<p><u>Alternative Language Services compliance review:</u> This review is done with the building administration. This is done as part of our OCR compliance agreement to provide ESL services to all ELL students. This is done twice a year and usually is done in 15 to 20 minutes per school visit.</p>	Sept and Apr
<p><u>Positive Behavior Support survey: (SET)</u> To help the district to identify how it can better support PBS implementation, a survey is taken at each site. This is used by the district PBS team to have a better understanding of how to support the school. It consists of a small random sampling of teachers and students given a few questions to answer (three to four minutes to complete). Administrators are given a separate survey that takes approximately 15 minutes.</p>	March
<p><u>Professional Learning Communities/Small Learning Communities:</u> Using the same instrument as used this year, USU will collect PLC/SLC data using the Formative Assessment Collaborative Teams (FACT). These team meetings, when done effectively, are perhaps the most powerful tool to bring about organizational/individual change.</p>	October and again in March
<p><u>Executive Director Visits:</u> These will be conducted twice. They will focus on the degree of implementation of their school plan. They will also collect information around how building administration are providing the following: 1. Clear instructional/behavioral expectations 2. How is building administration monitoring implementation of those expectations?</p>	November and again in March

<p><u>Supervisory SIG Visits:</u> These visits will be conducted in between Executive Director Visits. They will be approximately 30 minutes in length per school visited. The focus is to assess the progress of the new building leader in bringing about increased effectiveness in the areas targeted by the SIG:</p> <ol style="list-style-type: none"> 1. Improved learning outcomes 2. Extended learning opportunities 3. Improved behavioral outcomes 4. Support and coordination with building SIG support staff: instructional coach, counselor, PBS coordinator, ALS coordinator 5. Implementation of professional development and coaching amongst faculty 6. Coordination with School Support Team Leadership Specialist 	October, February and in May
<p><u>Curriculum Block Assessments:</u> All grades/subjects will administer the Ogden District's Curriculum Block Assessment where they have been developed.</p>	Throughout the year
<p><u>School Plans:</u> All schools are required to write a detailed school improvement plan. Degree of implementation is monitored by Executive Directors twice during the year.</p>	Year- long implementation
<p><u>Professional Development Days:</u> Four PD days (total) at the beginning of the year (explicit teaching, Culturally Responsive Instruction, differentiation, student engagement). Two days for District PD and one day school PD based on their School Plan. There will be eight hours for follow up (4 two-hour sessions).</p>	Aug and ongoing follow-up
<p><u>Title I School Reviews:</u> This year (2010-11) the state will conduct a detailed audit of federal program compliance for all Title I schools.</p>	Feb
<p><u>Indicators of School Quality:</u> This survey instrument is given to all parents, teachers, staff, and students for the purposes to collect their perceptions of school quality in seven categories specific to high quality schools. These surveys serve as a needs assessment guide for school plan development.</p>	Jan – Feb
<p><u>Re-employment Questionnaire Survey:</u> This survey is distributed to all employees annually.</p>	Nov
<p><u>New Teacher Survey:</u> Given to new teachers to assess how their needs are being met.</p>	Midyear

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. Only those LEA SIG applications that have a proficient description of how the LEA identifies potential barriers and how it addresses them will be considered. USOE will use the following criteria to identify approvable applications:

Inadequate LEA commitment to modify its practices and policies (scored 1 or 2 on the Checklist):

- The barriers to successful implementation of interventions are **not defined, minimally, or generally** defined.
- The plan to address the identified barriers is **not clearly defined**.
- The LEA description **does not demonstrate** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Proficient LEA commitment to modify its practices and policies (scored 3 or 4 on the Checklist):

- The barriers to successful implementation of interventions are **clearly defined**.
- The plan to address the identified barriers is **clearly defined**.
- The LEA description **demonstrates** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

E. Sustain the reforms after the funding period ends.

1. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
 - a. A list of the ongoing supports needed to sustain school improvement after the funding period ends;
 - b. A description of the anticipated resources that will be committed to meet the needs identified above; and
 - c. The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.

The LEA will provide technical assistance to make sure each school is successful.

The two schools have currently implemented the district's Learning Support Model which is based on the Response to Intervention philosophy. In this model students receive tier II and Tier III academic and behavioral intervention support. Teachers also receive Tiered support for their classroom instruction. Each of the internal resources listed below offer technical assistance through specifically planned professional development, individual coaching and assistance, data collection and monitoring visits on which to base refinement of plans and implementation, and the coordination of external service provider support and training. These are explained in the section of the application detailing steps already taken to begin improvement. Sustainability and real long-term and ongoing improvement is essential to the Ogden School District. All personnel, all plans, and all programs must be united in this effort. This is the shared work of all at the central office and district wide. Job duties demonstrate this. Technical assistance, therefore, is the focus of central office work. Some specifics are detailed below.

- Executive Director assistance:
 - Executive Directors will conduct a minimum of three visits to each targeted school to monitor the degree of implementation of their school plans and to hold the leader accountable for student learning gains.
 - Executive Directors will coordinate and plan specific leadership training opportunities for principals in partnership with the Center for the Schools of the Future (Utah State University). This leadership training will include a Leadership Learning Community (a professional learning "PLC" for principals) model which will meet a minimum of three hours each month to share common leading indicator data and best practice.
 - Executive Directors will set leadership goals with each principal of a targeted school; these will be SMART Goals (Specific, Measureable, Results-Oriented, and Time-Bound) and will tie directly to this plan and to the individual school plan for optimal alignment and effectiveness. Leaders will be held accountable for achieving their goals and will receive additional support if such is needed in order to accomplish these goals.

- School Support Team assistance:
 - This grant will provide additional School Support Team assistance in leadership coaching, instructional coaching and positive behavior support. A specific School Support Team Leadership Specialist will be hired to work with the new site administrator selected as part of the transformation process. Weekly site visits, professional learning community collaboration visits, instructional observations, action planning, and SMART goal support will be provided to each targeted school.
 - The School Support Team Intervention Specialist will provide technical assistance in developing intervention plans and monitoring their effectiveness at each level.
 - The School Support Team will make curriculum experts available for instructional support, coaching, and training.
 - The School Support Team will review the specific school plan and provide feedback throughout the year for improved implementation and celebration of successes observed.
 - The School Support Team, with the Executive Directors, will conduct a minimum of two formal appraisals using a modified version of the USOE developed School Support Team Appraisal Process for School Improvement. These appraisals will provide immediate feedback on observational data, achievement data analysis, and data collected from stakeholder surveys, in the areas of leadership effectiveness, instructional standards, learning environment, cultural responsiveness, and the effectiveness of academic interventions and instructional coaching according to the Ogden School District's Learning Support Model ([see appendix](#)). This process has been in place and is being improved and refined this year to provide more detailed and specific analysis for the schools targeted for transformation. The newly planned School Support Team Leadership Specialist will conduct a detailed debrief after each visit to help the leader plan and revise next steps, present findings to the faculty, and celebrate areas of growth so as to build momentum as the year progresses.
- LEA Federal Programs and Educational Equity assistance:
 - Executive Director, Teacher Specialist, secretarial, and staff assistant support in plan development, documentation, budget alignment, and accountability measures and requirements in the Federal Programs will be available at a minimum of four annual trainings as well as on-call assistance for all schools.
- Leading Indicator Data collected by and/or under the direction of the above personnel are in place to hold schools accountable and improve school outcomes based on their predictive capacity. The following is a list of some of the data collected for this purpose. Analysis and response to the data is also supported by the aforementioned personnel.
 - Indicators of School Quality Survey
 - Classroom Instruction Appraisal visits (twice a year)

- Positive Behavior Support Survey (Student Evaluation Tool - SET)
- Alternative Language Services audit
- Professional Learning Community Appraisals (twice a year - Formative Assessment of Collaborative Teams - FACT)
- Formative Curriculum Block Assessments
- Instructional Coach activity data
- Other Support and Technical Assistance Provided:
 - A Leadership Coach will be provided to support school leadership in the improvement efforts of the school. This coach will be made available a minimum of one day a week.
 - Horizontally and vertically aligned Curriculum Block Assessments and a formal scope and sequence of best practice instruction aligned to current district and school instructional materials are in place; the use of the data from these six-week blocks of instruction and formative assessment throughout the year will be supported specifically by the School Support Team and Curriculum Specialists.
 - Site Instructional Coaches will review data with teachers and the leader to revise practice and increase success down to the Smaller Learning Community (SLC), department, grade, and classroom level (weekly meetings alternate between SLC, department, grade, and classroom specific data and collaboration) in weekly Professional Learning Community Collaborations. Individual instructional coaching down to the classroom and even student specific level will follow from such collaboration. The School Support Team Coach for that site Instructional Coach will monitor the effectiveness of this process. Executive Directors will monitor data on Instructional Coach effectiveness.
 - Site counselor and Positive Behavior Support Coordinator will review data with teachers and the leader to revise practice and to increase student success down to the individual grade and classroom level. Meetings with this focus will occur at least once a month regarding student behavior, attendance, and response to intervention based on understandings of behavioral research in culturally and linguistically diverse communities and schools.
 - Site Alternative Language Services Coordinator will review data with teachers and the leader to revise practice and increase student success down to the individual grade and classroom level as part of the Child Assessment Team process to address individual student needs and plans for English language learning and culturally/linguistically responsive instruction.

District Financial Support for Improvement Efforts:

The district currently funds and provides the following resources to support improvement efforts now and these will continue following SIG implementation.

- External instructional appraisal visits
- Leadership development efforts external consultants
- Instructional coaches
- Positive Behavior Support implementation
- Tiered academic and behavioral interventions for students
- Tiered interventions for teacher support
- Alternative language support
- District supported professional development
- School Support Team (Specialists)
- School Community Liaisons
- Collection (and support in the analysis) of leading indicator data
- Collection (and support in the analysis) of formative achievement data

Part II: BUDGET

An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. NOTE: The amount of funds applied for must include a planned budget for each year of the three years of the grant. The LEA may apply for a minimum of \$50,000 per year per school for each of the three years of the grant up to a maximum of \$2,000,000 per year per school for each of the three years for a total of no more than \$6,000,000 over three years.

- A. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). Quality budgets include the following:
1. The LEA provides a budget for each of the **three years** of the grant;
 2. For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
 3. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes costs associated with LEA leadership and support of the school intervention models;
 4. The LEA budget includes costs for purchased professional services to ensure quality consultants to facilitate research-based reform;
 5. The budget detail provides sufficient information to support budget requests; and
 6. The LEA has considered any costs associated with program evaluation annually;
 7. The LEA budget must include information regarding school improvement activities at the school or LEA level, for each Tier III school identified in the LEA's application.

OSD SIG Activities Possible with SIG and Matching Funds

Plan overview:

- New building leadership
- Leadership coaching and leadership professional development
- Extended year
- Extended day
- Targeted double dosing in core curriculum
- Attendance trackers and home/school liaisons
- Tier II - III interventions (academic and behavioral)
- Teacher professional development (explicit teaching, Culturally Responsive Instruction, differentiation, student engagement, and effective technology integration)
- Instructional Coach on site for regular, ongoing, job-embedded professional development based on teacher specific needs identified by observational data, student performance data, and teacher self-assessment

- Instructional support for struggling teachers from heightened support of Instructional Coach and district school support team member (a tiered approach to teacher professional learning likened to a Response to Intervention model for student learning)
- Revision to teacher evaluation, professional growth, and incentive procedures aligned to SIG guidelines for increased accountability and support (see “Possible Barriers Have Been Addressed” section of application)
- Positive Behavior Support Philosophy implementation
- Progress monitoring through collection of leading indicator data
- Accountability visits from Executive Directors—semi-annual compliance visits, monthly monitoring (of school improvement plan implementation) visits
- Tri-annual reports of progress to local school board

Timeline for implementation:

<u>Program/Goal/Action to be Reviewed</u>	<u>When</u>
<p><u>SIG Planning Input</u> Review the application and pre-planning notes, get input from stakeholders and partners to revise budget, goals, and assess progress. This will occur annually and use all of the data below in determining needs and revisions for forward progress.</p>	<p>June, July annually and ongoing</p>
<p><u>Classroom Instruction Appraisal Visits:</u> Twice a year district appraisal teams visit each classroom using instructional rubrics to monitor the implementation level of best practice. These results are used by instructional coaches to be more specific in coaching teachers and by principals to guide professional development topics.</p>	<p>October and again in March</p>
<p><u>The English Language Development programs:</u> All schools have been given the review instrument, which is used to monitor implementation of sheltering practices in our classrooms. In that 26% of our students are ELL, it is essential to collect leading indicator data to help us better understand how well we are meeting the subgroup’s learning needs.</p>	<p>Oct – Feb District will set up visits with the building administration</p>
<p><u>Alternative Language Services compliance review:</u> This review is done with the building administration. This is done as part of our OCR compliance agreement to provide ESL services to all ELL students. This is done twice a year and usually is done in 15 to 20 minutes per school visit.</p>	<p>Sept and Apr</p>
<p><u>Positive Behavior Support survey: (SET)</u> To help the district to identify how it can better support PBS implementation, a survey is taken at each site. This is used by the district PBS team to have a better understanding of how to support the school. It consists of a small random sampling of teachers and students given a few questions to answer (three to four minutes to complete). Administrators are given a separate survey that takes approximately 15 minutes.</p>	<p>March</p>
<p><u>Professional Learning Communities/Small Learning Communities:</u> Using the same instrument as used this year, USU will collect PLC/SLC data using the Formative Assessment Collaborative Teams (FACT). These team meetings, when done effectively, are perhaps the most powerful tool to bring about organizational/individual change.</p>	<p>October and again in March</p>

<p><u>Executive Director Visits:</u> These will be conducted twice. They will focus on the degree of implementation of their school plan. They will also collect information around how building administration are providing the following:</p> <ol style="list-style-type: none"> 1. Clear instructional/behavioral expectations 2. How is building administration monitoring implementation of those expectations? 	November and again in March
<p><u>Supervisory SIG Visits:</u> These visits will be conducted in between Executive Director Visits. They will be approximately 30 minutes in length per school visited. The focus is to assess the progress of the new building leader in bringing about increased effectiveness in the areas targeted by the SIG:</p> <ol style="list-style-type: none"> 1. Improved learning outcomes 2. Extended learning opportunities 3. Improved behavioral outcomes 4. Support and coordination with building SIG support staff: instructional coach, counselor, PBS coordinator, ALS coordinator 5. Implementation of professional development and coaching amongst faculty 6. Coordination with School Support Team Leadership Specialist 	October, February and in May
<p><u>Curriculum Block Assessments:</u> All grades/subjects will administer the Ogden District's Curriculum Block Assessment where they have been developed.</p>	Throughout the year
<p><u>School Plans:</u> All schools are required to write a detailed school improvement plan. Degree of implementation is monitored by Executive Directors twice during the year.</p>	Year- long implementation
<p><u>Professional Development Days:</u> Four PD days (total) at the beginning of the year (explicit teaching, Culturally Responsive Instruction, differentiation, student engagement). Two days for District PD and one day school PD based on their School Plan. There will be eight hours for follow up (4 two-hour sessions).</p>	Aug and ongoing follow-up
<p><u>Title I School Reviews:</u> This year (2010-11) the state will conduct a detailed audit of federal program compliance for all Title I schools.</p>	Feb
<p><u>Indicators of School Quality:</u> This survey instrument is given to all parents, teachers, staff, and students for the purposes to collect their perceptions of school quality in seven categories specific to high quality schools. These surveys serve as a needs assessment guide for school plan development.</p>	Jan – Feb
<p><u>Re-employment Questionnaire Survey:</u> This survey is distributed to all employees annually.</p>	Nov
<p><u>New Teacher Survey:</u> Given to new teachers to assess how their needs are being met.</p>	Midyear

SIG Budget Breakdown:

<u>Year 1</u>				
<u>Activity</u>	<u>Washington</u>	<u>Ogden</u>	<u>Shared cost</u>	<u>Total cost</u>
Extended Day/year (instructional staff)	\$20,000	\$70,000		\$90,000
Extended Day/year (support staff)	\$4,000	\$23,000		\$27,000
SST Leadership specialist			\$20,000	\$20,000
Instructional Coach	\$25,000	\$50,000		\$75,000
Attendance Trackers	\$20,000	\$50,000		\$70,000
Program evaluation Monitoring visit			\$5,000	\$5,000
Professional development	\$8,000	30,000		\$38,000
Professional tech support external coach			\$40,000	\$40,000
State Title I team			\$2,000	\$2,000
Community / Family Involvement	\$2,000	\$5,000		\$7,000
Instructional supplies and Materials	\$23,000	\$100,000		\$123,000
Teacher incentive for Value Added			\$50,000	\$50,000
Transportation for Extended Learning			\$10,000	\$10,000
Tier II Interventionist, academic support	\$35,000	\$70,000		\$105,000
Turnaround Leadership training (UV)			\$72,000	\$72,000
<u>Total costs</u>				<u>\$734,000</u>

<u>Year 2</u>				
<u>Activity</u>	<u>Washington</u>	<u>Ogden</u>	<u>Shared cost</u>	<u>Total cost</u>
Extended Day/year (instructional staff)	\$20,000	\$70,000		\$90,000
Extended Day/year (support staff)	\$4,000	\$23,000		\$27,000
SST Leadership specialist			\$20,000	\$20,000
Instructional Coach	\$25,000	\$50,000		\$75,000
Attendance Trackers	\$20,000	\$50,000		\$70,000
Program evaluation Monitoring visit			\$5,000	\$5,000
Professional development	\$8,000	30,000		\$38,000
Professional tech support external coach			\$40,000	\$40,000
State Title I team			\$2,000	\$2,000
Community / Family Involvement	\$2,000	\$5,000		\$7,000
Instructional supplies and Materials	\$22,500	\$99,500		\$122,000
Teacher incentive for Value Added			\$50,000	\$50,000
Transportation for Extended Learning			\$10,000	\$10,000
Tier II Interventionist, academic support	\$35,000	\$70,000		\$105,000
Turnaround Leadership training (UV)			0	0
<u>Total costs</u>				<u>\$661,000</u>

Year 3				
Activity	Washington	Ogden	Shared cost	Total cost
Extended Day/year (instructional staff)	\$20,000	\$70,000		\$90,000
Extended Day/year (support staff)	\$4,000	\$23,000		\$27,000
SST Leadership specialist			\$20,000	\$20,000
Instructional Coach	\$25,000	\$50,000		\$75,000
Attendance Trackers	\$20,000	\$50,000		\$70,000
Program evaluation Monitoring visit			\$5,000	\$5,000
Professional development	\$6,000	\$28,000		\$34,000
Professional tech support external coach			\$40,000	\$40,000
State Title I team			\$2,000	\$2,000
Community / Family Involvement	\$2,000	\$5,000		\$7,000
Instructional supplies and Materials	\$10,000	\$60,000		\$70,000
Teacher incentive for Value Added			\$50,000	\$50,000
Transportation for Extended Learning			\$10,000	\$10,000
Tier II Interventionist, academic support	\$35,000	\$70,000		\$105,000
Turnaround Leadership training (UV)			0	0
Total costs				\$605,000

Grant Year	Annual Costs
Year 1	\$734,000
Year 2	\$661,000
Year 3	\$605,000
Total Grant projected costs	\$2,000,000

External Provider Support Budget Note:

The external provider would be asked to conduct the external school appraisal using the state rubric, fill out quarterly reports, provide leadership coaching, and assist the school in the implementation of the school improvement plan. The budgeted amount for this support is \$40,000 each year.

NOTE: The SEA will annually review each LEAs budget prior to renewal of the grant.

B. Align other resources with the interventions in the budget detail section of the application. The LEA SIG application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

1. A list of the financial resources that will support the intervention model (e.g., local, state, federal funds, and other private grants, as appropriate);

2. A description of how each of the financial resources listed above will support the goals of the school reform effort; and
3. A description of how LEA program personnel will collaborate to support student achievement and school reform.

District Financial Support for Improvement Efforts:

The district currently funds and provides the following resources to support improvement efforts now and these will continue following SIG implementation.

- External instructional appraisal visits
- Leadership development efforts external consultants
- Instructional coaches
- Positive Behavior Support implementation
- Tiered academic and behavioral interventions for students
- Tiered interventions for teacher support
- Alternative language support
- District supported professional development
- School Support Team (Specialists)
- School Community Liaisons
- Collection (and support in the analysis) of leading indicator data
- Collection (and support in the analysis) of formative achievement data

C. If applicable, the LEA has included costs associated with approvable pre-implementation activities designed to assist the LEA and school(s) in preparing for full implementation when the 2011-2012 school year begins.

1. All pre-implementation strategies and activities must have prior approval from the SEA and use the funds in accordance with Title I allowable expenditures. The activities listed below are intended to be examples only. The focus of the activity should be its relationship to the needs of the school and the intervention model chosen for the school. Examples of allowable pre-implementation activities:

- a. **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- b. **Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

- c. **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- d. **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- e. **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- f. **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

PART III: ASSURANCES

Comprehensive Assurances from Ogden School District

Assurance that Possible Transformation barriers have been addressed:

- a. **The SIG requires that teacher evaluation be based on performance and achievement:**

Twice annually all teachers are observed by an external team to evaluate the implementation of the Common Instructional Standards of the OSD. Schools are also measured on the state's End of Level test. There has been a memo of understanding written and approved by the local teachers association which specifies how incentives will be based on a combination of these two measures eliminating any barriers to implementing such evaluation.

- b. **The SIG requires that teachers receive greater opportunity for career growth and advancements:**

An agreement with our Human Resources Department, all SIG teachers will have access to and preference given for career opportunity and growth.

- c. **The SIG requires teachers to receive rewards and incentives based on student achievement:**

A memo of understanding has been written and approved by the local teachers association regarding the use of SIG funds to recognize and award teachers who have demonstrated excellence through the use of growth based tool.

- d. **The SIG requires principals to have the flexibility to transfer teachers who are not demonstrating adequate student growth or implementation of best practice:**

A memo of understanding has been written and approved by the local teachers association regarding the transferring of teachers who have not successfully implemented the use of the district's Common Instructional Standards.

Assurance of Ongoing Support:

The OSD will continue the following SIG efforts after the ending of the grant:

- External instructional appraisal visits
- Extended year/credit recovery efforts
- Leadership development efforts external consultants
- Instructional coaches
- Positive Behavior Support implementation
- Tiered interventions for students
- Tiered interventions for teachers
- Alternative language support
- District supported professional development
- School Support Team (Specialists)
- School Community Liaisons
- Collection of Leading indicator data
- Collection of formative achievement data

The LEA assures that it will meet all SIG Requirements:

The LEA, OSD, assures that it will--

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- ✓ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ✓ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ✓ The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided;
- ✓ Report to the SEA the school-level data required under section III of the final requirements;
- ✓ The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will follow U.S. Department of Education assurances:—

- ✓ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- ✓ Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ✓ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ✓ Report to the SEA the school-level data required under section III of the final requirements.

Utah State Office of Education assurances:

- ✓ The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- ✓ The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

PART IV: WAIVERS

If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Response to Utah LEA School Improvement Grant Review Checklist

Ogden School District, upon notification that this SIG application was accepted, has responded below to evaluators' comments and concerns in addition to revising the budget found above.

Overall Response Feedback

- One evaluator indicated that there were not letter of support. These may be found at the beginning of the application and in the appendix submitted with the initial grant application.
- It was noted by an evaluator that the programs for improvement described in this application for the SIG transformation model are not very different from WHS to OHS. Principals have been meeting with leadership teams and central office staff throughout the month of June to refine what their specific PD, their specific teacher support, the focus of each individual's instructional coaching and interventions should look like. This is where the work becomes differentiated is in the implementation. The non-negotiable items are the leadership, turnaround principal training, intense instructional coaching and professional development for all teachers, district level SST and leadership support, interventions for students, a plan for improved attendance and improved achievement. This will require individual student assessments for interventions. WHS has these in place already and OHS is developing/selecting their mastery assessments this summer. A meeting to begin this work on assessment planning was held June 13, 2011. High expectations for teachers and leaders, however, are the most critical for these transformations and this is where the work has been lacking previously. Our new leaders have already begun to raise accountability and achievement measures as has the central office through regular program/school appraisals and accountability visits detailed in the timeline and discussed in the plan itself.
- Numerous small grants and improvement efforts have been tried at these two high schools and were hinted at by one of the evaluators. The practices brought by these are still in place such as AVID and Reading Apprenticeship. Poor leadership support, a lack of teacher follow through and accountability limited the effectiveness of these efforts, however. Principal turnover at each site compounded this. Further, district guidance and alignment was lacking. Beginning June 1, 2011, WHS and OHS have worked with met, met with, and planned with central office staff and leadership teams to improve alignment and maximize current building know-how to devise an implementation plan for student and teacher learning and improvement next year. Partners from WSU and USU CSF and other entities were brought in as resources/support in this process as well.

Part I: Analyzed the Need

- Reviewers noted concern that previous reform efforts were not fully analyzed for lessons learned. Ogden School District has, in fact, as part of district program improvement, been the beneficiary of external audits and appraisals, including those by Education Northwest and Utah State University Center for Schools of the Future. Each found that previous reform efforts were scarcely evident in some classrooms and not even known by some educators. Correction of this has required meetings with the district Parent Advisory Committee, coordination with central office staff interdepartmentally to a degree not previously supported, and survey and analysis of the current state of these SIG applicant schools. Lessons learned have led to a systemic reform effort.

- Effectiveness of prior reform efforts is addressed in terms of the school district’s actions with the Learning Support Model. This model has been found to be effective and has been presented at local and national conferences as an example of systemic change. Prior to SIG, however, reform efforts at these schools have been limited.
 - OHS has attempted Reading Apprenticeship and Smaller Learning Communities reform efforts. Implementation of each was slow, incremental, and limited primarily to specific groups of educators choosing to participate in the improvement efforts. Primary support of these efforts came from the central office and not from the site administration. This limited buy-in at the school level, led to minimal real accountability for teachers and classroom implementation. The result was poorly realized reform with limited impact on students. This SIG application has included collaborative planning and development of the grant goals, plans, and budget due to lessons learned in previous reform efforts, clearly indicating that progress was not sufficient without full schoolwide implementation and buy-in from stakeholders at the school and in the community. This collaboration will also inform all professional development and supplemental grant reforms as OHS begins a new SLC grant and math grant. These are viewed now as part of the School Improvement Effort and leaders are careful at the district and the school to ensure that these are not viewed as separate initiatives or programs but rather as supplemental funding sources with goals not only aligned to SIG but fundamentally linked to overall school improvement efforts. The new building leaders are passionate and committed to this cause.
 - WHS has attempted to reform itself on multiple occasions with limited success as its role has morphed based on the needs of the students referred to this alternative high school. In working with Ogden’s external consultants and the new leadership at WHS, it has been deemed essential that WHS be part of all high school improvement and reform efforts. This will benefit the students referred and placed at WHS and its youth in custody programs but also the district as a whole. WHS receives Title I funding and has long been measured for accountability purposes but has not received specific professional development on instructional best practice aligned to current research and the district improvement plan. The school has also not received targeted support for the unique needs of students referred there when unable to find success at the traditional high school. This SIG application acknowledges the unique relationship between the traditional and the alternative high school. Collaborative planning and professional development between these two sites has begun.
 - Ongoing leadership training will be provided both OHS and WHS to learn to maximize the leaders’ own unique skills, to learn from past efforts, and to move forward together to better meet the needs of all learners. It can be said that previous efforts were not focused or deep enough, or specific to needs borne out by the data. This current SIG work is focused at this time between OHS and WHS and the district office due to their high percentages of academically “at-risk” and economically disadvantaged students. Lessons learned will be shared with all school leaders in the district through regular meetings of leadership PLCs and professional development.

Part I: Select, Design, and Implement Interventions

- Comments from evaluators indicated concerns regarding specificity of implementation and an over-reliance on evaluation. Ogden School District believes that this is likely due to the fact that our current reform structure with our Learning Support Model is unique to most other school districts in Utah, even the nation. Our model includes regular assessment of all professional development through classroom based observations called appraisals, gathering data on research based best practices from use of higher order thinking skills and academic vocabulary strategies to the Sheltered Instruction Observation protocol. This builds on training provided in teachers' required ESL, reading, and even math endorsements while supporting overall improvement beyond just accountability structures. This is important for improvement as it leads to specific, differentiated coaching for every teacher based on his/her data from the appraisal. This coaching is then followed up on by administrator observations and additional site based professional development provided in areas of need based on semi-annual trend analysis of appraisal data and other formative measures of leading indicator data. Too many districts rely solely on trailing indicator data and develop improvement plans based solely on achievement outcomes. Ogden's use of leading indicator data allows us to maximize evaluation of teacher quality based also on inputs—the quality of teaching and learning all year using formative measures of instructional quality (the appraisals) and formative benchmark assessments of student learning. This allows needed course corrections and professional technical support in a timely, strategic manner aligned directly to the improvement plan and desired outcomes. More information, including our presentation at this year's annual conference for the National Staff Development Council (now known as Learning Forward) is available upon request. It is far more than an evaluation of teachers, it is data driven instructional intervention and support for improved teaching and learning in all classrooms.

Part I: SMART Goals

- Evaluators indicated that SMART goals were not aggressive enough. As SMART goals, they are designed strategically to allow celebration of success that such success might be built upon. SMART goals list a planned reduction in the number of students not proficient by a minimum of ten percent annually in language arts, and fifteen percent annually in mathematics, and a reduction in achievement gaps until such gaps are completely eliminated. It is hoped that our high quality, well planned, systemic improvement efforts will yield results even greater than these targets. At the end of each year, data will be reviewed and SMART Goals revised accordingly. It is desired that accelerated progress might be possible, in particular during year two and year three, moving the target appropriately as success is seen by all stakeholders as attainable at increasingly high rates.
- Accountability expectations for instruction is well described and defined in the learning support model and the extensive assessment of quality instruction and instructional coaching. Teachers not responding so support and not demonstrating progress and improved teaching will receive

tiered support and remediation as needed based on appraisals of instruction and administrative observations in addition to instructional coaching support. Such tiered support includes specific coaching by a district School Support Team member, an outside subject area expert, and corrective action plans.

- Accountability for learning outcomes is built into the SIG. SMART goals must be attained. Formative assessment measures described in the application and in this response (above) are designed to ensure ongoing progress and improvement with targeted teaching/learning interventions as needed, including a specific intervention and tutoring process for students not demonstrating high levels of learning and classroom performance. The attendance tracker and academic interventionist in the budget will further support this work to ensure data is studied and responded to in regards to student performance. Students not responding will receive increased intervention and revised intervention plans including goal setting with families and the school-community liaison and the school Child Assessment Team.
- The application, the timeline, and narrative describe support from the school board and the local education association as well as meetings with other stakeholders ranging from community partners to parents. Letters were not included from each of these groups but can be made available upon request.

Part I: LEA Capacity

- Evaluators felt that the capacity section did not sufficiently address district funding and long term capacity nor school specific support for SIG. The Ogden School District has a systems approach to improve to allow for long term sustainability. This includes the district executive directors for accountability and technical assistance, the district school support team for professional development and coaching, and extensive data supports from our instructional technology department (for example, all observation forms have been revised to work as applications on iPads and other computer notebooks for immediacy of data reporting and feedback as well as reduction in labor required for such feedback). This work is currently (and will continue to be) funded by our basic budget, Title I, Title IIA, and supplemental grants.
- School specific support is provided in the SIG budget. Academic intervention support, attendance support, and other experts to coordinate with current building team members and the Child Assessment Team and the school-community liaison are requested to improve building level capacity. These individuals will provide support and training and modeling for current personnel as well so that their work is gradually and strategically integrated into the school advisory system for long term sustainability at the school. Advisory is provided by the basic budget and supported by the new SLC grant supporting both OHS and WHS. Implementation, however, will look different at each site based on need and the annual school plan for implementation. These plans are being developed collaborative during the month of June with administration, leadership teams, families, community partners, and central office support. Further refinement of plans will be supported by collaboration with external consultants from

USU CSF, other SIG sites in Ogden School District, and the district SIG School Support Team member.

- The budget has been revised based on the revised amount possible. Please see pp. 41-43.

Part I: External Consultant

- An RFP was sent out for an external coach for SIG implementation. Interested entities responded including RMC Colorado, Education, Northwest, and USU CSF. USU CSF was selected to provide the external coach for the SIG schools/principals based on its ability to provide regular onsite coaching, training, and collaboration in addition to data analysis support and technical assistance and its ability to bring in experts in specific fields of need such as behavior support and working with stakeholders. This is included in the budget; see pp. 41-43.
- In addition to an external coach for SIG implementation, USOE has connected Ogden School District with the University of Virginia Turnaround Leadership Training (in partnership with Darden College of Business). All Ogden School District SIG principals (including OHS and WHS) were interviewed for this training program by the university and its consultants, ClearView Consulting, and deemed eligible for participation. This provides an unprecedented learning opportunity for leaders to improve and hone their leadership skills for the type of turnaround necessary for a SIG site with steep and increasing achievement goals. It also provides the opportunity for central office staff to learn alongside principals, leading to improved alignment and LEA level technical support for system wide improvement.

Part I: Barriers

- Barriers were addressed related to the teacher evaluation system and improving instructional quality, including teacher incentives, transfer, and teacher learning.
- Student mobility is also a barrier for success, particularly at WHS. This necessitates collaboration and coordination with the traditional high school as students tend to go back and forth between high school sites. This is inherent to the rationale of serving both schools with SIG. It is also fundamental to planning the learning community sharing and collaboration with other school principals in the district to maximize lessons learned and provide improved learning at all schools using OHS and WHS as examples of expected practices and improvements.
- Necessary changes in instruction are of primary concern and addressed throughout the application. Other changes include the need for improved and focused interventions for students not demonstrating mastery. SIG implementation at both OHS and WHS includes focused collaboration with all funding sources and partners. If a grant or a partner is not able to neither coordinate nor demonstrate measureable value-added contributions to the overall school performance aligned to the SIG SMART goals, they will no longer be supported by the school or district. Planning and coordination meetings began in June to align efforts and develop a more structured student intervention plan. SIG will provide an intervention specialist to

coordinate efforts and ensure strategic implementation of interventions and the appropriate placement of students into those interventions recommended by the specialist and the school Child Assessment Team. SIG will include extended day/year learning opportunities to strengthen and extend the intervention plan. Transportation for students requiring these interventions will also be provided.

- Student attendance has been a particular barrier. Data from district ISQ and other needs assessments, including those by Education Northwest and USU CSF, indicate that a lack of culturally responsive practices to provide rigor, relevance, and meaningful relationships is the primary reason for this barrier. This is addressed in the goals and measures of quality instruction and professional development. There is also a need, however, to reach out to recurrent non-attendeers, to provide interventions and student specific goal setting and improvement plans with the family and student in order to get the student to school in the first place to show him/her that the teaching/learning of the school is relevant. This will require an attendance tracker to work as gate keeper for the school Child Assessment Team and school-community liaison. This individual will also provide training and share data with advisory teachers so that they learn the issues and effective interventions to provide, ultimately eliminating the need for this intervention post SIG.
- Ogden School District believes that the structure of the school and the district is in place. Personnel and teams are available to support additional SIG personnel, including instructional coaches, district school support team, executive directors, and school Child Assessment Teams. The greatest barrier has been a lack of alignment of efforts and a lack of deep schoolwide implementation of previous reforms. New leadership is committed to ensuring improvement efforts are not just carried out by a few individuals but rather are implemented schoolwide with all accountable for improvement.

Part II: The Budget

- The budget has been revised to match the SIG amount allocated by USOE, \$2,000,000.00. Please see pp. 41-43.