

# School Improvement Grants Application

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

CFDA Numbers: 84.377A; 84.388A



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

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### Paperwork Burden Statement

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

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANT (SIG)

<p>Legal Name of Applicant: Tooele County School District</p>	<p>Applicant's Mailing Address: 92 Lodestone Way Tooele, UT 84074</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: John Taggart</p> <p>Position and Office: Title I Director</p> <p>Contact's Mailing Address: 92 Lodestone Way, Tooele, UT 84074</p> <p>Telephone: 435-833-1900 ext. 1153</p> <p>Fax: 435-833-1912</p> <p>Email address: jtaggart@tooeleschools.org</p>	
<p>LEA Superintendent or Charter School Director (Printed Name): Terry L. Linares</p>	<p>Telephone: 435-833-1900</p>
<p>Signature of the LEA Superintendent or Charter School Director</p> <p>X _____</p>	<p>Date: March 3, 2011</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 LEA receives through this application.</p>	

**LEA APPLICATION REQUIREMENTS**

<b>SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.</b>								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Wendover High School		X						X

**PART I: DESCRIPTIVE INFORMATION**

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

**A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.**

1. *The state of Utah requires that any LEA making application for the School Improvement Grants 1003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state’s identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:*

a. *The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);*

Whole school student proficiency rates in all CRT areas at Wendover High School (WHS) over the last four years have been consistently low. 2010 student proficiency rates in language arts are 35 percentage points below the district average and 38 percentage points below the state average. In mathematics, WHS 2010 student proficiency rates are 34 percentage points below the district average and 41 percentage points below the state average. The school’s science scores are even lower in that they are 48 percentage points below the district and 49 percentage points below the state.

For an informed analysis, the reader must understand some important background surrounding the data. This information does not seek to excuse or justify the low performance, but to put the goals and changes being made in a proper context. WHS typically has a 20% - 30% turnover in staff each year, primarily in the core content areas, due to living conditions and remoteness of Wendover. Of the 7 teachers who teach the

English, Math, Science, and Social Studies classes, only 1 of them has been at WHS for more than 3 years and 3 teachers were hired new for the 2010-2011 school year, including the entire English department. WHS is a small school with an enrollment of approximately 180 students from year to year in grades 7-12 with a 24% mobility rate. The small size of the school, and corresponding subgroups, tends to create wider variations in scores from year to year and a huge confidence interval allows the school to meet AYP. The teacher turnover rate combined with the small school size and high mobility rate help a reader better understand the variations in proficiency rates from year to year. The data in the tables below is taken from the USOE Data Display and includes all students who took a CRT in each content area for grades 7 – 12.

**Wendover High School CRT Results - Whole School**

Subject	2006	2007	2008	2009	2010
Language Arts	37%	48%	30%	38%	43%
Mathematics	43%	41%	36%	35%	27%
Science	21%	30%	24%	22%	18%

**WHS CRT Results for 2010 - By Grade Level**

Subject	7th	8th	9th	10th	11th	12th
Reading/Language/English	28.57%	52.78%	43.33%	46.15%	43.33%	
Mathematics	42.86%	29.73%	23.81%	29.17%	12.50%	20.00%

Examining the CRT results over time for different subgroups (on the tables below) clearly show significant achievement gaps. The White, Non-Hispanic students consistently out perform all other subgroups. However, for 2010 test results, the White, Non-Hispanic subgroup only made up 19% of the assessed student population with 26 out of 34 students considered proficient in language arts and 16 out of 36 students proficient in math. The Hispanic subgroup had 34 out of 105 students proficient in language arts for a proficiency rate 32% which is 44 percentage points below the White, Non-Hispanic subgroup. The Hispanic subgroup had 22 out of 107 students proficient in math for a proficiency rate of 21% which is 23 percentage points below the White, Non-Hispanic subgroup. If the achievement gap and proficiency rates for Hispanic students is concerning, the gap for English Language Learners is startling. Of the 58 ELL students assessed, only 5 were considered proficient in language arts for a 9% proficiency rate; and only 7 of the 56 ELL students in mathematics were considered proficient for a 12% proficiency rate. Such proficiency rates for ELL students results in a gap of 67 percentage points in language arts and 22 percentage points in math. The Students with Disabilities performed better than the English Language Learners in all areas in 2010. In fact, Students with Disabilities performed better in math than every other subgroup except the White, Non-Hispanic students at 33% but worse than the Hispanic students in language arts at 16% compared to 32%.

**Wendover High School CRT Results for Each Content Area by Subgroup**  
**Language Arts**

<b>Subgroups</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
White, Non-Hispanic	77% <sup>(n30)</sup>	72% <sup>(n36)</sup>	56% <sup>(n39)</sup>	66% <sup>(n38)</sup>	76% <sup>(n34)</sup>
Black, Non-Hispanic	n<10	n<10	n<10	n<10	n<10
Hispanic	27% <sup>(n101)</sup>	40% <sup>(n94)</sup>	21% <sup>(n124)</sup>	30% <sup>(n108)</sup>	32% <sup>(n105)</sup>
Asian, Pacific Island	n<10	n<10	n<10	n<10	n<10
Native American	20% <sup>(n10)</sup>	36% <sup>(n11)</sup>	29% <sup>(n7)</sup>	18% <sup>(n11)</sup>	40% <sup>(n10)</sup>
English Language Learners			5% <sup>(n58)</sup>	12% <sup>(n76)</sup>	9% <sup>(n58)</sup>
Students with Disabilities	22% <sup>(n23)</sup>	28% <sup>(n32)</sup>	30% <sup>(n30)</sup>	22% <sup>(n23)</sup>	16% <sup>(n19)</sup>

**Math**

<b>Subgroups</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
White, Non-Hispanic	65% <sup>(n23)</sup>	57% <sup>(n28)</sup>	48% <sup>(n29)</sup>	60% <sup>(n30)</sup>	44% <sup>(n36)</sup>
Black, Non-Hispanic	n<10	n<10	n<10	n<10	n<10
Hispanic	38% <sup>(n66)</sup>	37% <sup>(n65)</sup>	31% <sup>(n89)</sup>	27% <sup>(n90)</sup>	21% <sup>(n107)</sup>
Asian, Pacific Island	n<10	n<10	n<10	n<10	n<10
Native American	25% <sup>(n8)</sup>	14% <sup>(n7)</sup>	40% <sup>(n5)</sup>	30% <sup>(n10)</sup>	25% <sup>(n8)</sup>
English Language Learners			14% <sup>(n43)</sup>	15% <sup>(n60)</sup>	12% <sup>(n56)</sup>
Students with Disabilities	24% <sup>(n17)</sup>	26% <sup>(n19)</sup>	38% <sup>(n21)</sup>	43% <sup>(n14)</sup>	33% <sup>(n15)</sup>

**Science**

<b>Subgroups</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
White, Non-Hispanic	52%	65%	50%	49%	42%
Black, Non-Hispanic	n<10	n<10	n<10	n<10	n<10
Hispanic	12%	19%	17%	11%	13%
Asian, Pacific Island	n<10	n<10	n<10	n<10	n<10
Native American	11%	14%	22%	25%	8%
English Language Learners			11%	7%	6%
Special Education	13%	23%	26%	26%	19%

b. *Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);*

The data from the tables above suggest a few trends. Language Arts scores show a slight upward trend as a whole school over the last three years with significant gains for White, Non-Hispanic students and slightly smaller gains with Hispanic students. However, English Language Learner (ELL) and Native American subgroups proficiency rates peaked in 2009 followed by a decrease in scores for 2010. Students with Disabilities have experience a significant decline from 30% proficiency to 16% proficiency over the last three years. Last school year, 2009-2010, WHS added a new Special Education teacher who teaches all Language Arts for students in Special Education. This teacher is in the Alternate Teacher Preparation program (Alternative Route to Licensure for Special Education teachers). When considering these trends and comparing them to future scores it should be noted that the entire English department is new to the school.

Math scores over the last two years show a distinct downward trend. Please note math score comparisons are only valid when looking at 2009 scores onward or 2008 and previous scores due to the statewide changes in the math core and math CRT. As a whole school, WHS decreased from 35% proficiency in 2009 to 27% proficiency in 2010, all while still managing to make AYP in math due to the confidence interval. All subgroups also showed a similar decrease in math proficiency from 2009 to 2010. White, non-Hispanic students went from 60% to 44% proficiency. Hispanic students dropped from 27% to 21%, Native American students from 30% to 25%, English Language Learners from 15% to 12%, and Students with Disabilities from 43% to 33%. Since this data reflects *all* students who took a math CRT, clearly, the quality of math instruction needs to be strengthened.

c. *Demographic information relevant to the school's achievement in Language Arts and Mathematics;*

The following are key pieces of demographic information for the 2010-2011 school year. The data was taken from the 2010 Year-End Clearinghouse Report – School Summary:

- **Grade Levels – 7-12**
- **Total Enrollment – 178 students (non-cumulative)**
- **Enrollment By Ethnicity**
  - White, Non-Hispanic            40 students        (22.5%)
  - Hispanic                            127 students      (71.3%)
  - Native American                10 students        (5.6%)
  - Asian                                 1 student          (0.6%)
- **Enrollment By Gender**
  - Female                            102 students      (57.3%)
  - Male                                 76 students        (42.7%)
- **Economically Disadvantaged**    178 students      (100% Free Lunch)
- **Special Education**                27 Resource students (15.2%)
- **Limited English Proficient**
  - Yes                                 71 students        (39.9%)
  - Fluent                               36 students        (20.2%)
  - Total LEP                         107 students      (60.1%)
- **Languages spoken in the home – English, Spanish, and Goshute**

**WHS Attendance Rates**

<b>Rates</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Attendance Rate	96%	94%	96%

**WHS Utah Cohort Graduation Rates**

<b>Cohort/ Class of</b>	<b>Whole School</b>	<b>White</b>	<b>Hispanic</b>	<b>Economically Disadvantaged</b>	<b>Limited English Proficient</b>
2010	(23) 91%	(n<10)	(16) 88%	(23) 91%	(11) 100%
2009	(28) 61%	(10) 70%	(17) 53%	(26) 65%	(12) 67%

*d. Contextual data of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);*

The above tables show the attendance rates as reported in the school AYP reports and the Utah cohort graduation rates for the cohorts or classes of 2009 and 2010 as reported in the cohort graduation reports found on the Utah State Office of Education website. The school's attendance rate appears to be strong and hovers around 95%. The school's graduation rate for the 2009 cohort was a low 61%. However, the graduation rate for the 2010 cohort was 91%. The district believes the increase in the graduation rate is, in part, due to increased training and diligence in ensuring students who withdraw from the school are coded properly. Another factor to consider is the small size of each graduating class, 28 and 23 students respectively. With such a small sample size it is very easy for a very small number of students to have a significant impact on rate fluctuations.

Regarding a parent survey, all schools in the Tooele County School District (TCSD) administer the Indicators of School Quality (ISQ) comprehensive survey. This survey collects data from parents, teachers, students, principals, and staff regarding their perceptions of the school. This survey was administered in the spring of 2010. A proper analysis of the results must recognize that the survey measures the perceptions of those taking the survey. It is also important to note that these survey results paint a picture of the school prior to the reform efforts started in August 2010 and prior to a change in school administration. That said, these results still give insight into how parents, students, and teachers perceive their school, and at times in spite of, their achievement data. Below are some key responses to the ISQ survey:

- Parents
  - Parents have lower than normal feelings about parental support for their child's education with English speaking parents feeling stronger about parent support than non-English speaking parents.
  - Parents feel the school provides an inadequate quality of education and leaves students ill prepared for adult life.
  - Non-English speaking parents felt the school did not care for their students individually.
  - All parents felt there was inadequate access to instructional materials, textbooks, and computers.

- Neither group of parents felt the administration was easily accessible or that the administration has high expectations for students.
- Students
  - Students felt the school administration has high expectations for them and promotes good behavior.
  - Students feel the level of instruction needs to be more challenging.
  - White students feel the quality of instruction is lacking and ill-prepared by the school for adult life.
  - Students feel safe at school but feel the school grounds and hallways need better supervision.
- Teachers
  - Teachers gave the school leadership rave reviews (note, the principal at the time of the survey has since retired).
  - Teachers feel parent support is lacking in all areas.
  - Teachers feel students' commitment to education is lacking in all areas from behavior to commitment to academics to pride in their school.
  - Teachers also felt student access to quality instructional materials, textbooks, and computers is lacking.
  - Teachers feel students are safe at school and well supervised.
  - Teachers have an average response to how they care about students individually.

Regarding the five key indicators of school quality addressed in the ISQ Behavior Support report, parents rated trusting relationships high but clear expectations, building academic skills, and rewards and recognition as low. Teachers rated clear expectations and trusting relationships as exemplary but the school's efforts to build social skills as low. Building academic skills received a response of –typical. Students rated trusting relationships and building social skills as high but they also rated the building academic skills and rewards and recognition as low.

When trying to understand Wendover High School (WHS) in context, the district also feels it is important that readers understand the Wendover community. Wendover High School is located near the Utah - Nevada stateline and serves the Utah communities of Wendover, Ibapah, and the Goshute Indian Reservation. Wendover, Utah is a small community with a population of 1,372, which has shrunk by 10.74% since 2000. However, West Wendover, Nevada is a larger community of 5,188 people and boasts a higher standard of living with housing being newer and consisting predominately of stick built homes, large apartment complexes, and some relatively well kept mobile homes. Housing in Wendover, Utah, however, consists of a few stick built homes, much older and smaller apartment complexes, and mostly older and dilapidated mobil homes. Wendover, Utah typically has a poorer and mostly Hispanic population compared to the Nevada side as evidenced by the 100% free lunch status of the student population and a 60% English Language Learner population at WHS. Over 50% of the community's population works in the various casinos on the Nevada side of the border, just a few hundred yards from Wendover High School. The parents of most families work more than one job and the median household income for Wendover, UT is only \$36,000 compared to \$57,000 for the county as a whole and \$46,000 for West Wendover, NV.

When attempting to understand the community and the impacts on education it is important to also recognize the challenges associated with teacher recruitment and retention. Wendover is located over 100 miles from most services. Teachers must travel over 100 miles to Tooele or Salt Lake City for medical and dental services. The nearest significant shopping is WalMart, in Tooele, for anything else that can't be purchased from the small Smith's Food & Drug located on the Wendover, Nevada side. The remoteness

of Wendover also brings challenges regarding housing for teachers and principals new to the area. Many are reluctant to invest in purchasing a home in a remote location where they aren't sure they want to stay and many of the better kept apartments have waiting lists. Given the small size of the community, its remote location, the high levels of poverty, high numbers of English Language Learners, and the challenges with housing, Wendover is a challenging place for teachers to live and teach.

*e. Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);*

There are key factors a reader should consider to better understand the teachers at Wendover High School (WHS):

- Teacher Attendance Rate – 96% for 2009-2010
- Turnover Rate – 25% for 2010 including the entire English department (The school averages a 20% turnover in staff over time)
- NCLB Highly Qualified Teacher Status – 86% of NCLB teaching assignments are taught by NCLB Highly Qualified teaching staff. The courses not currently being taught by Highly Qualified staff include Special Education Language Arts (teacher is in his 2<sup>nd</sup> year of ATP program), 1 class of Geography for Life, 1 class of Chemistry, and 1 class of Secondary Reading.
- Teacher Education – Currently, at WHS 4 teachers hold master's degrees, 3 teachers hold ESL endorsements, and one teacher holds a reading endorsement.
- Teacher Experience– see the WHS FTE table. A key issue is the lack of experienced teachers teaching the core academic areas (Language Arts, Math, Science, and Social Studies). Of the 7 teachers who teach the core subjects full-time, only 1 teacher has over 3 years of teaching experience. This teacher retention challenge is likely related to the standard of living in and quality of life in a remote location such as Wendover.
- Teacher Evaluations –Tooele County School District provisional teachers (3 years or less) are formally evaluated at least twice a year by their building administrator. Teachers with Career Status (tenure) are given a formal evaluation once every three years by their building administrator. In the off years, the teachers will conduct an informal evaluation which can take many different forms including goal setting, video, parent and student surveys, etc... For the 2009-2010 school year 100% of the Wendover High School teachers were considered effective teachers meaning they did not receive a needs improvement rating on their evaluation.

**Wendover High School FTE**

<b>Subject Area</b>	<b>Total FTE</b>	<b>FTE Highly Qualified</b>	<b>FTE 5 yrs or less in school</b>	<b>FTE 6-15 yrs in school</b>	<b>FTE 16 or more yrs in school</b>
Language Arts	2.00	1.83	2.00		
Math	2.19	2.19	0.83		1.36
Science	2.00	1.83	2.00		
Social Studies	1.14	1.06	1.00		0.14
Foreign Language	0.16	0.16			0.16
Health	0.34	n/a	0.34		
PE	1.20	n/a	0.34		0.86
Art	0.83	0.83		0.83	
CTE	2.37	n/a			2.37
Financial Literacy	0.17	n/a			0.17
Special Education	2.00	1.00	1.00	1.00	

- f. Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and*

The current principal of Wendover High School came new to the school this past fall, 2010. Dr. Kent Parsons brings 19 years of administrative experience to Wendover High School, the majority of which is secondary experience ranging from large schools in California to small, diverse schools in Alaska. He was Utah's Rural/Small School Elementary Principal of the Year 2010. Dr. Parsons is also familiar with many of the unique quirks and intricacies associated with Wendover since spending the last 7 years as principal of Anna Smith Elementary in Wendover. While there, Dr. Parsons gained notoriety and respect for the tenacity and fidelity with which he started his staff on the PLC journey. It is hoped he will bring that same tenaciousness to Wendover High School. He holds an Ed. D. from UC Berkley in Education Administration and Leadership.

- g. Effectiveness of prior school reform efforts.*

In consulting with former WHS leaders and teachers only one reform effort of any consequence was identified, but there is no data on the effects of effort. During the mid-1990's intensive instruction in class management was conducted by Bert Simmons with the support of USOE along with an ESL endorsement program accompanied with Spanish classes for staff. However, when the principal at the time moved to another school so did support for the training. Small-scale professional development consisting of 2-3 days of training over the course of the year has been conducted from time to time with WHS staff such as Creating Independent Student-Owned Strategies (CRISS) but showed no evidence of any significant results or change in student achievement.

2. *Based on the analysis of the above data **select**, design, and implement interventions consistent with the final federal requirements.*

- a. *Identify the intervention model chosen for each school; and*

Model Chosen: Transformation Model

- b. *Provide the rationale for the model chosen for each school.*

Currently, Tooele County School District (TCSD) faces great challenges recruiting and retaining teachers in the Wendover community. For example, last year Wendover High School (WHS) received over 60 applicants for an English teaching position. Once learning where Wendover was located, only 9 teachers were still interested in the position. Even then, the first three teachers who were offered the position turned it down. When only 1 or 2 teachers out of 60 are willing to take a position in Wendover it makes recruiting and ultimately retaining quality teachers a real challenge. TCSD feels we have a better chance with developing the existing teachers rather than trying to replace over 50% of the staff.

Given concerns regarding student achievement and teacher recruitment and retention, TCSD began work this year to transform the culture of the Wendover community schools. We've contracted with Steve Ramirez and Wendy Chalk of Life Long Learning & Associates (LLLA) to help us identify what changes need to be made, where to start, and how to make the changes. As this process and implementation has unfolded, it has become evident to TCSD that we have teachers in Wendover who are willing to make hard changes and welcomed with open arms the individual coaching being provided by LLLA. Those who were reluctant at first have become supporters and those who were in adamant opposition have quieted down and are slowly coming on board. Considering the strides the staffs in Wendover have made, their changing perception, their willingness to embrace the changes to date, and the difficulties faced in finding enough teachers to replace at least 50% of the staff in such a remote location, we do not feel a Turnaround model would be appropriate for Wendover High School.

3. *The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. This information includes the following:*

- a. *Description of how the LEA will successfully implement each requirement;*

Tooele County School District (TCSD) will refer to the definition of the Transformation Model as described in the presentation made by the National Network of State School Improvement Leaders and by the Center on Innovation & Improvement, CII:Transformation slide 8.

- Teachers and Leaders
  - Replace Principal – TCSD replaced the principal of Wendover High School (WHS) in August of 2010, less than one year ago. The replacement was chosen for the express purpose to lead a transformation of the school starting that month and funded by Title I ARRA carryover funds.
  - Implement New Evaluation System – TCSD has already begun preliminary work on this process. Collaboration has already begun between TCSD and the Tooele Education Association (TEA) as well

as preliminary discussions between district leadership and the school leadership team (administration, instructional coach, counselor, and 4 teachers) at WHS. Part of those discussions has involved the establishment of a committee consisting of WHS teachers, school and district administration, and TEA representatives to begin examining details. Another part of that discussion has been identifying ways to incorporate student growth. Currently, the committee has been looking at using NWEA MAP scores and/or UPASS progress scores as a measure of student growth and investigating how to incorporate it into teacher evaluations. Another key issue being addressed is how to include high school teachers who don't teach core subject areas that are tested? There is much work still to be done, however, the process has begun. Fortunately, all parties agree the new evaluation tool will be tied to the latest Utah Professional Teaching Standards.

- Identify and reward staff who are increasing student outcomes; support and then, if necessary, remove those who are not – TCSD plans to reward staff through an —Annual Student Achievement Bonus.†
  - For each Annual Student Achievement Target (1 each in Language Arts, Mathematics, and, starting in year 2, Science) that is met every certified staff will receive \$500 in June for each target that is met.
  - The targets are a 5-percentage point increase in the percentage of students proficient on state assessments in Language Arts and Mathematics in the whole school category compared to the previous year. During year 2 Science will be added in years 2 & 3.
  - The new evaluation tool will play a role in the decisions surrounding who will receive the bonus. Since the tool has yet to be created, the exact nature of the role is still unknown.
- Implement strategies to recruit, place and retain staff – TCSD is taking several steps to recruit, place, and retain staff. Some of these steps involve SIG funds while others do not. These steps are:
  - Super Bonus (SIG funded) – Certified staff will receive a bonus of up to \$1,500 funded in the September following the third year of SIG funding to encourage retention of teachers at the conclusion of the third year. This funding is attached to the number of growth targets met over the course of the three years of the SIG and dependent upon a teacher's employment during that time. Certified staff employment at WHS in the year following SIG is also required. The funding will be structured as follows: Year 1 - \$250 for each target met (2 targets, LA and M); Year 2 - \$200 for each Language Arts & Math target met and \$100 if the Science target is met for a total of \$500 possible for year 2 (3 targets, LA, M, and Sci); Year 3 - \$200 for each Language Arts & Math target met and \$100 if the Science target is met for a total of \$500 possible for year 3 (3 targets, LA, M, and Sci).

So, if a teacher is at WHS for all 3 years of SIG and still at the school the following year they could get \$1,500 if every growth target was met during all three years of SIG. If a target was missed or if a teacher did not work at WHS during that year they would not receive that portion of the funding in the Super Bonus. However, to keep teachers from getting discouraged if a target is missed, if WHS exceeds the district average on the state assessment in any targeted content area at the conclusion of the grant, the certified staff would receive \$500 for each content area, not to exceed \$1,500 overall.

- Low Rent Housing (TCSO funded, not the grant) – TCSO has 15 housing units provided to certified staff at a more than 50% discount compared to the average apartment rent in the Wendover community.
  - Living Allowance (TCSO funded, not the grant) – TCSO is in the process of moving towards a flat living allowance for all certified staff to encourage staff to invest in the community through acquiring their own housing and making it more palatable to stay, thus, retaining teachers longer in the Wendover community and encouraging new teachers to accept positions in Wendover.
  - Wendover Incentive Payment (TCSO funded, not the grant) – Wendover staff receive a \$2,500 bonus at the conclusion of 3 years of successful teaching. This would be tied to 3 years of successful evaluations.
- Instructional and Support Strategies
    - Select and implement an instructional model based on student needs – TCSO has already begun work on this process in our work with Life Long Learning Associates (LLLA). Early in the fall of 2010, LLLA spent several days pouring over student achievement data, parent surveys, and conferencing with leadership and staff to better understand the needs of Wendover. This was followed by 2 days of classroom visits and meetings with teachers to assess and identify what the needs are and where to start. The emphasis for the 10 days of services provided by LLLA has focused on helping teachers evaluate the effectiveness of their planning, the effective use of those plans to drive instruction, and selection of best teaching strategies. The strategies staff have been and will be trained on include strategies for effective planning, cooperative learning, ESL strategies, how to differentiate instruction, and creating and using common formative instruction to drive instruction and increase student achievement. Basically, using best teaching strategies throughout the school has been emphasized. SIG funding would provide 20 days of professional development and coaching each year from LLLA to further build the capacity of teachers and strengthen the quality of instruction. Only 6 of those days would be days without students (1/quarter and 2 prior to the start of school)
    - Provide job embedded professional development designed to build capacity and support staff – For the current school year TCSO has

worked with LLLA and the State Superintendent's Office to provide 10 days of services from LLLA with at least 2 of those days coming in the form of release days for students to allow for staff professional development in the strategies being recommended by LLLA. LLLA have used the remaining days for the 1-on-1 coaching of teachers in the use of the strategies presented. It is the intent of TCSD and LLLA to offer 20 days (2 days a month) of services and support next school year in the form of teacher professional development (6 days) and continue 1-on-1 coaching (14 days) in the classroom. TCSD has also provided a full-time instructional coach to WHS to support teachers in the implementation of these strategies. TCSD is currently providing great professional development in quality instruction but recognizes a need to ensure school and district leaders build their capacity to lead change. TCSD hopes to provide change leadership training to school leadership in the form of collaborative work in courses offered by renowned authors such as Michael Fullan's, Robert Marzano, the Dufours, etc... If awarded a School Improvement Grant, TCSD would like to continue to offer and fund this support since the funding currently comes from one-time Title I ARRA funds that will be expended after this year.

- Ensure continuous use of data to inform and differentiate instruction – TCSD is currently in the 2<sup>nd</sup> year of implementing the Dufour model of Professional Learning Communities (PLCs) and will continue to do so at WHS. A key component of PLCs is to continually use data to inform and drive differentiated instruction. This school year, WHS has been working to revise the school schedule to create a block of time to provide student interventions based on ongoing data from common formative assessments and periodic benchmark assessments such as NWEA MAP assessments. LLLA will also be providing additional training in the area of assessment as the teachers progress in their implementation of LLLA strategies. As teachers become better at identifying student needs, LLLA will also provide proven training to teachers on differentiating instruction.

- Time and Support

- Provide increased learning time for both staff and students – Increased learning time will be provided for staff in at least two ways. First, TCSD is working with the local school board to begin providing district-wide weekly, instead of monthly, collaboration time for teachers to move forward in the PLC process, including appropriate professional development. Second, School Improvement Grant funds would be used to provide approximately eight professional development days under the direction of LLLA. The exact number of days will be determined as part of an ongoing appraisal and analysis of teacher needs by LLLA and district personnel. Increased learning time for students will be offered in a combination of before/after school support and programs, as well as, eventually, an additional one-hour of instructional time to the student's school day. The timing and form of the increased school day continues to be discussed by TCSD and LLLA. It is our belief,

TCS and LLLA, that until the quality of instruction reaches an acceptable level, any increase in teaching time will be wasted learning time and a frustration to students. It is our goal, TCS and LLLA, and intent to move to increased learning time for students for the 2012-2013 school year.

- Provide ongoing mechanism for community and family engagement – WHS is will use several strategies to increase family and community engagement in the school as they seek to raise the standards for student achievement and create a culture of high expectations and learning for all. These strategies include the following:
  - Upon notification that WHS is a SIG grant recipient, parent and community meetings will be held in April and May to notify stakeholders and collaborate with them on ways to effectively engage them and work together to strengthen student achievement.
  - Holding a –What Counts‖ for WHS parents and community leaders annually. This is modeled after a district-wide annual meeting where we share with the community how our students are doing academically, the steps and activities we are taking to make improvements to the school culture, and solicit input from the community.
  - Honor and recognize community members at School Community Council and home athletic events and programs.
  - Increase parent participation in parent conferences by using student led parent conferences.
  - Have local business leaders come and share different aspects of their careers or their companies and discuss what students should focus on to be successful in the local businessperson’s career field.
- Governance
  - Provide sufficient operating flexibility to implement reform – TCS recognizes the needs for operational flexibility at WHS. For this year TCS has given the building principal increased flexibility in their daily school schedule to try different strategies to provide increased professional development time for students as well as time for student interventions built into the school day. For example, WHS, with the support of the State Superintendent’s Office, has had additional student release days to provide opportunities for whole day staff development with LLLA. TCS also recognizes the need for possible additional latitude with teacher evaluations and other employment polices. As such, a committee is being put together to evaluate community, school, and district practices as well as local board policies that might be unintentionally acting as barriers to improving student achievement at WHS. This committee will include WHS teachers, administration, parents, district administration and TEA representation. An example of such things this committee considered included the generalization made by WHS leadership and staff that student attendance suffered due to extended student vacation during the winter holidays. The assumption was families returned to Mexico for an extended vacation during this

time causing significant problems with student attendance. This investigation showed that December and January actually had much fewer student absences than first thought and that such a school calendar change would actually do more harm than good. The committee will continue to look at such generalizations and other potential barriers to student achievement.

- Ensure ongoing technical assistance – TCSD, WHS, and LLLA recognize that the type of transformation upon which we have embarked is a 5-7 year process and entered into a commitment to follow this through for an additional 4-6 years. Currently technical assistance is being provided by TCSD leadership including direct support from the TCSD Superintendent, which has included the appropriation of at least \$3.5 million in local, state, and federal funds over the last 3 years to support transformation at WHS and make improvements to the WHS facility. Leadership coaching is provided by the Secondary Director to strengthen the school leadership and share with them his first hand experience managing this process at Logan Middle School for 5 years. The Title I Director also provides technical assistance in managing federal programs and his own experience as a teacher and then school leader participating in school transformation in Clark County School District in Las Vegas, Nevada. TCSD feels the change leadership experience and program management of the district staff coupled with the national renowned services and experience of LLLA in supporting school transformation will be a powerful combination to see WHS through the next 4-6 years of this process.

- b. Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and*

Tooele County School District (TCSD) began a partial implementation of the transformation model at Wendover High School (WHS) during the 2010-2011 school year. This included changing school leadership when the previous administrator retired in August, committing existing local, state, and federal funds to bring in Life Long Learning & Associates (LLLA) to appraise the school and begin working with TCSD and school administration to strengthen the quality of instruction through professional development and 1-on-1 coaching for staff in best practices. This also included slight modification to the school calendar and year to make the professional development possible and the provision of a full-time instructional support to provide daily support to staff with implementing to new strategies and practices. TCSD also worked with WHS leadership and staff to modify the daily school schedule to provide additional time and support for students who are struggling. For an in-depth outline and description of the initial steps already taken please see the response above to part -3.a.1 of this same question.

- c. The LEA includes a detailed timeline for implementation of the school intervention model.*

Spring 2010 – TCSD and Board of Education recognize the moral imperative to transform Wendover High School (WHS) and begin pursuing options. TCSD & Board of Education are unwilling to replace school leadership and

decide to commit existing local, state, and federal funds, including remaining Title I ARRA funds, to support change in Wendover instead of pursuing an ARRA School Improvement Grant. TCSD meets with school staff to advocate the case and moral imperative for the change including an analysis of student achievement data.

- June 2010 – TCSD enters in to an agreement with Steve Ramirez and Wendy Chalk of Life Long Learning & Associates (LLLA) to work with WHS 10 days during the 2010-2011 school year to bring about transformational change. An instructional coach is selected and chosen to work full-time with the WHS staff to provide ongoing instructional support and technical assistance with the transformation.
- August 2010 – John Barrus retires as principal of WHS and Dr. Kent Parsons selected as principal. The new principal and instructional coach begin working on building relationships with staff. TCSD works with the State Superintendent’s Office to identify slight changes within the WHS school calendar to provide 2 days of professional development for teachers.
- September 2010 – Steve and Wendy of LLLA meet with TCSD and WHS leadership and staff for the first time to conduct an initial 2-day appraisal and assessment of WHS. Strategy sessions are held with all parties and a transformation plan is outlined recognizing that quality of instruction and student engagement are the initial primary concerns. It is a decision from these sessions and a recommendation from LLLA to delay a move to a block schedule since the consensus is teachers and students are unprepared to make effective and productive use of the longer periods. Plans are begun to provide time for student interventions during the school day.
- October 2010 – LLLA holds the first student release day to provide a full-day staff development on key lesson planning and instructional strategies. The second day is the first day of 1-on-1 coaching provided to a handful of teachers. LLLA works to introduce staff to their coaching concept and to build relationships with staff.
- December 2010 – LLLA holds another day of 1-on-1 coaching with WHS staff. TCSD and WHS administration begin discussions on applying for a School Improvement Grant and whether to select the Transformation or Turnaround model based primarily on existing staff’s acceptance, buy-in, and implementation of the training provided LLLA. Discussions also begin with the Tooele Education Association (TEA) regarding a School Improvement Grant (SIG).
- January 2011 – LLLA holds another day of 1-on-1 coaching with WHS staff. TCSD, WHS administration and TCSD recognize the timing is right to hold the next full day staff development and schedule it for February 28<sup>th</sup>. Also discussed is the plan for next year to include, at LLLA’s recommendation and agreed upon enthusiastically by all parties, 30-days of professional development and 1-on-1 coaching from LLLA. TCSD and TEA attend the SIG bidder’s conference and meet with school leadership teams to discuss the application for a SIG grant. TCSD staff and TEA executive leadership also visit Granger High School to see how School Improvement Grant requirements are being implemented at a secondary level.
- February 2011 – TCSD holds planning sessions with WHS leadership teams and with the entire staff on at least 3 occasions to gather staff input and buy-in for the SIG grant. The second full-day professional development day is held. The completed grant is shared with WHS staff.

April & May 2011 – LLLA holds 2-day and 1-day coaching sessions. Assuming TCSD is awarded a SIG grant for WHS, additional planning and strategy sessions will be held to create committees to review policies and begin writing the new evaluation tool. TCSD and WHS will hold meetings with community leaders and families to share the grant and to solicit additional input on community and family engagement. Plans and calendaring for LLLA professional development and coaching for 2011-2012 will be made to determine student release days and the modified WHS calendar.

June & July 2011 – Final touches will be put on plans for the coming year. WHS & TCSD teams will attend weeklong leadership training with LLLA.

August 2011 – A 2-day kickoff professional development will be held with LLLA WHS to prepare teachers for the coming year and to continue strengthening the quality of instruction.

September – December 2011 – LLLA will continue to provide professional development and coaching 2 days each month. Committees will finish the review of policies including teacher evaluation and the creation of a new evaluation tool. LLLA, TCSD, and WHS leadership teams and staff will continue to evaluate when to lengthen the school day up to 1 hour. Again, those won't be done until all can come to a consensus that teachers and staff will use the increased time effectively. We will lengthen the school day when the timing is right as agreed upon by TCSD, LLLA, and WHS leadership teams. TCSD will also hold an outside appraisal and evaluation of WHS using USOE trained Title I System of Support personnel and model.

January – May 2012 – LLLA will continue to provide their 2 days of professional development and coaching 2 days each month. TCSD will take the recommendations regarding changing policies and implementing the new evaluation tool to the local board for approval. TCSD, LLLA, and WHS will begin planning the next steps to strengthen instruction, improve student achievement, and make WHS a place other schools in the district will watch and learn from.

2012-2014 – TCSD and LLLA will continue to work together and begin rolling out the creation and use of common formative assessments and other available data to drive instruction as well as provide increased time and support to strengthen student learning. LLLA is expected to provide 20 days of services in years 2 and 3 with 6 days of professional development (without students) for teachers to build capacity. TCSD will hold annual evaluations of WHS using the Title I System of Support model and personnel.

4. *The LEA must describe the annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART) for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.*

Wendover High School students will increase the percentage of students in the whole school category proficient on end of year state tests in language arts and mathematics by five percentage points compared to the previous year's scores for the next three years. Science will be added in years two and three with the same expectations.

Why a target of 5%? These targets were set in collaboration with WHS leadership and staff. TCSD analyzed the 2010 proficiency rates for WHS and compared

them to the district and state averages for each content area for grades 7-12. To get a more accurate picture we looked at how WHS proficiencies compared to the economically disadvantaged Hispanic populations in the district and the state. Once we had the proficiency rates for comparison we then took careful stock of the instructional levels and expertise of the WHS teachers based on the experiences from the implementation LLLA training to date. Finally, we examined the gains over time for the other schools that worked with LLLA. After all this analysis it was decided gains of 5% a year (whole school) in each content area would stretch the teachers, significantly exceed the proficiency rates at other schools somewhat similar to WHS in Utah, and still be reasonably attainable.

Please note that Wendover High School is part of the NWEA K-12 pilot and is considering replacing the end of year CRT's with the NWEA Blended MAP assessment once the State has received approval to do so. This approval is anticipated in the next few weeks.

5. *The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.*

No Tier III schools will receive SIG funding.

6. *For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.*

No Tier III schools will receive SIG funding.

7. *As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.*

TCSD began consultations as a district staff and with the local Board of Education in the fall of 2010. Shortly thereafter consultations began with the Tooele Education Association (TEA) so the teacher's association has been involved with and a party to this application since the beginning. Discussions were also held with Wendover High School about choosing a School Improvement Grant and the model we would implement in late November or early December. The next step in January and early February was to more fully involve the TEA with the details of the grant and to begin working with the WHS school leadership team followed by the entire staff in collaborating with what to include in the grant and, more importantly, gain their buy-in and support to accept and implement the grants ideas.

**B. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention model in each of those schools.**

1. *The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEAs application. The description will include the following information on how the LEA will successfully implement the school intervention model:*

- a. *Identify the LEA staff assigned to support implementation of the school intervention model;*

Tooele County School District (TCSD), Wendover High School (WHS), and Life Long Learning & Associates (LLLA) recognize that the type of transformation upon which we have embarked is a 5-7 year process and entered into a commitment to follow this through for an additional 4-6 years. Currently technical assistance is being provided by TCSD leadership including direct support from the Superintendent including the appropriation of at least \$400,000 in local, state, and federal funds this year to support transformation in WHS. Leadership coaching is provided by the Secondary Director to strengthen the school leadership and share with them his first hand experience managing this process with LLLA at Logan Middle School for 5 years where he was an acclaimed principal. The Title I Director also provides technical assistance in managing federal programs and his own experience as a teacher and then school leader participating in school transformation in Clark County School District in Las Vegas, Nevada. TCSD feels the change leadership experience and program management of the district staff coupled with the national renowned services and experience of LLLA in supporting school transformation will be a powerful combination to see WHS through the next 4-6 years of this process. TCSD is also providing a full-time instructional coach to assist school leadership and staff with the effective and consistent implementation of identified teaching and learning strategies.

- b. *Describe how the LEA will provide technical assistance to make sure each school is successful;*

TCSD is currently meeting with school leadership and Life Long Learning Associates (LLLA) on a monthly basis to evaluate the transformation of the school's culture, the staff's implementation of the identified lesson planning strategies and instructional practices, and to discuss and decide readiness for next steps. So far, it is the consensus of the district and school leadership that these meetings and the accessibility of district staff to the school leaders is meeting the needed assistance. TCSD and LLLA have entered in to a long-term commitment to provide support to Wendover High School. The regularity and nature of the assistance provided is flexible and can easily be changed and adjusted if it is felt additional support is needed.

- c. *Identify the fiscal resources (local, state, and federal) that the LEA will commit to implementation;*

TCSD has already provided significant resources to the implementation of transformation at Wendover High School (WHS). These resources include approximately \$250,000 - \$400,000 in capital outlay projects for the school and teacher housing units by the end of this summer to address issues with the building lighting, replacement of windows, asbestos removal, debris removal, providing additional storage, new carpet, painting, and remodeling of several apartments in the TCSD owned teacher housing units. This work started in the summer of 2010 and is ongoing. TCSD is working with the Board to use local & state funds to provide all teachers with a cost of living allowance starting next school year to recruit and retain teachers. This funding is dependent on yet unknown budget status for next school

year. TCSD also uses state funds to provide teachers with isolation pay as well as a \$2,500 bonus after completing 3 years of satisfactory teaching in Wendover. TCSD has used state funds to provide all new materials for the science and social studies departments this year. As the highest-ranking low-income school in our district, TCSD has used \$150,000 to \$175,000 in one-time and ongoing Title I ARRA and regular Title I funds, in addition to the school's regular allocation, to bring in an instructional coach and provide 10 days of services from Life Long Learning & Associates. State funds have also been used to provide housing for the instructional coach since there was no availability in teacher housing. TCSD also uses state funds to bring WHS down to a student-teacher ratio of approximately 12 to 1, significantly lower than other secondary schools. As you can see, TCSD has already and continues to commit significant resources to supporting a long-term transformation of WHS even after SIG grant funding will be gone.

- d. *Identify the process through which the LEA will involve the school/community in full implementation of the plan;*

WHS will identify several strategies to increase family and community engagement in the school as they seek to raise the standards for student achievement and create a culture of high expectations and learning for all. These strategies include the following:

- Upon notification that WHS is a SIG grant recipient, parent and community meetings will be held in April and May to notify stakeholders and collaborate with them on ways to effectively engage them and work together to strengthen student achievement.
- Holding a –What Counts! for WHS parents and community leaders annually. This is modeled after a district-wide annual meeting where we share with the community how our students are doing academically and share with them the steps and activities we take to make improvements to the school culture.
- Honor and recognize community members at School Community Council and home athletic events and programs.
- Increase parent participation in parent conferences by having students present the work they've done to their parents in the form of a presentation for their parent conferences.
- Have local business leaders come and share different aspects of their careers or their companies and discuss what students should focus on to be successful in the local businessperson's career field.

- e. *Describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources);*

The Tooele County School District Board of Education is already engaged in the transformation process at Wendover High School (WHS) since the process has already begun. The Board of Education leadership is currently considering support for a living allowance for certified staff and the \$2,500 bonus for teachers at WHS after 3 successful years of evaluations. The board has also approved the major capital outlay projects to change the previous poverty culture prevalent in the school itself and amongst the staff. The board already approved the modified school calendar in use at WHS this year as part of the transformation process we've already

begun. They expect additional modifications will be required and made in the future as the teachers and students become prepared to take full advantage of them.

Regarding revision and prioritization of policies, the board has already recognized such revisions may very well be necessary and is supportive of having a collaborative committee of relevant stakeholders review existing policies and practices that may need to be changed or removed and have them make recommendations to the Superintendent and board for approval. The exact details have not yet been worked out but general acceptance by the board is already there. Upon receipt of the grant award, TCSD will convene a committee of WHS staff, administration, district administration, parents, and as appropriate, students to review specific policies and practices that have been identified as possible barriers to improved student achievement.

*f. Describe how the LEA will evaluate the effectiveness of the reform strategies;*

TCSD will do the following to review the effectiveness of the reform strategies:

- Strategies to recruit and retain teachers will be evaluated by analyzing teacher turnover and retention as well as by feedback from the teachers themselves.
- The implementation of instructional strategies will be evaluated by the principal and instructional coach walkthroughs to make sure teachers are implementing the selected strategies and practices. TCSD recognizes not all teachers will implement every strategy every day. However teachers will be expected to become proficient with and use regularly some of the strategies that are the best match for the content area and teaching style of each teacher. It was recommended by school leadership teams to create rubrics for select strategies to more consistently assess the effectiveness. Life Long Learning and Associates will also be used to provide feedback on the effective implementation of each strategy as well as provide input on the rubrics. The actual effectiveness of strategies will be evaluated based on student achievement using end of year assessments as well as teacher assessments, feedback, and observation.
- Obviously student achievement will be evaluated based on student performance on end of year tests as well as student growth on computer adaptive testing such as the NWEA MAP assessment.

*g. Describe how the LEA will monitor student achievement by individual teacher/classrooms; and*

Student achievement by individual teacher/classroom will be monitored using the USOE Data Display and the NWEA MAP assessment. The USOE Data Display will provide information on UPASS progress scores by each section or class a teacher teaches. NWEA MAP assessment will provide expected growth rate data for each class or section a teacher teaches. It will then be possible to see how many students in each class reached their growth target or how much progress each student made compared to a national norm. As teachers and the school become more experienced and proficient at using the NWEA MAP assessment it will be possible to set student growth goals for each class in the beginning of each year and then see how students perform at the end of the year. As for non-core area teachers, WHS staff, TCSD, and

LLLA have been and will continue to be in discussions on possible ways to evaluate student achievement and growth in every possible content area.

- h. If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.*

Currently, TCSD, the WHS leadership team, and LLLA meet monthly to collaborative evaluate the status and progress of the Wendover transformation and make changes or adjustments as necessary. For example, using this process the full-day professional development for teachers was moved up to February 28<sup>th</sup> instead of April and the content was adjusted based on feedback from school leadership and LLLA's own observations and experience while providing 1-on-1 coaching. New or additional goals will be set or revised using this collaborative process.

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

TCSD is applying for funding to serve Wendover High School, the only Tier I or II school in TCSD.

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

1. *Chooses to contract with external providers:*

- a. A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;*

Since Tooele County School District (TCSD) began the transformation process with Wendover High School (WHS) summer of 2010, TCSD selected Life Long Learning & Associates as our external provider. While searching for a provider, we looked for the following criteria:

- A focus on student learning and teacher collaboration.
- An expertise in instructional strategies, curriculum development and assessment.
- An emphasis on building teacher capacity inside and outside the classroom.
- A proven track record with school turnarounds and change leadership.
- A successful experience in Utah as well as in a variety of other states.
- A provider who assesses the needs of the school and tailors the program to meet those needs instead of a provider that comes in with a predetermined program.
- A successful history in building relationships and trust amongst the staff.
- Provides services for a reasonable cost and flexibility with the contract and agreement.

- b. *If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success and the expected services that the contractor will provide; and*

TCS D has selected Life Long Learning and Associates (LLLA) as the provider to support and assist with the implementation of the transformation model at WHS. The reasons LLLA was selected are as follows:

- Through their work with the Utah accreditation system and as instructors at the Utah Principal's Academy during previous years LLLA established a reputation for helping organizations and systems shift to focusing on student learning.
- LLLA has a reputation of successful school turnarounds in Illinois, Texas, Alaska, California, and Utah. In Utah, they have successfully worked with schools in Murray School District, Park City School District, schools in the St. George area, and Logan Middle School, Logan City School District.
- As part of their methodology, LLLA emphasizes changing schools by building the capacity of school staffs and leadership.
- LLLA has a strong focus on creating effective common formative assessments using a model they call Classroom Diagnostic Assessment System (CDAS).
- LLLA approaches school turnarounds by first appraising the school, leadership, teachers, staff, and students and then collaborating with relevant stakeholders to decide what LLLA is able to offer and if what they offer is a good fit for WHS.
- LLLA has demonstrated a great deal of flexibility regarding agreements and contracts. No services are to be paid for in advance. Prices are established before hand and are reasonable. The district may at anytime opt out of the agreement.
- Services rendered are basically teacher professional development in effective teaching practices, support and training in the change process, and 1-on-1 coaching provided directly by Steve Ramirez and Wendy Chalk instead of some teacher who they worked with in a pervious school or area.
- At the conclusion of each monthly session with LLLA, TCS D, WHS leadership, and LLLA meet to evaluate the evidence of cultural changes at WHS and the successfulness and appropriateness of the relationship between TCS D and WHS. TCS D will evaluate this relationship based on the continued collaboration between LLLA and WHS.

- c. *A narrative description to support external provider contracts, if applicable.*

During the Spring of 2010 TCS D leadership began discussing different options to reform and transform WHS. TCS D chose to contract with an external provider for the following reasons:

- TCS D leadership felt that, although the TCS D district staff is highly-capable, they did not have the available time and depth of experience in leading transformational change that could be found in an external provider.
- TCS D recognized that any efforts by TCS D staff to help transform WHS would be clouded, for better or for worse, by previous history and experience with the WHS staff and community. TCS D felt an external provider could provide an objective perspective regarding the needs at WHS and the ability

to work effectively with the staff and unimpeded by previous efforts. TCSD leadership also felt WHS staff wouldn't have to overcome their own history and experience working with district staff.

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

TCSD will have a school appraisal and ongoing evaluation conducted by USOE Title I System of Support trained providers and using the Title I System of Support Handbook tools for each year of the grant using SIG funds.

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

1. *The LEA SIG application **must demonstrate** that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications include the following:*

- a. *A list of practices and/or policies that may serve as barriers to successful implementation;*

TCSD has identified the following practices and policies to be evaluated as potential barriers to successful implementation of intervention strategies:

- Review the WHS School calendar to allow for additional days for teacher professional development.
- Continuous evaluation of teacher and student readiness to find the appropriate time, when teachers and students are adequately prepared, to lengthen the school day.
- Review and consider revising the WHS student handbook for potential barriers.
- Review TCSD policy surrounding length of the teacher workday.
- Review TCSD and WHS grading policies.
- Review student and teacher attendance policies.
- Review placement on teacher salary schedules to facilitate recruitment and retention of teachers.

- b. *Proposed steps to modify identified practices and/or policies to minimize barriers;*

TCSD has begun creating a committee for the review of practices and policies. Committee membership is based on the nature and level of the practice and policy being reviewed and evaluated. The committee will consist of representation from district leadership, Tooele Education Association (TEA), Tooele Classified Education Association (TCEA), WHS leadership, teachers, and, where appropriate, parents and students. Once a policy or practice has been through the committee, a recommendation will be made to the superintendent or the principal as appropriate.

The Superintendent or principal will give a timely response to the committee on the recommended action. If the recommendation is to change Board policy then such recommendations will be submitted to the district policy committee for review prior to submission to the Board of Education.

- c. *A procedure in place to identify and resolve future issues related to practices and/or policies; and*

Future issues related to practices and/or policies will be taken to the policy/practice review committee. The Superintendent and the district policy committee will have the final say in determining if a policy or practice will be revised or submitted to the Board of Education for consideration if necessary.

- d. *Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education, parents and other key stakeholders).*

Since beginning this process in the summer of 2010, TCSD has involved the TEA, Board of Education, and WHS leadership and staff. District leadership meets with TEA on a regular basis where one of the topics discussed is the progress being made in Wendover. The changes in Wendover are also discussed regularly with the Board of Education. WHS leadership have also made presentations to the Wendover City Council and to local business leaders regarding the changes that have been made and future plans. TCSD recognizes the nature an intensity of the change that has already begun is directly dependent upon available resources. Therefore, TCSD is planning and preparing multiple stakeholder meetings to fully inform parents and solicit feedback on how to better engage and involve them once we understand what resources will be available and what the next steps we'll take. These meetings will be offered at different days and times to accommodate as many stakeholders as possible.

**E. Sustain the reforms after the funding period ends.**

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

- a. *A list of the ongoing supports needed to sustain school improvement after the funding period ends;*

TCS D believes we will need the following resources to sustain and support the continued transformation after 3 years of SIG funding is gone:

- Ongoing training for leadership in implementing and leading change.
- Ongoing support of an instructional coach.
- Ongoing support and training from LLLA (an additional 1-3 years at a lesser intensity) in the form of professional development and coaching.
- Continue the living allowance for Wendover teachers to maintain certified staff recruitment and retention.

- b. *A description of the anticipated resources that will be committed to meet the needs identified above; and*

TCS D recognizes maintaining support for WHS will be extremely challenging at the conclusion of SIG grant funding and plans on taking the following actions:

- TCS D recognizes and plans to fund the salary for the instructional coach from the general school budget using such funds as Necessarily Existent Small School and Highly Impacted funding.
- TCS D plans on allocating local and state funds to provide the living allowance. The living allowance will not be part of the SIG funding for this very reason.
- TCS D is considering restructuring the distribution of existing Title I funds available to increase the WHS school allocation. These funds would be used to focus on the professional development and coaching provided by LLLA in strengthening instruction and curriculum as well as using common formative assessments to provide data to guide and direct instruction for increased student achievement.

- c. *The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.*

TCS D Superintendent and Board of Education agree to sign the assurances and provide ongoing continued support as outlined in the assurances.

**Part II: BUDGET**

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

- A. The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). Quality budgets include the following:

1. The LEA provides a budget for each of the three years of the grant;

**WHS SIG Bduget**

	Year 1	Year 2	Year 3	Total by Category
LLLA Services - 20 days/yr + 5 days	\$92,220.00	\$92,220.00	\$92,220.00	\$276,660.00
Instructional Coach	\$95,000.00	\$96,500.00	\$98,000.00	\$289,500.00
6 Extra Days Certified/yr	\$21,750.00	\$23,250.00	\$24,750.00	\$69,750.00
Extended School Day 1 hr/day Y2 & 3	\$-	\$90,500.00	\$94,000.00	\$184,500.00
Student Achievement Bonus (\$500 per teacher x 3 targets)	\$17,000.00	\$25,500.00	\$25,500.00	\$68,000.00
Retention Super Bonus (\$1,500 x 19)			\$28,500.00	\$28,500.00
Technology & Training	\$-	\$-	\$-	\$-
Leadership Training	\$-	\$-	\$-	\$-
Supplies & Materials	\$2,300.00	\$2,300.00	\$2,285.00	\$6,885.00
Community & Family Engagement	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Read 180	\$22,205.00			\$22,205.00
Systems of Support Appraisal & Program Evaluation	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Travel for Technical Assistance	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
<b>ANNUAL TOTAL</b>	<b>\$268,475.00</b>	<b>\$348,270.00</b>	<b>\$383,255.00</b>	<b>\$1,000,000.00</b>
<b>GRAND TOTAL:</b>	<b>\$1,000,000.00</b>			

2. For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);

- Teachers and Leaders
  - Identify and reward staff who are increasing student outcomes; support and then, if necessary, remove those who are not – TCS D plans to reward staff through an —Annual Student Achievement Bonus.¶
    - For each Annual Student Achievement Target (1 each in Language Arts, Mathematics, and, starting in year 2, Science for a total of 8 targets) that is met every certified staff will receive up to \$500 in June for each target that is met that year.
      - Year 1 - \$17,000
      - Year 2 – \$25,500
      - Year 3 - \$25,500
  - Implement strategies to recruit, place and retain staff – TCS D is taking several steps to recruit, place, and retain staff, only one of which is funded from SIG funds. It is:
    - Super Bonus (SIG funded) – Certified staff will receive a bonus of up to \$1,500 funded in the September following the third year of SIG funding to encourage retention of teachers at the conclusion of the third year. This funding is attached to the number of growth targets met over the course of the three years of funding and dependent upon a teacher’s employment during that time and in their employment at WHS in the year following SIG. The funding will be structured as follows: Year 1 - \$250 for each Language Arts and Math target met; Year 2 - \$200 for each target Language Arts and Math target met and \$100 for the Science target met; Year 3 - \$200 for each target Language Arts and Math target met and \$100 for the Science target met. So, if a teacher is at WHS for all 3 years of SIG and the following year they could get \$1,500 if every growth target was met during that time. If a target was missed or if a teacher did not work at WHS during that year they would not receive that portion of the funding in the Super Bonus. However, to keep teachers from getting discouraged if a target is missed, if WHS exceeds the district average on the state assessment in any targeted content area, the certified staff would receive \$500 for each content area, not to exceed \$1,500 overall.
      - Year 1 - \$0
      - Year 2 - \$0
      - Year 3 - \$28,500
- Instructional and Support Strategies
  - Provide job embedded professional development designed to build capacity and support staff – TCS D began this aspect of the School Improvement Grant model in the fall of 2010 using one time Title I

ARRA funding. TCSD proposes to use SIG funding in the following way to provide job embedded professional development:

- 20 days of professional development and 1-on-1 coaching for teachers from LLLA
  - Year 1 - \$92,200
  - Year 2 - \$92,200
  - Year 3 - \$92,200
- A fulltime instructional coach.
  - Year 1 - \$95,000
  - Year 2 - \$96,500
  - Year 3 - \$98,000
- Ensure continuous use of data to inform and differentiate instruction – This component of the grant is funded as part of the overall services provided by LLLA
- Time and Support
  - Provide increased learning time for both staff and students – TCSD will use SIG funds to provide the following increased learning time for staff and students:
    - 6 extra contract days for certified staff.
      - Year 1 - \$21,750
      - Year 2 - \$21,750
      - Year 3 - \$21,750
    - Extended school day (1 hour to begin in year 2) and before/after school support (all 3 years).
      - Year 1 - \$0
      - Year 2 - \$90,500
      - Year 3 - \$94,000
  - Provide ongoing mechanism for community and family engagement – TCSD will provide the following funds to support activities to support ongoing community and family engagement:
    - Year 1 - \$2,300
    - Year 2 - \$2,300
    - Year 3 - \$2,300

(Community and family engagement funds would be used for food, awards for community members and parents, and assorted materials associated with community and family engagement events such as books, take home instructional materials, etc...)

3. *If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes costs associated with LEA leadership and support of the school intervention models;*

The only LEA efforts to be supported by SIG funding is the fulltime instructional coach to provide daily ongoing support to teachers in implementing the training offered by LLLA and travel expenses for LEA staff to provide technical assistance to the school in conjunction with the onsite visits by LLLA. The costs for the instructional coach are mentioned above but are restated again below.

- Travel – hotel and per diem for 20 nights for each LEA staff member since Wendover is over 100 miles from the district office. The district will provide transportation.

- Year 1 - \$5,000
- Year 2 - \$5,000
- Year 3 - \$5,000
- A fulltime instructional coach.
  - Year 1 - \$95,000
  - Year 2 - \$96,500
  - Year 3 - \$98,000

4. *The LEA budget includes costs for purchased professional services to ensure quality consultants to facilitate research-based reform;*

The costs for purchased professional services related to facilitating the reform are the services rendered by Life Long Learning Associates for the following amounts:

- Year 1 - \$92,200
- Year 2 - \$92,200
- Year 3 - \$92,200

5. *The budget detail provides sufficient information to support budget requests; and*

The existing detail and components of the grant discuss most aspects in detail with the exception of Supplies and Materials and funds to support the purchase of the Read 180 reading intervention.

- Supplies and Materials – It is assumed assorted supplies and materials will become necessary over the course of the 3 years such as professional books, curriculum materials relevant to the LLLA strategies, etc...
  - Year 1 - \$2,300
  - Year 2 - \$2,300
  - Year 3 - \$2,285
- Read 180 – TCSD recognizes the need for an adolescent literacy reading intervention and has chosen to use Scholastic’s Read 180 and System 44 reading intervention program. Grant funding will fund a portion of the purchase
  - Year 1 - \$22,205
  - Year 2 - \$0
  - Year 3 - \$0

6. *The LEA has considered any costs associated with program evaluation annually;*

TCSD has budgeted the following amounts for program evaluation and the Title I Systems of Support Appraisal.

- Year 1 - \$10,000
- Year 2 - \$10,000
- Year 3 - \$10,000

6. *The LEA budget must include information regarding school improvement activities at the school or LEA level, for each Tier III school identified in the LEA’s application.*

TCSD is not applying for Tier III school funding.

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

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

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

TCS D has already provided significant resources to the implementation of transformation at Wendover High School (WHS). These resources include:

- Capital Outlay
- Living Allowance
- Isolation Pay
- Wendover Longevity Pay
- Existing Title I Funds
- Instructional Coach Housing

All these efforts are funded from current local, state, and federal funds

2. *A description of how each of the financial resources listed above will support the goals of the school reform effort; and*

TCS D has already provided significant resources to the implementation of transformation at Wendover High School (WHS). These resources include:

- Capital Outlay – over \$3.8 million to include major renovations to the physical facility and remodeling of other sections of the facility, remodeling of teacher housing units, and replacement of student and staff computers, to name a few.
- Living Allowance – a set living allowance will be provided to all certified staff. The allowance will be used to compensate teachers for living in Wendover and act as an incentive to stay in Wendover. These funds will be provided from general district funds. The exact amount is to be determined after budget information for fiscal year 12 is available and once the new business manager for the district starts his new position. These funds will encourage staff to stay in Wendover become stronger members of the community instead of a teacher who is there for a time. It will also bring equity for those teachers who do not live in teacher housing.
- Isolation Pay – TCS D will pay teachers isolation pay annually for living in Wendover. This is different than the living allowance and ranges from \$400 to \$1,600 annually, depending on years of service.
- Wendover Longevity Pay – Certified Staff in Wendover will receive \$2,500 after completing 3 successful years of teaching to recruit and retain staff. This amount will continue after the SIG funding goes away.
- Existing Title I Funds – TCS D used over a \$110,000 of Title I ARRA funds to begin implementing the transformation model this year at WHS.
- TCS D currently provides, and will continue to provide, housing to the instructional coach.

3. *A description of how LEA program personnel will collaborate to support student achievement and school reform.*

TCSD leadership including the Superintendent, Secondary Director, and Title I Director meet with the WHS leadership and LLLA on a monthly basis to facilitate and support the reform efforts. These meetings include coaching of school leaders on leading change, ensuring appropriate resources are allocated, collaborating on what is necessary and needed, providing encouragement and support, and generally overseeing the implementation of the training and reform efforts underway.

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

TCSD is not requesting any funding for pre-implementation strategies.

## 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>

## PART IV: WAIVERS

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

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

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