

School Improvement Grants

Application for FY 2014 New Awards Competition

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

Fiscal Year 2014

CFDA Number: 84.377A

UTAH LEA Application



Leadership...Service...Accountability

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

OMB Number: 1810-0682
Expiration Date: September 30, 2016

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. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (authorized under section 1003(g) of title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed School Improvement Grant application to this address.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools, which are generally a State's lowest-achieving Title I schools, and focus schools, which are generally the schools within a State with the largest achievement gaps, eligible to receive SIG funds.

Availability of Funds

The Consolidated Appropriations Act, 2014, provided \$506 million for School Improvement Grants in fiscal year (FY) 2014.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2014 SIG funds in proportion to the funds received in FY 2014 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

SUBMISSION INFORMATION

Electronic Submission:

The USOE strongly prefers to receive an LEA's FY 2014 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

Each LEA should submit its FY 2014 application to:

Dr. Rebecca Donaldson
ESEA Federal Programs Coordinator
rebecca.donaldson@schools.utah.gov

In addition, the LEA must submit a paper copy of the original cover page signed by the LEA superintendent/charter school director to the address listed below under "Paper Submission."

Paper Submission:

If an LEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Dr. Rebecca S. Donaldson
ESEA Federal Programs Coordinator
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Application Deadline

Applications are due no later than 5:00 P.M. on November 20, 2015.

For Further Information

If you have questions about School Improvement Grants (SIG) 1003(g), please contact one of the following members of the USOE ESEA Federal Programs/School Improvement Team: Dr. Rebecca Donaldson (801-538-7869, Rebecca.donaldson@schools.utah.gov), Dr. Max Lang (801-538-7725, max.lang@schools.utah.gov) or Jeff Ojeda (801-538-7945, jeffrey.ojeda@schools.utah.gov).

**APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS**

<p>Legal Name of LEA Applicant:</p> <p>San Juan School District</p>	<p>LEA Applicant's Mailing Address:</p> <p>200 North Main Street Blanding, UT 84511</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Lynnette Johnson</p> <p>Position and Office: Student Services Director</p> <p>Contact's Mailing Address: San Juan School District 200 North Main St. Blanding, UT 84511</p> <p>Telephone: 435-678-1227</p> <p>Fax: 435-678-1403</p> <p>Email address: ljohnson1@sjsd.org</p>	
<p>LEA Superintendent/Charter School Director (Printed Name):</p> <p>Douglas E. Wright</p>	<p>Telephone:</p> <p>435-678-1227</p>
<p>Signature of the LEA Superintendent/Charter School Director:</p> <p>X </p>	<p>Date:</p> <p>16 Dec 2015</p>
<p>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 State receives through this application.</p>	

STATE OF UTAH SCHOOL IMPROVEMENT GRANT FY 2014

LEA APPLICATION

LEA APPLICATION: REQUIREMENTS

The LEA application must contain, at a minimum, the information set forth below. An LEA may include other information that it deems necessary; however, an LEA is required to respond to each of the following items and bullet points in the exact order in which they appear in this application.

As part of the application process, the LEA is required to present their school improvement (SIG) plan in person. The presenters should include, at a minimum, the LEA Superintendent/Charter School Director or designee, the LEA Title I Director, and the principal(s) of the school(s) included in the application. The school improvement (SIG) plan will be presented to the application reviewers in order to highlight specific aspects of the application, demonstrate the LEA’s capacity and commitment to fully and effectively implement all requirements of the specific SIG model(s) selected, and to clarify questions that the reviewers may have regarding the LEA’s SIG plan.

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

An LEA must identify each Priority and Focus school the LEA commits to serve. An LEA must identify the school improvement model that the LEA will use in each Priority and Focus school.

The school improvement intervention models the LEA may choose from are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) evidence-based whole school reform model; and (6) early learning model.

EXAMPLE:

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) ¹	INTERVENTION MODEL
Tse’biinidzizgai Elementary		X		TRANSFORMATION

¹An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

The actions listed in Part B of this application are those that an LEA must take *prior* to submitting its application for a School Improvement Grant.

- (1) For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among

other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the specific needs each school has identified.

The Utah State Office of Education requires that any LEA making application for the School Improvement Grant 1003(g) must analyze the needs of each Priority and Focus School for which it applies that appears on the State's identified Priority and Focus School list. Included in the analysis of each school, the LEA must analyze each of the data points listed below to determine the specific SIG intervention model for each school.

- a. Percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement);
- b. Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement);
- c. Demographic information relevant to the school's achievement in Reading/Language Arts and Mathematics;
- d. Contextual data for 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, Transformation, and Early Learning models, administrator education, experience, and performance evaluations);
- g. Effectiveness of instructional programs that have been implemented;
- h. Analysis of family and community needs for each identified school;
- i. Effectiveness of any prior school reform efforts; and
- j. The LEA must provide the rationale for the specific SIG intervention model selected for each school included in the LEA application to demonstrate that the model(s) selected is aligned to the specific needs of individual school(s).

TSE'BIINIDZISGAI ELEMENTARY

Student Performance/Trend Data

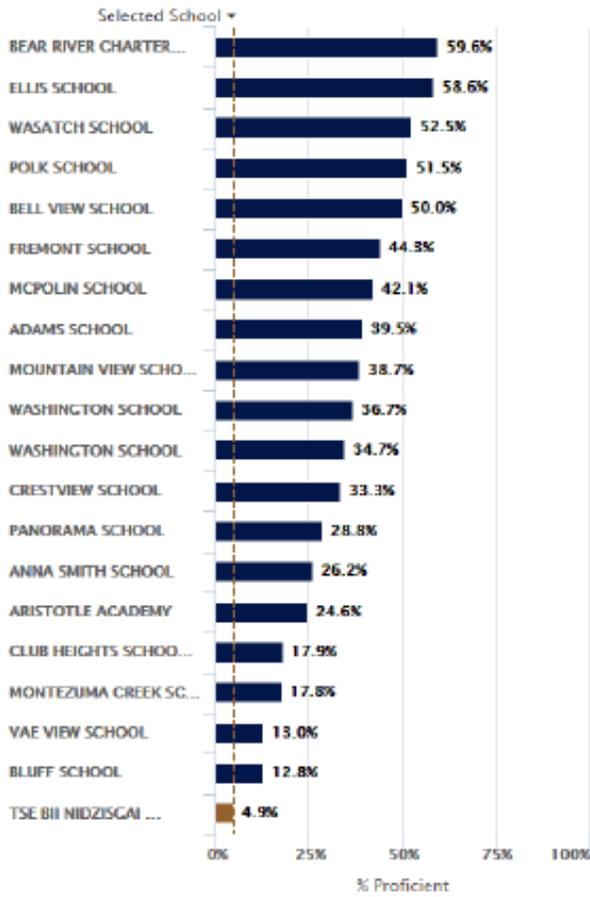
Tse'biinidzsigai Elementary ranks as the lowest academically performing school in the bottom 5% in the State of Utah. Tse'biinidzsigai's grade for 2015 is an F.

The school is not only last in achievement with similar populations, but last in growth for Language Arts and third from the bottom in growth for Mathematics. This unacceptable performance demonstrates the great need for a School Improvement Grant initiative.

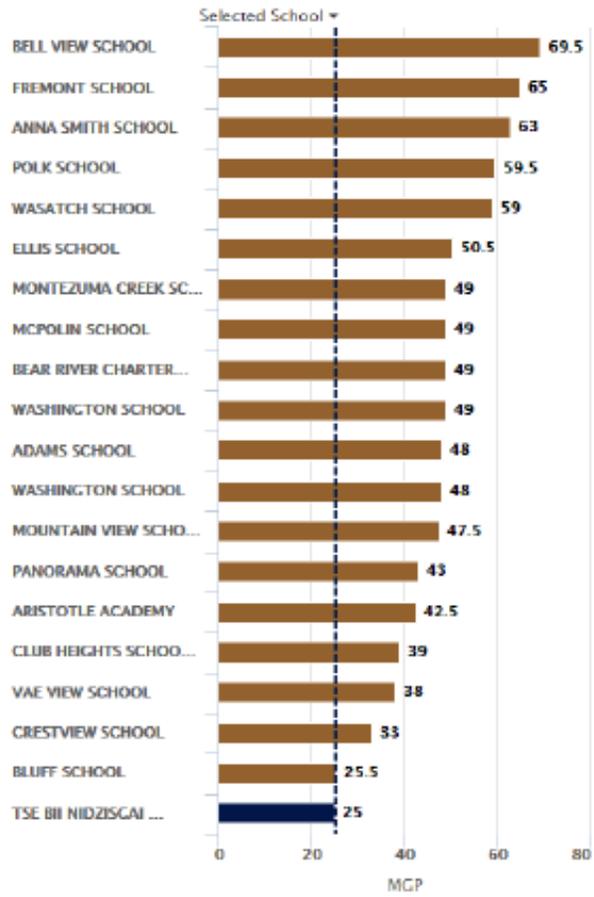
Showing up to 20 schools within Utah that are similar to TSE'BI'I'NIDZISGAI SCHOOL using PVA

Language Arts Mathematics Science

Language Arts % Proficient, 2015



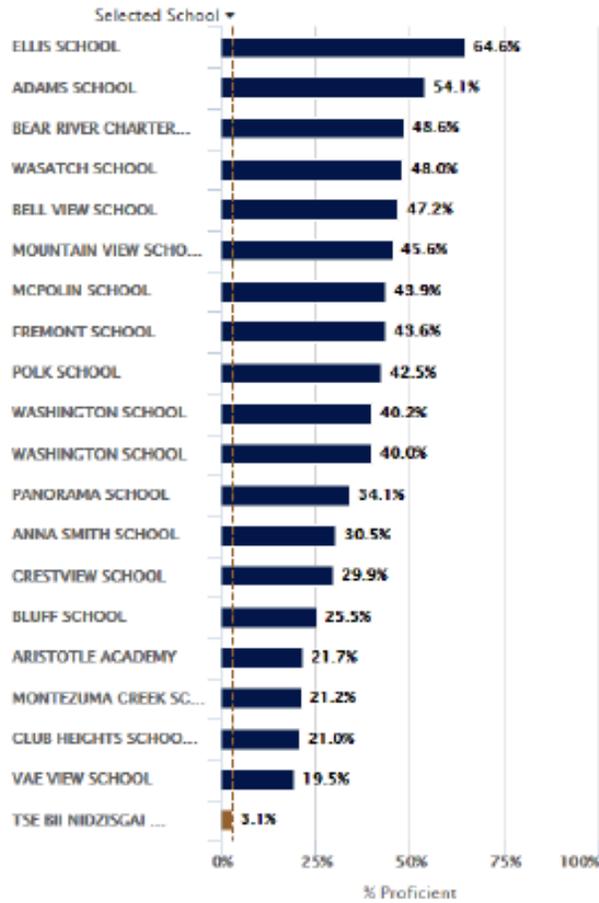
Language Arts MGP, 2015



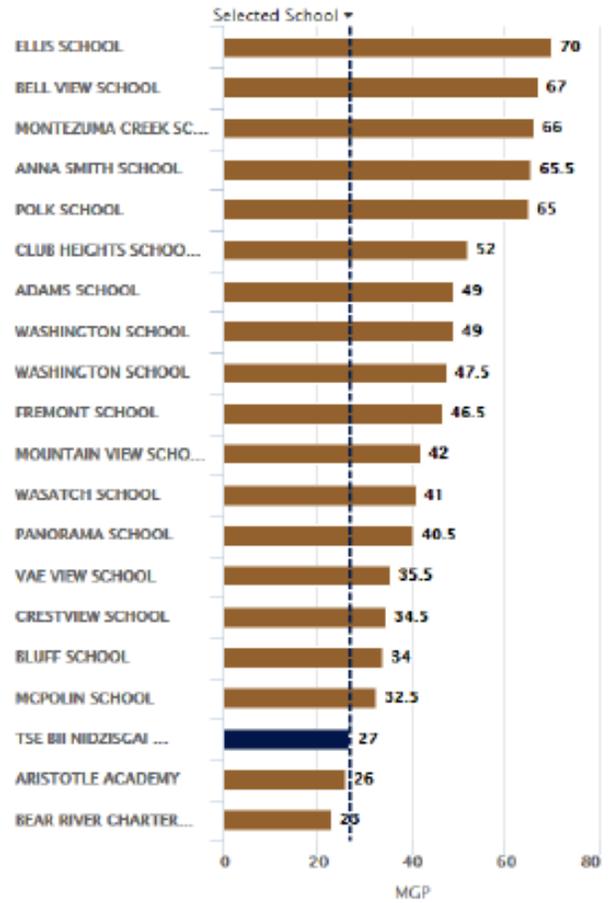
Showing up to 20 schools within Utah that are similar to TSE'BII'NIDZISGAI SCHOOL using PVA

Language Arts **Mathematics** Science

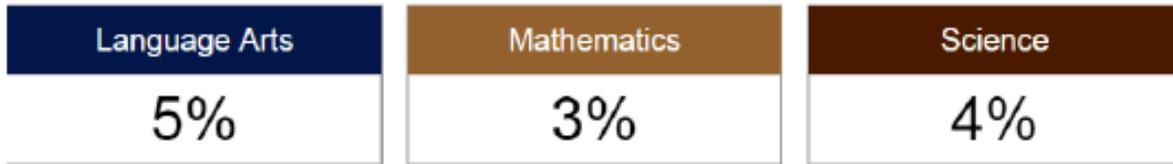
Mathematics % Proficient, 2015



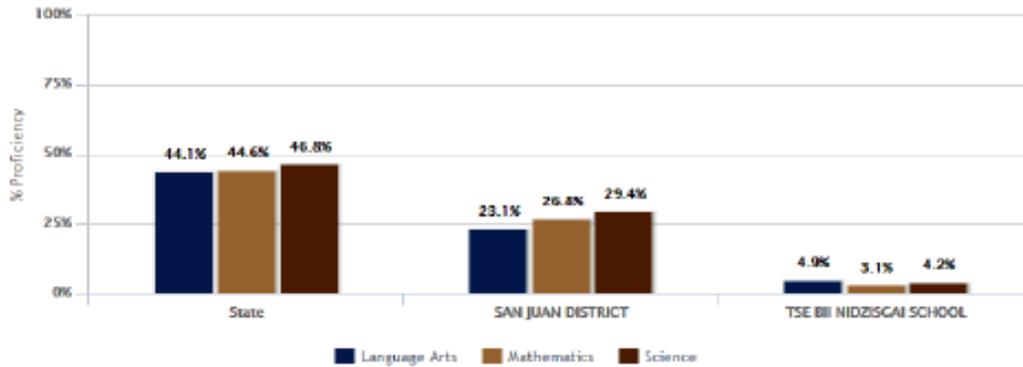
Mathematics MGP, 2015



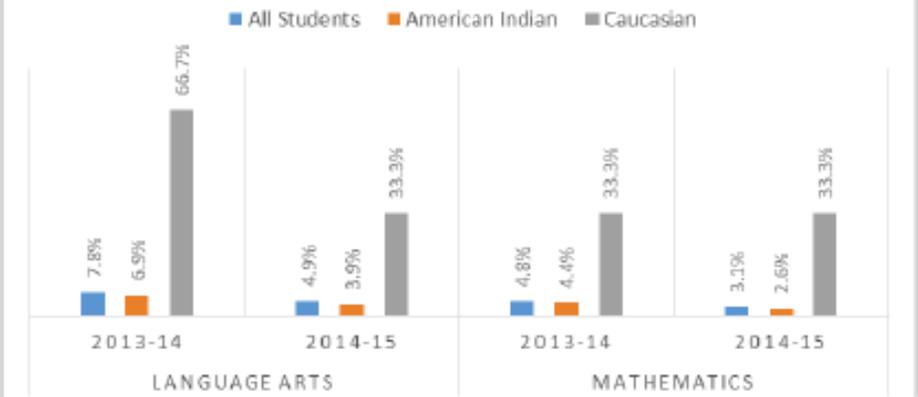
SAGE Results for TSE BII NIDZISGAI SCHOOL



2015 SAGE % Proficient

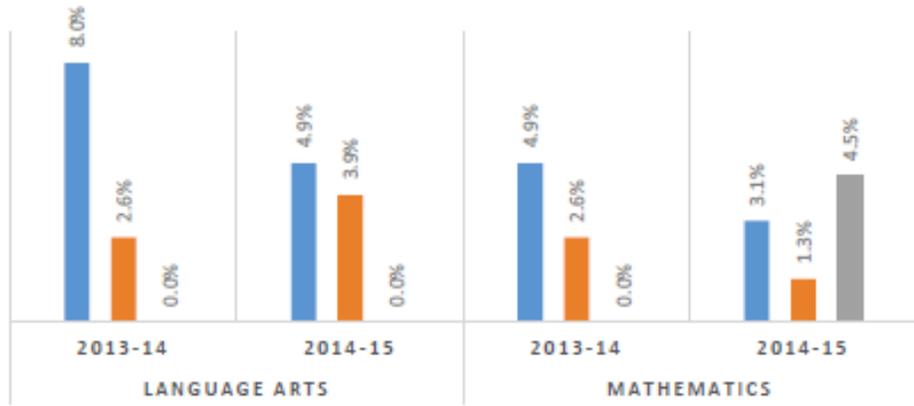


PERCENT PROFICIENT SAGE 2 YEAR TREND BY ETHNICITY



PERCENT PROFICIENT SAGE 2 YEAR TREND-SES, LEP, SWD

■ Economically Disadvantaged ■ Limited English Proficient ■ Students w/Disabilities

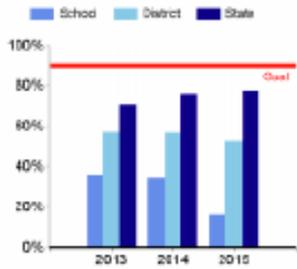


TSE'BII'NIDZISGAI SCHOOL

SAN JUAN DISTRICT

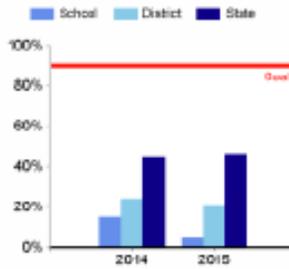
Grades K-8 School Year 2014-2015

3rd Grade Reading Proficiency



Approved reading assessment

6th Grade ELA Proficiency

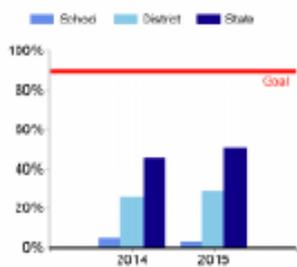


SAGE: 1st administration in 2014

Kindergarten Readiness

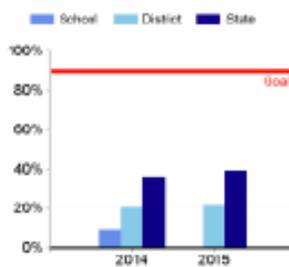
The Kindergarten readiness indicator is currently not available

3rd Grade Math Proficiency



SAGE: 1st administration in 2014

6th Grade Math Proficiency



SAGE: 1st administration in 2014

School Demographics

Enrollment	282
Race/Ethnic Minority	97%
English Learners	66%
Low Socio-Economic	100%
Students With Disabilities	13%
Chronic Absenteeism	47%
Mobility	32%

Academic Performance

Grade Span Tested: 3-6

Percent Proficient

SAGE Language Arts (ELA)	<10%
SAGE Math	<10%
SAGE Science	<10%

Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	<10%	<10%	<10%
English Learners	<10%	<10%	<10%
Low Socio-Economic	<10%	<10%	<10%
Students With Disabilities	<10%	<10%	<10%

School Snapshot Elementary School

Tse'bi'nidzisgai Elementary serves pre-K through 6th grade students from the Navajo community in beautiful southeastern Utah. We take great pride in our students' language, culture, knowledge, and experiences. We foster meaningful learning and academic excellence through child-centered best practices.

TSE'BII'NIDZISGAI SCHOOL (SAN JUAN DISTRICT School Year: 2015

Elementary Grade: F Points: 124/600 21 %

All Students Participation Rate: 100 % *

Below Proficient Participation Rate: 100 % *

Proficiency Total: 14/300

Language Arts	6/100
Mathematics	3/100
Science	5/100

Growth Total: 110/300

All Students

Language Arts	17/50
Mathematics	13/50
Science	24/50

Below Proficient

Language Arts	18/50
Mathematics	14/50
Science	24/50

Demographics/Contextual Data

Tse'biinidzizgai Elementary lies at the heart of some of the world's most spectacular vistas and boasts a rich American Indian cultural heritage. The school is located in Monument Valley, southeastern Utah in the Four-Corners Region and is within the borders of the Navajo Nation. 94% of the students are Navajo. Understanding some of the complexities of the region helps one appreciate the challenges students face.

According to the most recent US Census, average household income for Monument Valley residents is \$17,500 as compared to the State of Utah at \$59,770 (the ninth highest in the nation). This disparity in income is reflective of the high McKinney homeless rate (70%), high Limited English Proficiency (66%) and overall lack of student achievement. The school has a chronic absenteeism rate of 47% and a mobility rate of 32%.

The school works consistently to implement Positive Behavior Supports (PBS) and office referrals are not a significant problem.

Behavior Type	Incident Count
Disrespectful Behavior	2
Disruptive Behavior	7
Fighting	2
School Rule Violation	6
Unsafe Behavior	19
Total Incidents:	36

The District has invested heavily in both capital outlay projects and instructional support over a sustained period of time. The Board has established a lower student/teacher ratio for the reservation schools. The ratio for Tse'biinidzizgai is: Grades K-1, 19:1; Grades 2-3, 21:1 and Grades 4-6, 23:1.

Four years ago, students attended an older school, Mexican Hat Elementary, which was not centrally located in the community. The new school, Tse'biinidzizgai Elementary, is a beautiful structure located in Monument Valley next to the high school.



Tse'biinidzizgai Elementary is characterized by challenging demographics including significant poverty, language barriers and inadequate housing.

School Demographics								
Enrollment	Low income	# & % McKinney Homeless	# & % ELL	Ethnicity				
				American Indian	Hispanic	Multiple Race	Total Minority	Caucasian
284	100%	198/70%	187/66%	267/94%	8/3%	1/3%	276/97%	8/3%

San Juan School District is one of the most remote regions in the United States, covering an area of approximately 8,000 square miles that is characterized by extreme geographic isolation. The population density is less than two people per square mile. Tse'biinidzizgai Elementary is 83 miles or 1 hour and 20 minutes away from the District Office in Blanding. The closest city with shopping is Cortez, Colorado at 132 miles or 2 hours and 39 minutes away.

Teachers have difficulty accessing high speed internet at home, as a result of recent legislation prohibiting personal use of school internet, which furthers the isolation teachers feel. Because the school is within the borders of the Navajo reservation, teachers are unable to purchase land or a home. The District provides subsidized housing, but many teachers would prefer to have their own residence. Recruiting and retaining teachers, who are willing to live in Monument Valley, is an enormous challenge for the district.

Teacher Information

Turnover continues to be a challenge for Tse'biinidzsigai. This year the school had a 28% turnover rate. 56% of teachers have been at the school 5 years or less. Only one teacher has taught over 15 years at the school.

Name	Assignment/ grade	FTE	# years experience	Attendance	Highly Qualified?	Education	Evaluation Date /Results	Status
Amado H.	5 th	1.0	1	100%	YES	BACH	IN-PROGRESS	PROVISIONAL
Anderson C.	Kindergarten	1.0	13	99%	YES	BACH	EFFECTIVE	CAREER
Elliot K.	2 nd	1.0	1	94%	YES	BACH	IN-PROGRESS	PROVISIONAL
Frankowski J.	4 th	1.0	4	89%	YES	BACH	EFFECTIVE	PROVISIONAL
Holiday L.	1 st	1.0	8	99%	YES	BACH	EFFECTIVE	CAREER
Jim A.	6 th	1.0	8	99%	YES	MASTER	EFFECTIVE	CAREER
Johnson H.	SpEd	1.0	8	96%	YES	MASTER	EFFECTIVE	PROVISIONAL
Kensley A.	3 rd	1.0	11	100%	YES	BACH	MINIMALLY EFFECTIVE	CAREER
LeCheminant P.	Kindergarten	1.0	1	94%	YES	BACH	IN-PROGRESS	PROVISIONAL
Mckenzie M.	Preschool	1.0	3	99%	NO	BACH	IN-PROGRESS	PROVISIONAL
Sanders S.	5 th	1.0	1	98%	YES	BACH	IN-PROGRESS	PROVISIONAL
Sekaquaptewa K.	6 th	1.0	2	98%	YES	BACH	EFFECTIVE	PROVISIONAL
Singer A.	2 nd	1.0	6	92%	YES	BACH	EFFECTIVE	CAREER
Singer A.	1 st	1.0	1	96%	YES	BACH	IN-PROGRESS	PROVISIONAL
Smith D.	Heritage Lang.	1.0	6	94%	YES	BACH	EMERGING EFFECTIVE	CAREER
Tsosie J.	SpEd	0.5	2	97%	YES	BACH	IN-PROGRESS	PROVISIONAL
Valentine D.	3 rd	1.0	22	100%	YES	BACH	EFFECTIVE	CAREER
Yazzie R.	4 th	1.0	2	96%	YES	BACH	EFFECTIVE	PROVISIONAL

Administrator Information

The current principal, Lisa Young, was hired in the 2012-13 school year as a turnaround principal (see Attachment #1).

The school is in their second year participating in the University of Virginia: Partnership for Leaders in Education (UVA:PLE) training. Mrs. Young participated in a Behavioral Event Interview, administered by a UVA consultant and according to this criteria was identified as a "Turnaround Principal".

In an effort to stabilize the school's administrative turnover and to capitalize on the strengths of the principal, the District is electing to request a waiver of the requirement to replace the existing principal.

[Under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model]

We will address this requirement more fully in section #15 that specifically asks for this information.

Effectiveness of Instructional Programs Implemented

The instructional program is structured around a school-wide schedule that ensures the full core is taught in every grade level every day.

Teachers have five workshops:

- **Word Study (20-25 minutes daily)** Instruction includes CORE standards in phonological awareness, phonics, vocabulary, high frequency words etc. Also used are Words Their Way, Fountas & Pinnell Phonics materials, and other current professional resources.
- **Readers' Workshop (70-85 minutes a day)** Instruction includes CORE standards with guided reading. Materials include CORE, Continuum of Literacy Learning, high quality read alouds and other mentor texts, some Imagine It basal, LLI and Lucy Calkins Units of Reading and current professional resources—i.e. unwrapping the standards books, When Readers Struggle etc. (Younger grades are longer and other grades are shorter to allow more time for content area reading in longer science/social studies time.)
- **Writers' Workshop (45 minutes a day)** Instruction includes CORE, Continuum of Literacy Learning, quality mentor texts, Lucy Calkins Units of Writing for the Common Core, and current professional resources.
- **Math (85 minutes a day)** Instruction includes Core Standards, CORE, some Envision series and professional resources including Van de Walle, Richardson, Burns, NTCM book, unwrapping the standards resources.
- **Science/Social Studies (30-60 minutes a day—shorter in lower grades, longer in upper grades)** Instruction includes CORE, FOSS, UEN, and PLATEAU resources.

Interventions/SPED services are during the middle of these blocks so students do not miss the whole group grade level mini-lessons. Students work with interventionists or SPED team, with teacher support, during what would be independent practice time.

Please see section #3 pp. 27-35-Requirements for a Transformation Model (Data to Identify and Implement Instructional Program) for data used to determine effectiveness of programs implemented.

Family and Community Needs

Students' families are faced with complex economic and social issues exacerbated by low educational levels and high unemployment.

2012 Highest Education Level Attained (Population Age 25+)	San Juan county, UT	Monument Valley, UT 84536	United States
Did Not Complete High School	15.48%	24.61%	13.90%
Completed High School	32.80%	39.30%	27.74%
Some College	20.01%	17.12%	21.45%
Completed Associate Degree	13.08%	11.80%	7.76%
Completed Bachelors Degree	11.14%	3.99%	18.25%
Completed Graduate Degree	5.64%	3.18%	7.67%

The economy of the Navajo Nation is comparable to that of a third world country. High unemployment rate, lack of income, paved roads, modern housing and amenities, lower education level, high poverty rate, an historic lack of communication infrastructure are just a few examples of the problems faced by the Navajo people.

- The unemployment rate on the Navajo Nation is almost 11 times more than in the United States
- Per Capita Income on the Navajo Nation is 4.59 less than the rest of the United States
- The Navajo Nation has the worst poverty rate in the United States (56.1 percent)
- No less than 60 percent of Navajo Nation monies is spent in off-reservation communities
- Only 15% of Native households have computers
- Only 22% of Navajo households have telephones
- Only 47% of Native households on all Four Corners reservations have telephones, while 94% of American households have telephones

—2010 Census

All these factors contribute to the low achievement and cycle of hopelessness in reservation schools. Tse'biinidzsigai Elementary School mirrors these same challenges. This remote community struggles to access services available in more urban areas. Since many homes lack internet and phone services as well as experience cultural and language barriers, schools often encounter difficulty communicating effectively with parents. Furthermore, engaging parents in the quest for higher student academic achievement can be challenging.

Historically many families have experienced harsh educational BIA and Boarding School systems that color their perception of what a healthy school should be. Too many families have been forced into systems that have not honored their culture and have disrupted their families. This has resulted in a degree of mistrust and lack of bonding with the school system. Parent's lack of education makes their task of supporting their students' academic endeavors difficult at best.

Jurisdiction issues complicate services for families living on the reservation. Tribal agencies are often overwhelmed or incapable of effective response. Most functions available through State of Utah and San Juan County agencies are rendered useless as jurisdiction often prevents agencies from responding to families and students living on the Navajo Reservation. This results in inadequate law enforcement, substandard social services and non-existent workforce support. Children are too often in danger without mechanisms to protect and nurture them.

Despite challenges of both academic and social support successes at Tse'biinidzsigai, school surveys—School Survey of Stakeholder Input-University of Utah UT. Ed. Policy Center and School Readiness Assessment-UVA questions (see *Attachments #2 and #3*)—are remarkably high, and in many cases exceed the State averages. This level of satisfaction can at times contribute to a sense within the school and community that outside parties just don't understand the quality services the school does offer and the unique challenges other schools do not have.

Effectiveness of Prior Reform Initiatives

Tse'biinidzsigai Elementary was the recipient of a School Improvement Grant (SIG) during the years 2011-2014. The school had four different administrators during the 2011-14 period. The first administrator left by December and the District placed an interim principal to finish out the year. The second year

principal was one of our more successful northern administrators, but had difficulty gaining traction in a reservation school. She left at the end of the school year. We hired the current principal in 2012-13.

The District had previously written a SIG application for Bluff Elementary School, which was extremely successful. Bluff was recognized at both a State and Federal level for their significant raise in Language Arts and Mathematics proficiency levels in a two year period.

The School Improvement Plan for Tse'biinidzizgai was identical to the Bluff grant. However the lack of consistent leadership impaired the school's ability to implement the school reforms successfully. When the new/current principal came on board, the State changed the end of level assessment from CRT's to SAGE which further complicates comparison of achievement. We do not believe the first SIG initiative resulted in academic improvement, primarily because of lack of administrative leadership and the increased rigor of the new Core Standards and SAGE assessment.

Scoring Rubric – B (1)

The LEA has analyzed the needs of each eligible school identified in the LEA's application and selected a SIG model for each school based on the results of the analyses.

0= provides no data 1=provides limited data 2=provides most data 3=provides all data

The percent of students scoring proficient for Language Arts and Mathematics includes overall school and subgroup achievement.	Rating: 0 1 2 3 Comments:
Trend data for both Language Arts and Mathematics for the overall school and subgroup achievement is included.	Rating: 0 1 2 3 Comments:
Demographic information is complete and includes all relevant data.	Rating: 0 1 2 3 Comments:
Contextual data is complete and includes all relevant data.	Rating: 0 1 2 3 Comments:
Teacher information is complete and includes all relevant data.	Rating: 0 1 2 3 Comments:
Administrator information is complete and includes all relevant data.	Rating: 0 1 2 3 Comments:
Effectiveness of instructional programs that have been implemented.	Rating: 0 1 2 3 Comments:
Analysis of family and community needs for each school site.	Rating: 0 1 2 3 Comments:
Effectiveness of prior school reform efforts is included.	Rating: 0 1 2 3 Comments:
Rationale for the SIG intervention model chosen for each school is included.	Rating: 0 1 2 3 Comments:

Score: ____/30

- (2) For each Priority and Focus school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention model.

The Utah State Office of Education requires that any LEA making application for the School Improvement Grants 1003(g) must commit to serve, and demonstrates that it has taken into consideration family and community input in selecting the intervention model through selected activities as appropriate. Consistent with Title III and OCR compliance, every effort should be made to communicate with the parents and the community in the top 5 languages of the school(s) as counted from the Home Language Survey. The following are examples of activities to consider:

- Survey students and parents to gauge needs of students, families, and the community;
- Conduct activities to involve parents and stakeholders in the selection of an intervention model best suited to the specific needs of the school (e.g., hold community meetings);
- Develop the school improvement plan in line with the model selected;
- 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;
- Hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model;
- Establish organized parent groups;
- Conduct community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.

In addition to family and community input, LEAs must consult with all relevant stakeholders regarding the LEA's selection, application, and implementation of the chosen intervention model in its Priority and Focus Schools. LEAs must identify the process through which the LEA will involve:

- a. School administrators;
- b. Teachers;
- c. Parents;
- d. School Community Council (SCC); and,
- e. The LEA must 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 for SIG schools).

TSE'BIINIDZISGAI ELEMENTARY

	School Administrator	Teachers	Parents	School Community Council	SJSD School Board
Initial Planning	Attended USOE SIG Bidder's Conference-	Meeting with faculty 12/08/15 to gain support	Electronic communication	School Community Council-	School Board meeting 12/08/2015 to

	(including Elementary Supervisor & Title 1 Director) 11/012/15. Consulted on direction and details of the grant.	and get input, conducted by Elementary Supervisor.	soliciting input and support.	12/08/15 to gain support and get input, conducted by principal and Elementary Supervisor	get approval, support and input. Support letter signed this meeting.
Draft version of grant	Principal involved throughout the grant with input. Final version given to principal for any revisions/edits.	Meeting with faculty to discuss details of grant and gain further support.			Final version uploaded to Board members for January Board Mtg.
Future Involvement	Weekly meetings with School Shepherd to monitor grant progress.	Daily TLC meetings with Principal;	Annual survey.	Monthly SCC meetings will include information about the initiative.	3 annual reports to the Board that will include SIG information/progress. 1-Principal Report; 2-Elementary Supervisor report; 3-Student Services/Title 1 Director report

Scoring Rubric – B (2)

For each Priority and Focus school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention model.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has identified the process through which it will involve administrators.	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which it will involve teachers.	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which it will involve parents.	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which it will involve the School Community Council (SCC).	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which it will involve the community.	Rating: 0 1 2 3 Comments:

The LEA has identified the process through which the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources).

Rating: 0 1 2 3

Comments:

Score: ____/18

- (3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, or early learning model.**

The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the specific intervention model(s) selected for its eligible schools. For additional supporting questions to help in the selection of the most appropriate model see Addendum A. LEAs must include the following information in their application:

- a. Describe how the LEA will implement with fidelity each requirement associated with the specific intervention model(s) selected for its eligible schools;
- b. Provide sufficient information describing how the LEA will successfully implement each requirement;
- c. Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and
- d. Provide a detailed timeline for implementation of the intervention model chosen for each school the LEA intends to serve.
- e. Describe annual SMART goals for the state's SAGE assessment in Reading/language arts;
- f. Describe annual SMART goals for the state's SAGE assessment in mathematics;
- g. Describe how the LEA will measure progress on the leading indicators;
- h. Describe how the LEA will provide ongoing consultation with all relevant stakeholders, including families and the community, regarding the LEA's application and implementation of the selected SIG intervention model(s) in its selected school(s).

Turnaround Model:

If an LEA selects the Turnaround Model, each of the following actions must occur:

- a. Replace the principal
- b. Provide LEA support to the new principal
- c. Grant greater flexibility to the principal (e.g. staffing, calendars, budget)
- d. Locally develop and adopt competencies to screen existing staff
- e. Identify and replace 50% of the existing staff, using locally adopted competencies
- f. Implement strategies to recruit, place, and retain staff
- g. Select and hire new staff
- h. Provide ongoing job-embedded professional development
- i. Adopt a new governance structure
- j. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level
- k. Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
- l. Establish a schedule and implement strategies that increase learning time for students
- m. Provide appropriate social/emotional and community oriented services and supports for students
- n. Other permissible strategies (please specify)

Transformational Model:

If an LEA selects the Transformation Model it must ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.

If an LEA selects the Transformation Model, each of the following actions must occur:

- a. Replace the principal who led the school prior to commencement of the Transformational Model if h/she has been the principal at the school more than two years
- b. Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement that are fully aligned with Utah's ESEA Flexibility Waiver with regard to principal, teacher and school staff evaluation
- c. Identify and reward school leaders, teachers, and other staff who have increased student achievement; remove those who have not done so
- d. Provide staff with ongoing, high-quality, job-embedded professional development
- e. Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)
- f. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level
- g. Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review, UMTSS model, additional supports for students with disabilities and English learners)
- h. Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners
- i. Use and integrate appropriate technology-based support and intervention as part of the instructional program
- j. Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)
- k. Secondary Schools only: Improve student transitions from middle school to high school
- l. Secondary Schools only: Increase graduation rate through a variety of methods
- m. Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate
- n. Establish schedules and strategies that provide increased learning time
- o. Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools; extended or restructured school day; approaches to improve climate and school discipline; full day kindergarten; or pre-kindergarten)
- p. Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting, new governance arrangement, weighted per pupil budget formula)
- q. Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization

Restart Model:

If an LEA selects the Restart Model, each of the following actions must occur:

- a. Develop, communicate, and implement the decision-making process for selecting the Restart Model

- b. Develop and implement a rigorous review process for selecting: charter school operator; charter school management organization (CMO); and/or educational management organization (EMO)
- c. Develop and implement a process for monitoring and evaluating the Restart Model to ensure that it serves and benefits students
- d. Other strategies (please specify)

Closure Model:

If an LEA selects the Closure Model, each of the following actions must occur:

- a. Develop and implement a process for ensuring that all students are accommodated at higher-achieving schools
- b. Develop and implement a communication plan to inform parents and the community about the Closure Model
- c. Provide support for students who are transitioning to new schools (e.g. transportation, class assignments, etc.)
- d. Other strategies (please specify)

Early Learning Model

If an LEA selects the Early Learning Model, it must implement each of the following early learning strategies:

- a. Offer full-day kindergarten for all kindergarten students
- b. Establish or expand a high-quality preschool program as defined in these requirements (Please see definition of "high-quality preschool program" in Addendum B).
- c. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions
- d. Replace the principal who led the school prior to commencement of the early learning model
- e. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that is required under the Transformation Model that is aligned with Utah's ESEA Flexibility Waiver
- f. Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
- g. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable
- h. Use data to identify and implement an instructional program that:
 - o Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - o In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions
- i. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students, and

- j. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

Whole School Reform Model

Under the final SIG requirements published in the National Federal Register (NFR) on February 9, 2015 (80 FR 7224), an evidence-based whole-school reform model must meet the following criteria:

1. Have evidence of effectiveness that includes at least one study that:
 - a. Meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies);
 - b. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
 - c. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here); and,
2. Be designed to:
 - a. Improve student academic achievement or attainment;
 - b. Be implemented for all students in a school; and
 - c. Address, at a minimum and in a coordinated manner, each of the following:
 - i. School leadership;
 - ii. Teaching and learning in at least one full academic content area (including professional learning for educators);
 - iii. Student non-academic support; and
 - iv. Family and community engagement.
3. The Whole School Reform Model must be implemented by the LEA in partnership with the whole-school reform model developer that is an entity or individual that:
 - a. Maintains proprietary rights for the model; or
 - b. If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process.

The Utah State Office of Education will provide LEAs with a list of whole-school-reform models that have been vetted by the U. S. Department of Education. The list may be accessed at this website: <http://www2.ed.gov/programs/sif/sigvidencebased/index.html>

TSE'BIINIDZISGAI ELEMENTARY

Requirements of Transformational Model

Replace Principal

The District is electing to request a waiver of the requirement to replace the existing principal.

[Under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model]

We will address this requirement more fully in section #15 that specifically asks for this information.

Evaluation System

San Juan School District is implementing the Utah Measurement of Instructional Effectiveness (UMIE) evaluation system and has done extensive, ongoing training for all administrators. USOE will provide a certification training at the District Office on January 26-28, 2016. The School Principal, School Supervisor and Student Services/Title 1 Director will participate in this training to become certified. This instrument will be a foundation piece of our rigorous, transparent and equitable evaluation system for teachers and principals.

San Juan School District will be subject to the new State requirement that ties student growth to the evaluation and pay structures (Student Learning Objectives-SLOs).

Senate Bill 64 (1st sub.): Public Education Employment Reform

- *Specifies that educator evaluations be based on students learning growth (or achievement) and instructional quality (lines 632-638)*
- *Requires the development and implementation of a valid and reliable evaluation tool (lines 468-477)*
- *Allows a local school board to develop its own evaluation program, within guidelines set by the State Board of Education, or adopt an evaluation program developed by the State Board (lines 524-526)*
- *Clarifies the expectations for providing a plan of assistance to an employee in order to improve employee performance and provide a quality educator in every classroom (lines 669-673)*
- *Requires a district's compensation system be aligned with an annual evaluation system (lines 827-831)*
- *Provides that any advancement on a salary schedule be based primarily on an evaluation (lines 833-834)*
- *Specifies that an employee may not advance on a salary schedule if their rating is the lowest level on a four-point scale (lines 835-837)*
- *With certain exceptions, provides that an employee may not advance on a salary schedule if their rating is the second lowest level on a four-point scale (lines 840-845)*

This new evaluation system was developed throughout the state with extensive educator and parent input. San Juan School District worked with USOE to pilot the instrument during the 2012-13 school year and had the opportunity for input on its development. Teachers' Association representatives have had discussion and input with District Administration throughout the pilot. Tse'biinidzsigai Elementary is working to implement SLO's (Student Learning Objectives) and will have those in place for the grant period.

Formative evaluation supports include: structured classroom walkthroughs, an annual School Survey of Stakeholder Input instrument, External Partner (Catapult) data and formative student assessment data.

Reward/Remove Teachers

The highest priority in the district and for Tse'biinidzsigai's Transformation Model is to ensure that every classroom has not only a Highly Qualified, but a Highly Effective teacher. The District believes that

while the faculty has improved the past couple of years, it still has a great need to recruit and retain great teachers. The principal has full support in removing ineffective teachers, identified through formal evaluations, informal walkthroughs and student growth data.

The District would like to strengthen the efforts to entice outstanding teachers to sign on and remain at the school through a combination of recruiting, retention and performance bonuses. All bonuses would be tied to an "Effective" or better rating on the District's evaluation instrument and satisfactory student growth. A teacher who does not score in this range is automatically ineligible for all available bonuses.

The following chart outlines the staffing bonus plan:

Differentiation between Catapult Learning (External Provider) and LEA Roles & Responsibilities		
	Catapult Learning	LEA-District Leadership
SIG Monitoring Visits	Organize and lead monitoring visit(s).	Participate in monitoring visit(s). <i>Elementary Supervisor</i>
Support Visits	Provide school with a minimum of 20 on-site support visits for year 1 and 20-80 in following years.	Provide a minimum of weekly on-site support. <i>Elementary Supervisor</i>
Initial Contact	Help coordinate with LEA and School Administration initial school staff training/orientation for school improvement.	Collaborate with Catapult Learning and building principal for initial staff training/orientation. Lead the discussion about SIG requirements. <i>Elementary Supervisor</i> <i>Student Services Director</i>
Oversight of Transformational Requirements	Support of required Transformational Model activities. Communication with LEA regarding implementation progress.	Supervision of required Transformational activities. <i>Elementary Supervisor</i> Ensuring SIG compliance. <i>Student Services Director</i> Communication with IE regarding implementation progress.
Quarterly SIG Reports	Provide school admin with technical assistance in interpreting data and required information for SIG Tracking.	Review reports and provide schools with support in filing reports. <i>Elementary Supervisor</i> <i>Student Services Director</i> Direct line of authority to ensure timely and accurate reports. <i>Elementary Supervisor</i>
On-site Professional Development-Collaborative Team Coaching	Identify PD through School Appraisal process. Provide teachers and school admin., needed training to ensure a research-based and quality Collaborative Team Coaching experience.	Attend initial training and monitor classroom instruction using the training and data provided by IE. <i>Elementary Supervisor</i>
Monitoring Reports for Site Visits	Completed each site visit - LEA and school Leadership work collaboratively to analyze findings.	Principal and School Supervisor works collaboratively with Catapult Learning to analyze reports and determine next steps. <i>Elementary Supervisor</i>

Teachers' Retention/Performance Pay					
Retention/Recruiting Bonus	8% average proficiency or better SAGE assessment Grades 3-6 Meeting Target growth on i-Ready Assessment Grades PreK-2				Total Available Additional Compensation
\$4,000	<i>Language Arts</i>		<i>Mathematics</i>		\$7,000
	Classroom	Whole School	Classroom	Whole School	
	\$750	\$750	\$750	\$750	

\$4,000 retention bonus will be paid to each teacher who is identified as "Effective" on their previous year's evaluation, providing they sign a contract and return to the school the next fall. Teachers who do not return or who do not meet the "Effective" rating on their evaluation will not qualify for the \$4,000 bonus. Those funds not paid out will be used to recruit promising teachers for the following school year.

A total of \$2,000 for performance pay will be budgeted to pay for both individual classroom performance and whole school performance. This breakdown will encourage teachers to not only meet classroom goals, but to cooperate and work together to meet school-wide goals.

Performance Pay goals will be:

- 8% growth in proficiency measured on SAGE from the previous year's scores for both individual teachers grades 4-6 and whole school for Language Arts and Mathematics.
- Meeting i-Ready achievement targets grades K-3. (3rd grade teachers do not have a comparison SAGE score from the previous year as that grade is the first students are tested.)
- Heritage Language teachers will qualify for the school-wide goal.
- Special Education teachers will qualify for the school-wide goal and for identified students they have responsibility for instructional support.

Principal's Retention/Performance Pay				
Retention/Recruiting Bonus	8% average proficiency or better SAGE assessment Grades 3-6 Meeting Target growth on i-Ready Assessment Grades PreK-2			Total Available Additional Compensation
\$4,000	<i>Language Arts</i>		<i>Mathematics</i>	\$8,000
	Whole School		Whole School	
	\$2000		\$2000	

The Principal must be also be evaluated as "Effective" on their previous year's evaluation to qualify for bonus pay

Ongoing Job-Embedded Professional Development

Catapult Learning will take the lead in providing on-going job embedded professional development using a collaborative needs based process.

- Catapult will conduct a comprehensive needs assessment working alongside school and district administration that will determine initial professional development needs.
- Catapult will provide the identified professional development.
- Catapult will assist in gathering data to determine effectiveness of the PD, using walkthrough data, teacher conferences and student progress monitoring/achievement data.
- Catapult will be onsite 20 days the first year and 20-80 days the following years. The school and district will receive a site visit report after each of these visits. A focus of the visits will be to monitor PD implementation and to identify ongoing needs for training and support.
- Catapult will provide quarterly report information that will include professional development activities, support and degree of implementation.

Full-time Instructional Coach

In order to ensure all teachers have robust and consistent support to improve their instruction, a full-time Instructional Coach will be funded through the SIG initiative. Mrs. Young is a former Instructional Coach and does work diligently to not only fulfill her administrative duties and provide instructional leadership, but also to act as an instructional coach for every teacher. UVA-PLE consultants as well as the USOE K-3 Literacy Specialist have identified hiring a full-time Instructional Coach as a significant need in the school that could strengthen the Principal's efforts to provide timely, targeted instructional support for every teacher.

Professional Leadership Training

The Principal, the Superintendent, School Supervisor, and Student Services Director have all participated in two years of University of Virginia: Partners for Leaders in Education (UVA:PLE) training. The District offers ongoing, systematic training and support to school administrators and teachers in the following areas:

Data analysis—Driven by Data—Paul Bambrick Santoyo model

Professional Learning Communities (PLC's)—Rick Dufour model

Leadership training

Leveraged Leadership—Paul Bambrick Santoyo

Monthly Support+ principals meeting for Turnaround Schools

The District also participates in regular Regional administrative leadership training including Crucial Conversations, Crucial Confrontations, Influencer and Change Anything.

Recruitment Strategies

The School Principal, with support from the District Office, has consistently worked to improve staffing through aggressive recruiting including:

- Developing recruiting relationships with Southern Utah University, Westminster College, Dixie State University and University of Utah. This involves meeting with and interacting by phone and email with professors, career offices and deans.

- Using these relationships to reach out to teacher candidates in advance of job fairs. This has included interactions by phone, email and in person. If candidates will travel to the school, the District has paid travel expenses and the Principal has hosted the visit.
- At times the principal has arranged with professors to talk with education classes about the school and job opportunities.
- The Principal has worked to place longer term recruitment pathways with Westminster College by inviting pre-service teachers to come to Tse'biinidzsigai to work with students with the possibility of student teaching later. She is currently developing an internship program with University of Utah.
- The school hosts job information sessions in partnership with Utah State University: Eastern Campus to support their efforts to recruit local candidates into their education program.
- The Principal actively attends and participates in job fairs. She works with career center contacts while there to help drive additional applicants to the District. She meets with interested candidates before and after the fair.
- The school actively hosts site visits. The leadership team works with the Principal to give candidates tours of the school and housing and to talk through the school philosophy, goals etc. The Principal and Lead Teachers follow-up with promising candidates to answer questions and build relationships both after site visits and on-campus interviews.

Teaching is highly attractive for some candidates. These candidates want to learn more about the Navajo Community, language and culture. They appreciate the materials and instructional supports that are in place including: classroom libraries, math manipulatives, and other teacher resources. They like the daily job-embedded professional development provided by the Principal. They see value in the collaboration evident in the school and the emphasis on professional expertise. The signing bonuses, moving stipends and site visit stipends all help with recruiting.

Data to Identify and Implement Instructional Program

A variety of data points are used to identify and implement the instructional program at Tse'biinidzsigai including District Benchmarks, DIBELS, i-Ready and Scholastic Reading Inventories (SRI) assessments. An ongoing process of data analysis and discussion allow the school to monitor effectiveness of programs and make needed changes. Below are some indications of program effectiveness using available data.

District Benchmark #2-ELA

		Class Average	# of Students	# of Students	# of Students	% of Students	% of Students	% of Students
Kensley	BM-2	20.5%	14	2	0	88%	13%	0%
	Change	5.0%	-6	1	0	-8%	8%	0%
Valentine	BM-1	19.5%	19	1	0	95%	5%	0%
	BM-2	27.8%	16	4	0	80%	20%	0%
	Change	6.3%	-3	3		-15%	15%	0%
Frankowski	BM-1	20.2%	16	4	0	80%	20%	0%
	BM-2	23.1%	16	3	0	84%	16%	0%
	Change	2.9%	0	-1	0	4%	-4%	0%
Yazzie	BM-1	20.4%	17	3	0	85%	15%	0%
	BM-2	29.0%	16	2	0	89%	11%	0%
	Change	8.6%	-1	-1	0	4%	-4%	0%
Amado	BM-1	26.2%	19	3	0	86%	14%	0%
	BM-2	34.3%	13	9	0	59%	41%	0%
	Change	8.1%	-6	6	0	-27%	27%	0%
Sanders	BM-1	22.0%	21	0	0	100%	0%	0%
	BM-2	25.1%	18	3	1	82%	14%	5%
	Change	3.1%	-3	3	1	-16%	14%	5%
Jim	BM-1	28.1%	13	2	1	81%	13%	6%
	BM-2	36.6%	12	4	0	75%	25%	0%
	Change	8.5%	-1	2	-1	-6%	13%	-6%
Sekaquaptewa	BM-1	25.5%	13	2	0	87%	13%	0%
	BM-2	32.6%	10	4	0	71%	29%	0%
	Change	7.1%	-3	2	0	-15%	15%	0%

District Benchmark #2 Mathematics

		Class Average	# of Students	# of Students	# of Students	% of Students	% of Students	% of Students
Kensley	BM-1	17.5%	20	0	0	100%	0%	0%
	BM-2	29.5%	11	4	1	69%	25%	6%
	Change	12.0%	-9	4	1	-31%	25%	6%
Valentine	BM-1	19.3%	20	0	0	100%	0%	0%
	BM-2	37.2%	11	8	1	55%	40%	5%
	Change	17.9%	-9	8	1	-45%	40%	5%
Frankowski	BM-1	21.8%	20	4	0	83%	17%	0%
	BM-2	18.5%	18	2	0	90%	10%	0%
	Change	-3.3%	-2	-2	0	7%	-7%	0%
Yazzie	BM-1	27.1%	17	3	0	85%	15%	0%
	BM-2	25.6%	14	4	0	78%	22%	0%
	Change	-1.5%	-3	1	0	-7%	7%	0%
Amado	BM-1	13.9%	21	1	0	95%	5%	0%
	BM-2	27.1%	17	5	0	77%	23%	0%
	Change	13.2%	-4	4	0	-18%	18%	0%
Sanders	BM-1	12.5%	19	1	0	95%	5%	0%
	BM-2	24.8%	19	3	0	86%	14%	0%
	Change	12.3%	0	2	0	-9%	9%	0%
Jim	BM-1	17.8%	13	2	0	87%	13%	0%
	BM-2	31.4%	12	3	0	80%	20%	0%
	Change	13.6%	-1	1	0	-7%	7%	0%
Sekaquaptewa	BM-1	13.3%	14	1	0	93%	7%	0%
	BM-2	29.3%	12	1	0	92%	8%	0%
	Change	16.0%	-2	0	0	-1%	1%	0%

DIBELS

Data would be more complete after January (MOY) assessment. Charts show the end of last year data and the beginning of this year data (same cohort). It also shows how the school looks at strand data and overall data.

Kindergarten - DIBELS

(Based on End-of-the-Year Expectations)



First Grade - DIBELS

(Based on End-of-the-Year Expectations)



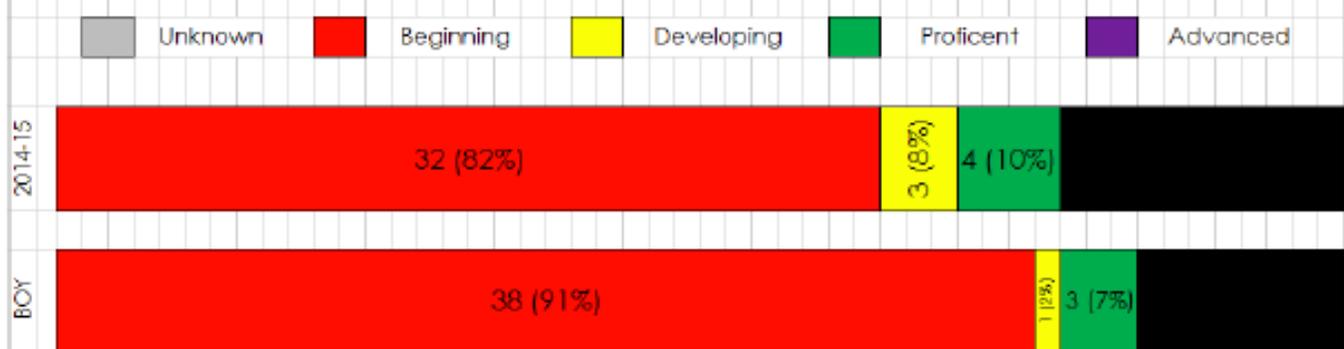
Second Grade - DIBELS

(Based on End-of-the-Year Expectations)



Third Grade - DIBELS

(Based on End-of-the-Year Expectations)



i-Ready

Chart compares beginning of year (BOY) data with middle of year (MOY) goals:

	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
Kinder	4	0	0%	4	11%
	3	4	11%	27	77%
	2	27	77%	4	11%
	1	4	11%	0	0%
First	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	1	2%	2	5%
	3	1	2%	20	48%
	2	20	48%	20	48%
1	20	48%	0	0%	
Second	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	0	0%	0	0%
	3	0	0%	12	32%
2	12	32%	25	68%	
1	25	68%	0	0%	
Third	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	1	2%	4	10%
	3	3	7%	2	5%
2	2	5%	35	85%	
1	35	85%	0	0%	
Fourth	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	1	3%	2	5%
	3	1	3%	9	23%
2	9	23%	29	73%	
1	29	73%	0	0%	
Fifth	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	0	0%	1	3%
	3	1	3%	4	10%
2	4	10%	34	87%	
1	34	87%	0	0%	
Sixth	Proficiency	BOY Data		MOY Goal	
		#	%	#	%
	4	0	0%	1	3%
	3	1	3%	1	3%
2	1	3%	29	94%	
1	29	94%	0	0%	

Scholastic Reading Inventory

First Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)

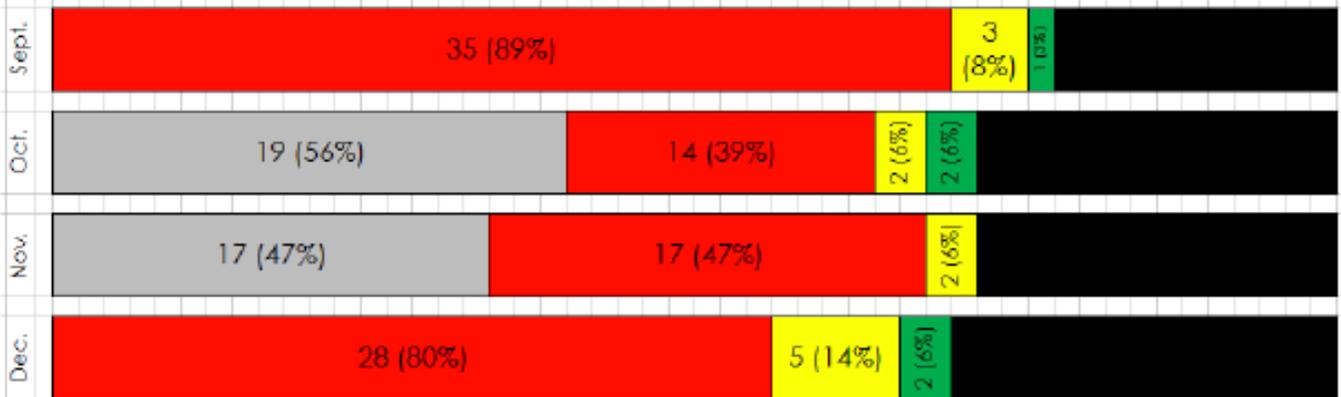
Unknown Beginning Developing Proficient Advanced



Second Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)

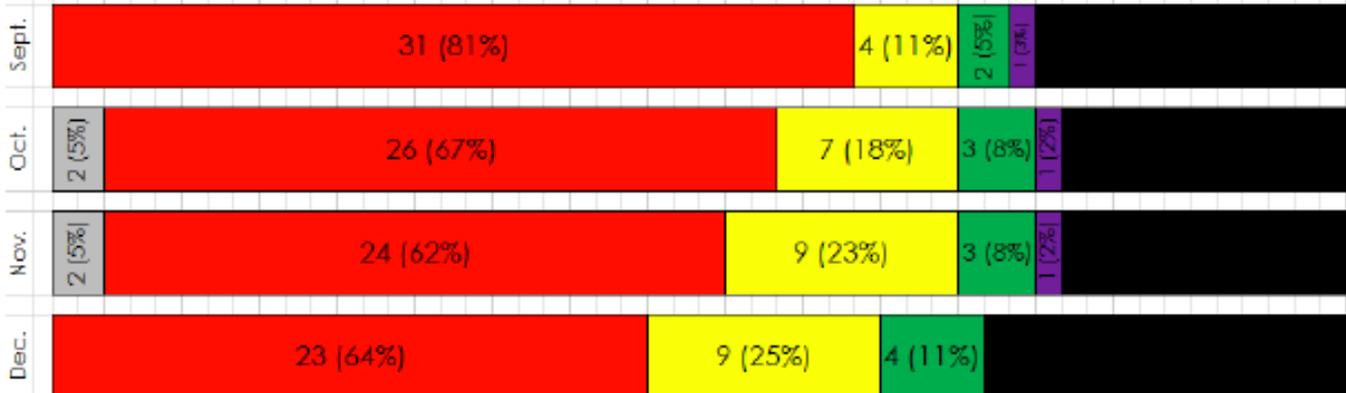
Unknown Beginning Developing Proficient Advanced



Third Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)

Unknown Beginning Developing Proficient Advanced



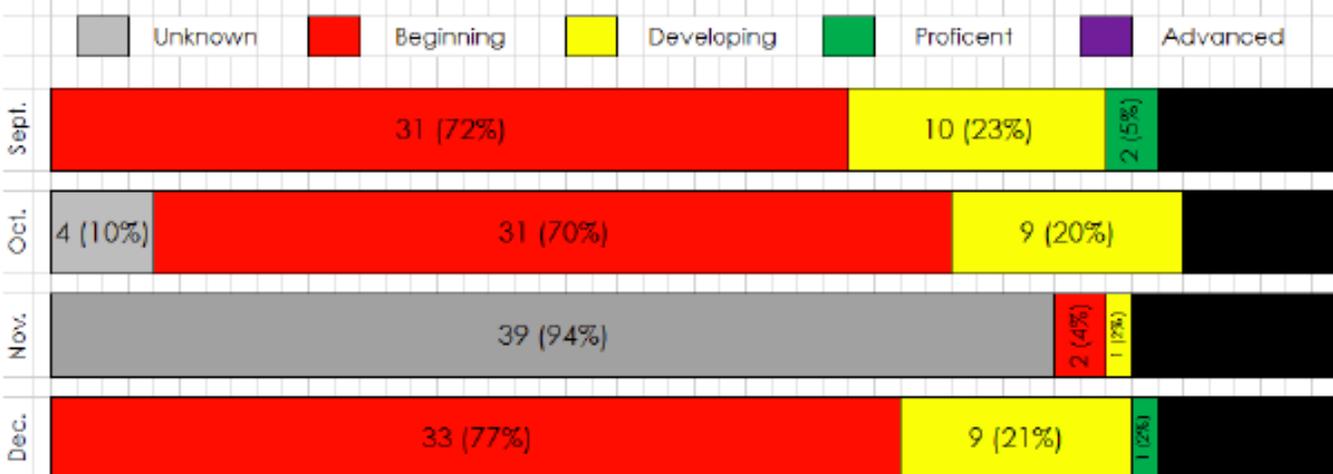
Fourth Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)



Fifth Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)



Sixth Grade - Scholastic Reading Inventory (SRI)

(Based on End-of-the-Year Expectations)



Continuous Use of Data-Aligned to Core Standards

Data that informs instructional decisions for differentiation includes:

Formative student measures:

- Progress monitoring instruments including DIBELS and i-Ready.
- Common Assessments-weekly PLC meetings where teachers discuss Essential Standards instruction and student progress toward proficiency using common assessments.
- School Wide Information System (SWIS) tracks student behavior and referrals. Data guides behavioral instruction and interventions.
- Students with Disabilities data includes all regular assessment pieces as well as:
 - Precision Teaching data
 - Academic and behavior checklists
 - IEP short-term Objectives
 - Work samples
 - ELL screening and proficiency data
 - WIDA assessments: W-APT screener and WIDA Access- student progress reports.
 - ELlevation reports which manages student ELL data, tracks student progress, individual student education plans.

Interim measures:

- District Benchmark Assessments (aligned to Essential Core Standards)-Deep Data Dives

Summative measures:

- SAGE end of year State assessment.
- School-Wide Evaluation Tool Subscale (SET) behavior assessment of implementation of PBIS.
- Students with Disabilities data
 - IEP annual goals
 - Standardized assessments
- School Wide Information System (SWIS) tracks student behavior and referrals.

- OWEUS survey-detailed data on bullying behavior in the school.

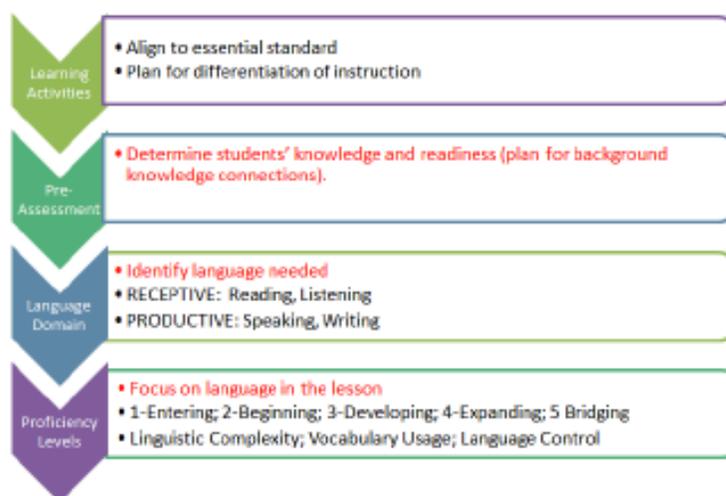
The District is committed to an ongoing process of training school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the necessary adjustments in instruction and student support to maximize student progress. "Driven by Data" will not only be a process for working with Benchmark data, but a philosophy of the school to continuously reflect and improve using data.

Support and Professional Development for SWD and ELL

San Juan School District requires all elementary teachers to hold an ESL endorsement. The district has increased SIOP and WIDA training the past few years. This training gave teachers the skills to differentiate Tier 1 instruction. The following visuals explain basic structures for ELL differentiation.

SJSD will continue to offer SIOP and WIDA training and support.

Planning for ELL Differentiation Using WIDA Standards



Tier 1—Implementing Differentiation for ELL

Receptive (reading, listening)

SIOP/Sheltering

- Background Knowledge
 - Pre-teach key vocabulary and word study
 - Bridge experience
 - Link past learning
- Comprehensible Input
 - Visuals/graphic organizers
 - Realia
 - Step by step/models

Productive (speaking, writing)

For rigorous academic language development

Common Core Performance Standards

Scaffolding

- Response frames
- Anchor charts
- Reinforce and expand language at the sentence & discourse level
 - use language patterns, analogies, entomologies.

Imagine Learning software is available for teachers to use to differentiate instruction for ELL students. Teachers have a complete set of Rigby "On Our Way" curriculum materials to help support their instruction of ELL students.

Special Educators have extensive monthly professional development meetings to help them effectively support the **Students with Disabilities** in their school. Below is a list of training. The Special Education Director develops the training for each year and gives that calendar to principals and Special Educators.

SPECIAL EDUCATION GROWTH AND RENEWAL 2015-16

Training Strands:

- UPIPS Program Improvement Plan
- Power IEP
- Parents as Partners
- Woodcock-Johnson IV
- Dynamic Learning Maps-DLM
- Rethink First
- SEGAR Implementation Plans
- UMTSS
- Olweus Bullying Prevention Program
- MANDT

Tse'biinidzsigai Elementary has developed a robust systematic intervention support system for all students that addresses both academics and behavior in a timely, targeted way

The Leveled literacy Intervention (LLI) System is the foundation for literacy interventions. For mathematics the school uses standards-based assessments and works to build support on that information. They have recently moved to Kathy Richardson assessments and instructional materials for the K-3 math interventions. These are tied to the CORE, but also help shore up foundational early math concepts,

somewhat like concepts of print in language arts. This also helps teachers more systematically align Tier 1, 2 and 3 work around mastery for all students on identified objectives.

Interventions occur during independent work (with teacher support through small groups and 1-1 conferencing) time so that students do not miss grade level whole group instruction. The school has embedded extra help using paraprofessionals, foster grandparents and parent volunteers in classrooms to help provide additional support (1:1 and small group) to students.

They have also implemented behavior interventions that include think time, check in/check out, teaching social/emotional skills. They also utilize the District Educational Psychologist assigned to the school to meet with students both proactively and reactively as situations occur. A counselor from Utah Navajo Health Systems is available to meet with students one day a week and are working with San Juan Counseling to get a counselor an additional day of the week.

Student behavior instruction follows a Tiered model supported by UTMSS/PBIS. The SWIS management software gives the school the data points needed to provide behavioral interventions.

Integration of Technology

Tse'biinidzsigai Elementary has a solid technology foundation upon which to build future supports and interventions. The school is committed to continue to evaluate and upgrade hardware and software as well as teacher and student competency to maximize student progress toward school goals.

Technology Currently Available Includes:

- Smart Boards in every classroom
- 2 computer labs and student computers in classrooms

Software Includes:

- Illuminate software <https://www.illuminateed.com/> ,assessment platform for District benchmarks, common and formative assessments. Student achievement reports.
- Waterford <http://www.waterfordearlylearning.org/> , early learning practice and interventions for grades K-2
- National Geographic http://education.nationalgeographic.com/education/?ar_a=1
- FOSS <http://www.fossweb.com/for-teachers> Science videos/programs
- iReady <http://www.i-ready.com/> adaptive assessment and resource for student interventions
- Edutype <http://www.edutyping.com/> keyboarding practice
- Accelerated Reader <http://www.renlearn.com/ar/> reading motivation program
- Road to Success <http://www.rtsutah.com/> reading motivation program
- Metria <http://www.metrialearning.org/> PLC management tool
- Netsafe http://www.netsafeutah.org/parents/parent_videos.html computer safety program

Training/Support

- 2 teachers trained to be Smart Board leaders and support for all teachers
- Theresa Wilson, from the Southeast Service Center provides teachers with onsite training and support for all technology.
- Imogene Singer is the IT specialist who is assigned to be at Tse'biinidzsigai Elementary half time. The District provides ongoing training for both administration and teachers.

Schedule to Increase Learning Time

Tse'biinidzsigai Elementary will extend their school day, Monday-Thursday from 8:00-3:00 to 8:00-3:30. This will allow for 30 minutes of additional instruction over 141 days, or 70.5 additional hours each year. Certified teachers will use the additional 30 minutes to remediate and extend students' understanding of Essential Core Standards for Language Arts and Mathematics and provide needed enrichment opportunities. Interventions and enhancement activities will be data driven. Teachers meeting in weekly collaborative groups, both PLC has and school level teams, will analyze data to identify student needs, develop interventions and assign student groups.

It is anticipated that every 2-3 weeks the concept focus will need adjustment as teachers strive to provide timely, targeted and flexible student support to master Essential Core Standards. During the school's 3-day summer retreat, procedures, expectations, and specific schedules will be developed to ensure the extended time is well-functioning and effective. Administration and teachers will monitor students' progress on a weekly basis.

Ongoing Family and Community Engagement

The school is committed to involving parents in the Transformation effort and has regular structures in place to inform and engage parents in their children's education: Back to School Nights; Student Education Plan (SEP) meetings; Monthly Family Literacy evenings, Foster Grandparent program, Monthly School Community Council meetings and an annual Stakeholders' survey. The new USOE Turnaround Specialist, Sheryl Gardner, will assist the school with training and support to implement Academic Parent Teacher Teams and Family Home Visits beginning July 2016.

Operational Flexibility

Tse'biinidzsigai Elementary will have the flexibility to determine:

- Staffing—The Board sets the student/teacher staffing ratio for each school with additional consideration for our high poverty/reservation schools, including Tse'biinidzsigai. The Superintendent has allowed Tse'biinidzsigai to even surpass this ration in order to give increased support. Schools can also increase numbers of teachers through other program funds, providing they go through a planning process. Principals are allowed to hire staff for their building as long as they follow District hiring procedures and legal requirements. Principal Young has been very aggressive in pursuing University partnerships to find quality teachers.
- Schedule—Tse'biinidzsigai has the ability to set their school schedule within the parameters of the required amount of time set by the State of Utah as well as any needed bussing coordination with neighboring Monument Valley High School.
- As the school is already designated as a Title 1 School-wide program, they are able to co-mingle budgets to support school goals. The school will have the latitude to use budgets to support Transformation without undue interference, providing they follow the legal and ethical accounting guidelines required by the District and State.

Technical Support – LEA, SEA, External Consultant

Tse'biinidzsigai Elementary will receive robust technical support regularly from the District, State Specialists and Catapult Learning Consultants.

District support includes:

- weekly onsite visits from School Supervisor/Shepherd, Ron Nielson

- monthly Support+ principals' meetings with other Priority/Focus school administration and supervisors
- Superintendent's weekly meeting for Directors to report school progress
- Other District Directors' support including: Student Services/Title 1; Literacy Specialist; Special Education/Assessment; Heritage Language; Human Resources

State Specialists (USOE)

- Biannual site visits to provide support by Title 1, Title III and Indian Education.
- Title 1 training and monitoring

Catapult Learning

- 20 days the first year and 20-80 days each year onsite technical assistance.

Timeline for Implementation: O=ongoing; A=annual; W=weekly; M=Monthly

TASK	MONTH												RESPONSIBLE
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
1. Recruit/Advertise for Teachers and Instructional Coach						A	A	A	A	A			Principal HR Director
2. Catapult Learning – Appraisal/SPI Plan Development					2016	2016	2016						Catapult Learning Team Leader
3. Catapult Learning Onsite Support Visits	M	M	M	M	M	M	M	M	M			M	Catapult Learning Team Leader
4. Training Teachers-3 days APTT											2016		Principal USOE Turnaround Specialist
5. Staff Retreat Training/Orientation - 4 days											A		Principal
6. Review and set school SMART goals									A	A	A		Principal School Leadership Team
7. PLC/TLC Team Meetings	W	W	W	W	W	W	W	W	W			W	Principal School Supervisor
8. District Benchmark Assessments		A			A			A					School Supervisor Student Services Director
9. Deep Data Dives-Action Plans		A			A			A					Principal School Supervisor Classroom Teachers

10. Reteach standards not mastered	O	O	O	O	O	O	O	O	O				Classroom Teachers
11. Extended Day-Mon-Thurs	O	O	O	O	O	O	O	O	O				Principal School Supervisor
13. Evaluation-School Support Team Leader & Quarterly Reports		A		A		A		A					Catapult Learning Team Leader School Supervisor
14. USOE Site Visits-Technical Assistance		A						A					USOE Title 1 Specialist
15. Annual Plan Review/Updates/Revisions									A	A	A		Catapult Learning Team Leader Principal School Supervisor School Leadership Team
16. Parent SIG Orientation	A												Principal Student Services Director
17. Parent Involvement Activities/Training-Monthly	M	M	M	M	M	M	M	M	M				Principal USOE Turnaround Specialist

Annual SMART goals:

	Baseline SAGE 2015-16	2016-17 SMART Goal Average Proficiency 8% Gain	2017-18 SMART Goal Average Proficiency 8% Gain	2018-19 SMART Goal Average Proficiency 8% Gain
Language Arts	TBD	TBD	TBD	TBD
Mathematics	TBD	TBD	TBD	TBD

Measurement of Progress:

The system the school will use for progress monitoring includes:

Instrument/Structure	Description	Time period
DIBELS	Reading fluency	3 x year benchmark all students 2 x month progress monitoring for strategic students

		1 x week progress monitoring for intensive students
i-Ready	Aligned to Core Standards Language Arts, Reading, and Mathematics	Weekly progress monitoring
District Benchmarks	Aligned to Core Standards Language Arts, Reading, and Mathematics	3 x per year
PLC's-common assessments	Following Dr. Dufour's model	Weekly
TLC's	Data/PD mtg. w/principal	Daily
Deep Data Dives	Data mtg. w/ principal to develop Teacher Action Plan	3 x per year

The school will work in PLC's and include Catapult Learning and their Supervisor/Shepherd to identify rigorous and doable SMART Goals for these formative measures. These goals will be publicized and used in on-going data meetings to ensure students are progressing toward proficiency.

Ongoing Consultation with All Relevant Stakeholders

Stakeholders will have ample opportunities to be consulted during the duration of the initiative. Faculty members meet weekly to discuss school progress and teacher groups meet with the principal daily to discuss their classroom progress. Parents have the opportunity to get information and provide feedback in their annual SIG Orientation Dinner, Monthly Family Meetings, School Community Council monthly meetings and Family Home Visits. The School Principal, School Supervisor and Student Services Director all report to the Board annually, which allows the Board to have an update about the school's progress three times each year.

Scoring Rubric B (3)

Based on the analysis of the data, select, design, and implement the interventions consistent with the final federal requirements for the chosen turnaround model.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

Describe how the LEA will implement with fidelity each of the requirements associated with the intervention model(s) selected its eligible schools.	Rating: 0 1 2 3 Comments:
Provide sufficient information describing how the LEA will successfully implement each requirement.	Rating: 0 1 2 3 Comments:
Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models.	Rating: 0 1 2 3 Comments:
Provides a detailed timeline for implementation of the school intervention model chosen for each school the LEA intends to serve.	Rating: 0 1 2 3 Comments:

Describe annual SMART goals for the state's SAGE assessments in Reading/language arts	Rating: 0 1 2 3 Comments:
Describe annual SMART goals for the state's SAGE assessments in mathematics	Rating: 0 1 2 3 Comments:
Describe how the LEA will measure progress on the leading indicators	Rating: 0 1 2 3 Comments:
Describe how the LEA will provide ongoing consultation with all relevant stakeholders, including families and the community, regarding the LEA's application and implementation of the selected SIG intervention model(s) in its selected school(s)	Rating: 0 1 2 3 Comments:

Score: ____/24

- (4) **The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.**

The LEA has identified how it will provide adequate leadership, resources, and support to each Priority and Focus School identified in the LEA's application. The description must include the following information on how the LEA will fully and effectively implement each requirement of the chosen school intervention model:

- Identify the specific LEA staff assigned to support implementation of the school intervention model;
- Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts; and
- Identify the fiscal resources (state, local, and federal) that the LEA will commit to ensure full and effective implementation of the specific intervention model chosen.
- If the LEA is not applying to serve each Priority School, the LEA must explain why it lacks the capacity to serve each of its Priority schools.

TSE'BIINIDZISGAI ELEMENTARY

LEA Staff and Qualifications/Experience

Ron Nielson is the school's Supervisor and has been designated as Shepherd for the school (see Attachment # 4). He will take the lead to ensure the SIG initiative is implemented successfully.

Lynnette Johnson is the Student Services/Title 1 Director. She will work closely with Ron and the school principal to track grant requirements and oversee budgets and reports. The following chart shows all LEA personnel who will support Tse'biinidzisgai's school improvement effort.

LEA Support Staff
San Juan School District Board of Education Superintendent Douglas E. Wright <ul style="list-style-type: none"> • Supervision of all District personnel • Oversight of curriculum and programs • Developing and implementing policies • Development of vision and direction for District • Oversight for School Plan Implementation

Ron Nielson, Elementary Supervisor/Curriculum Director

- Supervision of instruction
- Principal supervision and mentor
- UVA Shepherd for Tse'biinidzsigai Elementary (minimum 1 day/week onsite)
- Monitors SIG implementation
- Supervision of teacher evaluation
- School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework

Lynnette Johnson, Student Services Director

- Monitors Title 1 programs, including SIG
- Monitors SIG reports and accounts for expenditures
- School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework

Anthony Done, Special Education/Assessment Director

- Supervision of required assessments
- School Support Team member for: SIG grant and San Juan School District ABC Framework
- Facilitates UBI and OWELUS training and implementation

Clayton Long, Bilingual and Title III Director

- Provides support for Bilingual and ELL instruction
- School Support Team member for: SIG grant and San Juan School District ABC Framework
- Facilitates Indian Education Parent Committees

Kit Mantz, Human Resource Director

- Chairs the District Evaluation Committee
- Oversees all job actions
- School Support Team member for: SIG grant and San Juan School District ABC Framework

Vernon Hatch, District Ed. Psychologist/UBI Coordinator

- Trainer for Utah Behavior Initiative
- Provides weekly on-site support and coaching for UBI

Bonnie Purcell, Reading Specialist

- Support for all literacy instruction/programs
- Gives classroom teacher support
- Oversees literacy professional development

The Superintendent has assigned the **Elementary Supervisor** to spend a minimum of 1 day a week to provide intense onsite mentoring support for administration and teachers ensuring the SIG plan is implemented fully and successfully.

The Supervisor will specifically support:

- Mentoring for the administrative team, with special attention to ensure the principal becomes the Transformational Leader.
- Presentations /training for staff to help them understand and develop capacity to implement Transformation expectations.
- Coordination of all support staff in order to achieve SIG activities and goals.
- Problem-solving school and student barriers to successfully achieve goals.

- Ensuring data is collected, managed and used, especially in the process of “Deep Data Dives”.
- Improving structures for parent engagement
- Improving overall school climate and culture

The **Elementary Supervisor** also has a charge to focus on providing additional support for the elementary priority schools. His responsibilities for overall school supervision and improvement of instruction will add to the support Tse’biinidzsigai receives.

The **Superintendent** has scheduled a weekly Monday morning meeting with the UVA Shepherds to review progress of priority/focus schools with special attention to school improvement activities. Other directors are brought into this meeting on a regular basis. This provides weekly wrap-around support that will include mentoring administration, helping problem-solve, ensuring implementation of the SIG plan and UVA model and analyzing data to ensure the school makes good progress toward Transformation.

Fiscal Resources

San Juan School District is committed to focusing necessary fiscal resources in order to ensure successful implementation of the SIG Transformational Plan. The District will provide the following fiscal resources to support the implementation of this application:

- Federal funds—Title 1, Title IIA, IDEA, Title III, Title IV.
- State funds—Enhancement for at-Risk Students, Trustlands, SB230-5805
- District funds—Lower student/teacher ratio. Technology, Transportation
- Subsidized teacher housing and maintenance

The Board is committed to using necessary district resources in years 4 and 5, to continue any successful initiative that is developed during the 3 year SIG grant.

Rationale for Not Applying for Other Eligible Priority School

The District has decided to not submit a School Improvement Grant for Whitehorse High School for this year for the following reasons:

1. We are concerned about the ability to successfully support 2 SIG projects at one time with limited administrative resources.
2. We are not convinced that the existing administration has the capacity to lead a turnaround effort and we do not believe we can make a replacement hire at this time period.
3. The school will be involved in their second year with the University of Virginia: Partnership in Leaders in Education (UVA-PLE) and will be starting to work with Education Direction (SB 235 external provider). We believe adding a SIG project and then coordinating three major initiatives during the same year will be too much to expect from the school and supporting personnel.

Scoring Rubric – B (4)

The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school(s) identified in the LEA’s application in order to implement fully and effectively the selected intervention model in each of those schools.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale	
The LEA has identified LEA staff assigned to support implementation of the school improvement model.	Rating: 0 1 2 3 Comments:
Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts;	Rating: 0 1 2 3 Comments:
The LEA has identified the fiscal resources (local, state, and federal) that will be committed to ensure full implementation.	Rating: 0 1 2 3 Comments:
If the LEA is not applying to serve each Priority School, an explanation is provided regarding why it lacks capacity to serve each Priority School.	Applicable to this applicant and has been addressed: Yes No Comments:
Score: ____/9	
<p>(5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.</p> <p>In conducting its rigorous review process in screening external providers, an LEA should be as specific as possible in its Requests for Proposal (RFP) or other document made available to potential providers regarding its expectations for how the provider will perform and be held accountable. In selecting external providers, the LEA must take into account the specific needs of the Priority School(s) to be served. The LEA must describe the alignment between external provider services and existing LEA services.</p> <p>Only those LEA SIG applications that meet the external provider selection process criteria listed below will be approvable. Therefore, the LEA must provide the following information in its application for SIG funding:</p> <ol style="list-style-type: none"> Detailed and relevant criteria for determining the need for external provider contracts based on the analysis of the LEA's internal capacity to support full implementation of the selected model(s) and operational needs; Description of the reasonable and timely steps the LEA will take to recruit and screen providers to be in place by the beginning of the 2016-2017 school year; Selecting external providers that take into account the specific needs of the school(s) to be served; Screening external providers to ensure the provider can meet the specific needs of the school(s) to be served; Screening external providers to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school; Selecting a provider that has a proven track record of success in working with similar schools and student populations. For example, success in working with comprehensive urban high schools or with schools that serve English learners; Requiring a potential external provider to demonstrate its competencies through interviews and documentation; Requiring the provider to demonstrate that its strategies are evidence-based; Requiring the provider to demonstrate that it has the capacity to assist the school in fully implementing the strategies it is proposing; Alignment between the services provided by the external provider with existing LEA services; 	

- k. Clearly identifying the individual responsibilities of the external provider and the LEA;
- l. Initiating a contract with an external provider;
- m. Specifying how the LEA will hold the provider accountable to high performance standards;
- n. 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 describe the expected services that the contractor will provide;
- o. A narrative description to support external provider contracts, if applicable; and
- p. The LEA is required to use an experienced School Support Team Leader who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff and/or at the following
link: <https://dmi.schools.utah.gov/Tracker/LEA/Application/SstApplicationSearch.aspx>

TSE'BIINIDZISGAI ELEMENTARY

Tse'biinidzisgai Elementary is in their final year of University of Virginia: Partnership for Leaders in Education (UVA:PLE). Two requirements of the partnership is a School Readiness Assessment, (see *Attachment #3*) and a 90 Day Plan (see *Attachment #5*), USOE has determined that the School Readiness Assessment can satisfy the SST Needs Assessment requirement.

The District and School administration realizes the great need Tse'biinidzisgai has for expertise and support beyond what the District is able to provide and has elected to participate in the State School Turnaround and Leadership Development Act (SB 235). They have selected **Catapult Learning** as their **External Partner**. Catapult Learning will assist the school in developing a School Turnaround Plan that coordinates and combines the requirements and goals of the 90 day plans, this School Improvement Grant requirements with an overall school plan.

This partner was selected in accordance of the SB 235 parameters and meets the above objectives for stakeholder input and decision-making.

Following is a description of the selection process:

- Utah State Office of Education vetted all applicants for External Turnaround Consultants (SB235) and issued a list of acceptable providers. <http://www.schools.utah.gov/accounting/School-Turnaround-Experts.aspx>

Criteria for selection included (53A-1-1206):

- a) Have a credible track record of improving student academic achievement in public schools with various demographic characteristics, as measured by statewide assessments;
- b) Have experience designing, implementing, and evaluating data-driven instructional systems in public schools;
- c) Have experience coaching public school administrators and teachers on designing data-driven school improvement plans;
- d) Have experience working with the various education entities that govern public schools;
- e) Have experience delivering high-quality professional development in instructional effectiveness to public school administrators and teachers;
- f) Are willing to be compensated for professional services based on performance as described in Subsection (3); and
- g) Are willing to partner with any low performing school in the state, regardless of location.

- The School Principal and District Administration (Superintendent, School Supervisor, and Student Services/Title 1 Director) attended USOE's informational meeting on November 2, 2015 in which providers presented their proposals.
- The District invited providers to San Juan School District to present their proposals to eligible schools' Turnaround Committees.
- The School Principal chose a School Turnaround Committee which consisted of: the Principal, Local School Board member, two teachers and three parents.
- The School Turnaround Committee attended a local information meeting on November 9, 2015 in which providers presented their proposals to become the school External Consultant.
- The School Turnaround Committee voted and selected Catapult Learning as their External Consultant.
- On November 10, 2015, San Juan School District School Board approved the selection of Catapult Learning for the school's External Consultant.

To review Catapult Learning's complete proposal, which includes evidence based results, please follow this link: <http://www.schools.utah.gov/accounting/School-Turnaround-Experts/CatapultLearning.aspx>

Summary of Catapult's Services:

2. EXECUTIVE SUMMARY

The executive summary is to briefly describe the Offeror's proposal. This summary should highlight the major features of the proposal. The reader should be able to determine the essence of the proposal by reading the executive summary.

Alliance™ is a leadership development and change management solution designed to meet the improvement needs of schools at any point on the spectrum of performance. From comprehensive support for chronically low-performing schools to targeted professional development or consultation for continuous improvement, this solution can be customized to help any school achieve its goals.

The focus of the *Alliance™* model is developing site capacity to affect sustained organizational growth resulting in academic improvement. This solution is founded on the beliefs that (1) true partnership, rather than consultation or takeover, is the bridge to lasting improvement, and (2) change does not "just happen" but rather, is the result of an intentional process and design, and requires an unwavering focus on student achievement as well as an understanding of the best practices for turning around an institution such as a school. Thus, at the core of our Alliance solution is a process for effective and systematic change management that includes:

- A comprehensive school needs assessment conducted by the Alliance team along with school leadership to analyze areas of strength and opportunities for improvement
- A robust implementation planning framework to achieve short-term 'wins' and long-term transformation
- School-based Alliance Advisor Teams that build capacity to lead, support change, and plan for sustainability by establishing a relentless focus on the ultimate goal of improving student outcomes
- A leadership development program for principals, the leadership team, and other leaders in the school
- Professional development for school teachers with a focus on improving the quality of classroom instruction and the learning environment across the school
- An unyielding cycle of 'assess, plan, do, review, and adjust' with regular quality assurance and feedback from stakeholders
- Activities that embed the change in the school's ongoing planning and self-review (e.g., time allocated daily for staff to monitor student progress, apply change to classroom practice, and monitor impact)



Modeling and coaching strategies that help the staff manage their personal change at vulnerable points in the process

The Alliance team, which specializes in public school turnaround and system-wide infrastructure development, works side-by-side with staff at underperforming schools and schools making the move from good to great. We work together to define a specific roadmap to success, undertake the learning and tasks required to be successful, and ensure that achievement milestones are met along the way. In the past, we have successfully worked with school boards and policymakers in other states, including Virginia, South Carolina, Indiana, Oklahoma, Pennsylvania, Delaware, and Hawaii.

As explained in our proposal, Alliance is a holistic, data-driven solution that is designed to meet the unique needs of each of our partnering districts and individual schools. Rather than an “off-the-shelf” or “one-size-fits-all” product, it is a customizable suite of services informed by research-based best practices and frequently collected school-, classroom-, and individual-level data.

Catapult Learning’s Alliance division is prepared and willing to serve the State of Utah in the effort to build capacity to improve low-performing schools. Alliance is a comprehensive K-12 school improvement solution that increases student achievement and builds site capacity for continued success. In an Alliance partnership, we work with schools, districts, and states to develop a customized plan for improvement that includes collaborative needs assessment, leadership in change management, on-site support and professional development, and dynamic online content.

The Alliance model for school improvement is based on our Five Strand Design, which provides a framework of excellence to build a custom implementation plan for each partnership school. Supported by a set of core values, the Five Strands provide schools and districts with the language and vision for what success looks like, complete with rubrics and an action plan. The Five Strands (Leadership, Learning Environment, Assessment for Learning, Pedagogy & Curriculum, and Student & Family Support) ensure a strong framework for supporting schools that fall in the bottom 3% of Utah Schools. Each strand provides school leaders and teachers with an essential set of attributes, or standards, designed to set a course for organizational growth.

In our proposal, we outline a base package of Alliance services that can be augmented, based on school needs, school size, and/or school grade level. Our package of service includes:

YEAR 1:

- Collaborative Quality Assessment
- 20 days of Alliance school improvement team service
 - School Turnaround Planning
 - Leadership Coaching/Professional Development
- Evaluate student assessments
 - Formative assessments in literacy and math
 - 10 tests available per grade in grades 2-12 and three tests in grades K-1

YEARS 2+:

- 40 to 80 days of Alliance school improvement team service (three service levels outlined in our Section 8—Cost Proposal)
 - Service to be divided between:
 - School Turnaround Planning
 - Leadership Coaching/Professional Development
 - Learning Environment Coaching/Professional Development

- Assessment for Learning Coaching/Professional Development
- Pedagogy & Curriculum Coaching/Professional Development
- Student & Family Support Coaching/Professional Development
- Evaluate student assessments
 - Formative assessments in literacy and math
 - 10 tests available per grade in grades 2-12 and three tests in grades K-1

To begin our partnership with the State of Utah, we propose a Collaborative Quality Analysis (CQA) for each school to be followed by 20 planning and preparation days in Year 1 per school with Catapult Learning's Alliance school improvement -advisors. The CQA is a holistic, research-based school needs assessment informed by more than 20 years of experience partnering with schools, districts, and states to improve student achievement. Utilizing the Catapult Learning Alliance School Development Rubric, the CQA is a shared exploration between a team of our expert advisors and school-based leadership with a focus on analyzing the effectiveness of the school in order to identify school strengths and areas for development, and ultimately resulting in the construction of an evidence-based and actionable school improvement plan.

Differentiation between Catapult Learning (External Provider) and LEA Roles & Responsibilities		
	Catapult Learning	LEA-District Leadership
SIG Monitoring Visits	Organize and lead monitoring visit(s).	Participate in monitoring visit(s). <i>Elementary Supervisor</i>
Support Visits	Provide school with a minimum of 20 on-site support visits	Provide a minimum of weekly on-site support. <i>Elementary Supervisor</i>
Initial Contact	Help coordinate with LEA and School Administration initial school staff training/orientation for school improvement	Collaborate with Catapult Learning and building principal for initial staff training/orientation. Lead the discussion about SIG requirements. <i>Elementary Supervisor</i> <i>Student Services Director</i>
Oversight of Transformational Requirements	Support of required Transformational Model activities. Communication with LEA regarding implementation progress.	Supervision of required Transformational activities. <i>Elementary Supervisor</i> Ensuring SIG compliance. <i>Student Services Director</i> Communication with IE regarding implementation progress.
Quarterly SIG Reports	Provide school admin with technical assistance with interpreting data and required information for SIG Tracking.	Review reports and provide schools with support in filing reports. <i>Elementary Supervisor</i> <i>Student Services Director</i> Direct line of authority to ensure timely and accurate reports. <i>Elementary Supervisor</i>
On-site Professional Development- Collaborative Team Coaching	Provide teachers and school admin., training to ensure a research-based and quality Collaborative Team Coaching experience.	Attend initial training and monitor classroom instruction using the training and data provided by IE. <i>Elementary Supervisor</i>

Monitoring Reports	Completed monthly - Sent to LEA and school Leadership within the week following end of the month -	Completed monthly - Ensure school admin sends to Catapult Learning and school Leadership within the week following end of the month <i>Elementary Supervisor</i>
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Scoring Rubric – B (5)

In conducting its rigorous review process or in screening external providers, an LEA should be as specific as possible in its Requests for Proposal (RFP) or other document made available to potential providers regarding its expectations for how the provider will perform and be held accountable

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

Detailed and relevant criteria for determining the need for external provider contracts based on the analysis of the LEA's internal capacity to support full implementation of the selected model(s) and operational needs	Rating: 0 1 2 3 Comments:
Description of the reasonable and timely steps the LEA will take to recruit and screen providers to be in place by the beginning of the 2016-2017 school year	Rating: 0 1 2 3 Comments:
Selecting external providers that take into account the specific needs of the school(s) to be served	Rating: 0 1 2 3 Comments:
Screening external providers to ensure the provider can meet the specific needs of the school(s) to be served	Rating: 0 1 2 3 Comments:
Screening external providers to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school	Rating: 0 1 2 3 Comments:
Selecting a provider that has a proven track record of success in working with similar schools and student populations. For example, success in working with comprehensive urban high schools or with schools that serve English learners	Rating: 0 1 2 3 Comments:
Requiring a potential external provider to demonstrate its competencies through interviews and documentation	Rating: 0 1 2 3 Comments:
Requiring the provider to demonstrate that its strategies are evidence-based	Rating: 0 1 2 3 Comments:

Requiring the provider to demonstrate that it has the capacity to assist the school in fully implementing the strategies it is proposing	Rating: 0 1 2 3 Comments:
Alignment between the services provided by the external provider with existing LEA services	Rating: 0 1 2 3 Comments:
Clearly identifying the individual responsibilities of the external provider and the LEA	Rating: 0 1 2 3 Comments:
Initiating a contract with an external provider	Rating: 0 1 2 3 Comments:
Specifying how the LEA will hold the provider accountable to high performance standards	Rating: 0 1 2 3 Comments:
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 describe the expected services that the contractor will provide	Rating: 0 1 2 3 Comments:
A narrative description to support external provider contracts, if applicable	Rating: 0 1 2 3 Comments:
The LEA will use an experienced School Support Team Leader who is external to the LEA.	Rating: 0 1 2 3 Comments:

Score: ____/48

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

The LEA SIG 1003(g) 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:

- a. A list of the financial resources that will support the intervention model (e.g. local, state, federal funds, and other private grants, as appropriate);
- b. A description of how each of the financial resources listed above will support the goals of the school reform effort in the improvement plan; and
- c. A description of how LEA program personnel will collaborate to support student achievement and school reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deemed necessary to meet the specific needs of each school included in the LEA's SIG application).

TSE'BIINIDZISGAI ELEMENTARY

The Superintendent will ensure that the District Program Directors support the goals of the school through collaborative planning to coordinate budgets and services in order that resources and efforts are focused on the Transformation effort. The following program funds are available to support Transformation.

Tse'biinidzigai Elementary Combined School Budgets

	District Funds	Fed Spec Ed	State Spec Ed	Bilingual	Class Size Red	At Risk	Sch Land Trust	Family Literacy	Reading Init	Navajo Nation	Title I	Title IIa	TOTAL
Salaries	815,359.64	41,056.44	105,291.50	60,131.00	116,551.00	34,957.00	16,799.36		34,503.00	37,909.00	59,901.00	31,227.00	1,312,629.50
Benefits	318,765.97	14,030.57	34,709.90	19,544.00	44,660.00	7,089.40	3,200.64		16,979.00	13,313.13	9,006.00	17,023.00	486,291.04
Purchased Services	4,242.90	-	-	-	-	-	-		-	-	10,000.00	-	14,242.90
Property Services	10,638.00	-	-	-	-	-	-		-	8,000.00	-	-	18,638.00
Other Services	11,037.41	-	-	-	-	-	-	-	-	-	-	-	11,037.41
Travel	5,897.00	-	-	-	-	-	-	-	-	2,000.00	500.00	-	8,397.00
Supplies	54,073.12	925.00	1,400.00	-	-	48,877.60	12,635.93	15,791.58	8,818.00	10,634.12	89,872.89	-	242,103.24
Equipment	58,857.17	-	-	-	-	-	-	-	-	-	5,000.00	-	63,857.17
Indirect Cost		-	-	-	-	-	-	-	-	-	1,171.80	-	1,171.80
TOTAL	1,278,871.21	56,012.01	141,401.40	79,675.00	161,211.00	90,924.00	34,635.93	15,791.58	60,300.00	71,856.25	175,451.69	48,250.00	2,158,368.06
													2,214,380.07
													(56,012.01)

Scoring Rubric – B (6)**The LEA has described the actions it has taken, or will to take, to align other resources with the selected intervention.**

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

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

Rating: 0 1 2 3
Comments:

A description of how each of the financial resources listed above will support the goals of the school reform effort in the improvement plan

Rating: 0 1 2 3
Comments:

A description of how LEA program personnel will collaborate to support student achievement and school reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deemed necessary to meet the specific needs of each school included in the LEA's SIG application).

Rating: 0 1 2 3
Comments:

Score: ____/9

(7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

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. The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable the full and effective implementation of the selected intervention model. Competitive applications must 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 is 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).

TSE'BIINIDZISGAI ELEMENTARY

The District believes existing barriers to school reform can and will be overcome. Potential barriers include:

1. **Policies and procedures related to teacher evaluations.** As the teacher evaluation process and performance pay will be tied to student achievement, District policies and procedures will need to be reviewed and possibly revised. The Board of Education reviews policies on a monthly basis and is actively engaged in ensuring that State policy and law are reflected in District policy. The new State UMIE evaluation tool will guide our process. The Association has worked well with the District in the past and will continue to be an active stakeholder in this process.

2. **Increased school/teacher governance.** The District has invested heavily in forming the SJSJ/ABC Framework which sets in motion Professional Learning Communities. These collaborative teams give teachers a voice and a structure to make significant decisions about the instruction and support for students. Tse'biinidzisgai Elementary has considerable latitude to determine their school schedule that will allow for student interventions and other necessary structures for increased student achievement. Tse'biinidzisgai's extended time will enhance the Transformation effort.

3. **Policies and procedures related to performance pay.** The District has successfully used performance pay as part of a 4-6 Math Initiative and previous SIG plan at Bluff Elementary, and currently at Montezuma Creek Elementary. The Board is supportive of this concept. The LEA Support team will work to ensure the bonuses are fair and are administered in a way that improves teacher moral and brings staffs together toward a common goal, rather than dividing teachers. This will be accomplished through performance pay for— a) individual teacher classroom gains in proficiency; b) whole staff based on total average school gain in student proficiency.

4. **Implementation Fidelity.** The LEA Support Team will be actively involved in monitoring and supporting Tse'biinidzisgai Elementary as they undergo transformation process. The USOE will be called on for technical support and monitoring as well. The External Evaluator will give an outside, objective view of the process and make any recommendations for improvement. Catapult Learning will give regular onsite and distance communication training and feedback.

While we have addressed some barriers by holding a series of planning meetings on school, district and Board levels, we understand that implementation of this innovative approach will likely have some barriers especially:

5. **Retention of Teachers.** We believe the additional salary, prestige and intrinsic reward of helping Transform the school and help students will keep teachers in place. We will be keeping close to each of these teachers and try to support them with any issues they have remaining at the school.

Many teachers believe that our reservation schools are where they get their "start" so they can move up to one of our more successful Northern schools as soon as possible. The District will monitor teachers closely and find ways to encourage teachers to stay at Tse'biinidzisgai.

Scoring Rubric – B (7)

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

A list of practices and/or policies that may serve as barriers to successful implementation	Rating: 0 1 2 3 Comments:
Proposed steps to modify identified practices and/or policies to minimize barriers	Rating: 0 1 2 3 Comments:
A procedure in place to identify and resolve future issues related to practices and/or policies	Rating: 0 1 2 3 Comments:
Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education).	Rating: 0 1 2 3 Comments:

Score: ___/12

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

The LEA must identify how it will provide adequate and ongoing oversight, technical assistance, and support to each Priority and Focus School identified in the LEA's application to ensure full and effective implementation of the intervention model chosen. The description must include the following information on how the LEA will successfully implement and support full and effective implementation of the school intervention model in each school:

- a. Specify how the LEA will provide leadership and support to each school identified in the application;
- b. Identify the specific LEA staff assigned to support implementation of the school intervention model and the role each of these staff members will have in relation to the SIG processes;
- c. Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts;
- d. Describe how the LEA will provide ongoing technical assistance to make sure each school is successful; and
- e. Describe how the LEA will collaborate with an experienced, USOE-approved School Support Team Leader to support school turnaround.

TSE'BIINIDZISGAI ELEMENTARY

The District holds a monthly **Support+** meeting for reservation schools involved in School Improvement initiatives. This is an administrative meeting for school Shepherds, Supervisors and school Principals. The meeting focuses on clarifying expectations, discussing professional readings, analyzing data and school plans and giving a platform for principals to problem solve together.

Ron Nielson is the Lead District Administrator to ensure both accountability and support for Tse'biinidziskai Elementary's Transformation effort. Ron is the Elementary Supervisor and school Shepherd. He has extensive administrative training and experience including: BYU CITES Principal Academy; Solution Tree PLC training and University of Virginia: Partnership for Leaders in Education (see

Attachment # 4) Ron will be on site at the school one day a week and will focus that visit on the key elements of the Transformation.

Lynnette Johnson will lend technical support in aspects of Title 1 and grant requirements. She has experience in overseeing SIG requirements and has also participated in the same administrative training listed above (see Attachment #6).

Both Ron and Lynnette will meet with the Superintendent in a weekly oversight meeting to review the school's progress and needs for support.

Catapult Learning will be the School Support leader. The consultant will be on site a minimum of 20 days per year up to 40 days per year. Catapult has a long and very impressive record of supporting schools in turnaround efforts nationwide. Below is a description of their experience.

The Catapult Learning Alliance solutions are performance based and measurable. We have partnered with a multitude of school governance entities over the past three decades, providing an array of school improvement plans and implementations depending on the unique needs of each partner. Those partnerships have led to significant achievement gains in underperforming schools, including one-, two-, and three-year gains in schools in the most underserved communities. Our vast experience collaborating with state departments of education, school districts, and charter school boards to drive student achievement includes working with schools spanning all grade levels and delivering professional development seminars to intensive school turnaround support. Alliance currently provides school improvement services similar to those requested in Delaware, Hawaii, Indiana, Pennsylvania, and Virginia.

Partner	Years Served	Focus
Hawaii Department of Education	2004-present	As an state-approved turnaround and professional development, Alliance has been implemented in schools throughout Hawaii. Catapult Learning works directly under contract with the Hawaii Department to determine levels of service and delivery.
Virginia Department of Education	2010-present	As an state-approved Lead Turnaround Provider, Alliance has been implemented in over 10 Priority Schools around the state, including in Richmond, Franklin City, Petersburg City, and Northampton County Public Schools. We collaborate in quarterly strategy meetings with Virginia DoE.
Indiana Department of Education	2002-present	As an state-approved Lead Turnaround Provider, Alliance has been implemented in two schools in Perry Township, an Indianapolis suburb. We continue to be contracted with us to provide educational services via the Alliance model.
Delaware Department of Education	2011-present	As an state-approved Lead Turnaround Provider, Alliance has been implemented in Priority Schools in Delaware that are part of the State's turnaround zone. Services include all elements of Alliance and focus on leadership development, teacher coaching and curriculum support.
Oklahoma State Department of Education / Oklahoma Commission for Teacher Preparation	2002-present	Catapult Learning, through various funding sources (including state-level grants), has been a provider of state-wide and school-level professional development for over 10 years. Oklahomas has come to depend on Catapult Learning and its Literacy First consultants as expert trainers or novice and experienced teachers.
Nevada Department of Education	2105-present	Catapult Learning has been approved as a "Supports for School Improvement" provider for Nevada, focused on Priority and Focus schools. Catapult Learning is approved to provide services in the following categories: School Leadership, School Diagnostic, School Turnaround Planning, Using Data to Inform Instruction, and Coaching & Mentoring Teachers.

Clark County School District (Nevada)	2001-present	We have provided school turnaround services to several schools in CCSD by effectively utilizing <i>Alliance</i> to target literacy instruction and the quality of learning and teaching as well as focuses on leadership capacity and student support services, the team found success in diagnosing and then addressing all critical needs within each school and has been able to address the CCSD literacy gap by improving the quality of the teaching and planning for the student learning experience.
Christina School District (Delaware)	2011-2014	We provide school improvement services to two Priority schools that are part of the State's turnaround zone. Services include all elements of <i>Alliance</i> and focus on leadership development, teacher coaching, and curriculum support.
Richmond Public Schools (Virginia)	2010-present	From 2010 to 2013 we provided comprehensive school improvement support to three Priority schools. In 2013, we began providing a team of teacher coaches (three in mathematics, three in literacy) to support five secondary Priority schools under subcontract to Virginia Foundation of Educational Leadership.

Scoring Rubric – B (8)

The LEA has described how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has specified how it will provide leadership and support to each school identified in the application.	Rating: 0 1 2 3 Comments:
The LEA has identified staff assigned to support implementation of the school intervention model and the role each of these staff members will have in relation to the SIG processes.	Rating: 0 1 2 3 Comments:
The LEA has identified the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts.	Rating: 0 1 2 3 Comments:
The LEA has described how it will provide ongoing technical assistance to make sure each school is successful.	Rating: 0 1 2 3 Comments:
Describe how the LEA will collaborate with an experienced, USOE-approved School Support Team Leader to support school turnaround	Rating: 0 1 2 3 Comments:

Score: ____/15

(9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

The state of Utah requires that any LEA making application for the School Improvement Grants 1003(g) must commit to serve, and demonstrates how it will provide multiple opportunities for meaningful family and community engagement in the ongoing implementation of the selected intervention model throughout the grant period. Consistent with Title III and OCR compliance, every effort should be made to communicate with parents and the community in the top 5 languages of the school(s) as counted from the Home Language Survey.

An LEA must include information in the SIG application about how it will conduct the following types of family and community engagement activities on an ongoing basis:

- 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;
- Periodic surveys of students and parents to gauge needs of students, families, and the community;
- Ongoing communication with parents and the community about school status, improvement plans, school 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 regarding their choices of other schools; or
- Hold open houses or orientation activities specifically for parents of students who will be attending a new school.

In addition to family and community input, LEAs must consult with all relevant stakeholders regarding the implementation of the chosen intervention model in its Priority Schools on an ongoing basis. Identify the process through which the LEA will continue to involve:

- a. Family and community;
- b. School administrators;
- c. Teachers; and
- d. Local school board.

TSE'BIINIDZISGAI ELEMENTARY

The school has several parent engagement practices that will continue including:

- Back to school night—School Improvement Plans, goals, programs and individual classroom expectations are presented.
- Two Student Education Plan (SEP)-Parents are invited to review student academic/career goals and academic progress.
- School Community Council-monthly
- Foster Grandparent program-daily
- Monthly Family Literacy evenings.
- Administration of the annual School Survey of Stakeholder Input

The school plans to intensify their commitment to engaging families as a part of the Turnaround initiative. As part of their annual Back to School Night, they will present a SIG Orientation and include information about progress toward school goals.

The school will work closely with Sheryl Gardner, USOE Turnaround Specialist (SB 255) to implement both "Family Home Visits" <https://www.whitehouse.gov/blog/2012/08/21/influencing-positive-change-native-american-reservations>; <http://www.aft.org/press-release/white-house-selects-crow-reservation-teacher-edward-wiest-school-turnaround>; http://billingsgazette.com/news/state-and-regional/montana/plenty-coups-high-school-teacher-honored-tuesday-at-white-house/article_47a3ded7-f122-5c46-a3cf-4fc8709e4ae5.html and "Academic Parent Teacher Teams" (APTT) <https://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/> West Ed provides the training for APTT (see description below). The school is planning three days of training July 2016. These structures have shown promise in disenfranchised communities, including American Indian reservations.

SERVICES WE PROVIDE > PROFESSIONAL DEVELOPMENT, CONSULTING & TECHNICAL ASSISTANCE

Family & Community Engagement: Academic Parent-Teacher Teams

Who Should Participate

- Teachers
- District Administrators
- Pre-Service Teachers
- Family Engagement Specialists
- Title I Facilitators

Goals of the Service

In these Academic Parent-Teacher Team (APTT) workshops, participants gain expertise in:

- Using family engagement as an instructional strategy
- Implementing a systemic approach to family engagement focused on student academic goals
- Using the essential elements of the APTT system
- Developing foundational grade-level skills for parent meetings
- Effectively sharing data with families to establish academic goals
- Developing tools and strategies for measuring and evaluating system effectiveness
- Enlisting parents as classroom leaders
- Creating effective classroom networks focused on student success

The school will rely heavily on direction and support from Sheryl Gardner, who has had extensive experience engaging parents in turnaround efforts.

An ongoing process of meeting with faculty, parents, the Schools Community Council, District Administrative Team and School Board will ensure that all stakeholders have opportunity for input and have knowledge of the school's progress toward their SIG SMART goals. Each spring the school will meet to analyze summative data, stakeholders' input and school progress to ensure they address any barriers to successful implementation.

Stakeholders Consultation/Implementation	
Faculty	Weekly PLC, Team and Faculty Meetings
Parents	Initial SIG Orientation Dinner Monthly Family Meetings School Community Council (SCC) Monthly Meetings Family Home Visits to address individual question/concerns.
District Admin	Weekly-onsite mentoring by Shepherd Weekly District Exe. Mtgs. w/ Superintendent
Catapult Learning-External Partner	On-going site visits 20 days pre-implementation year (2015-16) 40-80 days years (2016-17 and 2017-18)
USOE Specialists	Title 1, Title III, and Turnaround Specialists will visit onsite twice a year (fall and spring). The District Office will maintain ongoing communication with USOE on any issues relating to implementation of the School Improvement Grant.
School Board	Three times a year: Principals' report School Supervisor Report Student Services/Title 1 Director's Report

Scoring Rubric – B (9)

The LEA has described how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has demonstrated that is has taken into consideration family and community input in the implementation of the selected intervention model through selected activities as appropriate	Rating: 0 1 2 3 Comments:
The LEA has described the ongoing family and community involvement strategies to be implemented to provide opportunities for parents, family, and community members to be meaningfully engaged in the turnaround process	Rating: 0 1 2 3 Comments:

The LEA has identified the process through which it will meaningfully engage administrators.	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which it will meaningfully engage teachers.	Rating: 0 1 2 3 Comments:
The LEA has identified the process through which the local school board will be engaged to ensure successful implementation (including the prioritization.	Rating: 0 1 2 3 Comments:

Score: ____/15

(10) The LEA must describe how it will sustain the reforms after the funding period ends.

The LEA SIG application must demonstrate that the LEA has a comprehensive plan to sustain the improvements achieved through the SIG process when the grant funding period ends. Competitive applications must include the following:

- a. A list of the ongoing supports needed to sustain school improvement after the funding period ends;
- b. A description of how LEA staff will continue to collaborate to support the continued school improvement process in identified schools (e.g., curriculum coordinators for reading/language arts, mathematics, assessment, Title I, Title III/ESL, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deem necessary to meet the specific needs of each school included in the LEA's SIG application).
- c. A description of the anticipated local, state, and/or federal resources that will be committed to meet the needs identified above and support continued implementation of the model(s) chosen;
- d. Written assurance from the district superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding; and
- e. Written assurance from the local school board that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding.

TSE'BIINIDZISGAI ELEMENTARY

The Board of Education and Superintendent Wright are committed to supporting this application. They discussed the application during the December 8, 2015 meeting and signed the following written Assurance letter.

DEBBIE CHRISTIANSEN
School Board President

MERRI SHUMWAY
School Board Vice President



DOUGLAS E. WRIGHT, EdD
Superintendent of Schools

KYLE S. HOSLER
Business Administrator

200 North Main Street · Blanding, UT 84511 · phone: (435) 678-1211 · fax: (435) 678-1272 · www.sjisd.org

December 8, 2015

Dear School Improvement Grant Review Committee:

San Juan School District is committed to fully implement the school improvement plan outlined in our SIG application for Tse'biinidzizgai Elementary School. We understand the elements of the SIG Transformational Model as outlined in the LEA assurances document and support those requirements.

The District is committed to sustaining the goals and key elements of the plans after the 3 year period of the additional SIG funding. While we recognize the substantial additional funding will not be available after that period, we are determined to sustain the process of school improvement.

The SIG plan is aligned with our District goals and the direction the Board has established for improvement. At the end of the grant period, we will be evaluating each school's plan and progress and are committed to restructuring available budgets to ensure maximum support for the school's continued progress and successful Transformational initiatives.

Sincerely,

Douglas E. Wright, EdD
Superintendent
San Juan School District School

Debbie Christiansen,
Board President
San Juan School District

Ongoing supports to sustain successful school improvement strategies include:

1. Funds for Teacher recruiting and retention bonuses.
2. Performance Pay funding.
3. Extended time and support
4. Ongoing Professional Development support
5. Software to manage student data including: District Benchmark reports, progress monitoring, iReady for upper grades, and SWIS.

To ensure Tse'biinidzsigai can sustain successful school improvements, all funds available will be analyzed to ensure they are targeted and effective. Both school and District sources potentially could be re-directed including: Title I, Enhancement for At-Risk Students, Title IIA, and General Fund.

The District is committed to continuing increased oversight and support through District administration when the grant period is complete. The District has prioritized our reservation Priority and Focus schools for increased support. This level of support will continue after the grant period.

Scoring Rubric – B (10)

The LEA, with support of the local board of education, has plans for how the reforms will be sustained after the funding period ends.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA includes a list of the ongoing supports needed to sustain school improvement after the funding period ends.	Rating: 0 1 2 3 Comments:
The LEA includes a description of how LEA staff will continue to collaborate to support continued school improvement process in identified schools.	Rating: 0 1 2 3 Comments:
The LEA describes and enumerates the anticipated resources that will be committed to meet the needs identified above.	Rating: 0 1 2 3 Comments:
The LEA included a written assurance from the superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application.	Rating: 0 1 2 3 Comments:
The LEA included a written assurance from the local school board that it will continue to support the implementation and refinement of the intervention model(s) described in the LEA application.	Rating: 0 1 2 3 Comments:

Score: ____/15

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

The Utah State Office of Education requires that LEAs that propose to use SIG 1003(g) funds to implement one or more evidence-based strategies in accordance with its selected SIG intervention model(s) in its selected school(s) ensure that the evidence-based strategy chosen has evidence of effectiveness that includes at least one acceptable research study. USOE will evaluate evidence-based strategies proposed by LEAs based on the following criteria:

- a. Research cited by the LEA that shows the evidence-based strategy meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies);
- b. Results found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that

outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and

- c. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here).

In researching and prioritizing evidence-based strategies, the LEA must take into account:

- d. Specific needs of the Priority and Focus School(s) to be served as identified through a comprehensive school appraisal conducted by an external School Support Team;
- e. Student performance data on the State's assessments in English language arts and mathematics, disaggregated by subgroups, to determine specific factors that have resulted in the school being identified as a Priority or Focus school; and
- f. The evidence-based strategies identified must have evidence of success when implemented with schools that have similar demographic settings and student populations to the school(s) to be served by the LEA's SIG application.

Thus, LEAs that propose to use SIG funds to implement an evidence-based strategy must conduct due diligence to ensure that the supporting research evidence for a proposed strategy (see a. above) includes studies of successful implementation resulting in improved outcomes with a sample student population (e.g., economically disadvantaged students, English learners, same age/grade-level span, and other subgroups) served by the school for which the LEA is applying in a school setting (e.g., urban, rural, American Indian reservation) that is similar to those of the school to be served. The LEA must include detailed information in its SIG application that indicates the proposed strategy has been effectively implemented in a similar school(s) in the past by citing results from specific research studies in which the strategy was successfully implemented in a similar demographic setting with a similar school population and resulted in improved outcomes.

For example, if student performance data indicates that students in grades 3-6 are underperforming in mathematics an evidence-based strategy should be selected that has evidence of improving student outcomes in mathematics for students within that grade span in a school(s) that serve similar student populations. If an identified need at the school is providing equitable access to grade-level core content in English language arts for students who are English learners the strategy chosen should be one that has been successfully implemented and resulted in better outcomes for English learners in schools with similar demographics. Or, the strategy has worked successfully with large urban high schools that serve students in grades 9-12 or in small rural high schools that may predominantly serve American Indian students in grades 7-12. The strategy must have evidence that successful implementation assisted similar schools in closing achievement gaps for specific student groups within schools with similar student populations including students who are English learners, economically disadvantaged, and students with disabilities.

In addition to ensuring that students are receiving high-quality Tier I instruction in both English language arts and mathematics based on Utah Core Standards, it is expected that LEAs have begun implementation of strategies that are meant to address other needs as seen specifically at individual school sites. The Utah State Office of Education requires that LEA applications must describe, at a minimum, the use of the following evidence-based strategies:

- g. Sheltered Instruction as a part of Tier I instruction; and
- h. English Language Proficiency standards to help meet individual student needs.

It is with this intention that the following list tries to value the attempts of meeting student/parent/community needs in addition to the requirements stated above. Possible examples of evidence-based strategies may be found through the following resources:

- What Works Clearing House studies of evidence-based practices in language arts and/or mathematics
- Institute of Education Sciences Practice Guides (IES)
- Harvard Family and Community Engagement Research
- Academic Parent Teacher Teams (APTT) research from WestEd
- Strategies with effect sizes of .40 or higher as described in *Visible Learning* (Hattie, 2012)
- Sheltered Instruction Observation Protocol (SIOP)
- WiDA English Language Proficiency Standards
- Schoolwide Positive Behavior Intervention Supports (PBIS)
- Multi-Tiered System of Supports (MTSS)
- Extended or full-day kindergarten
- High-quality Pre-K

TSE'BIINIDZISGAI ELEMENTARY

Tse'biinidzisgai Elementary is 94% Native American (Navajo). The What Works Clearinghouse does not list any evidence-based strategy that has had success with this population. We searched with filters for: Early Childhood, Literacy, Mathematics and English Language Learners for 100% Native American as well as 50% Native American.

Summarize and compare the evidence of the effectiveness of interventions that address your school or district's needs.

? Find what works for...
[Reset Search](#)

Topic/Outcome Domains
(Click # to expand)

- Early Childhood Education (0)**
 - Alphabetics (0)
 - Cognition (0)
 - Reading comprehension (0)
 - Early reading/writing (0)
 - Mathematics achievement (0)
 - Oral language (0)
 - Phonological processing (0)
 - Print knowledge (0)
 - Reading achievement (0)
 - Functional abilities (0)
 - Social-emotional development (0)
 - Language competencies (0)

Grade

<input type="checkbox"/> PK (0)	<input type="checkbox"/> 4 (0)	<input type="checkbox"/> 9 (0)
<input type="checkbox"/> K (0)	<input type="checkbox"/> 5 (0)	<input type="checkbox"/> 10 (0)
<input type="checkbox"/> 1 (0)	<input type="checkbox"/> 6 (0)	<input type="checkbox"/> 11 (0)
<input type="checkbox"/> 2 (0)	<input type="checkbox"/> 7 (0)	<input type="checkbox"/> 12 (0)
<input type="checkbox"/> 3 (0)	<input type="checkbox"/> 8 (0)	<input type="checkbox"/> PS (0)

Your filters: Early Childhood Education **X** | Native American 100% **X**
[Remove all X](#)

No interventions were found that meet your selection criteria. Try expanding your search by including more options or removing filters.

Find what works for...

- reducing dropout rates for high school seniors,
- children with special needs,
- improving reading achievement for English language learners,
- increasing math achievement,

... or select a topic or outcome and then customize your search.

[View glossary and extended help.](#)

Only interventions with research evidence that meets WWC standards are included in the summary results. To view a list of all interventions considered by the WWC, including interventions for which the WWC found no evidence that met standards, search all WWC publications. To find studies of interventions by author name, search the reviewed studies.

Intervention	Topic	Population	Effect Size	Quality	Grade
...	English Language Development
...
...
...

The school will work closely with their External Consultant, Catapult Learning, to conduct a thorough needs assessment and to identify any evidence based strategy that could improve their current practice. The needs assessment will include an in-depth, comprehensive look at subgroup data to determine contributing factors to low achievement. The school Principal, Supervisor/Shepherd and Student Services/Title 1 Directors have all had training in root cause analysis, and will apply that criteria to needs assessment findings. The school is committed to building a sound evidence based instructional program.

The school has a quality pre-school and full day Kindergarten. The District provides PBIS/UMTSS training and support for behavior issues and SIOP and WIDA training for teachers to support the large ELL population in the school.

The District has adopted other research based initiatives that will support the transformation. This model will provide the framework for Tse'biinidzsigai's SIG Intervention program.

San Juan School District ABC (SJSJ/ABC) Framework. This ABC model addresses three key elements of school improvement:

Academics, Behavior and Coaching.

Each element of the framework includes a 3 Tiered model for instruction and interventions. Academics and Behavior are focused on student supports. Coaching is directed toward teacher growth and interventions.

	Tier 1	Tier 2	Tier 3
<u>Academics</u>	Guarantees <u>all</u> students' access to the Core Curriculum. Every student is expected to be taught Tier 1 by a Highly Qualified and Highly Effective teacher. Tier 1 instruction is focused on guaranteeing students master "Essential Standards". These standards are derived from the State Core and are determined by teacher PLC teams to have endurance, leverage and prepare students for the next level. Teachers develop and give "Common Assessments" in order to determine student mastery of these Essential standards.	Students who do not master standards are given timely, targeted, directed interventions, rather than remediation. This is a flexible group for instruction that is determined on an on-going basis by PLC teachers reviewing Common Assessment data in order to make instructional and intervention decisions.	Interventions for a small group of students who do not respond to Tier 2 interventions. Tier 3 is more intense and can be longer term such as Special Education or ELL support.
<u>Behavior</u>	A support system and prevention instruction for all students. All students are taught the expectations for school behavior and given on-going instruction and support.	A system of behavior interventions for a lower percentage of students (up to 15%) who need additional support in order to be successful in school.	For a small percentage of students (3-5%) who need intense support and interventions. This may include Special Education services, ELL instruction, therapeutic counseling, interagency family

			support etc.).
<u>Coaching</u>	A system of training and support for <u>all</u> teachers. Reflective coaching and PLC teams offer each teacher a peer system of support. Support in the form of professional development opportunities as well as administrative feedback and evaluation are provided for all teachers.	An increased level of support for teachers who are identified as in need of improvement. This support usually involves District and/or consultant specialists who implement demonstration/team teaching, structured observation and goal setting. Teachers are given notice at this level that improvement is needed in order to not progress to Tier 3.	Involves teachers who are not responding positively to Tier 2 intervention. These teachers are involved in Progressive Discipline and if significant improvement is not documented they are recommended to the Board of Education for non-renewal or dismissal

The District is firmly committed to successful implementation and on-going support of the ABC Framework. Each dimension of the model is defined by a convincing body of research that meets Federal expectations. As the research behind the model is solid and the District is already committed to supporting the model, Tse'biinidzsigai's Transformation Model is compatible with the SJSD/ABC Framework.

Following is information about each of the three elements of the SJSD/ABC Framework.

Academic Achievement

The District is committed to quality instruction in every classroom in support of that goal has adopted

4 Instructional Norms that will be required of every teacher/every lesson:

- 1) Understood Learning Objective;
- 2) 90%+ Student/Teacher Engagement;
- 3) Supportive Learning Environment;
- 4) Monitoring of Student Understanding.

These norms are the foundation for all other strategies and expectations. The Principal and School Supervisor will monitor these Instructional Norms weekly using the classroom walkthroughs process.

San Juan School District has systematically invested in professional development to help schools implement **Professional Learning Communities (PLCs)** throughout the district. The Superintendent, Elementary Supervisor, Student Services Director have attended a two year (in two cohort groups) Principals' Academy sponsored by the Center for the Improvement of Teacher Education and Schooling (CITES) a division of Brigham Young University's Education Department. In 2015-16, the District presented two PLC trainings for school administrators and teachers in which PLC expectations were explicitly taught. The District will continue to provide this training yearly for new personnel and for anyone who needs more training.

The PLCs are an important framework for the Academic improvement. Properly implemented, PLCs can dramatically increase student achievement by empowering teachers to collaboratively focus on essential standards, common assessments and provide targeted, timely tiered interventions. The well-known Response to Interventions (RTI) model is definitely a part of the PLC process; however, the RTI 3-Tiered Intervention process is strengthened with the addition of PLCs as a structured way for teachers to improve instruction and provide tiered interventions. **An expectation of SIG schools is that teachers and**

school leaders are given increased governance. The PLC process allows for a “tight/loose” system of decision-making where within explicit parameters, teachers and principals have much more autonomy for their students. The District administration is trained and committed to this process.

Behavior (Positive Behavior Supports) Utah Behavior Initiative

Positive Behavior Supports (PBS) is a Research Based approach to improving student behavior, which in turn improves student achievement. The Utah Behavior Initiative (UBI) is a State sponsored project that incorporates PBS. The Behavior element of the SJSD/ABC Framework is grounded in the PBS tenets. Tse'biinidzsigai Elementary began their UBI program three years ago, and is having good success in implementation. A system of Positive Behavior Supports is an expectation for all schools in the district, especially for schools in need of improvement.

Coaching

Coaching for teachers is designed with a 3 Tier approach as well. Professional Development, reflective coaching, inservice as well as progressive discipline are all part of the Coaching model.

Essential Standards, Curriculum Alignment and District Interim Benchmarks

As we implemented the Professional Learning Community process, PLC's began to identify Essential Standards and develop formative assessments. Beginning in the 2012-13 school year, the Superintendent directed that for Language Arts and Mathematics a district-wide set of Essential Standards, Pacing Guides and Benchmark Assessments be developed and implemented K-12: <http://sjsd.org/cap>. Using prior PLC work, teacher and administrative committees the district has established these standards and assessments.

The District has purchased Illuminate software and developed three Benchmarks aligned to Core Standards for grade 3-11 for both Language Arts and Mathematics.

Principals and teachers have been trained in the “Driven by Data”-Paul Bambrick Santoyo process (see Attachment #7). After each Benchmark teachers analyze proficiency reports, meet with the school's instructional leader to build a six week action plan that details how they will re-teach and re-assess student's mastery of these standards. This is an evolving, continuous process that the district has improved and is committed to sustaining.

Scoring Rubric – B (11)

The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

Research is cited that shows the strategy meets What Works Clearinghouse standards.	Rating: 0 1 2 3 Comments:
Results had statistically significant favorable impact on student achievement/outcomes.	Rating: 0 1 2 3 Comments:
If meeting WWC standards with reservations, includes a large sample size and multi-site sample.	Rating: 0 1 2 3 Comments:

LEA has selected strategies based on school appraisal results.	Rating: 0 1 2 3 Comments:
LEA ensures effective Tier I instruction is provided for all students in Reading/language arts and mathematics based on Utah Core Standards.	Rating: 0 1 2 3 Comments:
LEA considered student performance data on SAGE for ELA and math disaggregated by subgroups.	Rating: 0 1 2 3 Comments:
Evidence-based strategy has evidence of success in schools with similar demographics and settings.	Rating: 0 1 2 3 Comments:
Sheltered instruction as part of Tier I instruction has been addressed by LEA.	Rating: 0 1 2 3 Comments:
English Language Proficiency standards used to meet student needs have been addressed.	Rating: 0 1 2 3 Comments:

Score ___/27

(12) The LEA must describe how it will monitor each priority and focus school that receives school improvement funds.

The LEA must describe how it will monitor each school that receives SIG 1003(g) funds to ensure full and effective implementation of each requirement of the chosen school intervention model, progress in meeting the annual goals for student achievement on the State's annual assessments in both reading/language arts and mathematics and the leading indicators (see Addendum C), and how the LEA will assist the school in making necessary changes if results do not improve.

- a. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in reading/language arts will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);
- b. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in mathematics will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);
- c. Describe how the LEA will measure progress on the leading indicators as defined in the final requirements. (See Addendum C for a list of the leading indicators).
- f. Describe how the LEA will evaluate the effectiveness of the reform strategies being implemented;
- g. Describe how the LEA will monitor student achievement by individual teacher/classrooms;
- h. Describe the frequency and format of LEA monitoring;
- i. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model (e.g., Use the model checklists provided as a guide for monitoring required strategies needed);
- j. If student achievement results do not meet expected goals, describe how the LEA will assist the school in identifying and implementing strategies to improve outcomes (e.g., root cause analysis, development of targeted and specific 90-day plans, etc.).

TSE'BIINIDZISGAI ELEMENTARY

The LEA will closely monitor student and progress toward leading indicators on a weekly and bi-monthly basis using the following structures:

- The Elementary Supervisor/Leadership Mentor will be in the building a minimum of 1 full day per week. He will be actively monitoring the PLC, Lead Teacher Team, and Principal. Weekly data meetings will be closely monitored.
- The District Directors meet with the Superintendent weekly to monitor data and progress for schools with a focus on SIG schools.
- District Benchmark results will be monitored by the LEA and the process of ensuring "Deep Data Dives" after each assessment will be supported.
- The LEA supports Tse'biinidzisgai with an Educational Psychologist that is on site once a week to work with PBIS, OLWEUS. The SWIS software is the primary source of behavior data that is used to monitor student behavior. The District UTMSS team monitors this information on a monthly basis.
- The Elementary Supervisor and Principal monitor teacher attendance using the district's KRONOS system. This is reviewed and approved on a monthly basis.
- The Student Information System (SIS) is monitored to determine students who are missing school at a rate that places them at risk for not succeeding. The school has a process of alerts, parent notifications and interventions.
- Evaluations of teachers will follow the State UMIE system. Ongoing formative measures include walkthroughs and collaborative team coaching data.
- Formative assessments of academic progress include: iReady DIBELS, District Benchmarks and Common Assessments.

When student achievement results do not meet expected goals, the LEA will support the principal to identify the barriers and provide timely, targeted support including: The Principal and Elementary Supervisor will provide support to improve Tier 1 instruction, more appropriate interventions, and parent contacts. The District level administration will focus on problem solving in executive staff meetings. The school will be expected to monitor student data and problem solve in PLC and school leadership meetings.

Each spring, the school will review the implementation of their plan using quarterly reports, data informing progress toward SMART goals and leading indicators. While a school wide goal of 7% gain on end of level SAGE assessments will be expected, the school will systematically set formative SMART goals for formative assessments including:

- DIBELS
- i-Ready
- District Benchmarks
- PLC common assessments

Additional tools to analyze implementation will include: timeline calendar, checklists of required activities, summative data including SAGE scores and External Consultant reports/data.

All stakeholders (teachers, parents, administration and School Support Team leader) will have an opportunity for input as to any plan revisions. Needed plan revisions will be reviewed by the Superintendent, School Supervisor, Student Services Director and External Consultant. The USOE Title 1

Specialists assigned to SIG oversight will be consulted to approve the changes. Approved changes will be uploaded on the USOE Tracker system.

Scoring Rubric – B (12)

The LEA must describe how it will monitor each priority and focus school that receives school improvement funds including by:

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has described how annual SMART goals on the state's assessment in reading/language arts will be monitored.	Rating: 0 1 2 3 Comments:
The LEA has described how annual SMART goals on the state's assessment in mathematics will be monitored.	Rating: 0 1 2 3 Comments:
The LEA describes how it will measure progress on the leading indicators as defined in Addendum C.	Rating: 0 1 2 3 Comments:
The LEA has described how it will evaluate the effectiveness of the reform strategies being implemented.	Rating: 0 1 2 3 Comments:
The LEA has described how it will monitor student achievement by individual teacher/classrooms.	Rating: 0 1 2 3 Comments:
The frequency and format of LEA monitoring has been described.	Rating: 0 1 2 3 Comments:
The LEA has described the monitoring strategies it will use to monitor the implementation of each requirement of the selected intervention model.	Rating: 0 1 2 3 Comments:
In the event that student achievement results do not meet expected goals, the LEA has described how it will assist the school in identifying and implementing strategies to improve outcomes.	Rating: 0 1 2 3 Comments:

Score: ____/24

(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, *if applicable*.

Beyond screening external providers prior to selection and including clear expectations in the provider's contract, an LEA must also review the performance of external providers regularly throughout the contract period to ensure that they are on track to meet the LEA's expectations. The LEA should continue to make expectations clear by including specific provisions in the signed memorandum of understanding (MOU), contract, or other agreement to hold the provider accountable for achieving the LEA's desired outcomes.

LEAs should make expectations clear by establishing measures against which the performance of the external provider will be assessed and developing, together with the selected provider, targets for these measures. Meaningful measures will address the progress of the provider in meeting specific contractual obligations as well as the provider's general contribution to the effort to reform the targeted school. For example, the measures for a restart model school operator could examine such factors as the school's academic achievement, student attendance, and parent and community engagement.

The Utah State Office of Education requires LEAs that plan to work with a charter school operator, CMO, EMO, or any other external provider to address the following in the application for a school improvement grant 1003(g). The following should be considered the minimum requirements and we encourage LEAs to ensure the MOU helps meets all the needs intended.

- a. LEAs should request that the external provider prepare quarterly reports or briefings for the LEA that detail the provider's activities during that period and its progress toward achieving the outcomes for which it was hired (or its progress on the performance measures).
- b. The LEA might also conduct interim or formative assessments throughout the contract period to inform contract renewal decisions. LEAs are strongly encouraged to specify the type of ongoing review process it intends to use within the MOU, contract, or other agreement.
- c. The MOU, contract, or other agreement should also include a provision that would relieve the external provider of its duties should it not meet the performance targets, which would be reviewed on a yearly or more frequent basis.
- d. If an LEA wishes to contract with a charter school operator, a CMO, or an EMO to implement the restart model, it must select that charter school operator, CMO, or EMO through a "rigorous review process" that permits an LEA to examine a prospective provider's reform plans and strategies.
- e. If the LEA is partnering with a charter school operator or CMO to convert a school to a charter school under the restart model, the LEA should ensure that its MOU, contract, or other agreement with the provider is consistent with the terms and conditions of the performance contract between the charter school and its authorizer if the authorizer is an agency other than the LEA.

TSE'BIINIDZISGAI ELEMENTARY

NA-This application is not a Charter school model.

Scoring Rubric – B (13)

The LEA has demonstrated how it will hold the charter school operator, CMO, EMO, or other external provider accountable for meeting the outlined requirements, if applicable.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has requested that the external provider prepare quarterly reports or briefings that detail the provider's activities during that period and its progress toward achieving the outcomes for which it was hired.

Rating: 0 1 2 3
Comments:

The LEA will conduct interim or formative assessments throughout the contract period to inform contract renewal decisions.

Rating: 0 1 2 3
Comments:

<p>The MOU, contract, or other agreement also includes a provision that would relieve the external provider of its duties should it not meet the performance targets, which would be reviewed on a yearly or more frequent basis.</p>	<p>Rating: 0 1 2 3 Comments:</p>
<p>If the LEA has contracted with a charter school operator, a CMO, or an EMO to implement the restart model, it has selected that charter school operator, CMO, or EMO through a "rigorous review process" that permits the LEA to examine a prospective provider's reform plans and strategies.</p>	<p>Rating: yes no Comments: Optional restart only</p>
<p>If the LEA is partnering with a charter school operator or CMO to convert a school to a charter school under the restart model, the LEA has ensured that its MOU, contract, or other agreement with the provider is consistent with the terms and conditions of the performance contract between the charter school and its authorizer if the authorizer is an agency other than the LEA.</p>	<p>Rating: yes no Comments: Optional restart only</p>

Score: ____/9

- (14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.**

The Utah State Office of Education requires LEAs that intend to use the first year of its SIG 1003(g) grant to engage in planning and/or pre-implementation activities for an eligible school to include a description of the specific activities to be implemented, the timeline for implementing those activities, and the rationale for how those activities will lead to the successful full implementation of the selected intervention model on the first day of school the first year of full implementation of the intervention model. The focus of all planning/pre-implementation activities must be the direct relationship of the activity to the specific needs of the individual school as identified through a school appraisal and the intervention model chosen for the school.

USOE will ensure that all activities proposed by the LEA receiving the SIG award are allowable expenditures designed to assist the LEA and school(s) in preparing for full implementation when the 2016-2017 school year begins.

USOE has developed a Rubric to review the planning and pre-implementation activities proposed by LEAs as a feedback resource to the LEA. This page of the Rubric will not be added to the overall score of the LEA application as this section is optional. The activities listed below are intended to be examples only.

- Family and Community Engagement:**
The LEA must keep in mind that parents and community should receive these in their primary language when necessary and when most efficient for participants:

- 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.
- **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.
 - **Staffing:** Recruit, screen, and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
 - **Instructional Programs:**
 - Provide intervention and enrichment to students in schools that will implement a school improvement model at the start of the 2016-2017 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;
 - Compensate staff for instructional planning, such as examining student data, aligning curriculum to State standards and vertically from one grade level to another, collaborating within and across disciplines, and devising common formative student assessments.
 - **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;
 - Train staff on the new evaluation system and locally adopted competencies.
 - **Preparation for Accountability Measures:**
 - Develop and pilot a data system for use in SIG-funded schools;
 - Analyze data on leading baseline indicators;
 - Develop and adopt interim assessments for use in SIG-funded schools.
 - **Other Allowable Activities to be described by the LEA**

Upon receiving notice of a SIG award (anticipated February 1, 2016) the school will begin a planning/pre-implementation process until the beginning of the 2016-17 school year (August 2016).

The following chart will guide this planning/pre-implementation process.

Date	Activity	Actions	Responsible
2/09/15	Coordinated School Improvement Plan presented to SJSB Board for approval	Catapult Learning will conduct a new school needs assessment and will work with the School Administration and Leadership Team to develop a coordinated approach to school improvement.	Lisa Young Ron Nielson Catapult Learning
	Stakeholder Survey	Administer School Survey of Stakeholder Input.	Lisa Young Kit Mantz, HR
07/2016	Academic Parent Teacher Teams training (3 days)	Teachers will attend 3 days of APTT training to gear up for improved parent engagement the following year.	Lisa Young Sheryl Gardner West Ed
04/2016	PD-School Improvement Plan expectations	Training faculty on plan expectations and goals.	Catapult Learning Lisa Young
01/2016-04/2016	Recruiting	Finalize all signing/bonus packages Attendance at Job Fairs Working with Universities on Intern partnerships Mining online resources Using social media	Lisa Young Ron Nielson Kit Mantz, HR
08/2016	New Teacher Boot Camp	2 day training on including: District Instructional Norms; Curriculum (subject area curriculum, lesson plans, benchmark testing); Data Driven Instruction/PLC's; Behavior Management; Teaching Strategies; Special Education; Safety Procedures; Use of Time	Kit Mantz, HR Ron Nielson Lynnette Johnson
03/2016-06/2016	Finalize Data Systems	Develop a reporting tool that correlates/triangulates significant data points to inform instruction, interventions and program implementation. Align tool with School Improvement Plan and checklists.	Catapult Learning Lisa Young Ron Nielson

"Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2016-2017 school year.

Scoring Rubric – B (14)

The LEA has designed approvable planning and pre-implementation activities to assist the school(s) in preparing for full implementation when the 2016-2017 school year begins. The focus of the activity must be its direct relationship to the needs of the school and the selected intervention model.

These activities, while optional, are highly recommended during the planning and pre-implementation phase. LEAs that include plans for at these options may receive up to 10 Bonus Points.

Description and costs associated with family and community engagement activities.	1 point possible Comments:
Description and costs associated with rigorous review of external providers.	1 point possible Comments:
Description and costs associated with staffing.	1 point possible Comments:
Description and costs associated with instructional programs.	1 point possible Comments:
Description and costs associated with professional development and support.	1 point possible Comments:
Description and costs associated with preparation for accountability measures.	1 point possible Comments:
Description and costs associated with other allowable activities.	1 point possible Comments:
LEA has described how planning and pre-implementation activities will lead to successful implementation of the chosen model.	Rating: 0 1 2 3 Comments:

Bonus Points Awarded: _____/10

(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

The Utah State Office of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the following information:

- a. Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify;
- b. LEA's rationale for the need to modify the element identified;
- c. LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model.

NOTE: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement that the principal who led the school prior to the implementation of the model must be replaced.

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U. S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

TSE'BIINIDZISGAI ELEMENTARY

The District is electing to request a waiver for the Turnaround requirement of "replacing the principal". We wish to retain the current principal, Lisa Young (*see Attachment #1*). She will be beginning her third year at the school this coming school year 2016-17. The District is eligible having been designated as an ESEA Rural Education Assistance Program (REAP) designation and is not selecting the Early Learning Model for the Turnaround.

Mrs. Young is in her second year of UVA:PLE training and has participated in a UVA conducted Behavioral Event Interview (BEI), in which she was identified as having the characteristics of a Turnaround Principal. The District is committed to mentoring and supporting the principal with oversight of the School Supervisor/Shepherd. The Supervisor will ensure that the School Improvement Grant is successfully implemented and supported by the School Principal.

Scoring Rubric – B (15)

For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify.	Rating: yes no Comments:
LEA's rationale for the need to modify the element identified.	Rating: yes no Comments:
Description of how the LEA will still be able to meet the intent and purpose of that element to successfully implement the Turnaround or Transformation model.	Rating: yes no Comments:

(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- b. Partner with a whole school reform model developer, as defined in the SIG requirements.

The Utah State Office of Education requires that LEAs that propose to use SIG 1003(g) funds to implement an evidence-based whole school reform model in its selected school(s) must ensure that the whole school reform model chosen meets the following final SIG requirements published in the National Federal Register (NFR) on February 9, 2015 (80 FR 7224). An evidence-based whole-school reform model must meet each of the following criteria:

- 1. Have evidence of effectiveness that includes at least one study that:

- a. Meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies);
 - b. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
 - c. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here); and,
2. Be designed to:
 - a. Improve student academic achievement or attainment;
 - b. Be implemented for all students in a school; and
 - c. Address, at a minimum and in a coordinated manner, each of the following:
 - i. School leadership;
 - ii. Teaching and learning in at least one full academic content area (including professional learning for educators);
 - iii. Student non-academic support; and
 - iv. Family and community engagement.
3. The Whole School Reform Model must be implemented by the LEA in partnership with the whole-school reform model developer that is an entity or individual that:
 - a. Maintains proprietary rights for the model; or
 - b. If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process.

Please note: In addition to meeting the three rigorous criteria published in the National Federal Register as listed above, LEAs that propose to use SIG funds to implement an evidence-based whole school reform model from the list approved by the U. S. Department of Education must conduct due diligence to ensure that the supporting research evidence (see number 1 above) includes at least one study of successful implementation resulting in improved outcomes with a sample student population (e.g., economically disadvantaged students, English learners, same age/grade-level span, and other subgroups) served by the school for which the LEA is applying and school setting (e.g., urban, rural, American Indian reservation) similar to those of the school to be served. The LEA must include detailed information in its SIG application that indicates the proposed model has been effectively implemented in a similar school(s) in the past by citing results from specific research studies in which the model was successfully implemented in a similar demographic setting with a similar school population and resulted in improved outcomes.

The following information must be submitted to USOE by the LEA:

- a. Evidence of successful implementation of the chosen whole-school reform model with a sample student population that is similar to the student population to be served at the school included in the LEA's SIG application; and
- b. Evidence of successful implementation in a school setting similar to that of the school to be served.

A list of approved Whole School Reform Models may be found at the following U. S. Department of Education website: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

TSE'BIINIDZISGAI ELEMENTARY

NA-This application is not a Whole School Reform model.

Scoring Rubric – B (16)

For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA has described how it will:

LEA selected a model approved by the U. S. Department of Education that meets all three of the What Works Clearinghouse criteria.	Rating: yes no Comments:
Implement a model with evidence of effectiveness that includes a sample student population and setting similar to the population and setting of the school to be served.	Rating: yes no Comments:
Partner with a whole school reform model developer, as defined in the SIG requirements.	Rating: yes no Comments:

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

The Utah State Office of Education requires that LEAs that propose to implement the Restart Model in one or more eligible schools conduct a rigorous review process in screening external providers. An LEA should be as specific as possible in its Requests for Proposal (RFP) or other document made available to potential providers regarding its expectations for how the provider will perform and be held accountable. In screening and selecting external providers to implement the restart model, the LEA must take into account the specific needs of the Priority and Focus School(s) to be served. These criteria must include, but are not limited to:

- a. Researching and prioritizing CMOs or EMOs available to serve the school;
- b. Contacting other LEAs currently or formerly engaged with the CMO or EMO regarding the provider's effectiveness;
- c. The CMO/EMO identified must have a proven track record of success in working with schools that have similar demographic settings and student populations to the school(s) to be served by the LEA's SIG application. For example, the provider can demonstrate previous success working with large urban high schools that serve students in grades 9-12 or small rural high schools that may predominantly serve American Indian students in grades 7-12. The provider must have evidence that they have been successful in closing achievement gaps and, if applicable, graduation rates for ALL student groups within schools with similar student populations

- including students who are English learners, economically disadvantaged, and students with disabilities;
- d. Describing the specific aspects of the CMO/EMO's past performance/record of success;
 - e. Screening CMO/EMO's to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school;
 - f. Requiring a potential CMO/EMO to demonstrate its competencies through in-depth interviews and documentation;
 - g. Requiring the CMO/EMO to demonstrate that its strategies are research-based;
 - h. Requiring the CMO/EMO to demonstrate that it has the capacity to successfully implement the strategies it is proposing;
 - i. Checking references of the CMO/EMO before entering into a contract with the provider;
 - j. Initiating a contract with an external provider;
 - k. If the LEA has already selected a CMO/EMO, the LEA must provide evidence that the provider has a demonstrated record of success with similar schools and describe the specific services that the contractor will provide;
 - l. The LEA must include a narrative description to support CMO/EMO contracts, if applicable;
 - m. The LEA is required to use an experienced USOE-approved School Support Team (SST) Leader who is external to the LEA and who has successfully worked with similar schools engaged in school improvement efforts;
 - n. An SST Leader may assist the school in the implementation of the intervention model and must make at least quarterly site visits to the school to review implementation and progress. A list of USOE-approved School Support Team Leaders is available upon request of USOE school improvement staff and/or at the following link to Utah's online TRACKER system: <https://dmi.schools.utah.gov/Tracker/LEA/Application/SstApplicationSearch.aspx>
 - o. The responsibilities of the CMO/EMO and the LEA are aligned and clearly defined;
 - p. The LEA has specifically planned how it will hold the CMO/EMO accountable to high performance standards;
 - q. The capacity of the CMO/EMO to serve the specific needs of the identified school(s) has been clearly demonstrated; and
 - r. The LEA must describe the reasonable and timely steps it will take to recruit and screen CMO/EMOs to be in place in time to open the 2016-2017 school year.

TSE'BIINIDZISGAI ELEMENTARY

NA-This application is not a Restart model.

Scoring Rubric – B (17)

For an LEA that applies to implement the restart model with a CMO or EMO in one or more eligible schools, the LEA has described how:

The LEA has researched and prioritized CMO/EMO available to serve the school	Rating: yes no Comments:
Contacted other LEAs currently or formerly engaged with the CMO/EMO regarding effectiveness	Rating: yes no Comments:

The CMO/EMO identified has a proven track record of success in working with schools that have similar demographic settings and student populations to the school(s) to be served by the LEA's SIG application.	Rating: yes no Comments:	
The LEA has described the specific aspects of the CMO/EMO provider's past performance/record of success	Rating: yes no Comments:	
Screen CMO/EMOs to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school	Rating: yes no Comments:	
Require a potential CMO/EMO to demonstrate its competencies through in-depth interviews and documentation	Rating: yes no Comments:	
Require the CMO/EMO to demonstrate that its strategies are research-based	Rating: yes no Comments:	
Require the CMO/EMO to demonstrate it has the capacity to successfully implement the strategies it is proposing	Rating: yes no Comments:	
Check references of the CMO/EMO before entering into a contract with the provider	Rating: yes no Comments:	
Initiate a contract with a CMO/EMO	Rating: yes no Comments:	
If the LEA has already selected a CMO/EMO, the LEA must provide evidence that the external provider has a demonstrated record of success with similar schools and describe the specific services that the contractor will provide	Rating: yes no Comments:	
The LEA must include a narrative description to support CMO/EMO contracts, if applicable	Rating: yes no Comments:	
The LEA will use an experienced USOE-approved School Support Team (SST) Leader who is external to the LEA and who has successfully worked with similar schools engaged in school improvement efforts	Rating: yes no Comments:	
The responsibilities of the CMO/EMO and the LEA are aligned and clearly defined	Rating: yes no Comments:	
The LEA has specifically planned how it will hold the CMO/EMO accountable to high performance standards	Rating: yes no Comments:	

The capacity of the CMO/EMO to serve the specific needs of the identified school(s) has been clearly demonstrated

Rating: yes no
Comments:

(18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

The Utah State Office of Education requires that LEAs include a detailed timeline that indicates when and how each of the requirements of the selected school intervention model will be implemented. Individuals or groups of people who are responsible for each requirement must be identified (e.g., LEA Superintendent, principal, instructional coach, teachers, parent liaison, curriculum director, LEA transportation department, etc.). Please include a table such as the following by adding rows as needed for each required element of the specific model chosen:

Model Requirement	Objective	Evidence and Data Sources	Activities	Responsibility	Milestones (Dates)

I
If the LEA chooses to engage in planning/pre-implementation activities, then the following requirements apply in addition to those listed above:

- Dependent upon the selected school improvement model, the LEA must include a description of proposed planning/pre-implementation year activities;
- The time-line for implementing planning/pre-implementation activities; and
- A description of how each of the proposed planning/pre-implementation activities will lead to successful implementation of the selected intervention model.

TSE'BIINIDZISGAI ELEMENTARY

MODEL REQUIREMENT	OBJECTIVE	EVIDENCE & DATA SOURCES	ACTIVITIES	RESPONSIBILITY
Replace principal Evaluation system	NA Identify teachers who need to be retained and who qualify for salary bonuses. Ensure effective instruction.	REAP waiver UMIE Evaluation Walkthrough data Principal conferences Teacher evidence Achievement data- Student Learning Objectives (SLOs)	Formal evaluations Classroom walkthroughs Conferences Data meetings	NA School Principal HR Director
Reward/remove teachers	Incentivize effective teachers to remain and remove non-effective teachers	UMIE Evaluation Progress Monitoring SAGE data Student Learning Objectives (SLOs)	Certify principal in evaluation process Monitor teacher data Work with Principal, Supervisor, Superintendent and Board to remove ineffective teachers. Pay retention bonuses to effective teachers	School Principal School Supervisor
On-going, job-embedded PD	Provide targeted professional development to	Data from Needs Assessment Walkthrough data	School Appraisal/Needs Assessment	Catapult in collaboration with

	improve instruction and student learning	Records of PD provided	Ongoing PD and follow-up monitoring implementation.	school and district admin
Recruiting strategies	Improve number of highly effective teachers.	Reduction in needed non-renewals. Earlier quality hires	University partnerships/interns Signing & retention bonuses Paid, on-site visits from potential teachers	School Principal HR Director
Data to ID & implement Instructional Program	Monitor instructional program to determine its effectiveness.	Progress Monitoring including: DIBELS, i-Ready, Benchmarks. Summative data: SAGE	Weekly PLC meetings Daily data meetings with principal	School Principal School Supervisor
Continuous use of data	Improve instruction for Tier 1, 2 & 3. Improve student learning and proficiency.	Progress Monitoring including: DIBELS, i-Ready, Benchmarks. Summative data: SAGE Classroom walkthrough data	Develop teacher action plans. Re-teaching and intervention strategies.	Instructional Coach School Principal
Support & PD for SWD & ELL	Decrease learning gap	WIDA W-APT IEP's	PD – SIOP, WIDA, SPED Data support	Special Education Director Student Services Director
Integrate technology	Improve instruction and student motivation	Teacher and student feedback	Enhanced classrooms including Smart Boards, audio enhancement, computer access	School Supervisor ET Director
Increased learning time	Increased student learning	Schedule	30 mins. Increase Monday-Thursday. Increased time for Language Arts and Mathematics	School Principal School Supervisor
Ongoing family & community engagement	Build family support and improve family literacy	Training Rolls Logs of Family visits # of parents participating in school activities	Academic Parent Teacher Teams (APTT) Family Home Visits	School Principal USOE Turnaround Specialist
Operational flexibility	Remove barriers to transformation	Document requests made. Review of External Consultant site reports and Quarterly SIG reports	Staffing allowances Flexible schedules Budget flexibility	Superintendent School Supervisor
Technical support	Support and accountability	Schedule and reports of site visits School plans and goals	Weekly school visit-Shepherd Scheduled External Provider visits	District Shepherd Catapult Learning

Scoring Rubric – B (18)

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA has included a table that includes each required element of the intervention model selected.	Rating: 0 1 2 3 Comments:
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The LEA has identified who is responsible to ensure each required element is implemented.	Rating: 0 1 2 3 Comments:
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The LEA has identified dates when activities related to each required element will be implemented.	Rating: 0 1 2 3 Comments:
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The LEA has identified evidence and data sources to be collected to ensure the full implementation of each required element.	Rating: 0 1 2 3 Comments:
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The LEA has included a description of the planning year activities related to the selected school improvement model. (Optional)	Rating: yes no Comments:
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The LEA has included a time-line for implementing planning/pre-implementation activities. (Optional)	Rating: yes no Comments:
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The LEA has provided a description of how each of the proposed planning/pre-implementation activities will lead to successful implementation of the selected intervention model. (Optional)	Rating: yes no Comments:
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Score: ____/12

Th

The Utah State Office of Education may make a SIG award to an LEA for up to but not exceeding five years for a specific school. The LEA may elect to use one school year for planning and pre-implementation activities. At a minimum, the LEA must include a budget that supports three complete school years of full implementation of all requirements of the chosen SIG model. Following three full school years of SIG implementation, LEAs may use up to two school years for activities necessary to sustain the SIG reforms. If the LEA intends to engage in planning and pre-implementation activities prior to launching the first full school year of implementation and/or continue activities related to sustaining the SIG reforms following three school years of full implementation, these activities must be specifically accounted for in the LEA's budget request. Thus, LEAs applying for FY 2014 SIG funds must submit a budget request that addresses the entire grant period for which they are requesting SIG funds. The following are provided as possible examples:

- The LEA requests five years of SIG funding: 1 year of planning/pre-implementation + 3 years of full implementation + 1 year of sustainability activities;

- The LEA requests five years of SIG funding: 3 years of full implementation + up to 2 years for sustainability activities;
- The LEA requests four years of SIG funding: 1 year of planning/pre-implementation or sustainability + 3 years of full implementation;
- The LEA requests just three years of SIG funding for full implementation but does not plan to request funds to support planning/pre-implementation and/or sustainability activities.

PROTOCOL

In reviewing LEA SIG budget requests, the Utah State Office of Education maintains the authority to base the actual amount allocated for LEA subgrant awards on the following factors:

First, all budget items will be thoroughly reviewed to ascertain whether or not a specific part of the budget request represents a necessary, reasonable, and allowable cost required to support planning/pre-implementation, full implementation of the proposed model, or sustainability of reforms. For example, if the LEA's budget request includes travel expenses to send LEA and/or school personnel to an expensive out-of-state conference, the LEA must specify how attendance at that particular conference will assist in effectively implementing the specific requirements of the selected SIG model to support improved student outcomes. Could this professional learning experience be provided more effectively if the LEA contracted with expert consultants and held professional development sessions at the local level to include greater participation by staff? How will staff be held accountable for implementing evidence-based strategies learned through the professional development? What types of follow-up and support will be provided to staff during implementation? Therefore, the actual amount granted to an LEA may vary from that which has been requested by the LEA if specific costs are deemed unnecessary, unreasonable, or are not allowable uses of SIG funds.

Second, in reviewing LEA SIG budget requests, the Utah State Office of Education maintains the authority to base the actual amount allocated for LEA subgrant awards on other relevant criteria including the demographics, specific needs, and size of the school (e.g., number of students and staff members, the need to provide incentives for recruiting and retaining highly effective teachers, community and family outreach and involvement) along with other specific needs of the school that have been identified through the results of a thorough needs assessment conducted by an external School Support Team. Therefore, the actual amount granted to an LEA may vary from that which has been requested by the LEA.

Third, the LEA must demonstrate that proposed planning, pre-implementation, full implementation, and sustainability activities in its budget are reasonable and necessary to ensure the full and effective implementation of the chosen intervention model.

Finally, the USOE may be required to adjust an LEA's SIG award based on the level of FY 2014 SIG funds available to the SEA for LEA subgrant awards and the number of LEA SIG applications that are approvable. The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority and Focus School it commits to serve. NOTE: The amount of funds applied for must include a planned budget for each year of the three full years of implementation of the grant.

The LEA may apply for a minimum of \$50,000 per year per school for each of the three years of full implementation of the SIG grant (\$150,000 minimum for 3 years) 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.

The LEA budget included in the SIG application must demonstrate that the LEA has allocated a reasonable amount for LEA support and full and effective implementation of each of the chosen school intervention model strategies. Quality budgets must include the following:

- a. The LEA provides a budget for each Priority and Focus school included in the LEA SIG application for the three years of full implementation of the selected model;
- b. For each school included in the SIG application, the budget includes costs associated with the successful implementation of each requirement of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
- c. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes all costs associated with LEA leadership and support of the selected school intervention model(s);

- d. The LEA budget includes costs for purchased professional services to ensure high-quality consultants to facilitate research-based reform to support the specific needs of the school;
- e. The budget detail provides sufficient information to support all budget requests; and
- f. The LEA has considered any costs associated with program evaluation annually.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority or Focus school the LEA commits to serve. Any funding for activities during the planning/pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA's budget for each year may not exceed the number of Priority and Focus schools, it commits to serve multiplied by \$2,000,000. NOTE: Funds awarded for approved LEA SIG applications will be determined by the amount of FY14 SIG funding available for subgrants at the Utah State Office of Education.

Example 1: LEA Proposing a Planning Year for One or More Schools

LEA XX BUDGET						
	Year 1 Budget (Planning)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability Activities)	Five-Year Total
Priority ES #1	\$150,000	\$1,156,000	\$1,200,000	\$1,100,000	\$750,000	\$4,356,000
Priority ES #2	\$119,250	\$890,500	\$795,000	\$750,000	\$500,750	\$3,055,500
Priority HS #1	\$300,000	\$1,295,750	\$1,600,000	\$1,400,000	\$650,000	\$5,245,750
Focus MS #1	\$410,000	\$1,470,000	\$1,775,000	\$1,550,400	\$550,000	\$5,755,400
LEA-level Activities			\$150,000	\$150,000	\$100,000	\$400,000
Total Budget	\$879,250	\$4,812,250	\$5,520,000	\$4,950,400	\$2,550,750	\$18,812,650

Example 2: LEA Proposing to Implement a Model in One or More Schools on the First Day of the Upcoming School Year

LEA XX BUDGET							
	Year 1 Budget		Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Sustainability Activities)	Year 5 Budget (Sustainability Activities)	Five-Year Total
	Pre-implementation	Year 1 (Full Implementation)					
PriorityES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$650,000	\$450,000	\$5,038,000
PriorityES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$150,000	\$100,000	\$2,907,500
PriorityMS#1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$450,000	\$300,000	\$5,550,000
PriorityHS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$800,000	\$550,000	\$7,085,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$150,000	\$100,000	\$1,000,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$2,200,000	\$1,500,000	\$21,580,500

Note: An LEA may fill out both charts if it is applying for a planning year for some, but not all, of the schools it proposes to serve.

TSE'BIINIDZISGAI ELEMENTARY

The District is requesting five years of funding. Pre-implementation/planning-2015-16; full implementation- 2016-17, 2017-18 and 2018-19; and one year sustainability which would keep the Instructional Coach in place-2019-20.

Tse'biinidzisgai Elementary School SIG Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	Grand Total
	Planning 2015-16	2016-17	2017-18	2018-19	Sustain 2019-20	
Salaries						
Full-time Instructional Coach		\$55,245	\$57,454	\$59,752	\$62,142	\$234,593
Performance Pay (18 teachers-1 coach)		\$38,000	\$38,000	\$38,000		\$114,000
Retention/Recruiting Bonus		\$76,000	\$76,000	\$76,000		\$228,000
Principal-Recruiting/Retention/Performance Pay		\$8,000	\$8,000	\$8,000		\$24,000
Teacher Stipends APTT Training -3 days and 3 days Retreat Training 18 teachers @ \$100 per day	\$5,400	\$5,400	\$5,400	\$5,400		\$21,600
Afterschool extended pay- 18 teachers @ \$26.66 per hour/30 mins. Mon-Thurs. for 141 days		\$33,831	\$33,831	\$33,831		\$101,493
SUBTOTAL	\$5,400	\$216,476	\$218,685	\$220,983		\$723,686
Benefits- @ 25%						
Full-time Instructional Coach (@36% benefits)		\$19,888	\$20,683	\$21,511	\$22,371	\$84,453
Performance Pay (18 teachers)		\$9,500	\$9,500	\$9,500		\$28,500
Recruiting Bonus		\$19,000	\$19,000	\$19,000		\$57,000
Principal-Recruiting/Retention/Performance Pay		\$2,000	\$2,000	\$2,000		\$6,000
Teacher Stipends APTT Training -3 days and 3 days Retreat Training 18 teachers @ \$100 per day	\$1,350	\$1,350	\$1,350	\$1,350		\$5,400
Afterschool extended pay- 18 teachers @ \$26.66 per hour/30 mins. Mon-Thurs. for 141 days		\$8,458	\$8,458	\$8,458		\$25,373
						\$0
SUBTOTAL	\$1,350	\$60,196	\$60,991	\$61,818		\$206,727
Contract Services-External Partners						
Catapult Learning--School Support Team	\$0	\$0	\$0	\$0		\$0
SUBTOTAL-Contract Services	\$0	\$0	\$0	\$0		\$0
Parent/Community Involvement						
Annual SIG Event (250 people) @ \$8.50 per person		\$2,125	\$2,125	\$2,125		\$6,375
Parent Involvement Supplies		\$4,000	\$4,000	\$4,000		\$12,000
SUBTOTAL	\$0	\$6,125	\$6,125	\$6,125		\$18,375
Supplies						

Supplies for APTT Materials	\$2,000	\$1,500	\$1,500	\$1,500		\$6,500
SUBTOTAL	\$2,000	\$1,500	\$1,500	\$1,500		\$6,500
Total Direct Costs	\$8,750	\$284,297	\$287,301	\$290,426		\$955,288
Indirect Costs @ 3.33%	\$291	\$9,467	\$9,567	\$9,671		\$31,811
TOTAL ALL COSTS	\$9,041	\$293,764	\$296,868	\$300,098		\$987,099

Budget Information (C)

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, or each priority and focus school, it commits to serve.

0= provides no information 1=provides limited information 2=provides most information 3=provides all information and rationale

The LEA provides a budget for each of the three years of full implementation of the grant for each Priority School included in the SIG application. The LEA must include a budget of no less than \$50,000 per school per year and no more than \$2 million dollars per year per school or no more than \$6 million per school over three years.	Rating: 0 1 2 3 Comments:
For each school included in the SIG application, the budget provides costs associated with the successful implementation of each requirement of the intervention model selected. (e.g., extended learning time, professional development, teacher recruitment and retention, etc.)	Rating: 0 1 2 3 Comments:
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.	Rating: 0 1 2 3 Comments:
The LEA budget includes costs for purchased professional services to ensure quality consultants to facilitate research-based reform to support the specific needs of the school.	Rating: 0 1 2 3 Comments:
Budget details provide sufficient information to support budget requests.	Rating: 0 1 2 3 Comments:
The LEA has considered any costs associated with program evaluation.	Rating: 0 1 2 3 Comments:

Score ___/18

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

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus 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 Priority School that it serves with school improvement funds.
- Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- Ensure that each Priority and Focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Utah State Office of Education required assurance:

- Conduct a school appraisal 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 is available upon request of USOE staff.

Addendum A

Questions to Assist LEAs in Selecting an Appropriate SIG Intervention Model

The purpose of the School Improvement Grant (SIG) is to ensure the success of students in under-performing schools. The underlying process for determining which model would work best for any given student population is best decided when the LEA personnel work closely together to determine and meet the needs and demands in instruction and school culture in conjunction with the school site administration and staff. We encourage this to be an open conversation and discussion in order to involve all stakeholders in meeting the needs of their students. To this end, the following is meant to assist LEAs in determining which model may work best for a particular school's situation. The purpose is to identify the model that will best support systemic and sustainable change needed to turn the school around for students' success.

6 Intervention Models

1. Turnaround Model – replacement of the principal and 50% of staff and other requirements
 - a. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
 - b. How will the LEA assign effective teachers and leaders to the lowest achieving schools?
 - c. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
 - d. How will staff replacement be executed – what is the process for determining which staff remains in the school and for selecting replacements?
 - e. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
 - f. What supports will be provided to the staff being assigned to other schools?
 - g. What are the budgetary implications of retaining a surplus staff within the LEA if that is necessary?
 - h. What is the LEAs own intervention and implementation capacity to execute and support turnaround? What organizations can assist with the implementation of the turnaround model?
 - i. What changes in decision making policies and mechanisms (including greater school-activity flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
 - j. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?
2. Restart Model – Close the school and reopen it as a charter school or school administered by an Education Management Organization (EMO) or Charter Management Organization (CMO)
 - a. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school to a charter school) in this location?
 - b. Will qualified community groups initiate a home-grown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.

- c. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served – home grown charter, CMO, or EMO?
 - d. How can statutory, policy and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
 - e. How will support be provided to staff that are reassigned to other schools as a result of the restart?
 - f. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
 - g. What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
 - h. How will the SEA assist with the restart?
 - i. What performance expectations will be contractually specified for the charter school, CMO or EMO?
 - j. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?
3. Closure Model – close the school and assign students to other, higher-performing schools
- a. What are the metrics to identify schools to be closed?
 - b. What steps are in place to make certain closure decisions are based on tangible data and are readily transparent to the local community?
 - c. How will the students and their families be supported by the LEA through the re-enrollment process?
 - d. Which higher-achieving schools have the capacity to receive the students from the schools being considered for closure?
 - e. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
 - f. How will current staff be reassigned? What is the process for determining which staff members are dismissed and which staff members are reassigned?
 - g. Does the statutory, policy and collective bargaining context relevant to the school allow for removal of current staff?
 - h. What supports will be provided to recipient schools if current staff are reassigned?
 - i. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
 - j. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
 - k. How will the LEA track student progress in the recipient schools?
 - l. What is the impact of school closure to the school’s neighborhood, enrollment area, or community?
 - m. How does school closure fit within the LEA’s overall reform efforts?
4. Transformation Model - replace the principal and implement turnaround principles. Align the teacher and leader evaluation system with the criteria in the ESEA flexibility guidance
- a. How will the LEA select a new leader for the schools, and what experience, training, and skills will the new leader be expected to possess?

- b. How will the LEA enable the new leader to make strategic staff replacements?
 - c. What is the LEA's own capacity to support the transformation, including the implementation required, recommended, and diagnostically determined strategies?
 - d. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing and scheduling) must accompany the transformation?
 - e. What changes in operational practice must accompany the transformation, and how will these changes be brought and sustained?
5. New to this application – Evidence-Based, Whole-School Reform Strategy – Implemented by the LEA in partnership with a strategy developer)
- a. What are the conditions of the contractual arrangement between the LEA and the strategy developer?
 - b. Is that strategy developer also the Lead Partner, or does a third-party serve in that capacity?
 - c. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
 - d. How will the LEA enable the new leader to make strategic staff replacements?
 - e. What is the LEA's own capacity to support the implementation of required, recommended, and diagnostically determined strategies?
 - f. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing and scheduling) must accompany the transformation?
 - g. What changes in operational practice must accompany the transformation, and how will these changes be brought and sustained?
6. New to this application – Early Learning Model – requires full-day kindergarten, creation or expansion of a high-quality preschool program, cross-grade instructional planning time that includes preschool teachers, replacement of the principal, and implementation of practices school-wide
- a. Is full-day kindergarten already in place, and if not will the LEA be able to sustain the cost of full-day kindergarten beyond the SIG funding?
 - b. Is a preschool program in place or will it be newly created? If it will be newly created, what structure will best fit the community needs?
 - c. What is required to bring the preschool program to the status of a high-quality program?
 - d. How will the cross-grade, joint planning time be organized and scheduled?
 - e. Will the LEA be able to sustain the cost (if any) of the planning time beyond the SIG funding?
 - f. What are the expectations, including work products, of teachers from their joint planning time?
 - g. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
 - h. How will the LEA enable the new leader to make strategic staff replacements?

- i. What is the LEA's own capacity to support the implementation of required, recommended, and diagnostically determined strategies?
- j. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing and scheduling) must accompany the transformation?
- k. What changes in operational practice must accompany the transformation, and how will these changes be brought and sustained?

Addendum B

Definition of High-quality Preschool Program

What is the definition of “high-quality preschool program” as that term is used in the discussion of an early learning model?

A “high-quality preschool program” means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum:

- (1) High staff qualifications, including a teacher with a bachelor’s degree in early childhood education or a bachelor’s degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (2) High-quality professional development for all staff;
- (3) A child-to-instructional staff ratio of no more than 10 to 1;
- (4) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
- (5) A full-day program;
- (6) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (7) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry;
- (8) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (9) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (10) Program evaluation to ensure continuous improvement;
- (11) On-site or accessible comprehensive services for children and community partnerships that promote families’ access to services that support their children’s learning and development; and
- (12) Evidence-based health and safety standards.

Addendum C

What are the leading indicators that will be used to hold schools receiving SIG funds accountable?

The following metrics constitute the leading indicators for the SIG program:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high school, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Chronic absenteeism rates;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation and support system; and
- (9) Teacher attendance rate.

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EDUCATION

SOUTHERN UTAH UNIVERSITY	Cedar City, UT
Administrative Licensure Program (Complete End of Spring Semester 2013)	
 NOVA SOUTHEASTERN UNIVERSITY	 Las Vegas, NV
Master of Science in Elementary Education	
Teaching English as a Second Language (TESOL) Certification	
 WASHINGTON UNIVERSITY	 St. Louis, MO
Bachelor of Science in Psychology	

EXPERIENCE

	SAN JUAN SCHOOL DISTRICT	Monument Valley, UT
2013-present	<i>Principal, Tse'pii'nidzsigai Elementary School</i>	
	<ul style="list-style-type: none"> • Establish high expectations and a culture of learning in a historically underperforming school • Provide professional development (daily TLCs and weekly PLCs), coaching, mentoring, and support for teachers and staff • Develop, implement, and monitor school-wide structures and systems (ex. schedules, school-wide behavior plan, instructional model, data systems, parent communication, professional development) • Actively participate in staffing and recruiting (including building relationships with universities) • Build partnerships with community partners and other service providers • Participate in the University of Virginia School Turnaround Program 	
	 WASHINGTON COUNTY SCHOOL DISTRICT	 St. George, UT
2010-2014	<i>Staff Developer, Bloomington Hills Elementary School</i>	
	<u>Staff Development</u>	
	<ul style="list-style-type: none"> • Provided staff development, coaching, mentoring, and support for teachers, specialists, and support staff in areas including planning and preparation, curriculum and instruction, and assessment and data analysis • Developed staff development activities and structures to advance board, district, school, teacher, and student goals • Regularly sought out professional development resources and opportunities 	
	<u>Collaboration</u>	
	<ul style="list-style-type: none"> • Built meaningful relationships with all members of the school and district communities based on respect, trust, collaboration, and shared values • Actively participated in district, school, and grade level professional learning communities • Served as a liaison between the district and my school 	
	<u>School Leadership</u>	
	<ul style="list-style-type: none"> • Created, implemented, and monitored systems to improve school level effectiveness including scheduling, testing, school committees, communication, staff development, balanced assessment, and CSIP • Designed data analysis tools that enable the principal, teachers, and students to use data in meaningful ways • Coordinated school efforts to differentiate instruction within regular education classes and through pull-out programs 	
2009-2010	<i>Second Grade Teacher, Bloomington Hills Elementary School</i>	
	<ul style="list-style-type: none"> • Instructed second grade students • Supervised student teacher 	



School Survey of Stakeholder Input Elementary School Report

SPRING 2015 Results

for

Tse'bil'nidzisgai Elementary School

Response Rates for School

Number of students taking survey.....	144
Number parents taking survey.....	2
Number of teachers taking survey.....	14
Number of student respondents who knew the principal.....	135
Number of parent respondents who knew the principal.....	1

(Note: only students and parents who reported knowing the principal were asked to evaluate the principal)

Table of Contents

Response Rates for School	1
Survey Overview	3
Table 1. Survey Design: Survey Content and Respondents	3
Description of Scoring	3
Table 2. Topic Scores at School Level	4
Table 3. School-level Input from Students	5
Table 4. School-level Input from Parents	6
Table 5. School-level Input from Teachers	8
Table 6. Topic Scores at Teacher Level	10
Teacher-Level Item Agreement.....	10

Survey Overview

The Utah Education Policy Center (UEPC) developed the Stakeholder Surveys to collect and report input about schools and educators for the purposes of improvement. Stakeholder Surveys are available for administration to students, parents, and teachers.

This report only includes results about any entity (school, administrator, teachers) if 10 or more respondents completes survey questions about that entity.

Table 1. Survey Design: Survey Content and Respondents

Respondents	About Schools	About the Administration	About Teachers
Students	<ul style="list-style-type: none"> • School Climate • School Safety 	Principal	<ul style="list-style-type: none"> • Emotional Support • Learning Support
Parents	<ul style="list-style-type: none"> • School Climate • School Safety 	Principal	<ul style="list-style-type: none"> • Emotional Support • Learning Support • Communication
Teachers	<ul style="list-style-type: none"> • Professional Environment • School Safety • Resources • Parental Support 	<ul style="list-style-type: none"> • Conscientiousness • Communication • Instructional support 	

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable, meaningful information that can be used to identify areas of strength as well as areas in need of attention. Two types of scores are given: agreement percentages and topic scores.

Agreement Percentages (Agreement): Respondents could agree or disagree with any item on a four point scale. Agreement for each Item was reported as the percent of respondents who selected "Agree" or "Somewhat agree." Average agreement at the school-level is reported in Tables 3, 4, and 5.

Topic Score: Each topic listed in the survey design (i.e. school climate, principal, or teacher emotional support, etc.) was measured using multiple items. We used agreement with all of the items within each topic to assign a topic score (see Tables 2 and 6) according to the following rubric:

- Level 4:** Average agreement of at least 90 percent across items
- Level 3:** Average agreement between 80 percent and 89 percent across items
- Level 2:** Average agreement between 70 percent and 79 percent across items
- Level 1:** Average agreement of 69 percent or less across items

Table 2. Topic Scores at School Level

	School Topics	Administration Topics	Teacher Topics
Students	School climate: 4	Principal: 4	Emotional support: 4
	School Safety: 2		Learning support: 4
Parents	School climate:	Principal:	Emotional support:
	School Safety:		Learning support:
			Communication:
Teachers/Staff	Professional Environment: 4	Principal conscientiousness: 4	
	School Safety: 2	Principal communication: 4	
	Resources: 4	Principal instructional support: 4	
	Parental Support: 1		

Table 3. School-level Input from Students

Percentage of students answering about principal who thought the principal knew them: 85%	School Average Agreement	STATE Average Agreement
SCHOOL CLIMATE		
I like my school.	96%	93%
I feel safe at my school.	89%	93%
I feel like I fit in at my school.	88%	86%
There is a lot to do at my school.	91%	89%
SCHOOL SAFETY		
Kids at my school solve problems without fighting.	79%	74%
Kids are safe from bullying at my school.	69%	75%
My things are safe at school.	79%	80%
PRINCIPAL		
My principal cares about me.	96%	97%
My principal looks out for all kids at our school.	96%	96%
My principal is fair when dealing with kids.	94%	94%
TEACHER EMOTIONAL SUPPORT		
My teacher cares about me.	94%	96%
My teacher is nice to all the students in our class.	93%	93%
My teacher is fair.	91%	94%
My teacher helps me if I need help.	96%	96%
TEACHER LEARNING SUPPORT		
My teacher makes sure I work hard every day.	96%	96%
My teacher teaches so that I understand.	96%	96%
My teacher makes sure I take part in class.	96%	96%

Table 4. School-level Input from Parents

Percentage of parents answering about the principal that reported ever meeting or speaking with the principal:	School Average Agreement	STATE Average Agreement
SCHOOL CLIMATE		
There are many things about this school that I like.		95%
I feel welcome at this school.		94%
I think people from all different backgrounds would feel welcome at this school.		92%
There are plenty of opportunities for parents/guardians to be involved at this school.		94%
SCHOOL SAFETY		
I think students at this school resolve their differences peacefully.		89%
This school seems to do a good job keeping kids safe from bullying.		85%
I think my child's personal belongings are safe at this school.		90%
PRINCIPAL		
I can rely on this principal to prioritize the learning needs of my child.		89%
This principal cares about my child's well-being.		90%
This principal is responsive to my concerns.		86%
This principal handles problems effectively.		86%
PARENT SUPPORT		
I am a partner in my child's education.		99%
I make sure my child completes homework assignments.		98%
I make sure my child attends school every day.		100%
I encourage my child to read (or I read to my young child).		99%
I often discuss college or career options with my child.		91%
TEACHER EMOTIONAL SUPPORT		
This teacher treats my child fairly.		95%
This teacher would help my child if my child needed help.		96%
This teacher is considerate of my child's feelings.		93%
This teacher is a good role model for the children.		95%
TEACHER LEARNING SUPPORT		
This teacher teaches so that my child understands.		95%
I am pleased with how much my child is learning in this teacher's class.		93%
This teacher challenges my child academically.		94%
This teacher helps my child feel confident in his or her learning.		94%
TEACHER COMMUNICATION		
This teacher is responsive to my requests for communication.		96%
This teacher communicates important information in a timely manner.		94%
This teacher is clear and concise when communicating with me.		95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).		94%

Parent Comments about School:

- You always welcome everybody.
- It would be nice if they held summer school programs, or after school programs and some more sports activities.

Parent Comments about Leadership:

- you are very nice person
- I personally think you are doing a great job, I have not heard anyone say bad things about the school or the principle. Keep up the hard work.

Table 5. School-level Input from Teachers

	School Average Agreement	STATE Average Agreement
PROFESSIONAL ENVIRONMENT		
This school provides a positive work environment for teachers.	93%	76%
I coordinate my instruction with other teachers.	93%	96%
I have regular opportunities to collaborate with other teachers.	93%	94%
I receive effective professional development that supports my teaching of Utah Core Standards.	93%	86%
Professional development generally aligns with school-wide goals.	100%	91%
SCHOOL SAFETY		
Students at this school solve problems without violence.	79%	93%
Personal belongings are safe at this school.	71%	88%
Students at this school are safe from bullying.	86%	88%
RESOURCES		
I have access to the resources I need to teach effectively.	100%	88%
The resources at this school are well-managed.	93%	86%
I have the training necessary to use the resources available to me.	92%	89%
PARENTAL SUPPORT		
In general, parents/guardians are responsive when I request communication.	71%	88%
In general, parents/guardians work with me to support student learning.	50%	84%
I believe the parents/guardians of my students have high academic expectations for their children.	43%	79%
PRINCIPAL CONSCIENTIOUSNESS		
My principal is fair when dealing with teachers.	86%	75%
My principal is concerned about my well-being.	93%	85%
My principal shows respect toward all people at our school.	92%	75%
COMMUNICATION		
My principal communicates effectively with teachers.	93%	73%
My principal is responsive to my communication attempts.	86%	86%
My principal communicates important information to me in a timely manner.	93%	83%
INSTRUCTIONAL SUPPORT		
My principal provides useful guidance on effective instruction.	93%	83%
My principal observes my class and gives me useful feedback about my teaching.	93%	82%
My principal and I discuss topics related to my progress as a teacher in a productive way.	93%	83%

Teacher Comments about Schools:

- There have been times when we have been working 12-15 hour days trying to prepare and grade lessons. We have had other things piled on top of that and expected to have it all done within a short amount of time. When the concern was expressed, we were told, "You have nights and weekends to get that all done. Take it home." We feel our personal time is not being respected.
- The school climate is very positive and warm. I feel safe and secure knowing I can share and ask for assistance when I need it among any teacher or the principal.
- The Climate is safe and the kids feel safe and comfortable and enjoy learning in a fun environment
- Our principal makes definite and successful communications to the students so they know everything that happens at this school is for them and that they are important. It is very clear to the students that she cares about them.
- I really enjoy that most teachers are happy to do the work although it can start to pile up most teachers are up in order to help impact the community in a positive way.
- generally positive environment

Teacher Comments about Principal:

- Lisa is very positive and is always willing to listen to problems and concerns. She always follows up on any concerns and gives you positive feedback. I really enjoy having her as our leader/administrator.
- Lisa has worked so hard to raise the level of work that we do as teachers, which in turn raises the level of the students' work. She has given us excellent materials to learn from and use. She is very supportive of the new teachers at the school and is readily available when a problem arises.
- Lisa goes above and beyond every aspect of her responsibilities as principal. She communicates well and in every conversation we know she cares deeply about the students and about us as educators. She still has the heart of a teacher. Lisa requires high standards of her teachers and provides the support, expertise, and collaboration necessary to meet our goals. She is also willing to put in as many hours as it takes to get the work done. She is very open to teacher input. She is extremely skilled at organizing, seeing the big picture, while being available to us in the trenches. Thank you!
- It is very obvious to many at our school that the principal has "favorites", and whatever they need comes first. Other teachers will need to wait with her about an important issue only to find her visiting with one of the favorites, so she has no time for anyone else.
- I am so glad to be working with an effective principal that shares similar goals on how to impact the community. I value your experience in the classroom and the way you advocate for the teachers and students at our school. I also appreciate your understanding when the workload gets too ambitious and you help us dial it back. Thank you so much for being at our school!

Note to administrator: The information provided in the following table (Topic Scores at Teacher-Level) is private. This table is provided to you as an administrator of this Tse'bil'nidzlsgai Elementary School, it is for your use only and it should not be shared.

Table 6. Topic Scores at Teacher Level

TEACHER ID	Input from Parents			Input from Students	
	<i>Emotional Support</i>	<i>Learning Support</i>	<i>Communication</i>	<i>Emotional Support</i>	<i>Learning Support</i>
33328	—	—	—	4	4
35704				4	4
67564				4	4
119460				4	4
219267				4	4
548382				4	4
581462				2	3
683858				4	4

Teacher-Level Item Agreement

The following pages include item agreement percentages for teachers at your school who had at least 10 responses from students or from parents. Please provide each teacher with a copy of his/her results **page**. Each page may be shared only with the teacher whose Cactus ID is on the **page**.

Teacher ID = 33328

Input from Students N=18	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	100%	94%	96%
My teacher is nice to all the students in our class.	94%	93%	93%
My teacher is fair.	94%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	100%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 35704

Input from Students N=22	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	100%	94%	96%
My teacher is nice to all the students in our class.	95%	93%	93%
My teacher is fair.	95%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	100%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 67564

Input from Students N=23	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	90%	94%	96%
My teacher is nice to all the students in our class.	95%	93%	93%
My teacher is fair.	89%	91%	94%
My teacher will help me if I need help.	95%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	100%	96%	96%
My teacher teaches so that I understand.	95%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 119460

Input from Students N=10	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	100%	94%	96%
My teacher is nice to all the students in our class.	100%	93%	93%
My teacher is fair.	100%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	100%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 219267

Input from Students: N=14	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	100%	94%	96%
My teacher is nice to all the students in our class.	100%	93%	93%
My teacher is fair.	92%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	100%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents: N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 548382

Input from Students N=20	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	100%	94%	96%
My teacher is nice to all the students in our class.	100%	93%	93%
My teacher is fair.	95%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	95%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 581462

Input from Students: N=23	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	75%	94%	96%
My teacher is nice to all the students in our class.	74%	93%	93%
My teacher is fair.	81%	91%	94%
My teacher will help me if I need help.	75%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	84%	96%	96%
My teacher teaches so that I understand.	82%	96%	96%
My teacher makes sure I take part in class.	84%	96%	96%

Input from Parents: N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%

Teacher ID = 683858

Input from Students N=19	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
My teacher cares about me.	88%	94%	96%
My teacher is nice to all the students in our class.	88%	93%	93%
My teacher is fair.	88%	91%	94%
My teacher will help me if I need help.	100%	96%	96%
TEACHER LEARNING SUPPORT			
My teacher makes me work hard every day.	94%	96%	96%
My teacher teaches so that I understand.	100%	96%	96%
My teacher makes sure I take part in class.	100%	96%	96%

Input from Parents N=	Teacher Average Agreement	School Average Agreement	STATE Average Agreement
TEACHER EMOTIONAL SUPPORT			
This teacher treats my child fairly.			95%
This teacher will help my child if my child needs help.			96%
This teacher is considerate of my child's feelings.			93%
This teacher is a good role model for the children.			95%
TEACHER LEARNING SUPPORT			
This teacher teaches so that my child understands.			95%
I am pleased with how much my child is learning in this teacher's class.			93%
This teacher challenges my child academically.			94%
This teacher helps my child feel confident in his or her learning.			94%
TEACHER COMMUNICATION			
This teacher is responsive to my requests for communication.			96%
This teacher communicates important information in a timely manner.			94%
This teacher is clear and concise when communicating with me.			95%
I am satisfied with the methods this teacher uses to communicate with me (i.e. email, websites, notes, etc.).			94%