

Davis School District



School Improvement Grant Application



March 3, 2011

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: Davis School District	Applicant's Mailing Address: 45 East State Street Farmington, UT 85025
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LEA Superintendent or Charter School Director (Printed Name): Dr. W. Bryan Bowles	Telephone: (801) 402-5258
Signature of the LEA Superintendent or Charter School Director X 	Date: 3 MAR 2011
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.	

LEA APPLICATION REQUIREMENTS

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Fremont Elementary	490021000121	X						<u>X</u>

Fremont Elementary – SIG Grant

Table of Contents

PART I: DESCRIPTIVE INFORMATION.....	5
Checklist Page 2.....	5
Checklist Page 3.....	10
Checklist Page 4art.....	22
Checklist Page 5.....	24
Checklist Page 6.....	28
Checklist Page 7.....	29
Checklist Page 8.....	30
Part II: BUDGET.....	32
Checklist Page 9.....	32
Checklist Page 10.....	35
Part III: ASSURANCES	37
PART IV: WAIVERS.....	38
Appendix A: University of Utah Reading Clinic.....	39
Appendix B: USOE Approved Fremont School Improvement Plan.....	46

PART I: DESCRIPTIVE INFORMATION

Checklist Page 2

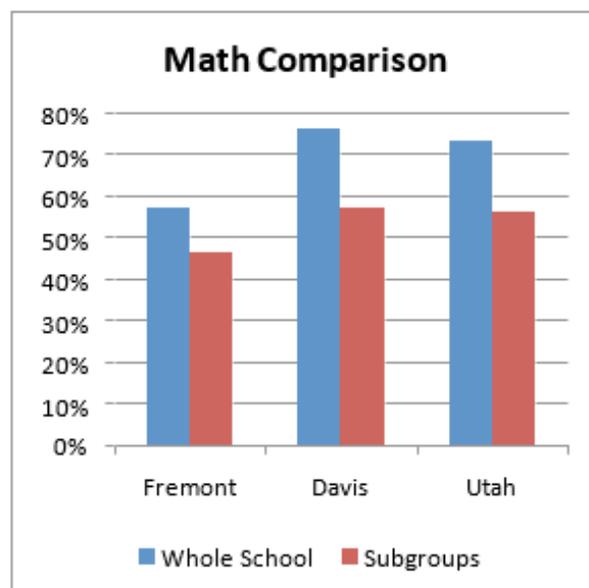
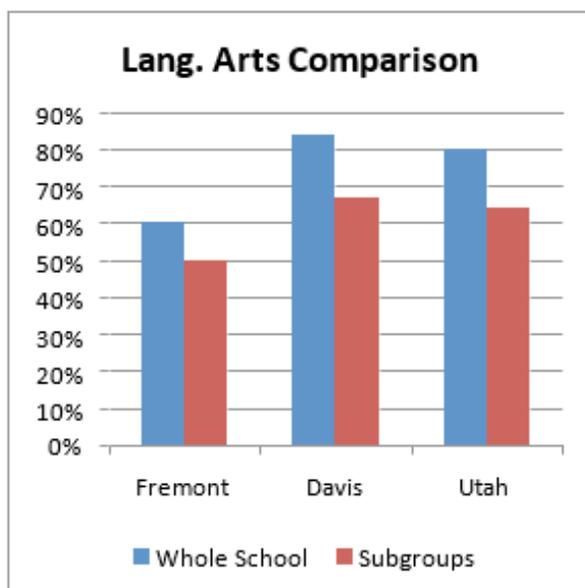
(A-1)—NEEDS ANALYSIS

Fremont Elementary, located in Davis School District (DSD) is a Title I school with a free and reduced lunch rate of 62.63%. Fremont is a Tier I school and will be the target school for the School Improvement Grant (SIG). Careful analysis of the data has been used to identify gaps in services contributing to poor student achievement. This analysis included information gathered from test scores, demographic data, and school staffing data and has been used to develop well-aligned instructional activities which will be funded by the SIG grant.

A-1(a) Percent of Students Scoring Proficient

The table below shows the percent of students scoring proficient in 2010 as determined by federal AYP regulations. The first two rows disaggregate proficiencies (between the whole group and AYP designated subgroups) in Language Arts. The last two rows disaggregate proficiencies in Mathematics. There is a column for Fremont students, a column for all Davis district students, and a column for all students in Utah. The graphs represent the data in the table. *Note: Since this data was collected from federal AYP reports, it only shows students in grades 3-8 who were enrolled for a full academic year. It will not necessarily match the data reported in other sections of this analysis.*

	Fremont	Davis District	State of Utah
Whole School (LA):	60%	84%	80%
Subgroups (LA):	50%	67%	64%
Whole School (Math):	57%	76%	73%
Subgroups (Math):	46%	57%	56%



There are a few notable trends in this data. First (and most concerning) is that there is a consistent discrepancy between Fremont student proficiencies and district/state proficiencies. The second notable characteristic of the data is that it appears that Fremont Elementary has a smaller achievement gap (between whole school and subgroups) than the district and state. This may be due to the large percentage of subgroup students enrolled at Fremont. This would lead to a greater percentage of subgroup students being included in the whole school measures. In other words, the whole school measures, for schools where a majority of students are in subgroups, tend to mirror the subgroup measures.

DSD infers the following needs from the comparison data:

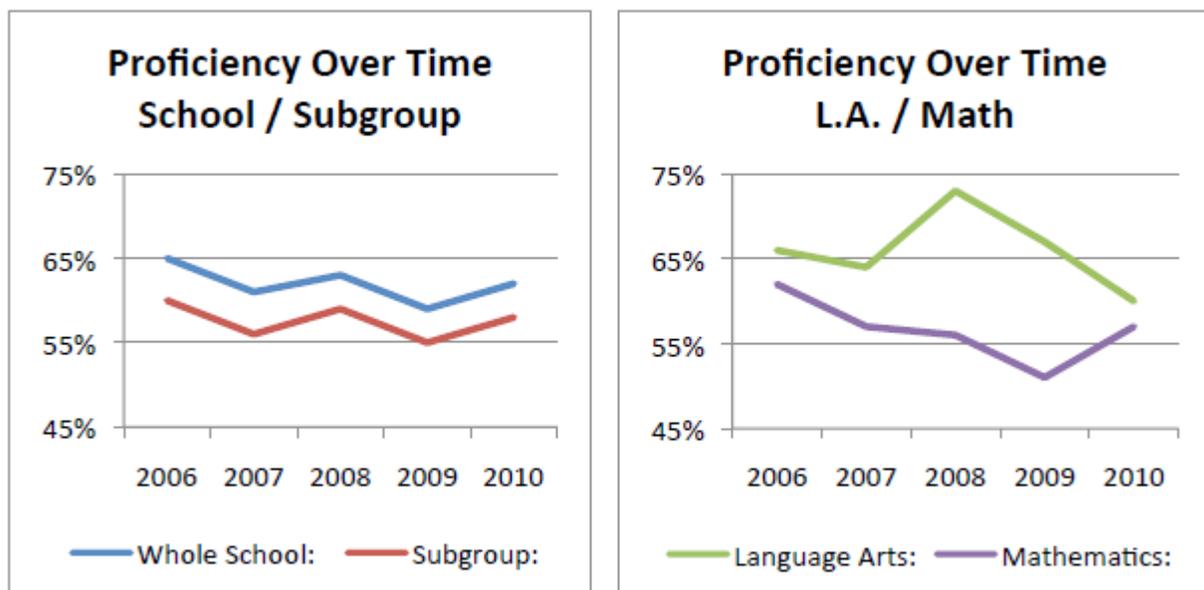
- Fremont Elementary needs to increase academic services in order for students to be competitive with their same-age peers both district and statewide.
- Fremont Elementary needs to focus academic efforts on both Language Arts and Mathematics.

A-1(b) Trend data for both Language Arts and Mathematics

The table below shows the percent of Fremont Elementary students scoring proficient (as determined by state U-PASS) over the last 5 years. The first two rows disaggregate the overall proficiencies for the whole school and U-PASS designated subgroups. The last two rows disaggregate the overall proficiencies by content area.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Whole School:	65%	61%	63%	59%	62%
Subgroup:	60%	56%	59%	55%	58%
Language Arts:	66%	64%	73%	67%	60%
Mathematics:	62%	57%	56%	51%	57%

The following graphs represent the data in the table.



Although it is difficult to determine from this data whether there has been an overall increase or decrease in student proficiencies over time, there are a few notable trends in the longitudinal data. The first trend is that subgroups have proficiency rates that are consistently lower than, but follow the same general pattern as, the whole school. In other words, there is a persistent achievement gap between the whole school and the subgroups. The second observation is that Mathematics proficiencies are consistently lower than Language Arts proficiencies, but that an increase in one does not necessarily imply an increase in the other.

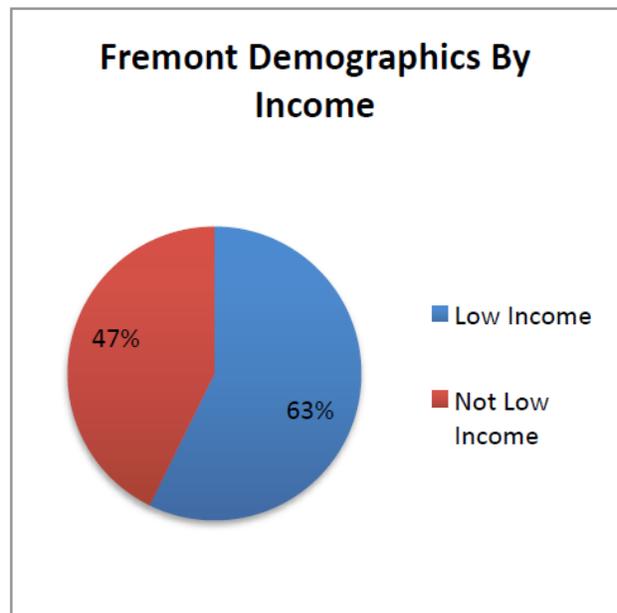
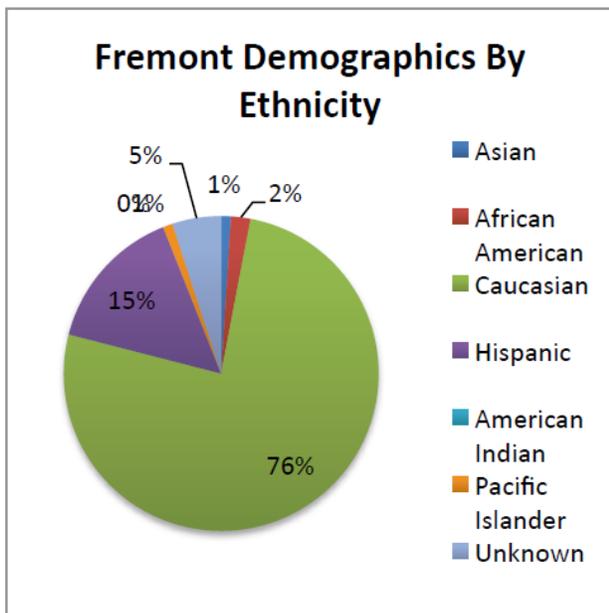
DSD infers the following needs from the longitudinal data:

- Fremont Elementary needs to close the subgroup achievement gap.
- Fremont Elementary needs to focus academic efforts on both Language Arts and Mathematics.

A-1(c) Demographic information

When compared with other schools in the district, Fremont elementary has a significantly more diverse student population and a high percentage of low-income students. The table below shows the 2009-10 demographic makeup of Fremont Elementary. The percent of school enrollment is displayed. The pie charts display some of the data in the table.

Race / Ethnicity		English Proficiency	
Asian	1%	Limited	10%
African American	2%	Not Limited	90%
Caucasian	76%	Students With Disability	
Hispanic	15%	Disability	16%
American Indian	0%	No disability	84%
Pacific Islander	1%	Economic Status	
Unknown	5%	Low Income	63%
		Not Low Income	47%



DSD infers the following needs from the demographic data:

- Fremont Elementary needs to provide community outreach that will be accessible to students and families from a variety of backgrounds.
- Fremont Elementary needs to provide additional opportunities that address the challenges commonly faced by low-income students.
- Fremont Elementary teachers need to have continued professional development opportunities focused on researched based methods in working with low income students and diverse student populations.

A-1(d) Contextual Data

Research shows that students who miss a month or more of kindergarten are more likely to perform poorly in first grade, an effect particularly pronounced in reading among Latino children. Among children living in poverty, chronic absence in kindergarten predicts low academic achievement in fifth grade. By sixth grade, a pattern of absence is a sure-fire predictor of high school dropout rates. The classmates of frequent absentees can also be adversely affected, because teachers have to spend time reviewing work for the students who missed class rather than presenting new material. (Chang & Flores, 2009) The table below demonstrates there is a high number of Fremont students missing ten or more days and is alarming to DSD.

Attendance	
Average Daily Attendance:	94%
% of Students Absent 10 days or more:	42%
Mobility Rate	9%
Homeless Students	3
Student – Teacher Ratio	17.23 to 1

Over the last several years, the staff at Fremont Elementary has worked tirelessly on strengthening attendance and reducing class sizes. Likewise average daily attendance has improved. However there are still far too many students who miss more than 10 days of school.

DSD infers the following need from the contextual data:

- Fremont Elementary needs to continue efforts in decreasing absenteeism and increasing class size reduction.

A-1(e) Teacher information

Teacher absenteeism and retention is low at Fremont Elementary and are not items of concern. The table below outlines the qualifications of teachers at Fremont Elementary. As evidenced in the table, the teaching staff at Fremont Elementary is both qualified and experienced.

Fremont Elementary Teacher Qualification and Experience				
Grade Level	FTE	Highly Qualified	Years of Experience	Highest Degree Obtained
Special Ed	1	Y	27	Master's
	1	Y	24	Bachelor's
	1	Y	25	Master's
Kindergarten	1	Y	7	Bachelor's
	1	Y	19	Bachelor's
1 st Grade	1	Y	8	Bachelor's
	1	Y	4	Master's
	1	Y	12	Master's
2 nd Grade	1	Y	1	Bachelor's
	1	Y	4	Bachelor's
	1	Y	3	Bachelor's
3 rd Grade	1	Y	7	Master's
	1	Y	1	Bachelor's
4 th Grade	1	Y	15	Master's
	1	Y	5	Master's
5 th Grade	1	Y	4	Master's
	1	Y	27	Master's
6 th Grade	1	Y	14	Bachelor's
	1	Y	24	Bachelor's

DSD infers the following need from the contextual data:

- The only teacher-related need is professional development regarding implementation of changes and programs outlined in this application.

A-1(f) Administrator Information

The principal of Fremont Elementary was replaced at the end of the 2009-2010 school year. The table below outlines the qualifications of the new principal. The principal was selected to lead Fremont Elementary School due to a background in effective Title I schools, both as a teacher and as an administrative intern.

Name	Degrees	Endorsements	Years of Service	Years as Principal
Diane Ramsey	Bachelor's Master's	ESL Administrative / Supervisory	11	1

A-1(g) Effectiveness of Prior School Reform Efforts

Fremont Elementary School is currently in the first year of school improvement. As part of this process, the school completed a School Appraisal in the fall of 2010. This appraisal, as well as the entire School Improvement Plan can be found in Appendix A. Any evidence as to the effectiveness of this plan is primarily anecdotal.

Prior to the School Improvement Plan, Fremont Elementary was required by the Davis District to submit a yearly School Improvement Plan. This plan outlined steps the school would make to achieve data-driven goals. While Fremont submitted such plans, the implementation of these plans was loosely monitored by the Davis District that resulted in minimal gains for student learning.

Checklist Page 3

A-2(ab)—Intervention Model Chosen

The model selected for the Fremont Elementary SIG proposal is *Transformational*. The four components of the Transformational Model include:

- Teachers and Leaders
- Instructional and Support Strategies
- Time and Support
- Governance

The Transformational Model fits best with Fremont Elementary School, as the principal is new to the school this year. The principal has played an integral role in the development of the School Support Plan as part of a School in Improvement.

A-3(a) Model Fidelity

1) Teachers and Leaders

Replace principal: The principal of Fremont Elementary was replaced at the end of the 2009-2010 school year. The principal was selected to lead Fremont Elementary School due to a service in effective Title I schools, both as a teacher (Hill Field Elementary, 1999-2005) and as an administrative intern (Sunset Elementary, 2007-2010).

Implement new evaluation system: Davis District will implement its new EAS (Educator Evaluation System) beginning in the 2011-2012 school year. This evaluation system is for both teachers and administrators.

Currently, Davis educators are evaluated yearly on 15 components of professional practice, receiving a W (well functioning), N (needs improvement) or a U (unsatisfactory) on each component. If an educator receives less than a “W” in any of the 15 components, a process of performance assistance and/or remediation is initiated. If the educator is not able to improve to be well functioning with the assistance offered, termination is pursued. In addition, teachers must submit data sources or evidence of student performance, relationships with parents, faculty and students or additional information specific to their areas of expertise.

Beginning with the 2011-2012 school year, Davis is adding a fourth level of proficiency for which educators may apply - distinguished or highly effective. Educators must submit evidence

of above average student performance or significant improvement over time of student performance. In addition educators will submit evidence of extraordinary performance in two of three other areas of professional practice - positive classroom environment, engaging students, assessing and evaluating and professionalism. A panel of administrators will evaluate the materials submitted and decide on the status of the educator.

Identify and reward staff who are increasing student outcomes: A Performance Pay system will be established at Fremont Elementary School. This system will include incentives at the teacher, grade and schoolwide levels. Such Incentive Bonus will be based on end of level testing in Language Arts and Math. This will also facilitate in the identification of those teachers whose students are not demonstrating proficiency in Language Arts and Math so targeted peer coaching can take place in an effort to improve teacher collaboration and student test scores. Teachers will work together to reflect on and refine their practices in an effort to improve student learning.

Teacher Incentive Bonus Plan

Using UPASS scores for those Full Academic Year students, teachers will be eligible for a \$500 bonus in Language Arts and/or Math by meeting the UPASS benchmark for each particular grade. Working with Davis District Research and Assessment Department, through analysis of grade level UPASS scores over the past three years, teachers at each grade level will have UPASS target scores to meet.

Grade Level Incentive Bonus Plan:

Using UPASS scores for those Full Academic Year students, teachers will be eligible for a \$500 bonus in Language Arts and/or Math by meeting the UPASS benchmark for each particular grade. Working with Davis District Research and Assessment Department, through analysis of grade level UPASS scores over the past three years, teachers at each grade level will have UPASS target scores to meet.

School Level Incentive Bonus Plan:

Using Annual Yearly Progress as the measure, all employees will be eligible for up to \$500 bonus in Language Arts and/or Math by meeting AYP at the target proficiency percentage set by the state. Making AYP with safe harbor in either Language Arts or Math will result in a \$250 bonus. All bonuses at the school level will be prorated based on the percentage of full time employment at Fremont Elementary School.

Employee Type	Classroom UPASS Language Arts	Classroom UPASS Math	Grade Level UPASS Language Arts	Grade Level UPASS Math	School AYP Math	School AYP Math Safe Harbor	School AYP Language Arts	School AYP Language Arts Safe Harbor
Classroom Teacher	\$500	\$500	\$500	\$500	\$500	\$250	\$500	\$250
Administrator	N/A	N/A	N/A	N/A	\$500	\$250	\$500	\$250
Classified	N/A	N/A	N/A	N/A	\$500	\$250	\$500	\$250

Implement Strategies to recruit, place and retain staff

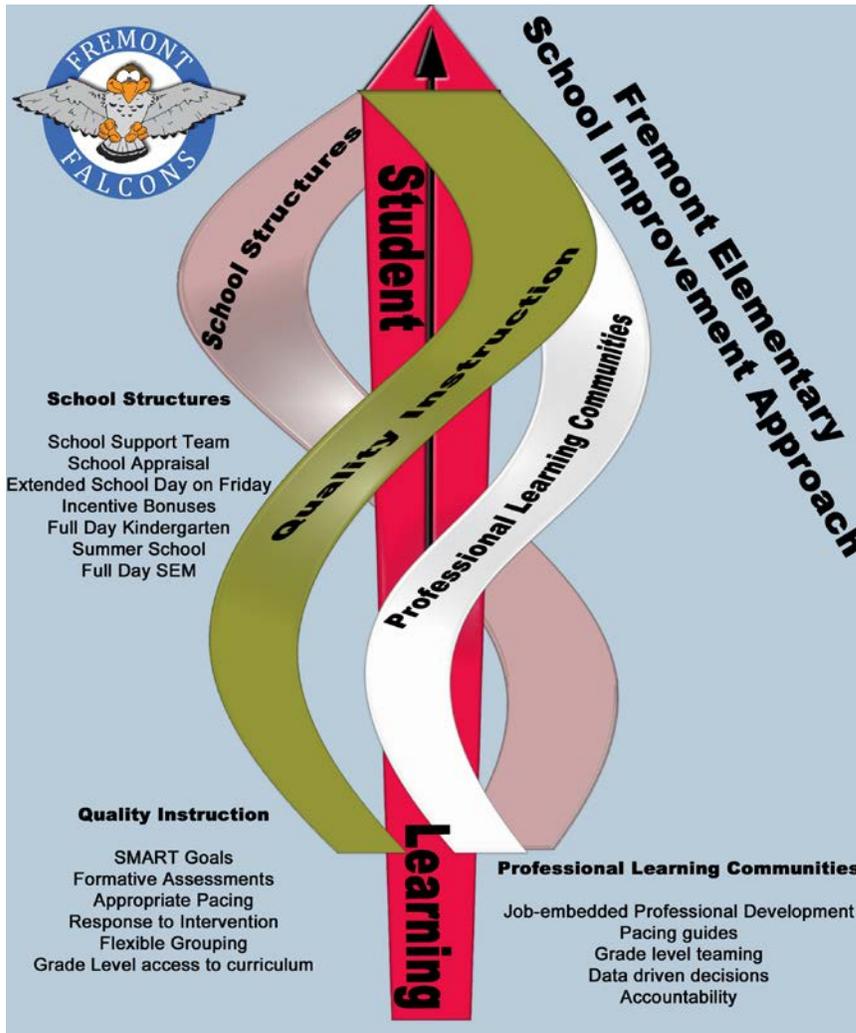
Current staff will be provided the opportunity to remain at Fremont Elementary School or

transfer to another school. Those staff who decided to transfer will be provided first interview opportunity in another Davis District school. Staff remaining at Fremont will sign an agreement to fulfill the requirements of the SIG.

Replacement staff to Fremont Elementary School will be interviewed by the school with the intention that new staff will also sign an agreement to fulfill the requirements of the SIG.

The additional teaching/learning time gained with the Friday afternoon instruction, added time for collaboration beyond contract time, supports provided for instruction and professional development within the SIG grant as well as the Incentive Bonus will provide enticements for teachers to both apply and remain at Fremont Elementary School.

2) Instructional and Support Strategies



Select and implement an instructional model based on student needs. Provide job-embedded professional development designed to build capacity and support staff. Ensure continuous use of data to inform and differentiate instruction.

In alignment with the School Improvement Plan developed by the School Support Team lead by Dr. John Bone, Fremont Elementary School will continue to implement the strategies identified in that plan. (Appendix A, pgs 11-27). Specifically, the school will:

- ✓ Form grade level Professional Learning Communities
- ✓ Create Language Arts and Math curriculum maps and pacing guides
- ✓ Utilize formative assessments to guide and inform instruction

Professional development for Professional Learning Communities will continue to be provided by Dr. Susan Huff who is a leader in the development of Professional Learning Communities in Utah. She is also a consultant for Solution Tree, a provider of research based essential school-improvement summits, conferences, institutes and consultants. This support will ensure fidelity in the implementation of the PLC process as well as the use of data teams at Fremont Elementary School. Each year of the grant, one-third of the staff will attend Solution Tree PLC conference gain further expertise in the PCL process.

The University of Utah Reading Clinic (UURC) will provide specific professional development in both reading instruction as well as Next and Early Steps. A full time, onsite presence by the Reading Clinic will provide the opportunity to provide both modeling and mentoring. The primary goal of the UURC is to improve student reading achievement by improving Fremont

faculty's ability to deliver effective reading instruction/intervention. Information about the project can be located in Appendix A of this application.

3) Time and Support

Increased Time/Instructional Hours

The traditional schedule of elementary schools in DSD releases students at 1:30 on Friday for teacher planning. Grant funding will provide Fremont the opportunity to keep students in school each Friday to 3:30. These two additional hours over 30 Fridays throughout the year will provide for 60 additional hours of core instruction. Since teachers will be teaching those 60 hours instead of planning, the grant will provide compensation to teachers for 60 hours of planning time. Teachers will be required to remain at school beyond contact hours 2 hours each week for the purpose of team planning.

Summer School

Fremont Elementary School will implement a 6-week summer school program for students who have not demonstrated proficiency either in through the CRT or school formative assessments. It is clear that summer regression is an issue for students of poverty. (Alexander, Entwisle, Olson, 2007) The intent of the additional days is to provide for less regression and to reduce regression and increase instruction time for students.

Four teachers will provide instruction for up to 60 students in the subjects of Language Arts and Math. The six-week program will provide 72 additional hours of summer instruction for students and will be supported by Davis Federal Programs Department. The program will run for six weeks, four days each week, 3.0 hours each day.

Full Day Kindergarten

Fremont will provide full day Kindergarten for all children. These Kindergarten students will benefit from increasing each instructional day from one-half day to full-day. The grant will provide an additional FTE for this program, extending the two sections of Kindergarten at Fremont from half day to full day. Parents will still have the opportunity to participate in the traditional half day if they chose.

Schoolwide Enrichment Model

Finally, grant funding will provide a full-time teacher charged with creating enrichment activities for students. This position will expand the SEM program that is currently only present in the building on a part-time basis. Through the school appraisal process, the community was clear that Fremont Elementary School must address the educational needs of all children, including those in need of enrichment activities.

Provide ongoing mechanism for community and family engagement

Fremont Elementary School will be part of the National Network of Partnership Schools. In partnership with the Utah Family Partnership Network and the Utah Parent Information Resource Center, Fremont Elementary school will develop means to engage the community.

The grant will also fund monthly parent literacy evenings at the school. Teachers will receive compensation to attend each event. These literacy activities will center around a yearly Language Arts and Math Literacy theme with both student and family education components.

Partner to provide social-emotional and community-oriented services and supports

Fremont Elementary School currently receives both Workforce Services and 21st Century grants. These grants currently staff and provide both before and after school programs for students. Through the 21st Century grant, there exists access to programs and services such as 4H, Davis Behavioral Health, United Way, and Big Brothers and Big Sisters.

4) Governance

Davis School District will continue to maintain the School Support Team as the means to provide the operating flexibility to implement reform and provide ongoing technical assistance. The SST, which is made up of Dr. John Bone, Principal Ramsey, reading specialist Susan Spehar, and Title I literacy specialist Coleen Smith, will continue to monitor the School Improvement Plan.

Furthermore, Fremont Elementary School will use their school leadership team, as identified in the School Improvement Plan, to provide for a teacher-centered feedback and implementation system for the school.

A-3(b) Steps Already Taken by the LEA

As a school in year one of school improvement, Fremont Elementary School has undergone the school appraisal and had their improvement plan approved by the Davis Board of Education and USOE. A copy of that plan can be found in Appendix B. Furthermore, the school is a recipient of 21st Century funds that help provide for limited extended learning opportunities before and after school for eligible students. Fremont Elementary will use SIG grant funding to expand on those efforts, to provide for 15 additional teaching/learning days, to provide for incentive bonuses for staff, to extend job embedded professional development for staff and to extend learning opportunities to both Kindergarten students, as well as, enrichment activities for students.

A-3(c) Project Timeline

**LEA SIG Application
Transformational Model**

Teacher And School Leader Effectiveness			
Strategy I.A: Replace the principal who led the school prior to commencement of transformation model.			
Description: Principal was replaced for the beginning of the 2010-2011 school year.			
Implementation Steps	Timeline	Budget	Person Responsible
COMPLETED July 2010			
Strategy I.B: Use rigorous, transparent, and equitable evaluation systems for teachers and Principals that take into account data on student growth and are designed and developed with teacher and principal involvement.			
Description: Revised EAS for the 2011-2012 school year.			
Implementation Steps	Timeline	Budget	Person Responsible
Inservice for Principal/Staff	Fall 2011	N/A	Area Director
Strategy I.C: Identify and reward school leaders, teachers and other staff who have increased student achievement; remove those who have not done so.			
Description: Incentive Bonus at three levels: Teacher, Grade Level Whole School. Teacher: Based on UPASS scores, \$500 bonus for LA, \$500 for Math Grade Level: Based on UPASS scores, \$500 bonus for LA, \$500 for Math Schoowide: All employees of the school, prorated by percentage of time at the school, \$250 bonus for LA AYP Safe Harbor, \$250 bonus for Math AYP Safe Harbor, \$500 for LA AYP w/o Safe Harbor, \$500 for Math AYP w/o Safe Harbor UPASS Language: Progress value table to determine a progress level for each grade level. Based on patterns observed district wide in Title I schools, the SIP will determine UPASS progress values.			
Implementation Steps	Timeline	Budget	Person Responsible
Development of UPASS Cut Scores	Fall 2011, 2012, 2013	N/A	Research and Assessment Coordinator

Data Analysis by Teacher, Grade Level, and School	August, 2011, 2012, 2013	N/A	Research and Assessment Coordinator, School Support Team
Allocate Incentive Stipends	September 2011, 2012, 2013	Up to \$107,000 each year	School Support Team
Strategy I.D: Provide staff ongoing, high-quality, job-embedded professional development.			
<p>Description:</p> <p>Professional Learning Communities: Additional paid time to meet weekly</p> <p>University of Utah: Next Steps, full time support at the school</p>			
Implementation Steps	Timeline	Budget	Person Responsible
Establish dates and topics with Dr. Susan Huff	July 2011, 2012, 2013	\$10,000 per year	Principal, School Support Team
Contract with University of Utah Reading Clinic	July 2011, 2012, 2013	\$100,000 per year	Principal, School Support Team
Strategy I.E: Implement strategies designed to recruit, place, and retain staff			
(e.g. provide additional compensation, institute a system for measuring changes in instructional practices, etc).			
<p>Description:</p> <p>Additional 100 hours of compensated planning time</p> <p>Bonus Pay</p> <p>Professional Learning Community Support</p>			
Implementation Steps	Timeline	Budget	Person Responsible
Identify 8 teachers to attend Solution Tree Summit	May 2011, 2012, 2013	\$11,000 each of three years	Principal, School Support Team

Comprehensive Instructional Reform Strategies			
Strategy 2.A: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with State standards.			
Description: Professional Learning Communities – Weekly team meetings, monthly data meetings, development of Pacing Guides, Formative Assessments, Flexible Grouping			
Implement Leadership Team	Spring 2010	n/a	Principal
School review of CRT Data	Fall 2011, 2012, 2013	n/a	Research and Assessment Director
Strategy 2.B: Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum reviews, RTI model, additional supports for students with disabilities and English language learners).			
Description: Professional Learning Communities: Use of Curriculum mapping, identification of Power Standards, use of formative assessment, flexible grouping, Summer School.			
Implementation Steps	Timeline	Budget	Person Responsible
Weekly Grade Level Team Meetings	Fall 2010 – ongoing	\$29,000 yearly	Principal, School Support Team
Monthly Data Team Meetings	Fall 2011 – ongoing		Principal, School Support Team
Schedule of additional two hours of team planning time gained from 30 Friday Instruction days	August, 2011 – ongoing	n/a	Principal, School Support Team
Summer School –targeted assistance to identified students	Summer 2011, 2012, 2013	\$65,400	Principal, Summer School Staff

Strategy 2.C: Provide additional supports and professional development to teacher and principals support students with disabilities and English language learners.			
Description: RTI Support ESL Endorsement available			
Implementation Steps	Timeline	Budget	Person Responsible
Use of Imagine Learning Software for ELL's	Fall 2011	n/a	Title III Director, Principal
ESL Endorsement for interested teachers	Fall 2011, 2012, 2013	Title III budget	Title III Director, Principal
RTI and School Case Management Training	Fall 2011	IDEA	Special Education Director, Student Services Director, Principal
Strategy 2.D: Use and integrate technology-based supports and interventions as part of the instruction program.			
Description: Three computer labs Use of Imagine Learning, ILS			
Implementation Steps	Timeline	Budget	Person Responsible
Installation of additional computer lab, making three in school	Jan, 2010	School Refresh	Principal

Learning Time And Community-Oriented Schools			
Strategy 3.A: Establish schedules and strategies that provide increased learning time.			
<p>Description:</p> <p>Friday instruction time: Elimination of 30 Friday Early outs for planning, replace with student instruction day to 3:30. Increase of 60 hours of instruction for the year.</p> <p>Summer School: 6 week session, 4 days per week, 4 hours per day for Language Arts and Math instruction for identified students based on CRT and school assessments.</p> <p>Create schedules in the school that maximize learning time for students.</p>			
Implementation Steps	Timeline	Budget	Person Responsible
Establish calendar which identifies which Fridays will be used for full day instruction	August, 2011	\$47,000 per year	Principal, School Leadership Team
Identify student and teachers for summer school	May 2011, 2012, 2013	\$21,800 per year	Principal, Data Teams, teachers involved in program
Create master schedule that provides for maximum Tier 1 and 2 instruction	May 2011, 2012, 2013	n/a	Principal, Leadership Team, JSSC
Strategy 3.B: 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 school climate and discipline, full day or pre-kindergarten).			
<p>Description:</p> <p>National Network of Partnership Schools</p> <p>Full Day Kindergarten</p> <p>Monthly Family Language/Math Literacy Activities</p> <p>SEM Expansion to full time (Gifted Ed)</p>			
Implementation Steps	Timeline	Budget	Person Responsible
Join and implement National Network of Partnership Schools	July 2011 – ongoing	Title I Budget	Principal, School Community Council
Full Day Kindergarten	Hire: May 2011	\$58,000	Principal

SEM Expansion to full time	Hire: May 2011	\$68,000	Principal, School Support Team
Monthly Literacy Activities	Monthly, planning beginning August 2011	\$26,500	Principal, School Community Council, School Leadership Team

Operational Flexibility And Sustained Support			
Strategy 4.A: Give the school sufficient operational flexibility (e.g. staffing, calendars/time, budgeting).			
Description: School will use the School Leadership Team, Joint Staff Study Committee, and Community Council to manage the implementation of the Improvement Plan.			
Implementation Steps	Timeline	Budget	Person Responsible
Weekly School Leadership Team Meetings	Weekly	n/a	Principal, School Leadership Team
Monthly JSSC Meetings	Monthly	n/a	Principal, JSSC Chair
Monthly School Community Council Meetings	Monthly	n/a	Principal, Community Council Chair
Strategy 4.B: Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organizations (e.g. new governance arrangement, weighted per-pupil budget formula).			
Description: Title I Support, USOE Support, DSD Curriculum Support, Research and Assessment Support, IDEA Support, Coaching Support University of Utah Reading Center			
Implementation Steps	Timeline	Budget	Person Responsible
Monthly Title I Principal Meetings	Monthly	Title I	Title I Director
Monthly U of U meeting	Monthly	n/a	Principal, School Leadership Team
Quarterly School Support Team Meeting	September, November, February, April	n/a	School Support Team Leader

A-4(a) Annual Goals

The School Improvement team has developed annual goals for reading language arts and mathematics that have been established to monitor Fremont Elementary. These goals are specific, measurable, attainable, realistic and time-based (SMART).

School Improvement Goal 1

(At-risk Student Intervention Goal) – Improve Language Arts student achievement each Spring by reducing the number of CRT/AYP Level 1 and/or Level 2 students by 10% each school year through the 2013-2014 school year for whole school and all student subgroups.

School Improvement Goal 2

(School-Wide Teacher Effectiveness Goal) – Improve Language Arts student achievement each Spring by reducing the number of CRT/AYP Level 1 and/or Level 2 students by 10% each school year through the 2013-2014 school year for Whole School and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignment, common assessments, etc.) of the Utah State Language Arts Core Curriculum, Utah State Office of Education’s Proficiency Standards and other literacy/reading programs utilized at Fremont.

School Improvement Goal 3

(Organizational Support Goal) – Improve Language Arts student achievement each Spring by reducing the number of CRT/AYP Level 1 and/or Level 2 students by 10% each school year through the 2013-2014 school year for whole school and all student subgroups by aligning and coordinating school structures and programs to increase teacher effectiveness.

A-5(a) N/A

A-6(a) N/A

A-7(a) Stakeholders

Fremont has established several methods to involve all relevant stakeholders regarding the SIG and school improvement model. These methods include but are not limited to national partnerships, community council, parent meetings, and monthly parent/family nights.

Fremont Elementary School will be a member of the National Network of Partnership Schools (NNPS). (http://www.csos.jhu.edu/p2000/nnps_model/school.htm). The NNPS School model includes four essential elements:

- Action Team for Partnerships
- Framework of Six Types of Involvement
- One-Year Action Plan for Partnerships
- Program Evaluation

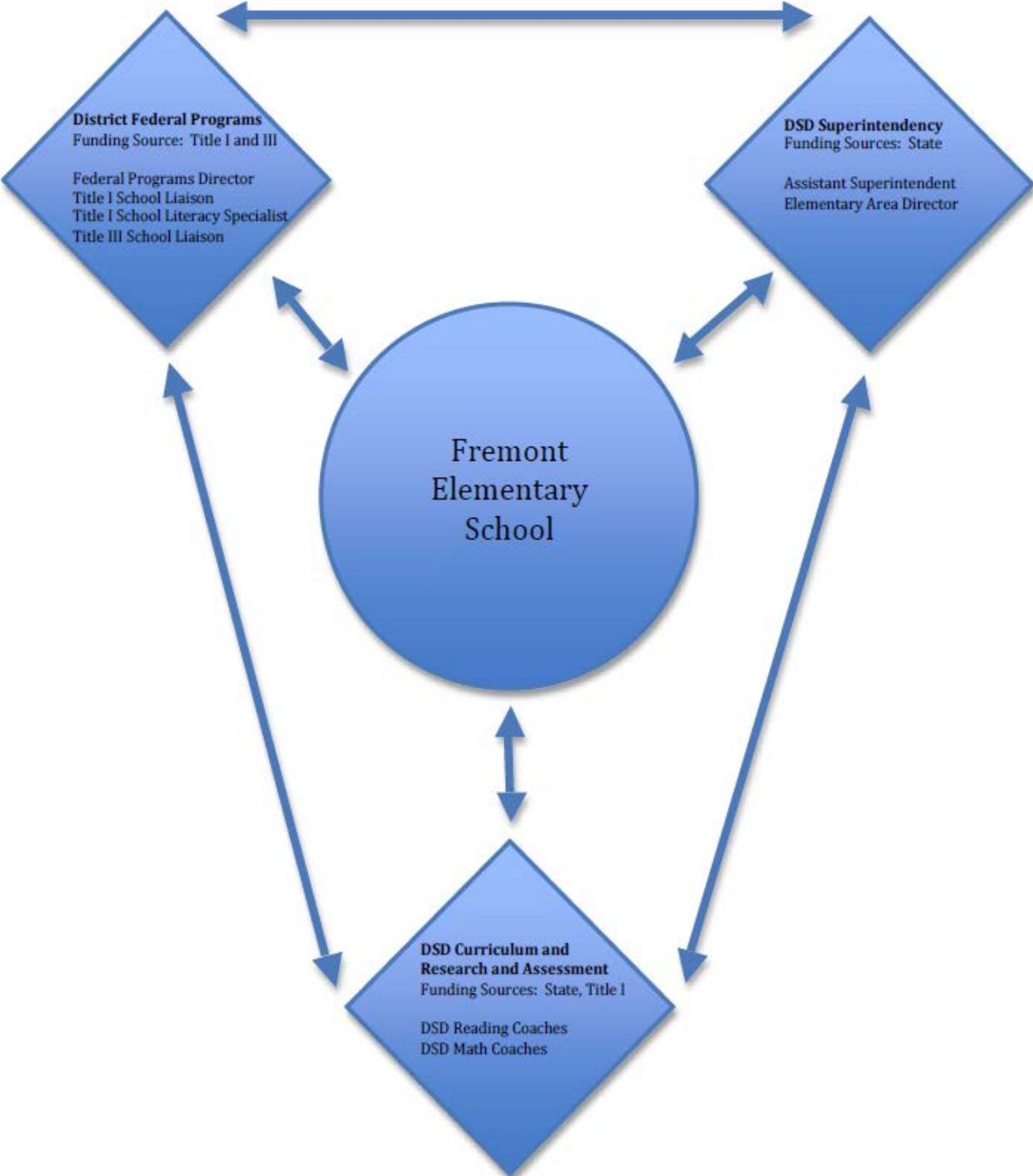
NNPS will provide technical assistance in using research-based approaches to improve policies and practices of school, family, and community partnerships.

The Fremont Community Council will act as the School Improvement Parent Liaison Board. The council meets monthly and includes community stakeholders, teachers, administrators and parents. The council is responsible for providing valuable communication to all faculty members, parents and community concerning school improvement activities and results.

The school will hold an annual Title I meeting at the beginning of the each year to cover topics concerning Title I and the SIG. At the first Parent-Teacher conference, parents and teachers will review the School Compact and Parent Involvement Policy. Finally, the school will provide monthly Language Arts/Math Literacy evenings for all stakeholders in the Fremont community.

B-1(a) Implementation Staff

Davis School District supports Fremont Elementary in a number of manners, all of which will be supportive in the implementation of the school intervention model. The following diagram identifies these supports, personnel, and fiscal resources:



B-1(b) Technical Assistance

Currently, the following individuals are trained to be members of the USOE School Support Team: Federal Program Director, Title I Literacy Specialist, Research and Assessment Director, Curriculum Language Arts Director.

Davis School District has three individuals trained by USOE in the School Support Team process. During the summer of 2011, six additional district level staff will participate in this training. By the beginning of the 2011-2012 school year, the following positions will be trained: Elementary Area Director, Title I Director, Title I Literacy Specialist, Title I area coordinators (2), Research and Assessment Director, Curriculum Elementary Language Arts Coordinator, Curriculum K-12 Math Director, Curriculum Instructional Coaches Coordinator.

The President of the Davis Education Association was part of the group sent by the Davis District to the initial Bidders Conference on January 11, 2010. With her input, the initial framework for the Davis SIG application was created. The President of the Association, along with the Federal Programs Director and Director of Research and Assessment presented this plan to the faculty of Fremont Elementary on January 25, 2010.

Clearly, the Davis Education Association has been support of the Davis SIG efforts and continues to partner in its development and in anticipation of its execution.

B-1(c) Fiscal Resources

Davis School District is committed to the Fremont School Improvement project and will support the project during grant funding as well as look to the future with a project sustainability plan. These added district resources used for funding used during the project will also continue once grant funding is over to ensure project sustainability.

1. Significant Title I funds to the school sites
 - a. Davis School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2010-2011, the formula Per Pupil Amount for Davis was \$288.86. Fremont Elementary School, as well as all the 14 Davis Title I schools, received a Per Pupil Amount of \$813.64. The District will maintain that level of commitment.
2. Priority School Funding
 - a. Davis School District, through an interest-based budgeting process, has provided for funding at highly impacted schools such as Fremont Elementary. To the extent possible, the district will maintain their commitment to providing additional funding to Priority Schools.
3. Math Coaches at Title I schools
 - a. Out of the Title I allotment, Davis District provides for .5 FTE Math Coach to each of our 14 Title I schools. This commitment is expected to continue.
4. Reading Coaches
 - a. With the use of Reading Achievement Program funds, reading coaches are provided at many of our Elementary Schools. Title I schools, such as Fremont, receive a full FTE for this support.
5. Before and After School Program
 - a. 21st Century and DWS funding will be used to extend the learning day for Fremont students. Students will participate in activities that are designed to

enhance and support the daytime core curriculum. The program runs for 170 days for two hours after school for a total of 340 hours of additional learning time.

B-1(d) School/Community Involvement

Fremont Elementary has an active School Community Council as well as a PTA. These two advisory committees will be actively involved in developing and promoting the schools' goals and reforms. Furthermore, Fremont Elementary is a member of the National Network of Partnership Schools and uses this model to guide parent involvement.

(<http://www.csos.jhu.edu/p2000/center.htm>)

B-1(e) School Board Engagement

The Davis School Board initially approved the Fremont School Improvement Plan on November 16, 2010.

(<https://v3.boardbook.org/Public/PublicItemDownload.aspx?mk=50016371&fn=minutes.pdf>)

Furthermore, the Federal Programs Director will present the SIG grant application to the Board of Education on March 1, 2011. The Board continues to be in support of the efforts being made both at the school site and in support of the school.

B-1(f) Evaluation of Effectiveness of Reform Efforts

The existing School Support team will conduct a second School Appraisal in the Fall of 2012. The data created will be compared to the School Appraisal conducted in the Fall of 2010. This information and feedback will be used to adapt the School Improvement Plan.

As part of this grant, the School Support Team Leader (Dr. John Bone) will continue to supply Davis School District and USOE with quarterly progress reports through the duration of this grant.

B-1(g) Monitoring Student Achievement

The school will use a variety of assessments to gauge student performance, both formative and summative. Progress monitoring, common assessments, CRT, DWA as well as indicators such as office referrals, attendance, safe school violations, and attendance rates will be used to conduct an annual needs assessment.

DIBELS is used conscientiously at Fremont Elementary. Regular data meetings determine student interventions and instructional improvements. PLC teams will develop and utilize common assessments to determine mastery of essential standards and to provide timely, targeted interventions for students who need extra help.

The LEA Support Team will review school data throughout the year and provide any needed assistance to help schools stay on track.

B-1(h) Necessary Plan Revisions

A system of ongoing evaluation of the reform and necessary plan revisions will become part of the culture at both the school and district level. PLC teacher teams as well as schools as a whole will set and adjust SMART goals and make any necessary plan revisions. The School Support Team and External Consultants will monitor and ensure Fremont maintains a rigorous system of self-evaluation and a commitment to plan implementation.

Furthermore, Fremont will undergo a School Appraisal in the Fall of 2012 as a means of feedback and comparison to the School Appraisal in the Fall of 2010.

C 1(a) External Providers

Fremont Elementary School will contract with three external providers. In order to continue to support the work of the School Improvement Plan (Appendix A), both Dr. John Bone, SST Leader and Dr. Susan Huff, PLC Leader, will be retained. The University of Utah Reading Clinic will also provide intensive leadership in reading and Next Steps.

Dr. John Bone

Dr. Bone has worked with countless schools identified in Improvement in Utah. He has successfully assisted all the schools with which he has worked to pass Annual Yearly Progress. The goals he helped to establish at Fremont through the School Appraisal will continue to be the goals on which Fremont will focus. Dr. Bone, in addition to functioning as the School Support Team leader, will lead a second school appraisal in the Fall of 2012.

Dr. Susan Huff

Dr. Huff, principal at Spanish Oaks in Nebo School District, is a leader in the development of Professional Learning Communities in Utah. She is also a consultant for Solution Tree, a provider of research based essential school-improvement summits, conferences, institutes and consultants.

<http://www.solution-tree.com/Public/ProfDev.aspx?node=&parent=&ShowPresenter=true&ProductID=SHF210>

Dr. Huff is currently working with Fremont Elementary School in the development of Professional Learning Communities. Again, for the sake of consistency of message to Fremont teachers, this grant will offer the opportunity to extend that work into implementation with fidelity.

University of Utah Reading Clinic (UURC)

The analysis of Fremont CRT data clearly suggests the need for improved reading instruction, both at the Tier 1 and Tier 2 level. UURC has clearly demonstrated the ability to address student reading through Early, Next, and Higher Steps. (Appendix C)

UURC will have a full time presence at Fremont Elementary School. The UURC will support the school with Tier 1 coaching/modeling. The UURC will have input and support at all PLC team meetings. Also, UURC will provide initial and ongoing training in the first year on Next Steps, the second year with Early Steps, and the final year with Final Steps. Over the course of the three years, all teachers will have had training in the UURC model.

D 1(a) Potential Barriers

During the development of this grant application, barriers have been addressed and plans put in place with all essential parties in agreement. The Davis School District believes existing barriers to school reform can and will be overcome.

Teacher incentive bonus, Friday afternoon instruction, and planning time

Incentive bonuses based on student achievement as well as teaching on Friday as a replacement for planning time may have potential barriers. To address the barriers, the Federal Programs Director has worked closely with staff at Fremont Elementary School, Davis Education Association, and Davis District Administration to address the barriers. As of the submission of this application, all parties have agreed to the concepts and processes included in this grant. The Davis Board of Education was presented with this plan during workshop on March 1, 2011.

Increased school/teacher governance

The Davis District, as part of the negotiated agreement with the Davis Education Association, makes use of a Joint Staff Study Committee. This committee of school administration, certified and classified personnel assists in the management of issues at the school level. This committee, along with the School Support Leadership Team will continue to provide Fremont Elementary School with a mechanism to address employee voice in the day to day implementation of this grant proposal.

Implementation Fidelity

The School Support Team will be actively involved in monitoring and supporting the schools as they undergo transformation, including a second School Appraisal in the fall of 2012. The School Support Team will make yearly presentations to the Davis Board of Education each September for the duration of this grant. The USOE will be called on for technical support and monitoring as well. The External Providers will give an outside, objective view of the process and make any recommendations for improvement.

E 1(a) Ongoing Support

The Davis School District will continue to maintain its efforts to support Fremont Elementary School once grant funding is over. DSD anticipates that after the period of three years of grant funding, the reading capacity and professional learning communities should be self-sustaining. There will be an ongoing need for incentive bonuses, increased instructional hours, and summer school program.

E 1(b) Anticipated Resources

Listed below are DSD's funding commitment for the continuation of project sustainability:

- Significant Title I funds to the school sites
Davis School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2010-2011, the formula Per Pupil Amount for Davis was \$288.86. Fremont Elementary School, as well as all the 14 Davis Title I schools, received a Per Pupil Amount of \$813.64. The District will maintain that level of commitment.
- Priority School Funding
Davis School District, through an interest-based budgeting process, has provided for funding at highly impacted schools such as Fremont Elementary. To the extent possible, the District will maintain their commitment to providing additional funding to Priority Schools.
- Math Coaches at Title I schools
Out of the Title I allotment, Davis District provides for .5 FTE Math Coach to each of our 14 Title I schools. This commitment is expected to continue.
- Reading Coaches
With the use of Reading Achievement Program funds, reading coaches are provided at many of our Elementary Schools. Title I schools, such as Fremont, receive a full FTE for this support.
- Before and After School Program
21st Century and DWS funding will be used to extend the learning day for Fremont students. Students will participate in activities that are designed to enhance and support the daytime core curriculum. The program runs for 170 days for two hours after school for a total of 340 hours of additional learning time.

E 1(c) Written Assurance

Dr. Larry K. Shumway
State Superintendent of Public Instruction
Utah State Office of Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

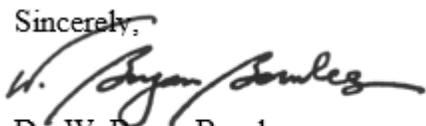
Dr. Shumway,

Davis School District is submitting a School Improvement Grant application for Fremont Elementary School. Fremont is a Title I school that is located in the north end of our district. The school experiences a high rate of poverty, has a very diverse student population and is currently a Tier I school.

Davis School District is committed to the changes that are needed to promote student achievement at the school. I assure the district's support to the project by committing our resources in both personnel and program funding to the project, as well as program sustainability once the grant funding is over. The Fremont project has the support of our local teacher association in addition to the district's commitment. Association representation has been a part of the project planning process. The principal and faculty at Fremont, along with the school's community council have been an integral part of the project planning and are committed to the project and its success.

Goals for student achievement in reading/language arts and mathematics have been established at the school. The project will include incentive based bonuses for teachers as their students reach target scores in UPASS. The learning day will be extended and instructional hours will be increased providing an additional 60 hours of core instruction. A summer program will also be established for students who are identified as needing additional help. Targeted professional development will be used to build capacity and support staff. DSD will use its resources through its Curriculum Department, Research and Assessment Department, Special Education Department and Federal Programs Department to ensure project success.

Davis School District is dedicated to the project and will comply with all the requirements of SIG funding as well as accountability for program results. Grant funding is critical to the transformational intervention model that will be implemented at Fremont Elementary. I earnestly request your consideration in funding for the Fremont Elementary project.

Sincerely,

Dr. W. Bryan Bowles
Superintendent of Schools

PART II: BUDGET

Checklist Page 9

	Year One	Year Two	Year Three	Grand Total
Salaries				
Friday Instruction	\$37,300.00	\$37,300.00	\$37,300.00	\$111,900.00
Summer School	\$17,500.00	\$17,500.00	\$17,500.00	\$52,500.00
PLC Planning	\$22,500.00	\$22,500.00	\$22,500.00	\$67,500.00
Literacy Evenings	\$12,500.00	\$12,500.00	\$12,500.00	\$37,500.00
1 FTE Kindergarten	\$55,000.00	\$55,000.00	\$55,000.00	\$165,000.00
1 FTE SEM	\$55,000.00	\$55,000.00	\$55,000.00	\$165,000.00
Incentive Bonus	\$84,355.00	\$84,355.00	\$84,355.00	\$253,065.00
Subtotal	\$284,155.00	\$284,155.00	\$284,155.00	\$852,465.00
Benefits				
Friday Instruction	\$9,070.00	\$9,070.00	\$9,070.00	\$27,210.00
Summer School	\$4,300.00	\$4,300.00	\$4,300.00	\$12,900.00
PLC Planning	\$5,500.00	\$5,500.00	\$5,500.00	\$16,500.00
Literacy Evenings	\$3,500.00	\$3,500.00	\$3,500.00	\$10,500.00
1 FTE Kindergarten	\$13,000.00	\$13,000.00	\$13,000.00	\$39,000.00
1 FTE SEM	\$13,000.00	\$13,000.00	\$13,000.00	\$39,000.00
Incentive Bonus	\$23,000.00	\$23,000.00	\$23,000.00	\$69,000.00
Subtotal	\$71,370.00	\$71,370.00	\$71,370.00	\$214,110.00
Contract Services - External Partners				
Dr. John Bone	\$40,000.00	\$40,000.00	\$40,000.00	\$120,000.00
Dr. Susan Huff	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
University of Utah Reading Center	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Subtotal	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00
Professional Development				
PLC Summit- Solution Tree				
Registration Fee	\$5,032.00	\$5,032.00	\$5,032.00	\$15,096.00
Travel				
Motel	n/a SLC Conf.	\$3,000.00	\$3,000.00	\$6,000.00
PerDiem	n/a SLC Conf.	\$1,280.00	\$1,280.00	\$2,560.00
Flight/travel	n/a SLC Conf.	\$3,200.00	\$3,200.00	\$6,400.00
Subtotal	\$5,032.00	\$12,512.00	\$12,512.00	\$30,056.00
Parent - Community Involvement				
Monthly Literacy Events	\$7,500.00	\$7,500.00	\$7,500.00	\$22,500.00
Subtotal	\$7,500.00	\$7,500.00	\$7,500.00	\$22,500.00
Supplies				
PLC Support	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Subtotal	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Total Direct Costs	\$523,057.00	\$530,537.00	\$530,537.00	\$1,584,131.00
Indirect Costs @ 2.58%	\$13,494.87	\$13,687.85	\$13,687.85	\$40,870.58
TOTAL ALL COSTS	\$536,551.87	\$544,224.85	\$544,224.85	\$1,625,001.58

Project Narrative Budget

Salaries and Benefits

Friday Instruction

Extension of the student school day for 30 Early Release Fridays. All classroom teachers and coaches will be provided with 2 hours of additional pay at their hourly rate for the 30 Fridays to extend the student learning day from 1:30 to 3:30.

Summer School

4 teachers will provide a 6 week, 4 day per week, 3.5 hour per day summer school program for up to 60-targeted students.

PLC Planning

All teaching staff and coaches will be provided 1 hour per week beyond contract time for the purpose of PLC team meetings.

Literacy Evenings

The school will host 1 Parent/Family Literacy Evening each month for 10 months. This activity will focus on the school goals in Language Arts and Mathematics. Staff present will receive 2 hours of extra duty pay to participate.

1 FTE Kindergarten

To provide for full day Kindergarten, 1 FTE will provide for two sections of Full Day Kindergarten.

1 FTE SEM

To provide for extended learning opportunities, 1 FTE will provide for Schoolwide School Enrichment Model instruction across all grades. Teacher must be certified in Gifted and Talented.

Incentive Bonus

Incentive bonus based on UPASS scores at the classroom and grade level for teachers. For schoolwide and all employees, AYP scores will be used.

Contract Services: External Partners

Dr. John Bone

Dr. Bone will serve as the School Support Team Leader. He will conduct a second School Appraisal in the Fall of 2012.

Dr. Susan Huff

Dr. Huff will service as our PLC consultant. She will provide training for teachers and teams, mentorship for the principal, and onsite monitoring of the PLC process.

University of Utah Reading Center

The University of Utah Reading Center will provide onsite support for both Tier I and Tier II instruction. Tier II instruction will provide training to all teachers in Next Steps, Early Steps,

and Final Steps.

Professional Development

PLC Summit – Solution Tree

7 teachers and 1 administrator will attend the Solution Tree PLC Summit each summer. This summit will provide additional support and expertise for the teams at Fremont. Teachers will attend as teams.

Parent – Community Involvement

Monthly Literacy Events

To provide for materials, food, and take-aways for the monthly Literacy Events to be held at the school.

Supplies

PLC Support

Budget to provide for materials to be used in the work of the PLC. Such items include literature for book study, PLC record keeping, and Leadership team training materials.

Resource	Support of School Reform	How LEA will collaborate to support student achievement
Title I	<p>Continued monthly principal meetings.</p> <p>Use of school Title I funds to provide for instructional aides, FTE to lower class sizes, supplement supplies and materials.</p> <p>Mathematics Coach</p>	<p>Continued opportunity for 14 Title I principals to meet together to collaborate.</p> <p>School Allotment based on F/R numbers</p> <p>.5 FTE funded from district allotment</p>
21 st Century Grant	Provide for before and after school program	For the duration of the SIG, Fremont will be part of the Davis School District 21 st Century grant.
Workforce Services	Additional staff for before and after school program	Anticipated continuance of funding to offset staffing costs for the before and after school program.
Reading Achievement Program	Full time Reading Coach	Anticipated state continuation of program
Priority Schools – Local	Additional FTE for Poverty Impacted Schools. Provided 3 FTE in 2010-2011	Anticipated local continuation of program

C. Pre-implementation Costs

N/A

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

Davis School District assures all of the above.

PART IV: WAIVERS

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

No Waiver Required

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

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

APPENDIX A: UNIVERSITY OF UTAH READING CLINIC

The project will achieve these objectives through a “practicum” model of professional development. Practica allow educators to receive intensive coaching as they work with their own students, in their own schools, over an extended period of time. UURC intervention models are designed to reach struggling readers at a wide range of levels. Ongoing assessment ensures student advancement and adjustment as indicated by performance.

Practicing educators will participate in a practicum for one of the following:

Intervention for At-Risk Pre-Readers: Getting Ready to Read

- designed to help at-risk pre-school & kindergarten students build a foundation for learning to read

Intervention for At-Risk Beginning Readers: Early Steps

- designed for at-risk, beginning readers who read at or below primer level

Intervention for Struggling Readers: Next Steps

- designed for struggling readers “stuck” between primer and end 2nd grade reading levels

Intervention for More Advanced, But Still Struggling Students: Higher Steps

- designed for struggling readers who are reading at early grade 3 level and above

To evaluate the impact of the current project on student reading performance, standardized norm referenced and criterion referenced pre-post measures of reading ability will be administered, collected, and analyzed:

- UURC Reading Level Assessments – determine instructional reading level
 - Woodcock Reading Mastery Word Attack subtest – phonological recoding ability
 - Flash Assessment – determine level of word recognition automaticity
- To evaluate the impact of the current project on educators’ abilities, criterion-referenced and self-report pre-post measures will be administered collected, and analyzed.
- Practicum Criteria (satisfactory individual observations, sufficient # of tutoring sessions, etc.)
 - Self-Efficacy Assessment for Tutorial & Small Group Reading Intervention
 - Content Knowledge Assessment for Tutorial & Small Group Reading Intervention

OBJECTIVES AND ANTICIPATED OUTCOMES

The primary goals of the current project are to significantly improve student reading achievement in high need/low-performing schools by improving educators’ abilities to deliver effective reading instruction/intervention. Objectives and anticipated outcomes are:

Objective 1: The project will increase practicing educators’ content knowledge of reading development, curriculum-based reading assessment and effective intervention for at-risk and struggling readers,

Anticipated Outcome 1: Practicing educators will understand and be able to articulate the major benchmarks in reading development, specific criteria for grade level reading expectations, methods for assessing students’ abilities to meet those expectations, and the core components of

effective instruction.

Objective 2: Practicing educators will use this content knowledge to improve instruction.

Anticipated Outcome 2: Practicing educators will use core components of effective reading instruction/intervention with students in tutorial and small group settings. Core components include: guided reading at instructional level, systematic, isolated word study (phonics, phonological awareness, and spelling), fluency training, and comprehension/vocabulary development. Educators will use curriculum-based assessment regularly to identify students' instructional reading levels and adjust intervention accordingly.

Objective 3: Practicing educators will develop a systematic approach to reading instruction and intervention that utilizes tutorial and small group settings to meet the needs of readers—especially English Language Learners and/or students who have been identified with a disability and/or low reading achievement.

Anticipated Outcome 3: Students will spend a significant portion of their school day reading at instructional level, engaged in systematic, isolated word study, and working on fluency. Students whose reading abilities are below grade level will receive help in small group and/or tutorial settings.

Objective 4: Struggling readers will make adequate, measurable yearly progress in reading achievement.

Anticipated Outcome 5: Typically, struggling readers demonstrate progress in reading somewhere between 'no progress' to 'one-half year of progress.' Struggling readers who work with participating educators will progress at least 'one full year' in reading ability as demonstrated on end-of-year measures. (see subsection on evaluation).

Objective 5: LEAs will develop the infrastructure necessary to institutionalize clinical practica for educator professional development and high quality intervention for struggling readers at all levels of development.

Anticipated Outcome 4: LEAs will continue to make clinical practica—led by an in-district trainer—and intervention services for struggling readers budgetary and professional development priorities.

IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PRIORITIES – ACTIVITIES - SUSTAINED PROFESSIONAL DEVELOPMENT

UURC will continue to implement professional development through a “practicum” model that provides extensive modeling and coaching to educators as they work with struggling readers on-site in schools. Participating educators will learn how to effectively and efficiently apply intervention components: guided reading, systematic, isolated word study, fluency training and comprehension/vocabulary development.

UURC intervention models include six adaptations of research-validated models described in the research literature as Early Steps, Next Steps, or Howard Street. These models provide educators with instructional components that can reach struggling readers at any phase of development. Ongoing curriculum-based assessment is embedded in both models to ensure that students make maximum progress as quickly as possible and to ensure that when difficulties occur, educators can make the necessary adjustments.

ALIGNMENT OF PROJECT WITH STATE CORE STANDARDS: READING/LANGUAGE ARTS

Phase I achievements in several Utah LEAs have realized the intent that fueled *No Child Left Behind* federal legislation (2002). NCLB asserted children's right to learn to read and sought to provide educators with improved professional development to meet this goal. Although measurable progress has been made, many Utah educators still lack the knowledge they need to be effective--in part, because complex literacy issues may not be well-covered by teacher education programs (Foorman & Moats, 2004; NCTQ, 2006; Snow, Griffin, & Burns, 2006; Spear-Swerling & Brucker, 2004). In particular, knowledge gaps occur with respect to phonological awareness, word recognition development, and vocabulary learning (Broaddus & Bloodgood, 1999; Moats, 1999).

UURC professional development addresses these knowledge gaps directly. Specifically, clinical practica help educators expand their knowledge of reading development and instruction as they apply basic intervention models with struggling readers and receive ongoing coaching from expert clinicians. UURC intervention model components are consistent with the *Utah State Office of Education Core Curriculum for Language Arts K-6 (2003)*, as well as current scientific theory, research, and practice as summarized in *Learning Disabilities: From Identification to Intervention (2007)*, *The National Council on Teacher Quality (2006)*, *The Voice of Evidence in Reading Research (2004)*, *Reading Research at Work: Foundations for Effective Practice (2006)*, *Informed Instruction for Reading Success: Foundations for Teacher Preparation (1997)*, *Preventing Reading Difficulties in Young Children (1998)*, and the *National Reading Panel Report (2000)*.

Research suggests that struggling readers stray off the expected developmental path and maintain reading behaviors and abilities that are characteristic of younger normally-achieving readers (Rayner, Foorman, Perfetti, Petesky, & Seidenberg, 2002; Torgeson, 2000; Torgesen, Rashotte, Alexander, Alexander, & MacPhee, 2003; Velluntino, Tunmer, Jaccard, & Chen, 2007). Consequently, for intervention, developmental level is more relevant than chronological age (Foorman, Francis, Shaywitz, Shaywitz, & Fletcher, 1997; Hiebert & Taylor, 2000). And, since readers change quite dramatically over the course of development, intervention needs to change in anticipation—moving forward as quickly as mastery is achieved (Morris, Bloodgood, Lomax, & Perney, 2003).

Thus, for some students, reading intervention may need to begin with foundational skills related to learning about print and breaking the alphabetic code (Chall, 1996; Mathes et al., 2005; Morris, Tyner, & Perney, 2000; Murray, 2006). For other students, foundational skills may be in place, but developing automatic word recognition and working in increasingly difficult text present difficulties (Ehri, Satlow, & Gaskins, 2008; McCandliss, Sandak, Beck, & Perfetti, 2003; Brown, Morris, & Fields, 2005; Vadasy, Sanders, & Abbott, 2008). And, although older students may have developed the ability to read text accurately, they may lag behind more successful peers in fluency and their ability to identify multi-syllabic words successfully (Birsh, 2005; Stahl & Heubach, 2005; Torgeson, Wagner, & Rashotte, 1997). Interacting with these component reading difficulties may be mild to severe gaps in oral language that interfere with comprehension. This is especially true for children of poverty who often enter school poorly prepared for reading acquisition (McKeown & Beck, 2006; Hart & Risley, 1995; Stephenson, Parrila, Georgiou, & Kirby, 2008).

UURC intervention models provide effective, efficient tutorial and small group

frameworks for addressing the diverse needs of readers who need help reaching these developmental milestones. Getting Ready to Read and Early Steps provide at-risk beginners with alphabet work, phonological awareness, systematic, explicit one-syllable phonics and assisted reading in a daily 30 minute session (*Model consistent with Utah Core Curriculum Standards 1,2,3,4,6,7,8*). Next Steps ushers novice readers into one syllable vowel pattern mastery for phonics and spelling and the beginnings of fluency with 45 minute sessions delivered 2-3 times weekly (*Model consistent with Utah Core Curriculum Standards 1,2,3,4,5,7*). In a similar time frame, Higher Steps addresses the last major developmental transition in the reading process and provides students who can tackle at least easy 3rd grade level text with assisted reading, advanced phonics/spelling and fluency work (*Model consistent with Utah Core Curriculum Standards 1,2,3,4,5,7*). This more advanced model emphasizes oral reading rate and prosody—two aspects of fluency that likely influence comprehension, and explicit instruction in how to use the syllable structure of written English to parse through multi-syllabic words successfully (Birsch, 2005). Despite developmentally-derived differences for lower-level reading processes, all UURC intervention models stress reading comprehension, that is, the ability to construct a mental model of meaning from text (Rayner et al., 2002; Williams, 2006).

Replication & Dissemination in Local School Districts:

Replication and dissemination of the current project’s achievements is being realized and ensured by the relationships the UURC has forged with hundreds of parents, educators and students in 35 Utah school districts:

- Alpine - Box Elder - Cache - Canyons - Carbon - Davis
- Duchesne - Emery - Garfield - Granite - Iron - ordan
- Juab - Logan - Millard - Morgan - Murray - Nebo
- N. Sanpete - Ogden - Park City - Piute - Provo - Salt Lake
- San Juan - Sevier - S. Sanpete - S. Summit - Tooele - Uintah
- Wasatch - Washington - Wayne - Weber - 11 Charter Schools

Another factor ensuring impact, replication, and sustainability is the body of empirical evidence that undergirds UURC basic intervention models (i.e., Early Steps, Next Steps, and Higher Steps). Studies were conducted with at-risk and struggling readers from Title I schools in diverse settings and have been published in the field’s premier, peer-reviewed research journals (see * in references).

All studies were scientific quasi-experiments, and as such, evaluated the effectiveness of the intervention program under study through comparison to a matched control group. Student reading achievement was evaluated before intervention commenced and at its conclusion nine months later. Measures included norm and criterion referenced standardized instruments (i.e., Woodcock Reading Mastery: Word Attack and Passage Comprehension, 1987; UURC Reading Level Assessment, UURC Word Recognition Automaticity, and UURC Developmental Spelling) instruments.

To summarize across studies, at-risk first graders who received 95 sessions of Early Steps finished the school year averaging between primer and end-of-grade 1 reading level, while their control peers finished on pre-primer after receiving 135 sessions of standard Title I intervention.

Struggling readers who received Next Steps intervention achieved a year's growth in reading ability in an average of 45 intervention sessions. Their control peers—who received standard Title I intervention—achieved one-half year's growth in over 100 sessions. In an investigation of the impact of group size on student performance, results indicated that there was not a significant advantage for 1-to1 over 1:3. This finding has paved the way for UURC professional development in small group intervention.

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**APPENDIX B: USOE APPROVED FREMONT SCHOOL IMPROVEMENT
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