

School Improvement Grants

**Application for FY 2013 New Awards Competition**

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

Fiscal Year 2013

CFDA Number: 84.377A

**Utah LEA Application**



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

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## UTAH 2013 SCHOOL IMPROVEMENT GRANT (SIG)

<b>Legal Name of Applicant:</b>  Granite School District	<b>Applicant's Mailing Address:</b> 2500 South State Street Salt Lake City, Utah 84115-3110
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<b>LEA Superintendent or Charter School Director (Printed Name):</b> Dr. Martin Bates	<b>Telephone:</b> 385-646-4523
<b>Signature of the LEA Superintendent or Charter School Director</b>   X	<b>Date:</b>  February 13, 2014
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.	

**STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2013**

**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 Priority School the LEA commits to serve and identify the model that the LEA will use.

SCHOOL NAME	NCES ID #	PRIORITY INTERVENTION			
		Turnaround	Restart	Closure	Transformation
Lincoln Elementary	490036000238				XX
Roosevelt Elementary	490036000259				XX

Roosevelt Elementary  
School Improvement Grant (SIG) Application  
2014

Part 1: Descriptive Information

**A.1. Needs Analysis**

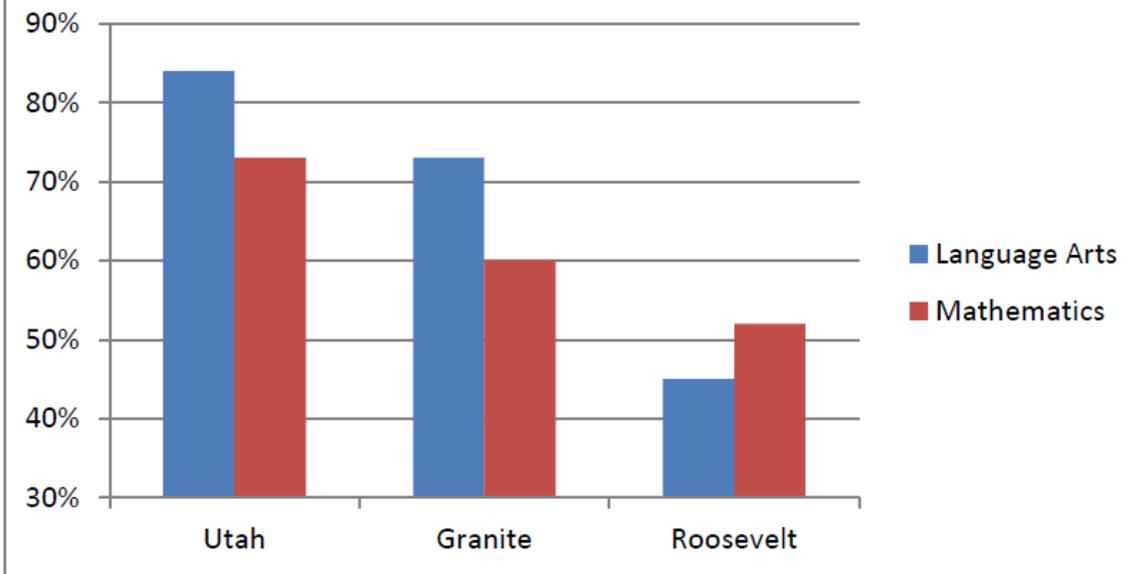
**A.1.a. Achievement Data**

Students at Roosevelt Elementary School have participated in the Utah State Criterion Reference Tests. In 2013, of all students tested, 45% were proficient in language arts. Only 52% of all test takers were proficient in mathematics. Students with disabilities is the lowest performing subgroup in language arts with only 18% scoring at a proficient level and the lowest performing in mathematics with only 21% proficient. The Hispanic/Latino subgroup performed below the school number in language arts with 41% proficient. The Asian subgroup was the highest performing population in mathematics with 56% scoring proficient. The Economically Disadvantaged subgroup was two points behind the Whole School in language arts with 43% proficient and three percentage point behind the Whole School in mathematics with 49% proficient. This makes since due to the high percentage of students qualifying for free or reduced lunch, 89%.

African American students were seven points behind the Whole School in language arts, scoring 52% proficient. However, the gap becomes much larger in mathematics. 39% of African American students tested were proficient. This is 13 percentage points behind the whole school. English Learners were able to score proficient at a rate of 36% in language arts and 40% in mathematics. This is nine points behind the Whole School in language arts and 12 points in mathematics.

In the chart below is a comparison of the aggregate proficiency rates for students from Roosevelt Elementary, Granite School District and the State Utah. Roosevelt has far fewer students achieving proficiency on state assessments than the district or state. Language arts rates are 28 points behind the district and 39 points behind the state rates. Mathematics scores are also behind the district and state, 8 points and 21 points respectively. These achievement results add to the reason the Utah State Office of Education has deemed Roosevelt the number one lowest performing Focus School in the state.

## 2013 CRT Proficiency Rates



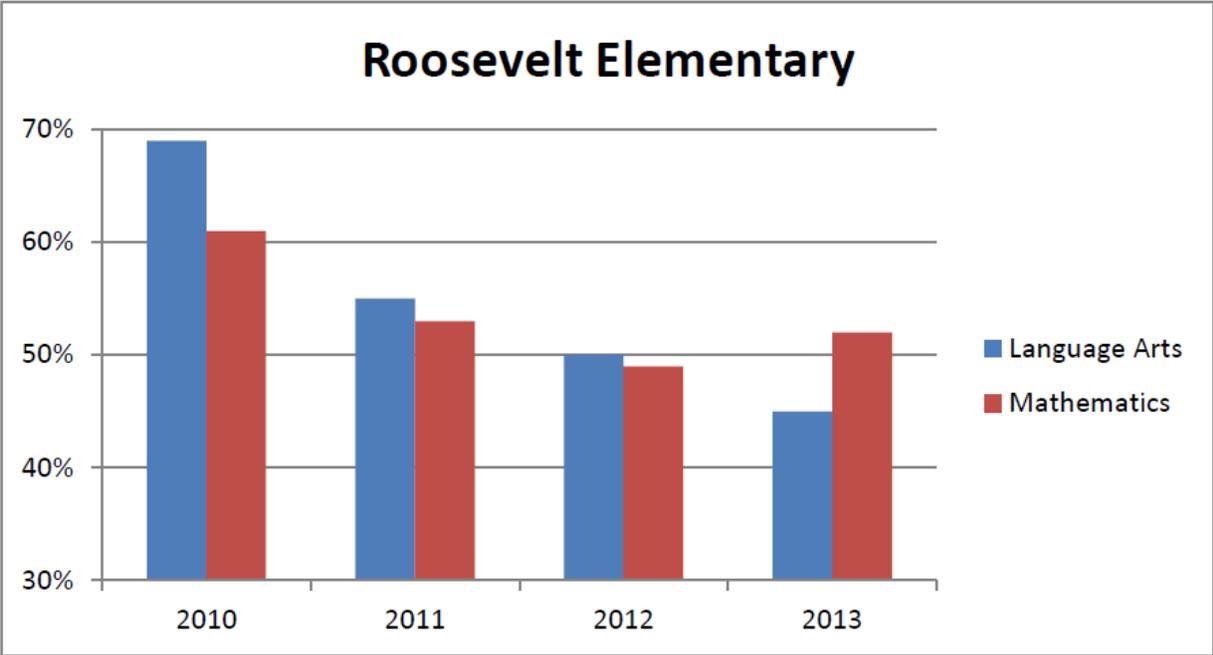
### A.1.b. Trend Data

Below is a chart outlining the scores for all students as well as the listed subgroups for the school years 2010-2013 in language arts and mathematics.

<b>Roosevelt Elementary</b>				
<b>Language Arts</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Whole School	69%	55%	50%	45%
Asian	n<10	n<10	50%	41%
African American	35%	30%	38%	38%
American Indian	n<10	n<10	n<10	n<10
White	81%	65%	61%	51%
Hispanic/Latino	62%	56%	43%	41%
Pacific Islander	n<10	n<10	n<10	n<10
Economically Disadvantaged	65%	51%	45%	43%
Students with Disabilities	52%	45%	22%	18%
English Learner	59%	42%	27%	36%
<b>Mathematics</b>				
Whole School	61%	53%	49%	52%
Asian	n<10	33%	46%	56%
African American	28%	13%	17%	39%
American Indian	n<10	n<10	n<10	n<10
White	76%	66%	63%	60%
Hispanic/Latino	52%	53%	48%	47%
Pacific Islander	n<10	n<10	n<10	n<10
Economically Disadvantaged	56%	50%	46%	49%
Students with Disabilities	37%	41%	28%	21%
English Learner	45%	41%	17%	40%

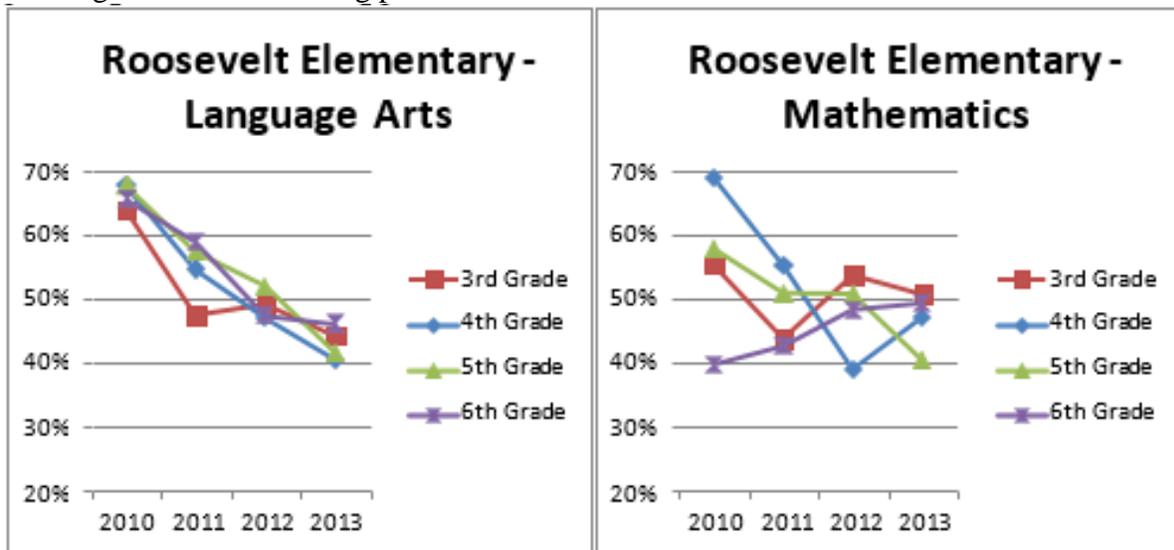
Scores over time have fallen considerably. Language arts scores have fallen from 69% to 45% over the four year period. Mathematics scores have also dipped, albeit not so drastically, from 61% to 52%. The mathematics scores did have a three point increase the last year. The Asian population has grown and improved over time in mathematics, 33% to 56%, while declining to 41% proficient in language arts. African American students have remained fairly even in language arts. In mathematics the population has had scores fluctuate from 13% to 39% proficient. The Hispanic/Latino sub-group has followed the Whole School trend and fallen in both curricular areas. They experienced a 21 point decrease in language arts and five points in mathematics. Economically Disadvantaged student sub-group has fallen over time as well, 22 points in language arts and seven points in mathematics. Students with Disabilities as a group have plummeted from 52% proficient in 2010 to 18% in 2013 on the language arts measurement. They experienced a similar decline in mathematics, 37% to 21% proficient. English Learners continue the negative trend, with declines of 23 points and five points in language arts and mathematics respectively.

Below is a chart of the Whole School scores over the last four years in both language arts and mathematics. There appears to be a negative trend in both mathematics and language arts. The scores decline year after year with one exception. Mathematics scores improved slightly in 2013.



Below are two charts that display, by grade, the percent proficient of students who took the language arts and the mathematics CRT tests. These trend graphs help to illustrate the obvious trend in language arts. The graph shows that all four tested grades have dropped nearly 20 percentage points over the last four years. It is alarming to see this kind of dramatic fall in test scores without a single grade showing improvement. In fact, all grades are consistently losing about five percent of students in terms of proficiency each year.

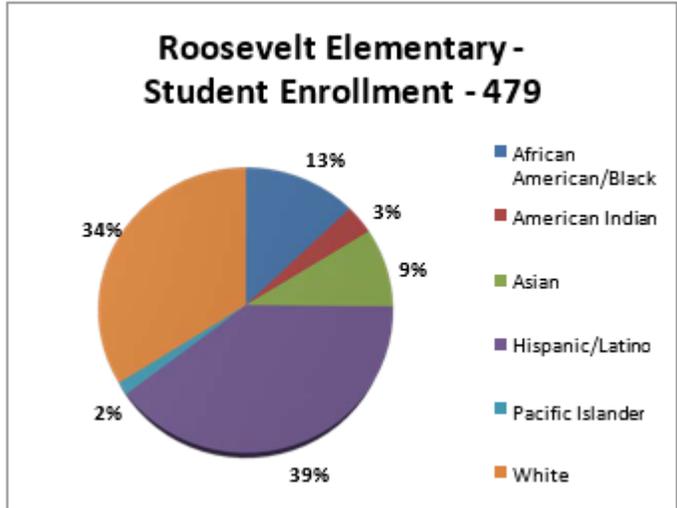
The mathematics graph is a little less dramatic. It is still alarming to see that all but one grade has declined in achievement from four years ago. Third grade has been up and down each year. They have lost four points overall. Fourth grade had a massive decline in percentage proficient for two years in a row, losing more than 10 points each year. The last year some of those losses were recovered with an eight point jump. Fifth grade has been on a steady decline losing 18 percentage points over the time period. Sixth grade is the only grade showing some gains. They have increased slightly every year. This has allowed them to increase by ten points the percentage of students scoring proficient on the end of level tests.

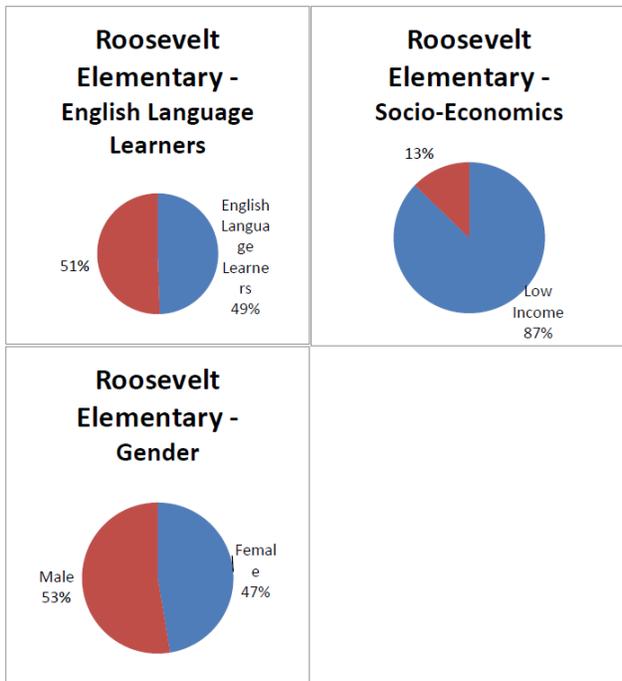


**A.1.c. Demographic Data**

Below are charts that outline the enrollment breakdown for the student body at Roosevelt Elementary for the 2013 school year.

Total Students Enrolled	479	100%
African American/Black	61	12.7%
American Indian	16	3.3%
Asian	43	9%
Hispanic/Latino	188	39.2%
Pacific Islander	7	1.5%
White	162	33.8%
English Language Learners	237	49.5%
Socio-Economic Status	418	87.3%
Student with Disabilities	66	13.8%
Female	227	47.4%
Male	252	52.6%





Roosevelt Elementary School serves students in Pre-K through 6<sup>th</sup> grades. The school's enrollment is 479 students. With the school's mobility rate at 19%, the enrollment numbers fluctuate often. Of the students enrolled at the school, 87% qualify for free or reduced price meals with 81% qualifying for free meals and the other 6% qualifying for reduced price meals. Sixty-six percent of the student body is students of color. Thirty-nine percent of the students are Hispanic/Latino, 9% are Asian, 13% are African American, 3% are American Indian and 2% are Pacific Islander. Almost half of the students at Roosevelt Elementary are English Language Learners, 49.5%. Nearly 14% of students at Roosevelt are Students with Disabilities. A little less than half the population of students is female.

#### **A.1.d. Contextual Data**

Roosevelt Elementary celebrated its 100th year of operation in 2008. The school is located in South Salt Lake. Roosevelt Elementary faculty and staff work to serve a diverse student population in this K-6 school. Many of the students that attend Roosevelt travel by bus approximately 30 min to school and home each day. Fifty percent of the students come from homes where a language other than English is spoken regularly. Thirty-nine percent of the students have Spanish as their native language. A total of 34 languages are spoken as the primary language for the students at Roosevelt.

There exists a large number of students whose families reside in Utah as a result of becoming a refugee from their home country. This population of students are residents in the Roosevelt boundary for the initial placement in Utah by the sponsoring refugee liaison institution. The nature of the refugee program only allows them to stay in their initial housing placement for a short time. This is one of the factors adding to the mobility in the student population at the school. The mobility rate is at 19%. Mobility and poor attendance work hand in hand to create untenable learning outcomes for certain students. The average daily attendance is 94%. However, 236 students, 49%, have missed ten or more school days.

In an effort to engage community, the school has forged many relationships with businesses and service institutions. These community partners work with Roosevelt and the students to increase the needed resources as well as provide opportunity for increased learning supports and experiences for the students. The list of community partners includes:

South Salt Lake City  
United Way

The school has implemented periodic parent/family nights. These activities each vary in focus such as literacy, math, experiences of refugee youth, and highlighting the different cultures represented in the student population. The school provides transportation to the parents as the school is too distant for many parents.

The school community council meets monthly. They have a few parent members who are dedicated to their elected position and represent the parent population with enthusiasm. There is not a representative portion of the community council from the ethnic student population.

During the 2012-2013 school year student behavior issues were mainly handled at the school level. The teachers referred to the office students for discipline 348 times. Only six students were suspended for a portion of the day in which the negative behavior was manifest.

**A.1.e Teacher Information**

Below is a chart of the teaching staff at Roosevelt Elementary. All staff members are highly qualified. Twelve of the 27 teachers have obtained a graduate degree. The average teacher has only worked at Roosevelt for 7 years. The range is 1 year to 24 years. Turnover is extremely high with 63% of the staff being new to Roosevelt in the last five years. Only five teachers, 19%, have worked at Roosevelt for more than 15 years.

<b>Roosevelt Elementary Teacher Qualification and Experience</b>				
<b>Grade Level</b>	<b>FTE</b>	<b>Highly Qualified</b>	<b>Years at Roosevelt</b>	<b>Highest Degree Obtained</b>
KINDERGARTEN	1	Yes	1	Master
	1	Yes	1	Bachelor
	1	Yes	13	Bachelor
1st Grade	1	Yes	23	Master
	1	Yes	8	Master
	1	Yes	11	Bachelor
2nd Grade	1	Yes	10	Master
	1	Yes	17	Master
	1	Yes	23	Master
3rd Grade	1	Yes	7	Bachelor
	1	Yes	1	Master
	1	Yes	5	Bachelor
4th Grade	1	Yes	1	Bachelor
	1	Yes	3	Bachelor
	1	Yes	1	Bachelor
5th Grade	1	Yes	18	Master
	1	Yes	5	Bachelor
5-6 Grade	1	Yes	5	Bachelor
6th Grade	1	Yes	1	Master
	1	Yes	24	Bachelor
Special Ed.	0.5	Yes	1	Master
	1	Yes	2	Bachelor
Instructional Coaches	1	Yes	1	Bachelor
	1	Yes	1	Bachelor
	1	Yes	1	Bachelor
	1	Yes	2	Master
	1	Yes	1	Master

Teacher attendance at Roosevelt Elementary included 261 days absent with an average of 10.5 days including a combination of sick, personal and professional leave per teacher. Sick leave accounts for 55% of all absences with seven teachers at zero and the highest at 18 (excluding a six separate extended leaves for pregnancy). Personal leave accounts for 23% and professional leave at 21%. The range of absences is from three days on the low end to 21 days for the high end (excluding a total of 166 days leave for pregnancy).

**A.1.f. Administrator Information**

Granite School District has elected to implement the Transformational intervention model in conjunction with this application. The district intends to replace the current principal. The district is working now to select the new principal. As soon as the process will allow, the new principal will be named and heavily involved in all future planning, pre-implementation and implementation efforts.

**A.1.g. Effectiveness of prior school reform efforts**

In the fall of 2012 Roosevelt Elementary School was designated as a Focus School. The school underwent an appraisal and began its reform efforts in earnest working with the selected external provider, Utah Education Policy Center (UEPC), beginning December, 2012. In February, 2013 a School Improvement Plan was submitted to Utah State Office of Education. The Plan documented the school's efforts would focus in the following areas: English Learner support, implementing a positive behavior and supports plan, data study to adjust instruction and intervention, learning walks and peer observations. With the help of UEPC, Roosevelt staff has put into place many new structures for increased student achievement.

Under each focus area, or "Strategy", from our School Improvement Plan, the following are action steps that have been implemented. Some items overlap between categories.

- 1) ELL Teaching Strategies and Support Plan
  - Hired full time licensed and endorsed intervention teacher to work with students with low levels of English proficiency
  - School-wide vocabulary review
  - Emphasis on core-based vocabulary review in class, and with the interventionist
  - Transportation from apartment complexes and interpreters for each SEP and evening events
  - Small group instruction strategies to allow for intervention and differentiation
- 2) Implement Positive Behavior Plan and Supports
  - School-wide classroom system in place
  - Teachers turn in spreadsheet each month
  - Students are rewarded school-wide monthly
  - School-wide procedures reviewed with staff and students
  - "Buddy Classrooms" established
  - Parent contact made a part of every child's discipline plan
  - Social worker teaches social skills or reinforces school-wide procedures in every classroom 1x/month

3) Data Study to Adjust Instruction and Intervention

- Teachers have received training from the Leadership and Learning Center on:
  - Priority Standards
  - Unwrapping the Core
  - CFAs
- Teachers have received training from district curriculum specialists and school coaches who are trainers for the USOE on:
  - Math Core, Go Math!
  - Close Reading, ELA Core
  - Writing
  - These trainings are organized monthly, so teachers get two hours for math and two hours for ELA
- Teachers have Data Binders, and individual student data folders to better enable them to track student data, and allow for students to track their own data. The binders and folders are updated after each assessment.
- Teachers have utilized the PLC format to study data and adjust/improve instruction.
- Each teacher has been assigned an instructional coach to help them implement new learning from the professional development, and to help them adjust instruction based on student data.
- Beginning August 2013, Roosevelt's Leadership Team, under UEPC's guidance and direction, began to develop 30-day action plans for each month of the school year. Upon recent reflection of these action plans, Roosevelt's Leadership Team found that efforts are aligned and good progress is being made on the five School Improvement Goals.

## **A.2. Intervention Selection**

### **A.2.a. School Selection**

Roosevelt Elementary has been a Title I school as well as a Focus School. The Title I department of the USOE has identified Roosevelt as the number one lowest achieving Title I Focus School in the state. Based on the thorough analysis of all of the achievement data, the school district is applying for a School Improvement Grant (SIG) for Roosevelt Elementary.

### **A.2.b. Intervention Model Selection**

Granite School District has elected to implement the Transformational intervention model in conjunction with this application for the School Improvement Grant.

### **A.2.c. Rational for Intervention Model Selection**

This School Improvement Grant application requires the LEA to choose one of four intervention models to be implemented using the funding from the grant as well as all other funds available to the LEA for the school. The school closure and the restart as a charter school models are not practical options for the school district nor the families and students served at Roosevelt Elementary. The turnaround model is not being chosen only in favor of the Transformational model's flexibility in choosing staffing scenarios that best meet the current needs of the students in the school. Granite School District intends to not only replace the principal but, also require all teachers to affirm their willingness to work at Roosevelt toward the transformational reform. This will ensure that the new principal will be able to begin with the establishment of a new vision. All staff will agree to work at the school with this new transformational vision in mind. This new vision will entail, among other things, the work required to ensure that student achievement increases for all students at the school. Teachers at Roosevelt Elementary will demonstrate a willingness to work to increase tier I instructional effectiveness by maintaining fidelity to the core, participating in professional development and implementing new strategies in their practice, actively engaging in high functioning professional learning communities, by reflecting about their practice and inform that reflection with frequent data study from both summative and formative data sources and work within a multi-tier system of support to ensure all students learn at high rates.

The Transformational model will enhance the school district's ability to make the necessary changes in terms of teacher and principal effectiveness, instructional effectiveness, schedules and community involvement as well as the flexibility to operationalize the reform plans and ensure there is support for sustainability of the improvement efforts.

### A.3. Transformational Model Checklist

#### Teacher and School Leader Effectiveness

##### Strategy 1.A: Replace the principal

Granite School District recognizes that in order to carry out transformational change, a change in leadership is necessary at Roosevelt Elementary. The district is currently engaged in the process of selecting a new principal for the school. The new principal will be named in time to carry out any necessary pre-implementation activities that need to happen prior to the beginning of the next school year.

Implementation Steps	Timeline	Budget	Person Responsible
Granite School District (GSD) will select and name the new principal	Feb - June 2014	Existing LEA resources	Assistant Superintendent Mike Fraser
The new principal will begin pre-implementation efforts	Prior to July 1, 2014	\$10,000 from SIG funds	School Accountability Director
The new principal will officially take over at Roosevelt Elementary	July 1, 2014	Existing LEA resources	Assistant Superintendent Mike Fraser

### **Strategy 1.B: Teacher and principal evaluation model**

GSD has developed a comprehensive evaluation model called Professional Growth & Evaluation (PG&E). The process includes three components: completing an annual self-assessment, setting goals and determining lines of evidence. The self-assessment is a measurement of proficiency in the standards for each of the domains established for teacher excellence in the Granite School District. Goals are aligned to the self-assessment results and goals may be individual or grade-level. Goals and action steps are always established in conjunction with the principal. After establishing the goals at the beginning of the year, the educator reflects on progress during a mid-year review with the principal. Finally, the principal and the educator evaluate performance based on the established goals and the pre-determined lines of evidence. Student achievement data is a component of the lines of evidence. The principal performs a formal classroom observation twice a year for every teacher. This is in conjunction with many informal observations principals conduct for every teacher using tools specific to the observation including rubrics for particular methodologies and performances. The district uses ObserverTab for these informal observations. This is a data gathering tool that helps track observation data for analysis and to inform future practice. The principal may elect to perform more formal observations if evidence exists of a problem. This concern may result from formal observations, informal observations or student achievement data.

Principals are subject to a similar process; however, the domains and standards used to measure their proficiency as an administrator are unique to their position as administrator. Principals oversee and evaluate assistant principals while school accountability directors oversee and evaluate principals. Each of these administrators must use the self-evaluation tool prior to establishing goals for the year. The goals they establish are connected back to the results of the self-evaluation. Each individual administrator works with his/her supervisor when creating goals and action steps. Supervisors conduct two formal observations as well as a mid-year reflection and final goal review with the administrator concerning progress toward and successful completion of the goals. A portion of an administrator's annual remuneration is contingent on successful completion of the evaluation process throughout the year.

Implementation Steps	Timeline	Budget	Person Responsible
Self-evaluation	Aug-Sept	Existing LEA resources	School Administration
Create goals	Aug-Sept	Existing LEA resources	School Administration
Formal evaluations	Dec & Apr	Existing LEA resources	School Administration
Mid-year and final goal review	Dec & Apr	Existing LEA resources	School Administration
Evaluation of the principal	Dec & Apr	Existing LEA resources	School Accountability Director

### **Strategy 1.C: Identify and reward staff for increased student achievement**

Granite School District will implement a system of incentives for improving student performance at Roosevelt Elementary School. This system will include incentives for staff who reach student achievement goals. There will be incentives for certified staff who accomplish goals established at the classroom level, goals established for grade level PLCs and goals the whole school is working toward. This incentive will be paid as a bonus based on end of level testing in language arts and mathematics. This will also facilitate the identification of those teachers whose students are not demonstrating proficiency in language arts and mathematics 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. The goals at the classroom and grade level will serve to directly impact the school-wide goal. The school-wide goal will be geared to improvement such that the school makes necessary gains on the established SMART goals.

#### **Incentive**

##### **Incentive for teachers who reach class goals**

Classroom teachers will be eligible for a \$1000 bonus in language arts and/or mathematics by reaching an established requiring a certain proficiency of students on the SAGE exam or district assessments in literacy and mathematics. Other certified teacher who work at the school 50% or more will be eligible for a prorated portion of the \$1000 bonus in language arts and/or mathematics by averaging scores of the teacher with whom they work. Working with the Granite District Research and Evaluation Department, through analysis of grade level assessment data, teachers will have target scores to meet.

##### **Incentive for staff who collectively reach grade level PLC goals**

Certified staff will be eligible for a \$1000 bonus in language arts and/or mathematics by reaching an established grade level PLC goal requiring a certain proficiency of students on the SAGE exam or district assessments in literacy and mathematics. Working with Granite District Research and Evaluation Department, through analysis of grade level assessment data, grade level PLCs will have target scores to meet.

##### **Incentives for staff if school goals are reached**

Certified staff will be eligible for a \$1500 bonus in language arts and/or mathematics by reaching an established school-wide goal requiring a certain proficiency of students on the SAGE exam or district assessments in literacy and mathematics. Working with Granite District Research and Evaluation Department, through analysis of grade level assessment data, the whole school will have target scores to meet.

Implementation Steps	Timeline	Budget	Person Responsible
Review and set target scores	Fall-annually	Existing LEA resources	School Accountability Director
Monitor assessment results and determine eligibility for bonus	When assessment data is available	Existing LEA Resources	Assessment Director & Assistant Superintendent Mike Fraser
Pay Bonuses	Upon eligibility determination	SIG Funding \$180,000 annually	Assistant Superintendent Mike Fraser

### **Strategy 1.D: Professional Development**

The teaching staff at Roosevelt Elementary will be supported to increase student learning and achievement through a comprehensive plan for professional development that is high quality and job-embedded. The goal of the combined professional development opportunities is to ensure that classroom instruction (Tier 1 and Tier II) across ALL classrooms results in students reaching mastery of core content knowledge and increases student achievement for ALL students, particularly English learners. Professional development opportunities will involve a continuum of experiences.

#### **Collaboration with peers in Professional Learning Communities**

Collaboration in grade level PLCs is one of the non-negotiables in Granite School District. To ensure that grade level PLCs are highly functional and effective in supporting teaching and learning, teachers will participate in targeted, ongoing training to ensure they understand the purpose and benefits of PLCs, how they operate best (e.g., use of protocols), how to work together as a team, how to develop common formative assessments, how to analyze student learning data, and how to design effective lessons and interventions based on data analysis. Honoring teachers' wisdom and expertise, teachers will play a critical role in developing shared norms for collaboration as well as supporting each other to become highly effective and efficient teams that enhance the collective expertise of the entire teaching staff.

#### **Coaching and feedback from instructional coaches and school leaders**

Using the district's instructional coaching model, teachers will engage in weekly coaching cycles that include a focus on developing rigorous lessons to support students' mastery of core standards. The coaching model also supports teachers who are working toward implementing effective engagement and differentiation strategies to address all learners in the classroom. The following are examples of professional learning activities that may occur during coaching cycles:

- Coaches observing lessons and collecting classroom observation data to share with teachers in debriefing sessions
- Coaches modeling lessons based on an identified interest or need

In addition to feedback from instructional coaches, teachers will receive consistent, regular (e.g., monthly) feedback from the principal. The new principal at Roosevelt Elementary will coordinate with instructional coaches to schedule regular observations and feedback sessions with teachers to discuss specific, targeted instructional practices, progress made, and strategies for continual improvement.

#### **Peer learning walks**

Initiated in 2013, Roosevelt Elementary will continue the practice of peer learning walks in which groups of teachers observe their peers' classrooms for 2-3 short (7-10) minute sessions to identify critical instructional strategies that they can incorporate or adapt into their own practices. Based on the work of Kathryn Bell McKenzie & Linda Skrla, these learning walks use the classrooms as learning labs to help teachers identify equitable and effective teaching practices that ensure high levels of achievement for diverse classrooms. Learning walks are facilitated by instructional coaches. This process also supports alignment with what teachers and coaches target in their instructional coaching cycles.

### **Structured professional development from external providers**

The faculty at Roosevelt Elementary has participated in a series of professional development sessions in 2013 offered by the Leadership and Learning Center (LLC). Selected through a competitive bid process and consistent with GSD's non-negotiable about teaching the core, LLC facilitated training sessions on (1) Identifying Priority Standards, (2) Unwrapping Standards, and (3) Developing Common Formative Assessments. While this training has been instrumental in pushing the focus toward mastery of core standards, implementation will need to be supported and pushed to deeper levels in this transformation model. To this end, LLC will be engaged to provide refresher training sessions for new teachers for the above three sessions. In addition, the school faculty will participate in the next module in the series, Forming Data Teams, which will further deepen the teachers' understanding of the first three sessions. The combined series of training sessions is aligned with the purpose and role of PLCs but also provides teachers with a deeper understanding of core standards, how to design effective lessons based on analysis of those standards, how to assess students' mastery of the standards, and how to use that information to adjust and improve instruction.

### **Structured professional development from Granite School District specialists**

In addition to the external professional development providers, teachers at Roosevelt will be supported by Granite School District specialists who will provide additional training in the following areas:

- Literacy strategies connected to the Imagine It program (including the use of online resources)
- Mathematics strategies connected to the Go Math program (including the use of online resources)
- SIOP strategies for supporting English learners
- REACH training for any new teachers who have not been through all three sessions
- PBIS implementation support

### **Structured, but more frequent and shorter in-house professional development sessions**

To complement the professional development offered by external providers and GSD specialists, teachers will participate in regular, short sessions facilitated by instructional coaches and teachers on staff. These shorter, more frequent sessions will provide targeted, collaborative opportunities for teachers to share best practices and keep focused on the most high-leverage instructional practices. Times for these sessions will be built into monthly calendars to align with PLC meetings.

<b>Implementation Steps</b>	<b>Timeline</b>	<b>Budget</b>	<b>Person Responsible</b>
Determine needs of faculty	Pre-implementation	Existing LEA Resources	New Principal
Develop a professional development prescription for each teacher based on needs	July - Annually	Existing LEA Resources	New Principal, Individual teachers
Establish Dates and Topics	July - Annually	Not to exceed \$35,000 per year	New Principal, School Support Team

## **Strategy 1.E: Recruit, place and retain staff**

### **Recruitment programs**

Granite School District Human Resources Department works closely with all of the colleges and universities in Utah which have Teacher Preparation Programs, as well as several colleges and universities outside of the state, to recruit highly effective teachers who have successfully completed their teacher education program. At various times during the year, administrators in Human Resources visit college and university campuses to speak with current students about Granite School District and what it has to offer them. In addition to these on-site visits and presentations, pre-employment screening interviews are conducted with teacher education students. This initial interview allows District representatives to assess candidates' skills while at the same time provide them with additional information about Granite School District and its programs.

Granite School District also participates in two major teacher recruitment fairs in the State of Utah. These typically occur in the spring and are geographically located in Northern Utah (for students in northern counties) and in Utah County (for students in southern counties). District representatives provide recruitment literature and giveaways to prospective employees at the fairs in addition to conducting pre-screening interviews.

Granite School District places student teachers from most of the colleges and universities in Utah and from several outside of Utah. Due to the fact that the District hires a large percentage of these student teachers who have completed their student teaching in its schools, administrators in Human Resources observe these student teachers in action during the student teaching period and interview them then as well. This has helped Granite hire student teachers who are already familiar with Granite.

### **Recruit and retention program**

In an effort to attract and retain teachers to and in the district's Title I schools, Granite School District has created the Title I Incentive/Stipend. The Title I Teacher Incentive/Stipend is provided as a tool to help principals recruit and retain effective and highly qualified teachers to serve disadvantaged students. This incentive is paid to all teachers in Title I schools. The amount of the stipend is \$600 and is paid in two increments, \$300 on each of the December and June paychecks.

Roosevelt Elementary will employ an incentive program as described above. This will substantially increase the earning potential for staff at the school. This potential additional income will further entice excellent teachers who believe they can impact student achievement to move to and stay at Roosevelt as part of the transformational reform efforts at the school. Furthermore, this additional incentive will focus efforts of all teachers and staff on improving student academic achievement.

### **Surplus process with protections for Title 1 schools**

In Granite, involuntary transfers (surplus) occur twice a year, once in the fall and once in the spring. In the spring of each year the Student Accounting Department provides a projection of student enrollment to each school; schools then staff each grade or subject based on those projections. Schools whose enrollments are projected to decrease will surplus or lose teachers

(FTE determined by staffing ratio) based on those projections. Teachers who are declared surplus from one school are then placed in a similar position in a school experiencing projected growth. Prior to placement occurring, Human Resources, in consultation with the Directors of School Accountability, review each teacher on the surplus list and make placements in open positions to ensure an equitable distribution among schools and classrooms. Roosevelt will be exempt from receiving spring surplus teachers.

Implementation Steps	Timeline	Budget	Person Responsible
Human Resources recruitment	Annual, Dec - Apr	Existing LEA budget	Director Human Resources
\$600 stipend/incentive added to teacher remuneration package	Annual, Dec & June	Existing Title I funds	Director Resource Development
Teacher selection	As Needed	Existing LEA and Title I funds	New Principal

## Comprehensive Instructional Reform Strategies

### Strategy 2.A: Implement an Instructional Program that is research-based and aligned to Utah Core Standards

Granite School District has established five non-negotiables that define the work educators engage in as they ensure all students learn and achieve at high levels. The first of these is fidelity to the core. Teachers will focus on teaching, assessing, re-teaching and intervening for students with regard to mastery of the Utah core standards. It is the belief of GSD that students will perform better on the state assessment if teachers are focused on maintaining fidelity to the core in their teaching practice.

The Curriculum and Instruction department has worked tirelessly to develop unit by unit curriculum maps for language arts and mathematics. These curriculum maps help the educator ensure alignment of their teaching to the Utah core standards. The curriculum maps outline when the textbook is a good resource and when it is not. The maps outline additional resources that the educator may need to ensure that students are exposed to the fullness of the core.

The Granite School District textbook adoption process was followed while adopting both the Imagine It! and Go Math! materials. It was a rigorous, committee-based process which ensured that the most current, research-based, core-aligned tools were selected. Both of these curriculum adoptions are seen by the district as tools the teachers use to help students master the Utah core standards. While these materials are a great resource, Granite School District recognizes that there is a need to provide additional resources and materials so that students and teachers are able to focus the learning process on the Utah core standards.

Using a combination of the district provided maps as well as the purchased instructional materials, the district provides a full complement of support materials. These supports enhance the scaffolding efforts teachers make to ensure all students learn and achieve at high levels. Resources and support materials are available to augment the learning process for English Language Learners, Students with Disabilities as well as other students who demonstrate the need for intervention, extension or the like. Supports are also outlined around technology, parent support and a richness of assessment.

Implementation Steps	Timeline	Budget	Person Responsible
Develop and organize a leadership team	Pre-implementation	Existing LEA Resources	New Principal
Review Data	Spring-Annually	Existing LEA Resources	New Principal, School Support Team
Design PLC Time	Ongoing	Existing LEA and Title I Resources	New Principal, School Support Team

### **Strategy 2.B: Use of data to differentiate instruction**

As described above, analyzing and using data is a central feature of the comprehensive professional development plan. Teachers will be supported in using student data continuously on multiple levels.

Formative assessment is the process of checking to see if the teaching process has resulted in increased student learning. If the results indicate that learning has not occurred the teacher makes adjustment in instruction to ensure that learning takes place. Even summative assessment results can become formative if the teacher uses the results to improve the teaching process with the intent of increasing student learning. Roosevelt teachers will use informal and formal assessments as these formative assessments.

### **Daily checking for understanding**

A critical component of effective instruction is the ability to check for student learning on a daily (or more frequent) basis. This will be a top priority for teachers at Roosevelt as they launch their transformation model. Teachers will be provided professional development and resources to help them embed daily checking for understanding activities.

### **Common formative assessments**

Teachers at Roosevelt Elementary work in grade level PLCs toward collectively improving student academic achievement by improving instruction. These PLC teams work together to build assessments that follow the common curriculum that is established in the state core. The assessments they build are formative as the teachers use the results to guide future practice. The teachers in the PLC will use the same assessments so that the teachers can compare results. Such comparison allows for discussion about practice, methods and interventions that help more students learn. This process of determining best practice using assessment results helps teachers identify strengths and weaknesses in their own practice and identify methods and ideas from their colleagues that work to meet the specific needs of students at Roosevelt. This is a very frequent and ongoing process. Formative assessment results are used to predict proficiency on summative measures like SAGE. Teachers and students work hard to master formative assessments so that summative assessment results will be positive.

### **Interim benchmark assessments**

Interim assessments of learning help gauge effectiveness of the learning process in time to make necessary adjustments to ensure that all students achieve at high levels. Granite School District has chosen the Acuity platform to host and conduct many of the curricular benchmark assessments. These assessments are given at periodic times throughout the year to help define what students already know and what students need to know to be successful. Other assessment methods are used as well when Acuity is not used. These may include DIBELS, paper/pencil assessments and will include SAGE benchmarks when they become available. Teachers and administration will use the results of these assessments to ensure that the content of the Utah core standards is being taught and that students are learning the breadth of the curriculum. When assessment results indicate a problem, the timeliness of the data will enhance the school's ability to make alterations in schedule and methodology to ensure that students achieve success. Again, benchmarks predict success on the summative assessment, SAGE, upon which hinges the true measure of success for this school and its students.

## **SAGE**

An end of level assessment produces results that gauge the overall effectiveness of instruction and promote broader reflection for teachers on their practice at a holistic level. The state's summative measure will be the SAGE examination. The results of this measure indicate the success of the reform efforts and the overall effectiveness of the school. With a clear understanding of the importance of this one measure, staff at Roosevelt will prepare students in every way to be able to demonstrate proficiency on the SAGE assessment. These summative results can become formative as they help teachers make sweeping changes in planning and preparation for the following year. Staff at Roosevelt will use the SAGE data to measure success and make plans for additional reforms such that success for every student is achieved.

## **MTSS**

### **Multi-tiered system of support for all students (including students with disabilities and English language learners)**

Roosevelt Elementary school will create, implement and refine a comprehensive system of support for all students. These supports will include interventions and adjustments to tier I instruction. The system will enable a schedule that provides tier II interventions for those students who continue to demonstrate academic, social or behavioral needs after they have been addressed in the regular classroom. The school will ensure that additional tier III supports and interventions are in place for those students whose needs are such that a more individualized approach is required for their success. The MTSS at Roosevelt Elementary will focus on ensuring that students with disabilities are monitored for and given timely interventions at the first sign of a problem. A similar process will be in place for students who are learning to speak English. The support system will, using multiple data sources, identify students needing help and provide a mechanism within the structure of the school to provide what every student needs to be successful at Roosevelt Elementary.

Implementation Steps	Timeline	Budget	Person Responsible
Weekly Grade Level PLC Meetings	Ongoing	Existing Title I Budget	New Principal, School Support Team
Use data to determine teacher professional development needs	Ongoing	Existing LEA Resources	New Principal, School Support Team
Use data to develop interventions during school	Ongoing	Existing Title I Budget	New Principal, School Support Team
Use data to develop before and after school interventions	Ongoing	Existing Title I Budget	New Principal, School Support Team
Use data to develop summer school interventions	Spring-Annually	Existing Title I Budget	New Principal, School Support Team
Develop and implement School-wide MTSS	Ongoing	Existing LEA and Title I Resources	New Principal, School Support Team

### **Strategy 2.C: Support for students with disabilities and English language learners**

Granite School District promotes the continuous improvement of English Language Learners (ELLs) and Students with Disabilities (SWD) through the ongoing assessment of student performance. ELLs and SPED subgroups participate fully in all district formative and summative assessments, and student data are reviewed for inter and intra group comparisons as well as gap analyses to determine appropriate interventions and remediation based on student performance. Granite School District frequently monitors progress of ELLs and SPED subgroups to evaluate the efficacy of interventions and remediation programs being implemented across school settings. Department specialists from Educational Equity and Special Education will provide targeted support to Roosevelt Elementary School to ensure that the full continuum of assessment tools is being used efficiently and effectively to inform instructional decision-making for both subgroups.

Teachers will be afforded multiple opportunities for professional development to increase skills and expertise in working with special populations to achieve at requisite levels. These trainings will include ESL endorsements, Sheltered Instruction Observation Protocol (SIOP), Respecting Ethnic and Cultural Heritage (REACH), as well as many others geared to improving teacher capacity to meet individual student needs and ensure all students achieve at high levels.

Roosevelt has developed a robust relationship with many organizations like the United Way. These partner organizations are helping the school to further enhance its relationship with community. The school has worked hard to bridge gaps for the refugee population in the community. The parent center, as well as the many support nights sponsored by the school, help include parents from diverse backgrounds and provide them with needed skills and understanding to support student academic success.

Implementation Steps	Timeline	Budget	Person Responsible
Use of augmentative software for English language learners and student with disabilities	Fall 2014	Existing LEA budget	Director Educational Equity, New Principal
ESL Endorsement for all teachers	Fall 2014, 2015, 2016	Title III budget	Director Educational Equity, New Principal
SIOP Training	Fall 2014, 2015, 2016	Existing LEA and Title III Budgets	Director Educational Equity, New Principal
REACH Training	Fall 2014, 2015, 2016	Existing LEA and Title III Budgets	Director Educational Equity, New Principal

**Strategy 2.D: Integration of technology**

The Granite School District will rely on its Educational Technology Department to provide extensive staff development for integrating technology into the classroom as well as into its intervention strategies. The staff at Roosevelt will be given periodic professional development aligned with the district non-negotiables. The regular trainings/classroom visits will focus on the following four areas: (1) Enhance teacher instructional practices by using technology seamlessly in classrooms. (2) Emphasize project-based learning, constructivist approaches, and student-centered classrooms. (3) Enrich instructional effectiveness. (4) Increase student academic achievement.

Roosevelt will be involved in the integration of technology into classroom initiatives that are coming to fruition in the district. Students will be exposed to classroom sets of devices, if not receive them on a one to one basis. These devices will enable students to gain the requisite skills to do well on the computer adaptive SAGE exam. This preparatory process will ultimately enable students to gain the knowledge to be successful in a world where technology is increasingly the mode of interface.

Implementation Steps	Timeline	Budget	Person Responsible
Interlace all Tier I instruction with technology	Ongoing	Existing LEA Resources	Director Education Technology, New Principal

## **Learning Time and Community-Oriented Schools**

### **Strategy 3.A: Schedules and strategies for increased learning time**

#### **Increased Time/Instructional Hours**

Roosevelt Elementary School will establish a Master Schedule that has built in time for intervention for students who need additional support in specific curricular subjects. Formative assessment data will demonstrate which students are in need of additional support. Those students will be provided, at least weekly, time with their own teacher in a small group setting. The teacher will re-teach the material so that the student(s) learn the required key concept.

The school will create an extended learning day for students who demonstrate academic need. Students will be targeted, according to achievement data, for this increased learning time. Classroom teachers will provide intensive intervention for students who continue to demonstrate a lack of proficiency on key concepts in the curriculum. This additional intervention will be provided by teachers who demonstrate an ability to help students gain proficiency at high rates.

#### **Summer School**

Roosevelt Elementary School may implement a school program for students who have not demonstrated proficiency through the SAGE or district assessments. It is clear that summer regression is an issue for students of poverty; the intent of the additional days is to reduce it. The reduction in regression will be one of two anticipated benefits of this increase in instructional time for students. The intent of summer school is to help more students gain a proficient understanding of key concepts in language arts and mathematics.

#### **Full Day Kindergarten**

Students who demonstrate prior to entering Kindergarten an increased need for academic support will be targeted for full-day Kindergarten. These students will be targeted based on need and given the opportunity to benefit from the excellent programs created and implemented in Granite School District.

Implementation Steps	Timeline	Budget	Person Responsible
Master Schedule	Summer-Annually	Existing LEA and Title I Budgets	New Principal and School Support Team
Extended Day	Ongoing	Existing Title I Budget	New Principal and School Support Team
Summer School	Spring-Annually	Existing Title I Budget	New Principal and School Support Team
Full Day Kindergarten	Ongoing	Existing LEA and Title I Budgets	New Principal and School Support Team

### **Strategy 3.B: Ongoing mechanisms for family and community engagement**

Parents will be reminded of opportunities to participate in School Community Council meetings and be provided with information on how to access notes and agendas should they be unable to attend the meetings but wish to stay informed and involved about current events in the school.

On a regular basis for all students, parents are informed in the areas of school events, state, district, and on school academic achievement standards, assessments, achievement, and expectations by the following communication channels:

- SEPs (semi-annually)
- Title I Plan shared at fall family night
- Land Trust plan on Roosevelt's web site
- Focused family nights
- Daily planners
- Teacher web pages
- Letters generated through mClass of students grades K~3 which reports DIBELS scores and recommendations for parents to help their children.
- Blackboard
- SSAP available through Roosevelt's web site
- Gradebook
- Family center
- Roosevelt school website

#### **Roosevelt Elementary will engage parents in the following ways:**

- Provide communication to parents on curriculum, assignments, and individual success of students and ways in which parents can contribute and support their student's learning.
- Continue events to engage parents through designated and specific opportunities for them to become familiar with the curriculum, student learning, and classroom expectations.
- Increase opportunities for parents to be involved in student recognition and positive reinforcement.
- Increase opportunities to work with students in the school on culturally relevant learning opportunities that support the core.
- Share strategies with parents to enhance core-based learning in the home.
- Ensure a welcoming and open environment for parents at the school.
- Provide communications to parents in key languages.

#### **Roosevelt will involve parents in the reform process in the following ways:**

- Increase parent participation in school vision development, implementation.
- Communicate with parents the opportunities to support the school's goals and vision.
- Invite parents to volunteer their talents in the school in ways consistent with strategies outlined to achieve school goals.
- Provide on-going opportunities for training for parents on planning and decision making processes, priorities, goals, and initiatives.

#### **Positive Behavior Interventions and Support (PBIS)**

Roosevelt Elementary has already begun a health PBIS program working to recognize positive behavior and encourage it through those recognitions and strategies that work to create a more positive, upbeat environment. There is more work that can be done. The school will build on the successes they have already garnered and work to increase them. School-wide and classroom programs will increase. The culture of the school will be one dedicated to increasing student achievement and honoring the success of students in very open and public ways. This process will help direct all students as well as staff to understand that Roosevelt is becoming a high performing school where excellence is expected and recognized.

**School Partnerships**

As stated previously, Roosevelt has fostered working relationships with the following community partners:

South Salt Lake City  
South Salt Lake Police  
United Way  
Sealants for Smiles  
Vivint

South Salt Lake Fire  
University of Utah Athletics  
AmeriCorps  
Mobile Health Clinic  
Assistance League

Implementation Steps	Timeline	Budget	Person Responsible
Family Nights	Ongoing	Existing Title I Budget	New Principal and School Support Team
PBIS	Ongoing	Existing LEA and Title I Budgets	New Principal and School Support Team
School Partnerships	Ongoing	Existing LEA Budget	New Principal and School Support Team

## **Operational Flexibility and Sustained Support**

### **Strategy 4.A: Operational flexibility in staffing, time, budget**

Granite School District will grant the principal wide flexibility in terms of staffing. This unique opportunity will empower the school to foster a new vision with a single focus toward improvement. This School Improvement Grant will increase the operational flexibility by allowing the school to offer incentive bonuses for increasing student achievement. This action will entice engaged teachers, who are willing to do what it takes, to become part of the transformational change movement at Roosevelt.

As needed, the SST and leadership will coordinate with the external provider as well as LEA experts to establish professional development and job-embedded practice. The intent of this is to invest in the teachers whatever is necessary to help them build capacity; it is this capacity that will be needed to meet the demands of the students at Roosevelt. If the teachers need additional knowledge or skills, the school will have the flexibility to help them gain it and become experts in implementation. This will be the key to success at Roosevelt: teachers geared toward improving student achievement by improving instruction.

Granite 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 will be led by the principal and supported by Dr. Andrea Rorrer, will continue to monitor the school reform efforts and are empowered to make adjustments to meet student academic needs.

Furthermore, Roosevelt Elementary School will use their school leadership team to provide for a teacher-centered feedback and implementation system for the school. This process will enable all staff to come together in a unified way to lead this school toward the requisite improvements in academic success.

Implementation Steps	Timeline	Budget	Person Responsible
Re-orient Staff	Summer 2014	Existing Title I Funds and SIG PD Funds	New Principal and School Support Team

**Strategy 4.B: Ongoing technical assistance from SEA, LEA and external consultant**

The Granite School District is very committed to supporting Roosevelt Elementary in transforming its practice so that students achieve at high rates. This process is something that cannot be done by a school alone and cannot be led solely by principal. The district will provide assistance and resources to the school as it reforms. The School Accountability Director will lead the support effort from the district. The Resource Development Director will coordinate needed support from the state office. The principal will work directly with UEPC as the external provider in a concerted effort. Each of these groups will share a united vision that will be a support for the school as it works through the difficult task of transformation reform.

Implementation Steps	Timeline	Budget	Person Responsible
Contract with UEPC	Spring 2014	\$45,000 Annually	Director Resource Development

#### **A.4. SMART Goals**

##### **A.4.a. SMART goals for SAGE assessment for reading/language arts**

Improve Language Arts student achievement each spring by reducing the number of students who perform below proficiency on the SAGE assessment by 10% each school year through the 2016-2017 school year for whole school and all student subgroups. This goal will be accomplished by increasing teacher understanding and effective implementation (e.g., alignment, common assessments, interventions, etc.) of the Utah State Language Arts Core Curriculum, Utah State Office of Education's Proficiency Standards and aligning and coordinating school structures and programs to increase teacher effectiveness.

##### **A.4.b. SMART goals for SAGE assessment for mathematics**

Improve Mathematics student achievement each spring by reducing the number of students who perform below proficiency on the SAGE assessment by 10% each school year through the 2016-2017 school year for whole school and all student subgroups. This goal will be accomplished by increasing teacher understanding and effective implementation (e.g., alignment, common assessments, interventions, etc.) of the Utah State Mathematics Core Curriculum, Utah State Office of Education's Proficiency Standards and aligning and coordinating school structures and programs to increase teacher effectiveness.

## **A.5. Consult relevant stakeholders**

### **A.5.a. Identify the process through which the LEA will involve:**

#### **School Administrators**

This school improvement grant has been written in concert with current administration at the school. The principal has been involved in writing and providing different portions of the information needed for the application. She is well aware of the requirement of the grant to hire a new principal.

The new principal is being selected immediately. The intent is to name the new principal of Roosevelt quickly to afford him/her plenty of time to lead pre-implementation efforts and become very familiar with and adjust this comprehensive plan to fit his/her style of leadership. It is imperative that the new principal have ownership of this plan and visualize how he/she will be able to bring it to fruition. It is expected that the new principal will be named prior to the approval of the SIG applications in March 2014.

Once named, the new principal will be involved in all aspects of the planning required for transformational reform of the school. The principal will lead staffing changes as well as all other aspects of pre-implementation. The principal in concert with the leadership team and school community council will guide the planned expenditures from the existing Title I budget, School LAND Trust funds as well as the capital and maintenance and operations budgets.

#### **Teachers**

Upon winning the SIG bid, the Granite School District will immediately begin efforts to reconstitute a faculty at the school. District administration will meet collectively and individually with all existing staff to determine their specific intentions regarding employment at Roosevelt. Staff who do not wish to remain at Roosevelt in support of the reform efforts will be placed in positions elsewhere in Granite School District.

All teachers hired to work at Roosevelt Elementary will have a unified vision, to transform the school and improve student achievement rates. This will be a vision that these teachers will help implement in concert with the new principal, the district staff, and the external provider.

#### **Parents**

As stated above, Roosevelt will work tirelessly to include parents in an ongoing strategic way. The school will involve parents in the reform process in the follow ways:

- Increase parent participation in school vision development, implementation.
- Communicate with parents the opportunities to support the school's goals and vision.
- Invite parents to volunteer their talents in the school in ways consistent with strategies outlined to achieve school goals.
- Provide on-going opportunities for training of parents in planning and decision making processes, priorities, goals, and initiatives.

#### **School Community Council (SCC)**

The Roosevelt Community Council will act as the School Improvement Parent Liaison Board.

The council will meet monthly and include teachers, administrators and parents. The council will be 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 each year to cover topics concerning Title I and the SIG. At the first Parent-Teacher conference, parents and teachers will review the School Improvement Plan and Parent Involvement Policy. Finally, working through the SCC, the school will provide periodic Language Arts/Math Literacy evenings, at least five, for all stakeholders in the Roosevelt community.

**A.5.b. Local school board involvement**

The Granite School District Board of Education is in full support of all that will be required throughout the School Improvement Grant timeline and beyond. Members are very supportive of efforts to make improvements and are excited by the prospects of watching the school make necessary changes and increasing student achievement. These improvements will bring anticipated student achievement gains. The board has two goals:

1. Increase achievement for every student
2. Enrich and increase parent and community engagement

This school improvement process is consistent with the Board goals and will enhance Roosevelt's ability to achieve these goals for the students and community it serves.

The Board is working with District Administration and Human Resources, Teaching and Learning, Assessments, Evaluation and Resource Development departments to meet the demands of the School Improvement Grant as well as efforts to bring lasting change to the school. It also acknowledges the incentive bonuses as an element of the SIG and proposed reform efforts.

**B. LEA Capacity to lead the Priority School toward full and effective implementation of the Transformation intervention model**

**B.1. LEA identification of how it will provide leadership and support**

**B.1.a. Identify how the LEA will provide leadership and support to each Priority School identified in the application**

The Granite School District Superintendent has assigned Assistant Superintendent Mike Fraser to oversee School Accountability Services. Mr. Fraser's division is charged with oversight for all schools and their ability to effectively educate students. School Accountability Director Jane Lindsay is specifically assigned to oversee Roosevelt Elementary. In concert with School Accountability, two other divisions will add support to the reform efforts at Roosevelt: Teaching and Learning Services as well as Educator Support and Development. The Teaching and Learning division will provide curricular support through specialists in language arts, mathematics, special education, and English language learning. The Educator Support and Development division is charged with supporting new teachers through induction and provides support through federal programs and other grant opportunities. These three divisions will work in tandem with School Accountability Services to ensure Roosevelt has the support necessary to make the required changes and improve student learning.

**B.1.b. Identify the LEA staff assigned to support implementation of the school intervention model**

The individuals listed below serve on the District Improvement Steering Committee (DISC) which is in effect the district support team for Roosevelt Elementary:

Assistant Superintendent School Accountability, Mike Fraser  
School Accountability Director, Jane Lindsay

Assistant Superintendent Teaching and Learning, Linda Mariotti  
Student Assessment Director, Dr. Rob Averett  
Curriculum and Instruction Director, Mary Alice Rudelich  
Special Education Director, Noelle Converse  
Educational Technology Director, Patrick Flanagan  
Educational Equity Director, Charlene Lui

Assistant Superintendent Educator Support and Development, Dr. Jim Henderson  
Human Resources Director, Donnette McNeill-Waters  
Research and Evaluation Director, Todd Braeger  
Teacher/Administrator Induction and Intervention Director, Annette Brinkman  
Resource Development Director, Mitch Nerdin

**B.1.c. Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts**

Each of the people cited above have excellent skills and experience in working with schools in a support role and has expertise specific to their title. All will work in conjunction with the school to implement the reform and intervention plan. All will work in collaboration with the School Accountability Director, Jane Lindsay. Her position enables her to organize the district resources and seamlessly provide LEA support to the school. She is uniquely qualified to provide the kind of support needed for a reform effort like this one.

Jane Lindsay holds a Bachelor of Science degree and has a Master of Education degree from the University of Utah. She has an Elementary Education license and an endorsement in Educational Administration and ESL. Ms. Lindsay taught for 7 years before becoming an Elementary School principal. She served as an elementary school principal for 21 years including 15 years at Title I schools. She then worked as Associate Director in Educational Equity for two years. She is in her fifth year as an Elementary Director in School Accountability Services.

Jane was a very successful instructional leader as a Title I school principal. The school proficiency rates at her school in language arts and mathematics were respectively 73% and 68% on average for five years. That same school had language arts and mathematics proficiency rates of 61% and 57% respectively the following three years after her departure. Ms. Lindsay's leadership is attributed for the higher rates. This experience of actually leading a group of educators in a Title I school toward this kind of excellence makes Ms. Lindsay an exceptionally well placed leader for this School Improvement effort at Roosevelt Elementary.

**B.1.d. Describe how the LEA will provide ongoing technical assistance to make sure each school is successful**

The School Accountability Director will coordinate with all LEA personnel as well as the external provider to provide comprehensive technical assistance to the school. Professional Learning Communities will be the practical method used to organize the reform efforts concerning educator practice. Granite School District has established five non-negotiables that guide the work of teachers in schools. These five aspects of the teaching and learning process are embedded into the work PLCs do. Technical assistance will be centered on these five areas:

1. Fidelity to the Utah Core Standards
2. Use of the Instruction Framework
3. Use of district provided tools and assessments
4. Active participation in a high functioning PLC
5. Implementation of a school wide MTSS

As has previously been discussed, Granite District has developed curriculum maps that help teachers ensure they adhere to the Utah Core Standards and that students are exposed to the breadth of the core. This tool is effective technical assistance to ensure teachers maintain fidelity to the core.

The Granite School district Instructional Framework will guide the work of the PLCs and includes the pacing guides, lesson design template and other components which will guide the

PLC through the process of answering four questions; 1. What do we want students to know? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. What will we do for students who already know it? The lesson design template ensures all lessons include direct instruction, guided practice, informal and/or formal formative assessment, independent practice and appropriate interventions and extensions. Technical assistance will be focused on ensuring explicit instruction occurs with a focus on learning for all students.

The district provides excellent quarterly benchmark assessments. These assessments will enhance the school's ability to understand to what degree students are learning in time to make necessary adjustments and ensure that all students learn at requisite levels.

As issues or problems that impede learning arise, the district will provide assistance in the creation and implementation of an adequate Multi-Tiered System of Support. This structure will enhance the school's ability to provide resources and interventions for students with academic, social/emotional, or any other need which may prevent the student from achieving at a high rate.

The district and the external provider will work together to provide technical assistance. This assistance will come through professional development, coaching and an observation feedback protocol. The emphasis of the coaching will be providing feedback on aspects of tier I instruction. This instruction feedback loop will enable the teachers to enhance their reflective practice regarding the explicit instruction model, frequent formative assessment and tier I interventions like small group and differentiation. The school will also receive support for tier II instruction and interventions. The district will identify best practices and resources to help manufacture a master schedule that will enable the school to offer tier II interventions during the regular school day. Students will be served based on weekly formative assessment data. The Student Assessment Director will assist in providing prompt results and data production of the formative assessments. Teaching and Learning will provide assistance in production of common formative assessments that address the core and meet the needs of the students at Roosevelt Elementary. Best practice will guide the creation of interventions at all tier levels. Some of those interventions will include extended day, summer school, extra-time during the school day as well as increased focus on learning throughout the school community. PBIS will enhance this focus. The district will guide technical assistance for all aspects of school reform.

**B.1.e. Identify the fiscal resources (state and federal) that the LEA will commit to implementation**

Existing state, federal and other grant budgets will be used to fund most of the reform efforts. These budgets will fund the summer school and the extended day opportunities for the students. Existing budgets will be used to provide educator and learning support coaches. All of the technical assistance from the district will be funded using existing budgets.

Granite School District is committed to the Roosevelt Elementary School improvement project and will support their efforts during grant funding as well as look to the future with a project sustainability plan. The district resources used for funding during the project will continue once grant funding is over to ensure project sustainability.

1. Significant Title I funds to the school sites
  - a. Granite School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2013-2014, the formula Per Pupil Amount extra for Roosevelt Elementary school was \$1,541.17. The District will maintain that level of commitment.
2. Intervention Time during the School Day
  - a. Additional staff may be hired using Title I funds to provide support to students during the school day. This support will target students who did not demonstrate proficiency on weekly formative assessments. Additional time with a classroom teacher will be provided to the student with focus on learning key concepts found in the Utah Core Standards.
3. Instructional Coaches
  - a. Out of the Title I allotment, Granite District provides for additional FTE to fund an Instructional Coach(es) at Roosevelt Elementary School. This commitment is expected to continue. The school will have the additional resources to place additional teachers where needed as demonstrated by student proficiency rates.
4. Reading Coaches
  - a. With the use of Reading Achievement Program funds, reading coaches are provided at Roosevelt Elementary School. Roosevelt receives a full FTE for this support.
5. Before and After School Program
  - a. 21st Century, United Way and Title I funding will be used to extend the learning day for Roosevelt students. Students will participate in activities that are designed to augment learning in the classroom and serve as an intervention for students not understanding tier I instruction or an extension for those who have demonstrated proficiency on essential key concepts.
6. Summer School
  - a. Title I funds will be used to extend the learning time into the summer months. This will again enhance learning outcomes as well as combat regression due to the extended time away from the classroom.

**B.1.\*. Describe how the LEA will involve the school and the community in full implementation of the school’s plan.**

The Roosevelt Community Council will act as the School Improvement Parent Liaison Board. The council will meet monthly and include teachers, administrators and parents. The council will be 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 Improvement Plan and Parent Involvement Policy. Finally, working through the SCC, the school will provide periodic Language Arts/Math Literacy evenings, at least five, for all stakeholders in the Roosevelt community.

(See Strategy 3.B. in Transformational Model Requirements for more detail)

**B.1.\*\*. 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 Granite School Board of Education fully supports implementation of this transformational model. They are eager for Roosevelt Elementary School to make improvements and are excited by the prospect of watching the school make necessary changes. These improvements will bring anticipated student achievement gains. The board has two goals:

1. Increase achievement for every student
2. Enrich and increase parent and community engagement

This school improvement process is consistent with Board goals and will enhance Roosevelt’s ability to achieve them for the students and community it serves.

The Board is working with District Administration, Human Resources, and the teacher association in facilitating the staffing process to meet the demands of the School Improvement Grant as well as efforts to bring lasting change to the school. It is acknowledges the incentive bonuses as an element of the SIG and proposed reform efforts.

**B.1.f. Describe how the LEA will evaluate the effectiveness of the reform strategies**

The Educator Support and Development Division has developed an appraisal process which provides feedback at multiple times during a single year. That protocol will provide some feedback to the district regarding the success of this reform effort.

At least three times a year, benchmark assessments will be administered to the students. These assessments will provide data to inform the analysis of effectiveness of the programs and reform efforts.

As part of this grant, the School Support Team Leaders will continue to supply Granite School District and USOE with quarterly progress reports for the duration of this grant.

**B.1.g. Describe how the LEA will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics**

This year the state assessment tool is changing. No one has seen results from this instrument because it has never been used in Utah which makes goal setting around that instrument difficult. Nonetheless, Granite District will review the results from this year’s exam and in discussions with the state and district assessment personnel establish very specific annual goals for language arts and mathematics. Until then, reducing the number of non-proficient students by ten percent will be the goal.

**B.1.h. Describe how the LEA will monitor student achievement by individual teacher/classrooms**

The school will use a variety of assessments to gauge student performance, both formative and summative. Progress monitoring, common formative assessments, benchmark assessments, SAGE, UAPLA, 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 data is used conscientiously at Roosevelt Elementary. Regular data meetings determine student interventions and instructional improvements. PLC teams will develop and utilize common formative assessments to determine mastery of essential standards and to provide timely, targeted interventions for students who need extra help in reading.

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

**B.1.i. Describe how the LEA will measure progress on the leading indicators as defined in the final requirements**

The new principal will oversee the completion and submittal of the leading indicators. Those data strands are readily available through the staff evaluation process conducted by the principal, through review of the Board approved calendar, by way of the creation and implementation of the School Improvement Plan, and by the time and attendance sheets Human Resources maintains for each teacher at the school.

**B.1.j. Describe the frequency of LEA monitoring**

At least twice monthly, the school will be involved in technical assistance meetings which will also serve as monitoring visits from the district. These experiences will allow the school to talk about its efforts and evaluate success and areas for improvement. These meetings will continue to provide an avenue for the creation and evaluation of 30 day plans. This will ensure that Roosevelt will be taking active steps in the reform and improvement process. This monthly planning and review will allow the School Accountability Director to monitor understand any unaddressed needs. The Director can then report back to the district support team to rally additional resources or support.

**B.1.k. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model (Use the model checklists provided as a guide for the monitoring strategies needed)**

(See B.1. j. above)

**B.1.1. If student achievement results do not meet expected goals, describe how the LEA will assist in making 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 levels. PLC teacher teams as well as the school 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 that Roosevelt maintains a rigorous system of self-evaluation and a commitment to plan implementation.

All efforts to implement the reform strategies will support the Roosevelt learning community in meeting expected goals. As the reform is implemented, ongoing monitoring of success and necessary adjustment will be critical to make the requisite gains. It is imperative to the success of the reform efforts that the district increase the involvement of district leadership, has direct conversations about transformational change, improve the intentional supervision of teacher performance, and increase instructional time and the school year via summer school. It is anticipated that these efforts will apply the necessary pressure to make clear that the intention of the reform is to increase the achievement of students. If the school does not meet the goals, district leaders will continue to work with the school community to further strengthen the implementation efforts. This may include modifying the school day, shifting the focus of professional development, and being creative about student groupings for Tier I, II, and III instruction. As we know the greatest factor in student achievement is the teacher; failure to meet the expected goals may necessitate removing ineffective teachers. District support will be provided to Roosevelt's administrative team to follow the determined process for removing a teacher described above and reviewed again here:

- Teachers and administrators participate in a collaborative intervention plan designed to improve teaching ability.
- Participation in formal remediation will follow if the teacher fails to improve after the implementation of the intervention plan.
- Continued poor performance may result in termination.
- Continued failure to improve student achievement following ample professional assistance may result in the teacher being removed and replaced.

**B.2. LEA explains why it is not writing a SIG grant for Oquirrh Hills**

The Granite School District has reviewed the needs of each of its schools and prioritized based on needs. In terms of this SIG application process, Granite School District has chosen to focus efforts on the lowest two performing schools which qualify for a school improvement grant in anticipation of targeting resources and attention more effectively.

**B.3. The LEA has identified how it will design and implement interventions consistent with the final requirements of the selected intervention model.**

See section A.3. Transformational Model Checklist

**C. The LEA has considered the needs of the school in relation to the chosen intervention model and must describe the process used to recruit, screen and select external providers.**

**C.1. 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**

Granite School District has elected to continue our partnership with the Utah Education Policy Center (UEPC) to provide external support to the two Priority Schools. The UEPC was selected through a competitive bid process to be the external support team for five Focus Schools who were identified in 2012. The UEPC was the external support team for three GSD schools identified as In Need of Improvement in 2011 under the previous accountability system, also selected through a competitive bid process. Below is a description of our previous work with UEPC and the services they will be expected to provide.

**C.1.a. 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**

#### **External Support Team**

The UEPC is a research-based center dedicated to improving the quality of educational policies, practices, and leadership in Utah public schools and higher education and increasing educational access and opportunities for all children and adults in Utah, particularly for those who have been historically marginalized. To this end, the UEPC identifies relevant educational issues and engages in timely and rigorous research, evaluations, and analysis to inform and influence educational policy in Utah. The UEPC also responds to specific related requests from local and state leaders, policy makers, education agencies, and community organizations.

The team which has coordinated and facilitated the external support for GSD has been led by Andrea Rorrer and Cori Groth. Additional SST members have included Ashley McKinney, Irene Yoon, and Amanda Taggart. Although not part of the SST, additional support has been provided by other UEPC Research Associates who have expertise in advanced data analysis and research design. Taken together, the UEPC team has worked with schools and school districts locally and nationally in a variety of capacities and has collective professional experiences in:

- Teaching and school leadership;
- Leadership and instructional coaching;
- Regional educational development laboratories;
- State and federal educational agencies as directors, analysts, and evaluators; and
- Research and professional development with schools and school districts nationally.

The UEPC's research and technical assistance to date has specifically addressed the issues of raising academic achievement for all students, including focus on the roles of teachers, principals, districts, and state policy in school improvement. An important strength of the UEPC team is that they have conducted research and evaluation studies and served in a technical assistance and consultant capacity across Utah, as well as nationally, on multiple school improvement initiatives. Through research, technical assistance, and work with school districts, school boards, community based organizations, and decision-makers, the UEPC has developed relationships with school administrators, teachers, and district staff throughout the state. These

relationships across the state enhance their ability to provide relevant and timely support. Finally, as a school support team for three schools in Granite School District in the 2011-2013 program improvement cycle and five Focus Schools in 2012-14 cycle, the UEPC has built relationships and collaborated with GSD leaders and specialists to align and sustain efforts beyond grant funded improvement periods.

### **UEPC's School Support Team Principles**

The UEPC maintains five basic principles for planning and facilitating the improvement process with schools identified as Focus and Priority schools. Specifically, their process is:

1. Data-based and research-informed.
2. Responsive to individual administrators, staff, and Title I school needs while planning for specific opportunities for school leaders and staffs to learn with and from each other in vertical networks.
3. Engaging and collaborative.
4. Iterative in process to maximize leadership teams' reflection, capacity-building, and impact.
5. Designed to improve student engagement, student academic achievement, and school conditions to support effective instruction.

Importantly, the UEPC aligns their planning and strategies to include collaboration with GSD staff, as appropriate, to ensure that the impact of the school support team process is maximized.

The UEPC's existing relationships and understanding of Granite School District's system of support will enhance their ability to support the two Priority Schools and to help coordinate and align the collective set of internal and external resources available to the school, thereby increasing the likelihood of successful school improvement efforts.

It is important to note that the UEPC will be working with the two Priority Schools as a lead school support team for technical assistance. The UEPC views this role as distinct from serving as a consultant, in which the consultant may give valuable expert advice about the school improvement efforts. In contrast, the UEPC defines technical assistance as the ongoing commitment and support that helps individuals and schools engage in multiple professional learning and growth opportunities that help them build their own capacity to lead and sustain effective change efforts. A distinguishing feature of UEPC's technical assistance is that they prefer not to tell people what to do but rather collaboratively engage in a systematic exploration of research-based strategies that lead to deep and lasting growth, knowledge, and successful outcomes for students and schools. The UEPC's technical assistance is characterized by mutually established goals, roles, and responsibilities; at least monthly on-site and in-person communication; a process that includes a cycle of collaborative planning, setting clear implementation guidelines/targets, regular evaluation of progress and problem solving, and celebration of success; and collective responsibility to implement plans, hold each other accountable, and learn together from mistakes and successes.

While the long-term goal of the UEPC's technical assistance is to foster long-term, sustained, and effective improvements, they are also keenly aware of the need for swift, powerful changes to occur in the priority schools as part of their transformation model. The UEPC will adhere to the most up-to-date research and evidence about what effective turnaround leaders and schools do to accomplish such successful changes.

**C.1.b. A narrative description and budget to support external provider contracts, if applicable.**

The UEPC will be contracted to provide ongoing technical assistance as the external provider, which will include the following services:

- Conduct the Priority School Appraisal. The UEPC will conduct the school appraisal using the USOE Title I System of Support Handbook tools. This will also include making revisions to the school improvement plans based on appraisal findings. A more detailed description of this process is included below.
- Regularly consult with school leadership and members of the school community as they implement the plan, including Monthly Leadership Team Network Meetings and Monthly Principal Meetings. This ongoing technical assistance is described in detail below.
- Facilitate the ongoing evaluation and monitoring of the improvement plans. See below.
- Facilitate quarterly meetings with GSD leadership. See below.

**C.1.c. 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.**

**School Support Team Process**

The UEPC has served as the School Support Team for a number of Title I schools in Utah, including eight in Granite School District (i.e., Monroe Elementary, Pioneer Elementary, and West Lake Junior High – 2011-2013; Roosevelt Elementary School, Redwood Elementary School, Roosevelt Elementary School, Woodrow Wilson Elementary School, and Granite Park Junior High School - 2012-2014) and one charter school (City Academy). The UEPC team has been trained in the use of the USOE's Title I tools and protocols, including the appraisal site visit and reporting features. Below is a description of the UEPC's approach which will be used to support Roosevelt Elementary Schools.

**Conduct a school appraisal**

The UEPC team uses a systematic process for data collection, analysis, and reporting for the school appraisal. To begin, the USOE's Title I School Support Team appraisal tools and protocols are used to conduct site visits of up to three days and ongoing follow-up to gather remaining information. As part of the data collection process the UEPC will:

- Interview teachers, administrators, staff, parents, and students using the USOE's semi-structured interview and focus group protocols (which are transcribed for analysis);
- Observe classrooms using the observation checklist;
- Review school documents and records, including school improvement plans, school newsletters, meeting agendas, website, course scheduling, staff qualifications, etc.; and
- Provide a school faculty self-assessment, which includes the appraisal categories and rubric statements and additional items tailored to the unique school sites.

Once the site visit is completed and all appraisal data collected, the UEPC analyzes all data using the USOE appraisal rubric and supporting documents to guide analysis. A full appraisal report is prepared, which includes a school context narrative, an overview of strengths and opportunities, a summary of the rubric ratings, and a detailed description of findings (with data points) in relation to each rubric category and statements. The written appraisal report is shared with the

school, district, and USOE. After the conclusion of the written report, the UEPC facilitates a discussion with the entire staff to summarize the key findings, including strengths and opportunities. This interactive presentation is a useful step in the process to engage the faculty and staff in the improvement efforts and revision of the school improvement plan.

### **Revise School Improvement Plan**

The next step is to revise the school's School Improvement Plan (SIP) in conjunction with school staff and GSD according to the results of the school appraisal. Based on appraisal findings, the UEPC works collaboratively with the school team to revise the individual SIP in ways that reflect the individual school's needs. SIPs reflect the collective feedback from appraisal data, including voices of school administrators, students, parents, school staff, and the district. In addition, the UEPC assists the school with additional data analysis services to identify areas of strengths and opportunities for continued improvement. These additional analyses may include a focus on:

- Students' performance and transition as they progress to the feeder middle or high schools (e.g., where students go and how they perform relative to comparable student subgroups);
- Student attendance and chronic absenteeism rates;
- Student disciplinary referrals from various levels of analysis (classroom/teacher, academic subject area, peers, time of day, etc.);
- The qualifications, turnover, effectiveness and make-up of the school faculty; and
- Evaluating specific instructional programs and interventions.

The UEPC can analyze data through a Data Sharing Agreement with the Utah State Office of Education and permission from the district. The UEPC has already successfully used these data for analyses in other projects.

### **Regularly consult with school leadership and members of the school community as they implement the plan.**

The UEPC designs a technical assistance plan that is tailored to each school's unique context and needs. The planning for the ongoing technical assistance is guided by the work of Hall and Duval (2003; 2004; 2005) on meta-coaching and adult learning theories (Knowles, 1990). Hall and Duvall note that meta-coaching explicitly empowers people to reach their highest potential, including opportunities to self-actualize, by focusing on process and structure as a means of addressing content. The UEPC's approach is also grounded in assets-based inquiry and coaching that attempts to maximize the strengths of the school community.

Given the purpose and goals of the school improvement process and school staff needs, the ongoing technical assistance will include explicit guidance and practical application for staff, teachers, instructional coaches, and school leadership that will assist them in fostering increased student engagement, learning, and achievement in their schools. Based on the meta-coaching premise noted above, the technical assistance activities will:

1. Include self-assessment tools and processes.
2. Acknowledge and respect the experiences of individual participants.
3. Provide orientation experiences that expose participants to the process and content of leading school change for increased student and faculty engagement and achievement.

4. Encourage creativity, collaboration, and critique in a safe environment.
5. Engage school leadership and school community in reflective and interactive experiences.
6. Offer intellectually and professionally challenging experiences.
7. Provide interactive and hands-on experiences to develop and/or refine skills designed to increase student and faculty engagement and achievement.
8. Provide on-going professional learning experiences for both leadership and faculty members (e.g., reflections, peer observations, peer debriefings).
9. Provide feedback on goals and progress.

The UEPC will provide or arrange for professional development to build the capacity of the faculty and leaders in improving student achievement. The UEPC team recognizes the importance of professional development defined broadly as the individual and collective opportunities for professional learning that take place in a variety of settings and contexts. They acknowledge the importance of creating professional development for leaders and school staff that is embedded into their daily lives and becomes self-reinforcing as they continue to develop their own effective practices and engage in opportunities to reflect on how they continually reach optimal levels of performance. The UEPC team adheres to research-based standards of professional development. Specifically, in planning for or arranging for professional development, the following characteristics of PD are sought (Borko, 2004; Garet, Porter, Desimone, Birman, Yoon, 2001; Desimone, 2009; NSDC, 2001):

- Focuses on content knowledge,
- Provides opportunities for active learning,
- Is coherent with other learning activities,
- Allows for sufficient duration (spread over time; 20 hours or more),
- Promotes collective participation (e.g. teams from the same school, grade, or subject), and
- Is research and data-driven both in terms of how data are used to improve practices and student learning as well as how data are used to evaluate the effectiveness of professional development.

The UEPC also recognizes the additional benefits of professional development systems that support student learning goals from multiple levels, including the district, the state office of education, and other educational partners such as universities. Professional learning opportunities will be developed to maximize leadership and staff self-direction, acknowledge their backgrounds and expertise, and reflect their roles as practicing educational leaders and professionals.

The specific structures that will be used for ongoing technical assistance are described below.

- Specific action steps
- Monthly Leadership Team Network Meetings. The UEPC will facilitate joint meetings off-site with the two Priority School leadership teams once a month. The purpose of these network meetings is to build leadership capacity and support implementation of improvement plans. Leadership teams will include, but are not limited to, the principal, assistant principal, instructional coaches, CLC coordinator, GSD directors, and systems

coaches. The following are examples of the types of activities that will occur in the network meetings:

- Discussion of key turnaround research and resources, including how the concepts and principles are enacted in the Priority Schools. This also includes time for personal reflection and planning for how the strategies might be applied.
  - Planning for implementation of key turnaround strategies based on specific components of the SIPs.
  - Reviewing data and progress of implementation and student learning outcomes. This includes regularly reviewing evaluation findings as well as conducting data studies of student achievement data.
  - Sharing strategies and resources across the two schools.
  - Creation of 30-day action plans to keep the progress of implementation moving forward from month to month.
- **Monthly Principal Meetings.** Each month the UEPC will facilitate meetings with the two principals to support them in establishing the systems and practices that lead to high levels of achievement for all students in their schools. The principal meetings will include the two principals, their district directors, and the UEPC SST members. These meetings are collaborative forums which the turnaround principals will take turns hosting at their schools. The purpose of the monthly principal meeting is to support the host principal in making progress toward the attainment of his or her specific achievement goals at their campus. All meeting participants are asked to join in the conversation in ways that support the host principal. The following are examples of the types of activities that will occur during the principal meetings:
    - Implementing the data-driven instructional cycle with teachers, including the use of common formative assessments, analysis of data, planning instruction, and observation and feedback (see Bambrick-Santoyo resources below)
    - Discussions and brainstorming about how principals can increase their capacity to generate instructional changes that will lead to better student performance.
    - Classroom learning walks to identify key areas for celebration and needed support.
    - Identification of additional resources or services that are needed to support the change efforts (both from within the district and externally)

**Individual Principal Coaching.** In coordination with the monthly principal meetings, the UEPC will provide coaching for each principal that is tailored to their individual needs and unique circumstances at each school. Guided by the work of Hall and Duval (2003; 2004; 2005) on **meta-coaching**, the individual coaching will include the following:

1. Self-assessment tools.
2. Research and resources (e.g., readings, reflection exercises, syntheses of research) about the process and content of leading school turnaround efforts.
3. Opportunities to foster creativity, collaboration, and critique in a safe environment.
4. Opportunities for reflective and interactive experiences.
5. Intellectually and professionally challenging learning experiences.

6. Interactive and hands-on experiences to develop and/or refine skills to increase student engagement and achievement.
7. Assignments to be completed in-between visits
8. Feedback on individual goals and progress

The UEPC will use the following resources as part of their ongoing technical assistance to the Priority Schools:

- Paul Bambrick-Santoyo & Doug Lemov. (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass.
- Joseph Johnson, Lynn Perez, & Cynthia Uline. (2012). *Teaching Practices from America's Best Urban Schools: A Guide for School and Classroom Leaders*. NY: Routledge.
- Kathryn Bell McKenzie & Linda Skrla. 2011. *Using Equity Audits in the Classroom to Reach and Teach all Students*. Thousand Oaks, Ca. Sage Publications Inc.
- Doug Lemov & Norman Atkins. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)*. San Francisco, CA: Jossey-Bass.

### **Make recommendations to GSD for other assistance that is needed**

As described above, the proposed School Support Team activities will involve an iterative process to reinforce support and technical assistance that amplifies the potential impact for (a) school administrators, (b) the teachers and staff, and (c) student engagement and learning (Rorrer, Skrla, and Scheurich, 2008). To this end, the UEPC team takes great care to align planning and strategies to include collaboration with GSD representatives to ensure that the impact of the School Support Team process is maximized. Through continuous coordination with GSD, the UEPC will be able to highlight areas of strength as well as opportunities for additional support that may be provided by the district within their own support structures. Recognizing the importance of the school district for schools' and students' success, the UEPC will take steps to continuously provide information to the district to enhance their efforts in supporting the two Priority Schools, as well as other Title I Schools in the district.

### **Evaluate the effectiveness of the School Improvement Plan with members of the school community**

The UEPC uses a collaborative, ongoing process for monitoring and evaluating the effectiveness of the strategies and interventions that emerge from the SIP process. This process includes three steps, which are repeated to create a continuous improvement process:

1. Establish understanding and awareness about the specific goals and timeline of implementation. This step is carried out in multiple sessions with the school community (e.g., teachers, staff, and parents) and helps to ensure that all stakeholders know how they will play a part in reaching the school goals outlined in the SIP.
2. Take stock of where the school is currently with respect to reaching the goals. This step is also a collaborative process that helps establish baselines as well as ensures that stakeholders fully understand and are committed to the improvement process.
3. Identify the specific strategies that will be monitored and the evidence that will be used to establish whether progress is being made. Finally, the UEPC facilitates a process to identify which data will be collected, by whom, how often, and how it will be used for

continuous improvement. While much of the evaluation is initiated in the SIP preparation process, this step helps to establish a specific evaluation plan that is shared explicitly with stakeholders. Data collection includes a combination of classroom observations, surveys, interviews/focus groups, and analysis of student and school data (e.g., test scores, attendance, behavior referrals, etc.).

**C.2. Selecting external providers that take into account the specific needs of the Priority School(s) to be served by external providers. These criteria must include, but are not limited to:**

- **Researching and prioritizing the external providers available to serve the school;**
- **Available providers have been thoroughly researched;**
  - **Contact with other LEAs currently or formerly engaged with the external provider regarding their experience and effectiveness;**
  - **The provider identified has a proven track record of success in working with similar schools and/or student populations. For example, success in working with high schools or English Language Learners.**

The entire vetting process was conducted via the initial Request for Proposal (RFP) process, about a year ago and finalized November 2012. The district followed all federal, state and district guidelines in advertising and selecting an external provider. The above explanation indicates the wealth of resources and expertise the UEPC provides as SST leader and facilitator. Many other providers were analyzed for skills and expertise as well as capacity. It was determined that UEPC is uniquely qualified to meet the needs of the Granite School District. Furthermore, the fact that UEPC has been working so closely with Roosevelt Elementary makes UEPC a unique provider with intimate knowledge of the school, community and improvement efforts. Finally, the UEPC has a primary focus on equity. The need for the school to provide resources and experiences to overcome poverty and inequity is requisite to the success of the reform and improvement effort at Roosevelt Elementary.

**C.3. Alignment between external provider services and existing LEA services:**

- **The responsibilities of the external provider and the LEA are clearly defined and aligned.**
- **The LEA has specifically planned how it will hold the external provider accountable to high performance standards.**
- **The capacity of the external provider to serve the specific needs of the identified school(s) has been clearly demonstrated.**

Granite School District has articulated extensively the collaboration agreement with UEPC. This ensures that UEPC will become aware of GSD initiatives and procedures and will incorporate them into its technical assistance. The School Accountability Director is the liaison with UEPC and the district. The Resource Development Director is also involved in facilitating coordination. UEPC will report quarterly on its efforts in collaboration with Roosevelt Elementary School administration. These quarterly reports will ensure that the district remains aware of the processes involved with the technical assistance and will be able to monitor their work for effectiveness. A strong relationship has been established with Granite School District administration and UEPC leadership. That working relationship has evolved and is rooted in the trust established over the time UEPC has worked with GSD.

The above description of the UEPC protocols as well as experience indicate that UEPC is very well qualified to support Roosevelt throughout the school improvement process. The format and processes will build capacity in the school leadership such that they will be able to stand alone after the SIG funding is gone to maintain and even continue to grow the improvements.

### **SST Evaluation**

The goal of the External School Support Team (SST) is to provide the SIG schools with ongoing technical assistance and support that helps individuals and schools build their own capacity to lead and sustain effective turnaround change efforts leading to school-wide improvements and swift, significant increases in student achievement.

The following evaluation plan will provide formative and summative data to be used to inform all stages of the technical assistance process as follows.

1. **Needs assessment** information collected from leadership team members during spring 2014 will be used to tailor the SST process and technical assistance activities.
2. Ongoing **formative** information collected throughout the leadership teams' experiences with the UEPC will be used for continuous improvement and refinement of the technical assistance and support. Formative evaluation information will help to ensure that the technical assistance is implemented in a high quality manner and responsive to the needs of the SIG schools.
3. **Summative** information collected at the end of each school year will be used to determine the overall quality and impact of the technical assistance activities and to identify additional areas of focus for the next year.

### **Evaluation Questions**

The following evaluation questions will be used to guide data collection and analysis:

1. To what degree are the SIG school principals and their leadership teams satisfied with their involvement with and support from the UEPC? What aspects are most and least helpful?
2. What is the quality of the relationships and interactions between UEPC and SIG school staffs?
3. To what extent does the UEPC provide sufficient "dosage" of technical assistance efforts?
4. To what degree does UEPC's technical assistance and support provide responsive, relevant, and practical tools and resources for principals and instructional coaches to use in their turnaround efforts?
5. To what degree do SIG school principals and their leadership teams *learn* effective strategies and practices to support turnaround efforts at their schools?
6. To what degree do SIG school principals and their leadership teams *apply* what they have learned to their work?

7. What is the impact of SIG school principals and their leadership teams' approaches on family engagement, teacher collaboration, and instructional practices that are most directly related to student engagement and achievement?

### **Evaluation Methods**

Multiple data sources will be used to increase the trustworthiness and reliability of the evaluation data, including a mix of quantitative, qualitative, and survey data sources. Table 1 shows the data collection methods that will be used to address the evaluation questions and the proposed timeline for each data collection method.

**Table 1. Evaluation Methods and Timeline**

<b>Methods</b>	<b>Source</b>	<b>Timeline</b>
SIG School technical assistance needs assessment survey (online)	Principal, leadership team, and teachers <sup>1</sup>	April – June (2014)
Brief monthly leadership team reflections (online)	Principal and leadership team	September – May (Annually)
Mid-year and end-of-year technical assistance evaluation surveys (online)	Principal, leadership team, teachers, and staff	December, May (Annually)
Evaluation-debrief meeting with SIG school leadership and GSD leadership to review evaluation feedback and identify areas for additional ongoing support (debrief protocol)	UEPC, SIG Schools leadership, GSD leadership	January, June (Annually)
Final technical assistance evaluation survey (online)	School staff	May 2017

The UEPC appreciates the vital role of communication to successful evaluations. To this end, we will work with the SIG school and GSD leadership to ensure that all evaluation data are tightly connected with the goals of the SIG plans and goals. Our team will review evaluation data monthly to share updates on the specific progress on technical assistance activities, preliminary evaluation results, and considerations for ongoing monitoring and improvements. These meetings will involve a detailed review of the UEPC technical assistance activities and the degree to which the UEPC's external support is adhering to the basic principles we have outlined in this proposal.

The UEPC will also work collaboratively with the GSD leadership to identify the important lessons learned from the SIG turnaround process and consider how these results can inform practice and policy.

<sup>1</sup>The teacher survey may be administered closer to the start of the school year depending status of hiring new teachers.

## **SIG School Evaluation and Monitoring**

In addition to the evaluation of the UEPC's technical assistance, we will engage the SIG school leadership teams in ongoing site-based evaluations during our monthly technical assistance meetings. As several principals from high-performing urban schools have explained, "Hope is not a strategy." Remarkable achievement results are generated only when leaders and coaches meticulously measure and track their progress and refine implementation continuously.

The UEPC technical assistance visits will provide school principals and coaches with the tools to measure the curricular, instructional, and leadership issues they seek to improve (e.g., PLC self-assessment; school climate worksheets; etc.). While student achievement is the ultimate goal, tracking additional indicators that contribute to student achievement will be addressed during on-site meetings, at which time principals and instructional coaches will be asked to report progress related to key data elements. Below is a sample of the data elements reviewed during site visit meetings:

- *Curriculum*: mastery rates on common formative assessments and/or district Acuity benchmark/screener assessments; achievement and growth on the new SAGE assessments
- *Instruction*: percentage of classroom observations in which teachers demonstrated specific key instructional strategies (e.g., checking for understanding, building academic vocabulary, using effective SIOP strategies, etc.)
- *Instructional support*: teachers' engagement in PLCs to plan for effective, differentiated instruction and to use student learning data to inform their practice; teachers' engagement in coaching cycles with their instructional coaches
- *Climate*: staff attendance; staff satisfaction and trust; student attendance; student satisfaction and trust; student participation in afterschool and extra-curricular activities; parent satisfaction and trust, participation, and engagement
- *Organization*: number of minutes of non-instructional time, number of students participating in tutoring programs, number of students out of class during instruction
- *Leadership*: number of classroom observations, number and quality of feedback to teachers; evidence of follow-through on key decisions

The UEPC will facilitate data studies of multiple data sources to establish baselines and measure progress over time, as outlined in Table 2 below.

**Table 2. Data to Measure School Turnaround Efforts**

Types of data collected	Source/Method	Timeline	How Used
<b>Student Demographics</b>			
Schoolwide and by grade level <ul style="list-style-type: none"> <li>• Race/Ethnicity breakdown</li> <li>• Gender breakdown</li> <li>• % English language learners</li> <li>• % special education</li> <li>• % gifted and talented</li> <li>• % low income (F&amp;RL)</li> <li>• % refugee</li> <li>• % bused/neighborhood</li> </ul>	School records	Annually (and updated as needed)	To plan for specific or targeted support by grade level based on the composition of students in classes
<b>School data</b>			
<ul style="list-style-type: none"> <li>• Chronic absence (absent 10% or more)</li> <li>• Late arrivals</li> <li>• # behavior referrals</li> <li>• # of suspensions</li> <li>• Mobility (% moving in and out of school during the year)</li> </ul>	School records	Quarterly (and updated as needed)	To plan for specific or targeted support by grade level based on patterns of attendance, behavior, and mobility.
<b>Staffing and Instructional Data</b>			
<ul style="list-style-type: none"> <li>• Class sizes (and avg. class size)</li> <li>• # paras per class (and how organized)</li> <li>• # resources teachers (and how organized)</li> </ul>	School records	Annually (and updated as needed)	To plan for specific or targeted support by grade level based class size and staffing patterns.
<ul style="list-style-type: none"> <li>• % of teachers with under and over 3 years of teaching experience</li> <li>• % with a Master’s degree or higher</li> <li>• % endorsements (and</li> </ul>	School records Teacher feedback	Annually (and updated as needed)	High levels of teacher experience, qualifications, and effectiveness are critical for school turnaround. Initially teacher composition

Types of data collected	Source/Method	Timeline	How Used
types) • # of staff absences • Teacher commitment levels (e.g., espoused and enacted commitment to the turnaround goals and strategies)			may predict how successful the turnaround efforts might be. Additionally, these data can be used to set long-term goals for recruiting and hiring staff and can be tracked over time to document improvements.
<b>School Climate</b>			
<b>PBIS SET</b>	District Systems Coaches	Fall and spring annually	The SET data can be used to document areas of strength and to plan for improvements in Tier 1 and Tier 2 PBIS components.
UEPC’s Stakeholder Input school climate survey (aligned with the educator and leader effectiveness standards)	Online survey	Fall and spring annually	The feedback on the surveys can be used to inform the school-wide improvement efforts and has information school leaders and teachers can use to increase communication and engagement with students and parents. Perceptions should begin to improve in years 1 and 2, and should continue to improve throughout the change process.
Supports and advocacy for students (e.g., reward systems; welcome and orientation for new students; peer leaders or ambassadors;	School records Student focus groups	Mid-year annually	Information about schoolwide structures in place to support students can be used to reinforce successful practices happening in classrooms.

Types of data collected	Source/Method	Timeline	How Used
etc.)			
<b>Classroom Practices and Support</b>			
<p>Examples of classroom data:</p> <ul style="list-style-type: none"> <li>• Students’ active cognitive engagement</li> <li>• Differentiated instructional practices</li> <li>• Strategies to support ELL (e.g., SIOP)</li> <li>• Vocabulary development</li> <li>• High expectations</li> <li>• Supportive learning environment</li> <li>• Student-to-student interactions</li> </ul>	<p>Classroom observations (learning walks)</p> <p>Teacher self-assessment (using tools from resources listed below)</p>	<p>Monthly</p>	<p>To identify the degree to which first taught (tier 1) instruction is likely to lead to high levels of student mastery of core standards.</p> <p>To identify areas where teachers may need additional support.</p>
<p>Quality and frequency of instructional coaching cycles</p>	<p>Coaching logs</p>	<p>Quarterly (and updated as needed)</p>	<p>To identify the degree to which the coaching relationships and coaching cycles are supporting teachers to make improvements to their practice (and that first taught (tier 1) instruction is likely to lead to high levels of student mastery of core standards).</p> <p>To identify areas where coaches may need additional support.</p>
<p>Quality and frequency of teacher collaboration (PLC) activities (e.g., developing</p>	<p>PLC meeting notes and agendas</p> <p>Teacher self-assessments</p>	<p>Quarterly (and updated as needed)</p>	<p>To identify the degree to which the teacher collaboration is supporting teachers to make improvements to their practice.</p>

Types of data collected	Source/Method	Timeline	How Used
CFAs, planning lessons, studying data)			To identify areas where teacher teams may need additional support.
Facilities and Resources			
<ul style="list-style-type: none"> <li>• Safety and cleanliness of school facilities</li> <li>• Safety and availability of school transportation</li> <li>• Accuracy of budget projections</li> <li>• % of budget devoted to classroom purposes</li> <li>• Ratio of students and staff to computers</li> <li>• Internet/Network availability</li> <li>• Average time for the order and delivery of classroom supplies</li> </ul>	School records	Annually (and updated as needed)	To identify any immediate resource needs necessary for successful turnaround efforts. Additionally, these measures of efficiency (e.g., accuracy of budget projections) can be used to establish baselines and track improvements over time.
Interventions			
<ul style="list-style-type: none"> <li>• Imagine Learning Reports</li> <li>• Afterschool attendance</li> <li>• Afterschool tutoring progress</li> </ul>	ILE reports Afterschool records	Quarterly (and updated as needed)	Information from the ILE reports can be used to track students' progress with language development, as well as to inform classroom practice including small group instruction and targeted interventions. Afterschool attendance can be used to monitor the supports that students receive after school and to determine if the afterschool interventions are working or not. This can also be used to

Types of data collected	Source/Method	Timeline	How Used
			coordinate and align supports students receive during the regular day and afterschool.
<b>Student Achievement</b>			
Common Formative Assessments (CFA)	Teacher records	Monthly	Check for student mastery; identify content standards for additional focus; identify areas where teachers may need additional support (e.g., coaching, professional development, other follow-up, etc.)
DIBELS	School records (online)	3 x per year	
Acuity	District records (online)	3 x per year	
SAGE	District records	Annually	Summative assessment of student achievement. Identify areas for schoolwide focus and support.

Several of the self-assessment tools listed in the table above are including in the following resources that the UEPC will use as part of their ongoing technical assistance to the SIG Schools:

- Paul Bambrick-Santoyo & Doug Lemov. (2012). **Leverage Leadership: A Practical Guide to Building Exceptional Schools**. San Francisco, CA: Jossey-Bass.
- Joseph Johnson, Lynn Perez, & Cynthia Uline. (2012). **Teaching Practices from America's Best Urban Schools: A Guide for School and Classroom Leaders**. NY: Routledge.
- Kathryn Bell McKenzie & Linda Skrla. 2011. **Using Equity Audits in the Classroom to Reach and Teach all Students**. Thousand Oaks, Ca. Sage Publications Inc.
- Doug Lemov & Norman Atkins. (2010). **Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)**. San Francisco, CA: Jossey-Bass.

**C.4. LEA provides a description of the reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2014-2015 school year.**

Because GSD has already selected the UEPC as the external provider, the UEPC is prepared and ready to continue working with Roosevelt Elementary School for the 2014-15 school year. In addition, the UEPC will work closely with GSD in the planning and transition phase as the school moves from Focus School to Priority School status.

## **D. Describe barriers to full and successful implementation**

### **D.1.a A list of potential barriers**

- Communication
- Teacher Incentives
- Implementation Fidelity

### **D.2.b. Steps to minimize barriers**

#### **Communication**

During the development of this grant application, communication barriers have been addressed and plans put in place to continue to foster appropriate conversations that will enhance the district's ability to improve Roosevelt Elementary School. This has been done through collaborative efforts with all representatives of the District Improvement Steering Committee, the Granite District School Board and the Granite Education Association. GSD believes existing barriers to school reform can and will be overcome.

#### **Teacher Incentive Bonus**

Incentive bonuses based on student achievement may have potential barriers. To address the barriers, the Assistant Superintendent of School Accountability will continue to lead the collaborative efforts to work with the Board of Education, Granite Education Association, and Granite District Administration to address the barriers.

#### **Implementation Fidelity**

The School Support Team will be actively involved in monitoring and supporting the schools as they undergo transformation. The School Support Team will submit quarterly reports to the Granite School District throughout 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.

### **D.1.c. Process to overcome future barriers**

The Granite School District Improvement Steering Committee (DISC) is effectively situated to resolve problems and find solution to barriers as they arise. The committee is compiled of key district leadership who understand district policy as well as practice in the field. The School Accountability Director will be able to present problems or barriers to this committee which can brainstorm solutions and represents the full resources of the district. This District Support Team can create solutions to ensure that full implementation is effectively achieved and Roosevelt makes the necessary improvements in student achievement.

### **D.1.d. Collaboration with key stakeholder**

Assistant Superintendent Mike Fraser sits on DISC. He has developed a very good working relationship with the leadership of the Granite Education Association. As barriers present themselves involving personnel or the negotiated agreement, he is very well positioned to act as liaison with the GEA to find solutions to the barriers that may impede full implementation of the school improvement efforts.

Parent concerns will be handled at the school level when possible. If required, the School Accountability Director again can use the resources of the district to resolve concerns and remove barriers to success.

**E. The LEA must include information regarding how it will sustain the reform after the SIG funding period will end.**

**E.1.a. A list of the ongoing supports needed to sustain school improvement**

The district has the capacity and commitment to realign existing resources to sustain the components of this initiative that prove successful. At present, we believe sustainability will require realignment of existing supplemental financial resources (including Title I, Title II, Title III, and local school improvement funding) at Roosevelt and at the district office to fully support elements of the transformation that prove effective including the use of these funds to support additional instructional time. This application avoids the hiring of additional staff that would not be sustainable at the conclusion of the funding period.

A central part of the technical assistance and professional development provided to administrators is to identify and strengthen procedures necessary to sustain the reform. The training and support for the administrators to identify key activities which improve student achievement and effectively use the existing procedures to leverage improved performance will continue to benefit the school and the district as we work to sustain and replicate the reform components.

- Achievement bonuses are not sustainable without additional resources and act at this stage as enticements to the skilled teachers needed to determine the components of the reform that are viable and meaningful to increased focus and attention on improving the culture and commitment to increasing student achievement results.
- Having the staff in place to allow the implementation of the other activities and the district's ability to demonstrate the critical nature of willing teachers committed to student success is essential.
- The on-going, job-embedded professional support for teachers will result in better skilled and reflective teachers able and experienced in the constant review of student achievement to guide shifts in practice needed to improve achievement.
- The ability of instructional coaches to support teachers in improving practice will inform coaching and professional development efforts well beyond the three years of funding available through this grant.

Moreover, the focus and resolve necessary to fully execute the components of this reform provide the district the opportunity to revisit and revise policies and procedures that impede the implementation of practices that better support student achievements and knowledge and experience that will impact the work of the organization well beyond this funding. Attention to the findings of the evaluation of both the implementation and outcomes of this initiative will be incorporated into the future practices of key decision makers throughout the district. Thus, capacity will be built at the teacher, administrative, and district levels which will be shared widely through ongoing professional development, improvement plans, leadership meetings, and hiring and evaluation processes.

**E.1.b. Describe anticipated funding from local, state and federal resources committed to meet the needs of continued school improvement**

Granite School District is committed to the Roosevelt Elementary School improvement project and will support their efforts during grant funding as well as look to the future with a project sustainability plan. District resources used for funding during the project will continue once grant funding is over to ensure project sustainability.

1. Significant Title I funds to the school sites
  - a. Granite School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2013-2014, the formula Per Pupil Amount extra for Roosevelt Elementary school was \$1,541.17. The District will maintain that level of commitment.
2. Intervention Time during the School Day
  - a. Additional staff will be hired using Title I funds to provide support to students during the school day. This support will target students who did not demonstrate proficiency on weekly formative assessments. Additional time with a classroom teacher will be provided to the student with focus on learning key concepts found in the Utah Core Standards.
3. Instructional Coaches
  - a. Out of the Title I allotment, Granite District provides for additional FTE to fund an Instructional Coach(es) at Roosevelt Elementary School. This commitment is expected to continue. The school will have the additional resources to place additional teachers where needed as demonstrated by student proficiency rates.
4. Reading Coaches
  - a. With the use of Reading Achievement Program funds, reading coaches are provided at Roosevelt Elementary School. Roosevelt receives a full FTE for this support.
5. Before and After School Program
  - a. 21st Century, United Way and Title I funding will be used to extend the learning day for Roosevelt students. Students will participate in activities that are designed to augment learning in the classroom and serve as an intervention for students not understanding tier I instruction or an extension for those who have demonstrated proficiency on essential key concepts.
6. Summer School
  - a. Title I funds may be used to extend the learning time into the summer months. This will again enhance learning outcomes as well as combat regression due to extended time away from the classroom.

**E.1.c. Written assurance from the Superintendent that he will continue to support the school improvement process after the funding period ends**

See Attached

**E.1.d. Written assurances that the School Board will continue to support the school improvement process after the funding period ends**

See Attached

## Part II: Budget

	Year 1	Year 2	Year 3	Grand Total
<b>Salaries</b>				
Language Arts Incentive/Class Goals (21.5 teachers @ \$750 ea)	16,125.00	16,125.00	16,125.00	48,375.00
Mathematics Incentive/Class Goals (21.5 teachers @ \$750 ea)	16,125.00	16,125.00	16,125.00	48,375.00
Language Arts Incentive/PLC Goals (21.5 teachers + 5 coaches @ \$750 ea)	19,875.00	19,875.00	19,875.00	59,625.00
Mathematics Incentive/PLC Goals (21.5 teachers + 5 coaches @ \$750 ea)	19,875.00	19,875.00	19,875.00	59,625.00
Language Arts Incentive/School Goals (21.5 teachers + 5 coaches + 1 principal @ \$1,000 ea)	27,500.00	27,500.00	27,500.00	82,500.00
Mathematics Incentive/School Goals (21.5 teachers + 5 coaches + 1 principal @ \$1,000 ea)	27,500.00	27,500.00	27,500.00	82,500.00
Stipends for Professional Development (21.5 teachers + 5 coaches for 5 ea 8 hr days @ \$30 per hr)	31,200.00	31,200.00	31,200.00	93,600.00
Stipends for PLC PD (21.5 teachers + 5 coaches for 5 ea 8 hr days @ \$30 per hr)	31,200.00	31,200.00	31,200.00	93,600.00
<b>Subtotal</b>	<b>189,400.00</b>	<b>189,400.00</b>	<b>189,400.00</b>	<b>568,200.00</b>
<b>Benefits</b>				
Language Arts Incentive/Class Goals (21.5 teachers @ \$750 ea)	4,998.75	4,998.75	4,998.75	14,996.25
Mathematics Incentive/Class Goals (21.5 teachers @ \$750 ea)	4,998.75	4,998.75	4,998.75	14,996.25
Language Arts Incentive/PLC Goals (21.5 teachers + 5 coaches @ \$750 ea)	6,161.25	6,161.25	6,161.25	18,483.75
Mathematics Incentive/PLC Goals (21.5 teachers + 5 coaches @ \$750 ea)	6,161.25	6,161.25	6,161.25	18,483.75
Language Arts Incentive/School Goals (21.5 teachers + 5 coaches + 1 principal @ \$1,000 ea)	8,525.00	8,525.00	8,525.00	25,575.00
Mathematics Incentive/School Goals (21.5 teachers + 5 coaches + 1 principal @ \$1,000 ea)	8,525.00	8,525.00	8,525.00	25,575.00

Stipends for Professional Development (21.5 teachers + 5 coaches for 5 ea 8 hr days @ \$30 per hr)	9,672.00	9,672.00	9,672.00	29,016.00
Stipends for PLC PD (21.5 teachers + 5 coaches for 5 ea 8 hr days @ \$30 per hr)	9,672.00	9,672.00	9,672.00	29,016.00
<b>Subtotal</b>	<b>58,714.00</b>	<b>58,714.00</b>	<b>58,714.00</b>	<b>176,142.00</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Grand Total</b>
<b>Contract Services - External Partners</b>				
Utah Education Policy Center (UEPC)	45,000.00	45,000.00	45,000.00	135,000.00
<b>Subtotal</b>	<b>45,000.00</b>	<b>45,000.00</b>	<b>45,000.00</b>	<b>135,000.00</b>
<b>Professional Development</b>				0.00
PLC Professional Development	25,000.00	25,000.00	25,000.00	75,000.00
<b>Subtotal</b>	<b>25,000.00</b>	<b>25,000.00</b>	<b>25,000.00</b>	<b>75,000.00</b>
<b>Pre-Implementation Activities</b>				
Pre-Implementation	10,000.00	0.00	0.00	10,000.00
<b>Subtotal</b>	<b>10,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10,000.00</b>
<b>Supplies</b>				
PLC Support	4,614.81	4,614.82	4,614.82	13,844.45
<b>Subtotal</b>	<b>4,614.81</b>	<b>4,614.82</b>	<b>4,614.82</b>	<b>13,844.45</b>
Total Direct Costs	332,728.81	322,728.82	322,728.82	978,186.45
Indirect Costs @ 2.23%	7,419.85	7,196.85	7,196.85	21,813.56
<b>Total All Costs</b>	<b>340,148.66</b>	<b>329,925.67</b>	<b>329,925.67</b>	<b>1,000,000.00</b>

## **2. Other Funds committed to the Transformational reform project**

### **2.a. A list of other financial resources that will support the intervention model**

- Existing budgets and resources from the Maintenance and Operations budget at Granite School District
- Existing Title I budget dedicated to Roosevelt Elementary School
- 21<sup>st</sup> Century grant funding in collaboration with South Salt Lake City
- Grant funding from the United Way
- Early Intervention funding from the State of Utah

### **2.b. A description of how these funds will support the goals of the school improvement project**

Existing M&O district funds will continue to fund the day to day operations of the school. Teachers, administrators, itinerant and permanent support staff as well as district support staff will all continue to be funding with existing LEA funds.

The Title I budget will be reallocated to align with the tenets of this school improvement, intervention plan. Funds from the Title I budget will be used to create a master schedule that allows for interventions during the day. The school day will be extended by way of Title I funds. Parent outreach will be facilitated through Title I. Some professional development opportunities are afforded teachers using Title I funds. The bulk of the increased focus on learning will be facilitated by the reallocation of the Title I funds

Grant funding from the 21<sup>st</sup> Century grant, the United Way and State of Utah is used to offer Full Day Kindergarten, Summer School, Parent outreach and involvement as well as help unify the community in the reform effort. These funding sources will continue to provide needed resources o increase the offerings to students as well as improve community engagement in the school.

### **2.c. A description of how LEA personnel will collaborate to support school reform.**

The School Accountability Director will coordinate with all LEA personnel as well as the external provider to provide comprehensive technical assistance to the school. The aforementioned DISC committee will enable the LEA to properly be informed and respond to needs at the school. Professional Learning Communities will be the practical method used to organize the reform efforts concerning educator practice. Granite School District has established five non-negotiables that guide the work of teachers in schools. These five aspects of the teaching and learning process are embedded into the work PLCs do. Technical assistance will be centered on these five areas:

1. Fidelity to the Utah Core Standards
2. Use of the Instruction Framework
3. Use of district provided tools and assessments
4. Active participation in a high functioning PLC
5. Implementation of a school wide MTSS

As has previously been discussed, Granite District has developed curriculum maps that help teachers ensure they adhere to the Utah Core Standards and that students are exposed to the breadth of the core. This tool is effective technical assistance to ensure teachers maintain fidelity to the core.

The Granite School district Instructional Framework will guide the work of the PLCs and includes the pacing guides, lesson design template and other components which will guide the PLC through the process of answering four questions; 1. What do we want students to know? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. What will we do for students who

already know it? The lesson design template ensures all lessons include direct instruction, guided practice, informal and/or formal formative assessment, independent practice and appropriate interventions and extensions. Technical assistance will be focused on ensuring explicit instruction occurs with a focus on learning for all students.

The district provides excellent quarterly benchmark assessments. These assessments will enhance the school's ability to understand to what degree students are learning in time to make necessary adjustments and ensure that all students learn at requisite levels.

As issues or problems that impede learning arise, the district will provide assistance in the creation and implementation of an adequate Multi-Tiered System of Support. This structure will enhance the school's ability to provide resources and interventions for students with academic, social/emotional, or any other need which may prevent the student from achieving at a high rate.

The district and the external provider will work together to provide technical assistance. This assistance will come through professional development, coaching and an observation feedback protocol. The emphasis of the coaching will be providing feedback on aspects of tier I instruction. This instruction feedback loop will enable the teachers to enhance their reflective practice regarding the explicit instruction model, frequent formative assessment and tier I interventions like small group and differentiation. The school will also receive support for tier II instruction and interventions. The district will identify best practices and resources to help manufacture a master schedule that will enable the school to offer tier II interventions during the regular school day. Students will be served based on weekly formative assessment data. The Student Assessment Director will assist in providing prompt results and data production of the formative assessments. Teaching and Learning will provide assistance in production of common formative assessments that address the core and meet the needs of the students at Roosevelt Elementary. Best practice will guide the creation of interventions at all tier levels. Some of those interventions will include extended day, summer school, extra-time during the school day as well as increased focus on learning throughout the school community. PBIS will enhance this focus. The district will guide technical assistance for all aspects of school reform.

### 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 follow U.S. Department of Education assurances:

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- If the LEA implements a Restart Model in a Priority School the LEA must 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
- The LEA must monitor and evaluate the actions the school has taken, as outlined in approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality.
- The LEA must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- Report to the SEA the school-level data required under section III of the final requirements.

Utah State Office of Education assurances:

- The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. The LEA is required to use an experienced School Support Team Leader who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff.

#### Waivers:

1. LEAs may "start over" in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a Turnaround or Restart Model. (This provision is not applicable in Utah due to the State's approved ESEA Flexibility waiver.)
2. LEAs may implement a schoolwide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40% poverty eligibility threshold. (This provision is not applicable in Utah due to the State's approved ESEA Flexibility waiver.)

## **Appendix**

- **Letter of Assurance from Granite School District Board of Education President**
- **Letter of Assurance from Granite School District Superintendent of Schools**
- **Letter of Support from Granite Education Association**
- **Pre-Implementation Activities**



Board of Education  
2500 South State Street  
Salt Lake City, Utah 84115-3110

385-646-4523  
FAX 385-646-4207  
[www.graniteschools.org](http://www.graniteschools.org)

February 12, 2014

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

Dr. Menlove,

As president of the Granite School District Board of Education, I support the school improvement plans for Lincoln Elementary School and Roosevelt Elementary School as outlined in these applications. The Board will support the practices described in these applications for these two schools. We understand the required elements of the School Improvement Grant (SIG) Transformational Model as outlined in the LEA assurances document. These assurances have been signed off by the Superintendent of Schools for the Granite School District.

Thank you for your consideration.

Sincerely,

Gayleen Gandy  
President, Granite School District  
Board of Education



Superintendent Martin W. Bates, J.D., Ph.D.  
2500 South State Street  
Salt Lake City, Utah 84115-3110

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February 11, 2014

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

Dr. Menlove,

Granite School District is submitting School Improvement Grant applications for Lincoln Elementary School and Roosevelt Elementary School. Both are Title I schools located in South Salt Lake near our district offices. The schools each experience a high rate of poverty, have a very diverse student population, and are currently Focus Schools.

Granite School District is committed to the changes that are needed to promote student achievement at the schools. I assure the district's support to the projects by committing our resources in both personnel and program funding to the projects, as well as program sustainability once the grant funding is over. The Lincoln and Roosevelt School Improvement efforts have the support of our local teacher association in addition to the district's commitment. Association representation has been a part of the projects' planning process. The principal at both schools will be replaced. We are in the process of selecting strong principals to lead the reform efforts. These new principals will work with our district to involve the community in the process of school improvement.

Goals for student achievement in language arts and mathematics have been established as part of the reform process. The projects will include incentive based bonuses for teachers as their students reach target scores on SAGE. The learning day will be extended and instructional hours will be increased. Tier I instruction will be targeted for improvement and more time and resources dedicated to interventions. 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. GSD will use its resources through its Curriculum Department, Assessment Department, Special Education Department and Resource Development Department to ensure success in both schools.

Granite School District is dedicated to these projects 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 Lincoln Elementary and Roosevelt Elementary. I request your consideration in funding for the Lincoln Elementary School Improvement project and the Roosevelt School Improvement project.

Sincerely,

Martin W. Bates, J.D., Ph.D.  
Superintendent



## Granite Education Association

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Susen Zobel, President  
Kathleen Riebe, Vice President  
Starleen Orullian, Executive Director  
Nikki Peterson, Associate Director

February 14, 2014

Dr. Martell Menlove:

The Granite Education Association (GEA) requests that the attached Student Improvement Grant (SIG) be given due consideration as a collaborative effort between the local teachers' association (GEA) and the Granite School District (GSD).

Much of what you will read in this grant reflects the work of GSD and GEA as we seek to change the direction of two schools within the GSD boundaries. Student scores and other indicators have shown that these two schools are in economic and academic crises. Past practices have proven ineffective in raising students' scores in these schools, despite the considerable efforts of the two faculties and administrations.

The financial assistance provided by the SIG would provide teachers much-needed time for training and data review. In addition, the Association views the grant as a means by which GSD can provide invaluable communication with and education for the communities involved with these two buildings.

The Granite School District and the Granite Education Association will work hand-in-hand to promote a positive transformation for the students, parents, and educators at Lincoln and Roosevelt elementary schools.

Thank you for your consideration of this proposal.

Sincerely,

Susen Zobel, President

Starleen Orullian, Executive Director

## **Pre-Implementation**

The purpose of pre-implementation activities is to enable the school to prepare for full implementation of the transformational intervention model at the start of the 2014-2015 school year. These activities will help build the necessary capacity within the school and community to ensure that successful implementation occurs.

### **Staffing**

The first step in the implementation timeline for the transformational reform is the replacement of the principal. Efforts are already underway to recruit and hire a new principal. That person will be named sometime in the spring of 2014.

The new principal will work with district administration to ensure that all teachers working at Roosevelt Elementary are committed to the reform effort described in this application.

### **Family and Community Engagement**

The new principal, working with the staff, will rework the school improvement plan. The new plan will align with the goals of this SIG reform effort.

The principal will reach out to the community to orient them to the school improvement process as well as the transformational intervention model to be implemented. This will be done in myriad ways: open houses, newsletters, phone calls and mailers.

### **Professional Development and Support**

The new principal will guide the staff through professional development with a focus on the strategies outlined in this application. An emphasis will be on the Granite District five non-negotiables:

- Maintain fidelity to the Utah Core Standards
- Ensure the GSD Instructional Framework guides teacher practice
- Meaningful integration of the GSD benchmark assessments and instructional tools
- Teachers will create high functioning PLCs.
- The school will create a robust MTSS system that meets the needs of all students