

Dual Immersion Academy

School Improvement Grants

Application for FY 2015 New Awards Competition—Cohort 4

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

Fiscal Year 2014

CFDA Number: 84.377A

UTAH LEA Application



 Utah STATE OFFICE of Education

Leadership...Service...Accountability

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of LEA Applicant: Dual Immersion Academy	LEA Applicant's Mailing Address: 1155 S. Glendale Dr. Salt Lake City, UT 84104
LEA Contact for the School Improvement Grant Name: Angela Fanjul Position and Office: Charter Director Contact's Mailing Address: 1155 S. Glendale Dr. Salt Lake City, UT 84104 Telephone: 801-347-1750 Fax: Email address: angela.fanjul@diincharter.org	
LEA Superintendent/Charter School Director (Printed Name): Angela Fanjul	Telephone: 801-347-1750
Signature of the LEA Superintendent/Charter School Director: X 	Date: <i>12.17.15</i>
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

STATE OF UTAH SCHOOL IMPROVEMENT GRANT FY 2014

LEA APPLICATION

LEA APPLICATION: REQUIREMENTS

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

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

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

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

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

EXAMPLE:

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) ¹	INTERVENTION MODEL
Dual Immersion Academy	4900073	X		Transformational Model

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

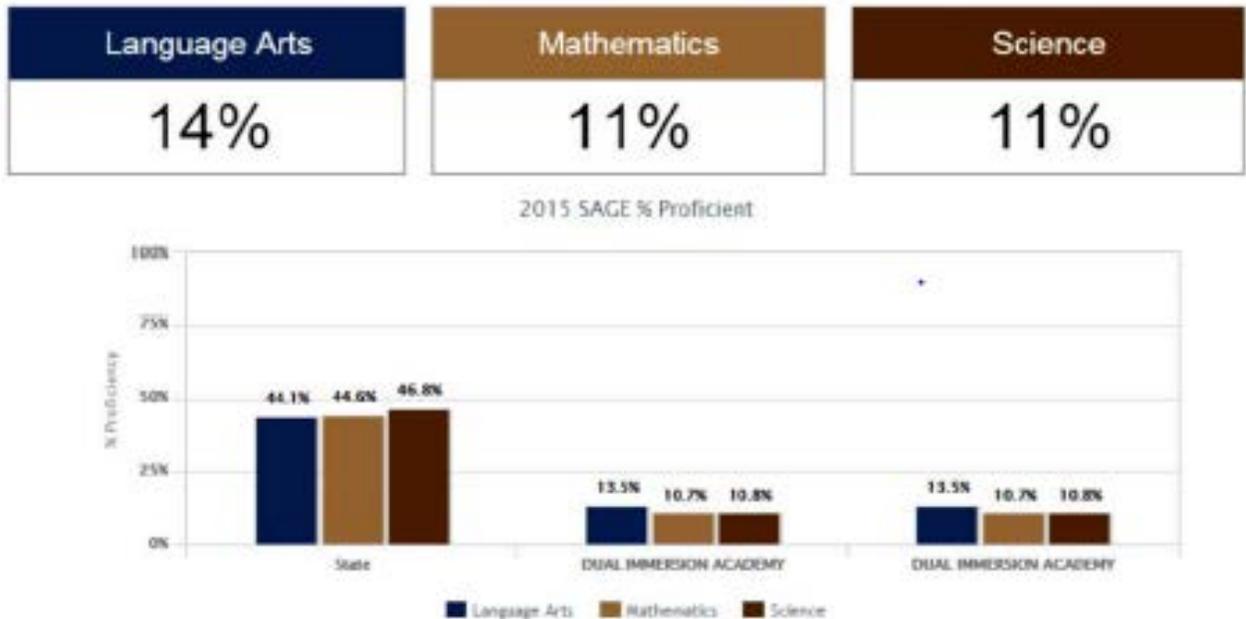
B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

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

- (1) **For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the specific needs each school has identified.**
 - a. **Percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement);**

2015 SAGE Proficiency scores at Dual Immersion Academy (DIA) were significantly lower than schools in the Salt Lake City area and Utah state-wide averages. DIA is a Title I school that received an F grade in 2015.

Table #1: 2015 Dual Immersion Academy SAGE % Proficient



Dual Immersion Academy (DIA) is a small school located in the Glendale neighborhood in Salt Lake City. Because of the small n size in each grade, one or two students can make a significant difference in end-of-year scores. The school is over 95% minority and 56% of students are English Language Learners. Because of the general high-need status of students, there is little variation for individual sub-groups at the school. 88% of students qualify for free or reduced lunch and the special education population is 16% of the school.

When data was analyzed, the leadership team identified relatively lower proficiency scores for the Hispanic and English Language Learner (ELL) subpopulations. After analysis, it was determined that a major root cause of sub-group low performance for students is academic language skills in English—specifically academic vocabulary, English Language Proficiency, Reading Comprehension, and Writing competency.

Other sub-groups were either too small or not significantly different in scores to warrant targeted intervention.

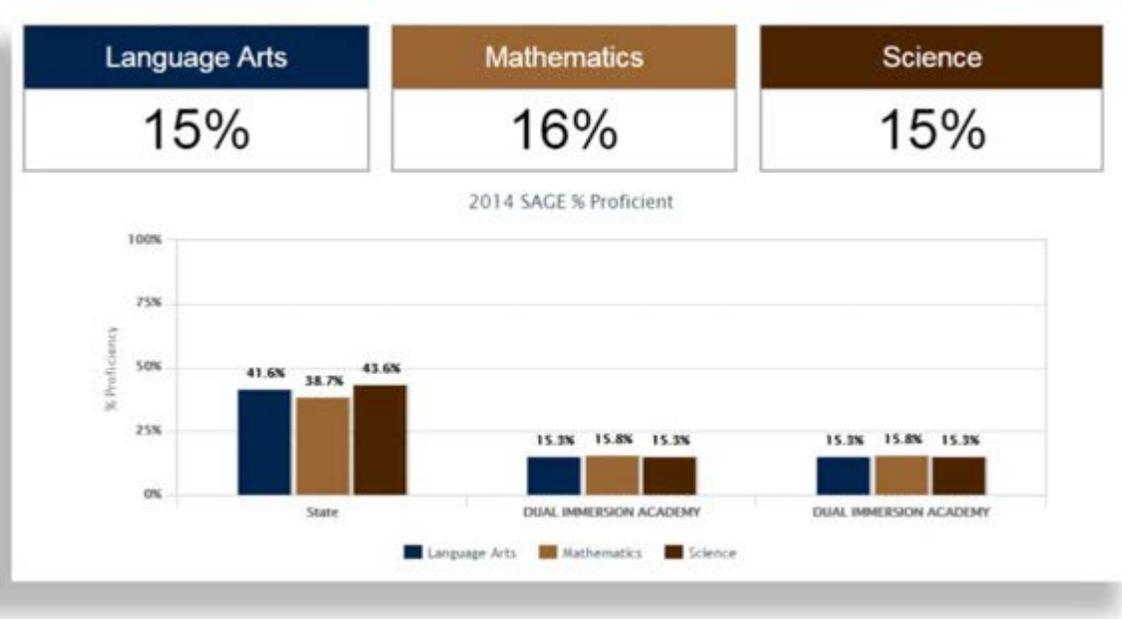
Table #2: 2015 Dual Immersion Academy SAGE % Proficient by Sub-group

SAGE Results for DUAL IMMERSION ACADEMY by Demographic Group			
Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	13.5%	10.7%	10.8%
African American	N<10	N<10	N<10
Caucasian	40%-49%	50%-59%	50%-59%
Hispanic	11.7%	7.8%	7.8%
Multiple Races	N<10	N<10	N<10
Female	12.7%	5.5%	9.9%
Male	14.2%	14.8%	11.4%
Economically Disadvantaged	11.4%	8.6%	7.6%
Limited English Proficiency	6.2%	3.4%	≤2%
Students with Disabilities	≤10%	≤10%	≤10%
Mobile	N<10	N<10	N<10

b. Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement);

In 2014, a new end-of-level state assessment system (SAGE) was implemented. Previous versions of state end-of-level criterion referenced tests (CRT) and SAGE are significantly different in structure, in rigor, and in scaled scores. Therefore, they cannot be compared and 2014 became a new baseline year. Achievement at the school has remained low over time and the school is in critical need of restructuring.

Table #3: Dual Immersion Academy, 2014 Student Proficiency Scores



As shown in Table #4 there was little change in subgroup performance between 2014 and 2015. The Hispanic and ELL populations scored significantly lower than the school as a whole. This achievement gap is related to students struggling with academic language. Other subgroups were either too small or not significantly different than the school as a whole and no findings were made.

Table #4: Dual Immersion Academy 2014 SAGE Proficiency Scores by Sub-group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	15.3%	15.8%	15.3%
African American	N<10	N<10	N<10
Caucasian	40%-49%	50%-59%	N<10
Hispanic	13.3%	13.7%	14.4%
Multiple Races	N<10	N<10	N<10
Pacific Islander	N<10	N<10	N<10
Female	17.8%	12.5%	12.7%
Male	13.4%	18.7%	17.4%
Economically Disadvantaged	11.7%	12.2%	11.9%
Limited English Proficiency	8.1%	6.0%	9.5%
Students with Disabilities	≤10%	≤10%	≤20%
Mobile	N<10	N<10	N<10

c. Demographic information relevant to the school’s achievement in Reading/Language Arts and Mathematics;

The most recent Utah SAGE scores have shown a great need for improvement in student proficiency in Math, Science and English Language Arts. DIA SAGE whole school score results for 2015 were: ELA: 14%, Math 11% and Science 11%. It is important to note that students who have attended DIA since kindergarten are scoring much higher than their peers who have transferred in from different schools. DIA 6th graders (attending since kindergarten) scored 100% proficiency in Language Arts and 50% respectively in Math and Science. In comparison to their peers who scored 21% ELA, 7% math and 7% science. Data for 7th grade DIA students (attending since kindergarten) tells a similar story: 40% proficient in all 3 subjects versus 6%

proficient in ELA and Math and 4% proficient in Science. This trend suggests that DIA needs to cultivate a strong retention model as well as be able to differentiate tier I and tier II instruction for learners who are at very different academic levels in the classroom.

Table #5 Dual Immersion Academy 2015-16 Demographic Data

2015-16 Dual Immersion Academy Demographic Data	
4	African American
47	Caucasian
426	Hispanic
6	Native American Indian
1	Pacific Islander
90%	2015 Total Minority %
486	Total Fall Enrollment
55%	Total ELL
85%	Total Free and Reduced Lunch
71	Kindergarten
70	Grade 1
72	Grade 2
40	Grade 3
55	Grade 4
42	Grade 5
45	Grade 6
45	Grade 7
46	Grade 8
1	K-8 SWD Self-contained

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

Unique Community Background

Dual Immersion Academy (DIA) is an accredited, tuition-free, public charter school providing bilingual education to students from Pre-kindergarten to 8th grade. DIA is located in the Glendale area, in the heart of Salt Lake City. Their mission is to create bilingual, bi-literate scholars who understand the richness of living in a multi-cultural world. Students work with world-class educators in the target language (Spanish) while continuing to build a solid foundation in English. DIA strives to create a school community where education and

opportunity meet. In addition to Utah Core subjects in English and Spanish, DIA offers physical education, art, music, and drama classes to expand student understanding in multiple ways.

Many of DIA's 90% Hispanic/Latino students are immigrants to the United States. Close to 90% of students qualify for free or reduced lunch. 12% (58 students) currently have IEPs and receive Special Education accommodations. The families of DIA's students often work multiple jobs and struggle to meet basic needs. They are seeking to find success for their students and themselves. DIA strives to provide students the opportunity to be successful, maintaining the belief that this success comes from the hands-on learning experiences students receive through: educational fieldtrips, college campus tours and camps, participation in educational cultural exchanges, as well as experiencing the ARTS and STEM opportunities they may not otherwise receive on their own.

Attendance and Mobility

Student attendance is also an issue at DIA. Chronic absenteeism is a concern with 34% of students missing at least 10% of school days.

The mobility rate is low for primary grades in the school, with higher transiency in the intermediate and middle-school grades. The root cause of the high-mobility rate for grades 6-8 has been identified as parental dissatisfaction with the student clientele in DIA's middle-school grades. Historically, 6th through 8th grade students who were unsuccessful in other schools would enroll at DIA for a fresh start, regardless of their Spanish language proficiency. Unfortunately, many of these students lacked academic skills, bilingual language proficiency, and/or motivation to be successful in a dual immersion school, thereby creating additional challenges in the learning environment. This situation became unattractive to families whose students had been at DIA since kindergarten and who were performing well academically and socially. DIA's new Executive Director is committed to raising expectations for incoming students in the upper grades in order to shift the culture to cultivate a strong retention model.

Discipline

While major office offenses have been minimal, classroom disruptions are common. Through survey and observations it has been determined that this is a high need area for DIA. SIG resources will be used to implement a school-wide positive behavior program.

Graduation and Dropout Rates

While DIA doesn't deal with drop-out rates and graduation, the school does struggle with retention issues, specifically in grades 6-8. Data analysis reveals a significant discrepancy between students receiving all their education at DIA versus those students moving from school to school. In performing a needs assessment, the school determined that many parents leaving DIA have chosen to do so based on issues with previous administration. Since inception in 2007, DIA has struggled to maintain a consistent, functional administration. The previous CEO/Director originally split time between multiple schools and never hired a full time principal with full administrator responsibilities at DIA. Accordingly, a series of short term principals served at DIA. A lack of clarity on roles, responsibilities, and communication led to teachers and parents leaving to find more stable options. The current administration is working diligently to remedy this situation and has prioritized the need to create trusting relationships, build staff capacity, and provide more opportunities for parent voice, leadership, and education.

Community Survey of Needs

Due to the nature of a sudden change in administration (following a series of publicized ethics issues with the past administrator) in the spring of 2015, it was essential to ensure that school climate was measured and made a priority. DIA surveyed parents and staff anonymously and conducted four different focus groups (facilitated by a contractor not affiliated with the school) to gauge unmet expectations, school climate, and ways to improve. Of the 347 written responses received in both Spanish and English, findings included:

- There is a general good feeling about the school being bilingual and supportive of the students' success: good teachers, good and fun activities, multicultural.
- Parents have definitely seen the critical difference between former and current administration, the current more approachable and trustworthy. Positive comments about director and principal.
- Parents are concerned about their children's test scores and generally are unfamiliar with what the SAGE is and how it effects their student
- Parents mentioned wanting to do background checks for teachers, staff and anybody that works for the school.

- There was a general discontent about online website being outdated
- English speaking parents expressed concerns about the slower rate at which their children were becoming fluent in Spanish. They would like to know if they could hire tutors in Spanish when they can't help their kids in their homework because they don't speak any Spanish.
- Parents want more programs in school such as music (instrumental and vocal), drama classes, and more physical exercise, enlarge playground areas, more counseling for the students.
- Parents also want more sub teachers and to be informed when a teacher is leaving the school and there is a change.
- Parents were happy that the traffic has improved at the end of school because safety is a concern.
- Finally, they liked participating in the focus groups and wished more parents were involved.

This crucial stakeholder input enabled DIA's new administration to move forward productively. Based on the input, DIA realized a need to increase meaningful, two-way, school-home communication. In an effort to create stronger parental understanding of school culture, including the importance of consistent attendance and high expectations for mastery of rigorous, academic curriculum, DIA plans to use School Improvement Grant funds to increase the part-time parent liaison position to a full time position with higher pay to attract qualified individuals.

The community input also compelled the new administration to revisit the participation and functionality of DIA's parent organization, Volunteers in Action (VIA). VIA was originally established to promote parent leadership, but has not historically functioned to its fullest potential. Further, in response to parental concerns, several para-educators were hired to improve support for student learning within the school, including staff to support RtI, ELL, and GEARUP.

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

Teacher Recruitment

DIA has a unique mission as a dual immersion school. DIA strives to hire predominantly native Spanish speakers in Grades K-5 (15 classes). Further, since DIA runs the 90/10 model, as opposed to the state's 50/50 model, DIA is not able to access/use teachers who have the new "Bilingual" endorsement, making the HQT goal significantly more difficult to achieve. However, the new administration is fully committed to actively recruiting Highly Qualified teachers. Currently, 64% of DIA's teachers are HQT status or working on Alternative Routes to Licensure (ARLs). Teacher retention and experience have been identified as key challenges in the school improvement process and will be addressed in the school improvement plan.

Dual Immersion Academy provisional teachers (3 years or less) are formally evaluated at least twice a year by their building administrator. Teachers with Career Status (tenure) are given a formal evaluation once each year. The Utah Effective Teaching and Educational Leadership Standards found in Utah Administrative Code R277-530 are used to identify four levels of effectiveness: Highly effective, Effective, Emerging Effective (for provisional teachers), and Not Effective. The evaluation level is determined using a score calculated from supervisor's observation (70%), student growth (20%), and parent/student surveys (10%).

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

The current principal, Suzi Ramos, started her administrative position at DIA in spring of 2015. Prior to that, Ms. Ramos had taught at DIA as a 3rd and 4th grade teacher for 7.5 years. Ms. Ramos also taught as a bilingual educator for 4 years in Clark County and 4 years in San Jose Unified, California. During the 2013-14 and 2014-15 school years, Ms. Ramos served as a lead teacher and instructional coach at DIA.

The previous CEO/Director, who also served as the school's principal, was removed suddenly by the Board in February 2015, following a series of ethics-related events. Suzi Ramos was immediately appointed interim principal by the board. The board also appointed an interim Executive Director, Angela Fanjul, who had previously served as the school's counselor.

Following recruitment efforts, the board hired Ms. Fanjul as the new Executive Director. Ms. Fanjul was faced with an urgent need to restore trust within the school community. As she considered options for hiring a new principal, she considered carefully 1) the key issue of trust with faculty, parents, and students 2) need for continuity of service and retention of institutional knowledge 3) importance of a bilingual instructional leader with experience in the 90/10 dual immersion model. Suzi Ramos met the criteria for all three considerations, and was therefore hired as DIA's new principal.

Painfully aware of DIA's need to increase outcomes in student achievement, and eager to launch into the complex work of leading change, Suzi Ramos enrolled in USOE's Data-Driven Institute. Ms. Ramos and the leadership team participated during the 2014-15 school year and continue to participate in the second year of the institute, 2015-16. Ms. Ramos has already implemented multiple components learned during her participation in the institute, including data-focused PLCs, identification of essential standards, commitment to rigor, and development of common formative assessments.

Ms. Ramos values shared leadership and collaboration and although she is a fairly new administrator, she demonstrates strong instructional leadership skills and shows inspiring potential to further develop turnaround leadership competencies. She plans to earn her administrative credential and Master's degree with a focus on Educational Leadership, enrolling in Western Governors University in the 2016-17 school year.

g. Effectiveness of instructional programs that have been implemented;

Dual Immersion Academy teachers have been successful in implementing instructional programs in the past. Extensive training with Steven Covey's consultants has resulted in strong school wide presence of "Leader In Me" concepts which incorporate the 7 habits of Highly Effective People into the school culture. In 2010 and 2011, DIA teachers participated in ongoing

professional development and coaching geared towards implementing the SIOP Model and increasing student engagement. School wide efforts in those years resulted in positive gains in student achievement (as shown in Table 6) and the few teachers who are still at DIA continue to demonstrate implementation of best practices.

h. Analysis of family and community needs for each identified school;

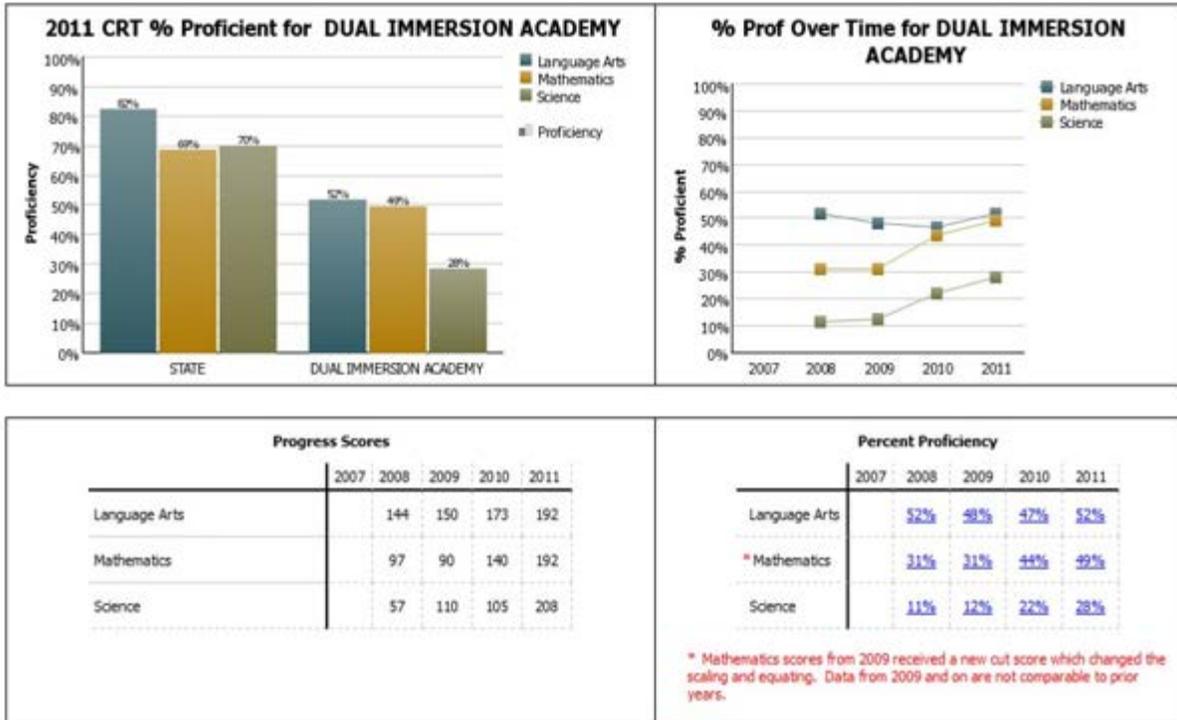
With nearly 90% of DIA's students qualifying for free or reduced lunch and 90% minority population, the following needs have been identified for families served by the school:

- Limited access to technology (computers, internet)
- Limited access to literacy materials in English and Spanish
- Limited capacity to support mathematics instruction at home
- Rising poverty rate impacting basic needs
- Challenges with transportation

i. Effectiveness of any prior school reform efforts; and

In 2011, DIA successfully met exit criteria for Title 1 school improvement, per AYP. The school worked extensively in 2009 and 2010 with School Support Team Leader, Johanna Hofmeister of Innovations Ed, and made impressive gains. DIA was 1 of only 4 Title 1 schools in Utah to meet exit criteria within their first year of identification in 2011. The USOE Title 1 Department invited Dual Immersion Academy to share their success story with newly identified improvement schools at the annual mandatory meeting for schools in improvement.

Table #6 Dual Immersion CRT Gains 2010 and 2011



As seen in the trend data presented in Table #6, during a previous improvement cycle (prior to the existence of Focus/Priority designations), the school made significant increases in mathematics and science proficiency, accompanied by substantial growth in progress scores. Due to historically routine cycles of teacher turnover related to international staffing (3 year cycle), few of the teachers who contributed to the school’s successful growth in 2010 and 2011 are still present at DIA.

While DIA successfully showed student gains with past CRTs, the change in rigor associated with SAGE has revealed serious gaps. In addition, the high staff turnover rate has led to low retention and implementation of new instructional strategies. The new administration is dedicated to addressing these challenges and dramatically changing outcomes in student growth and achievement.

- j. **The LEA must provide the rationale for the specific SIG intervention model selected for each school included in the LEA application to demonstrate that the model(s) selected is aligned to the specific needs of individual school(s).**

The selection of the intervention model involved a process of elimination to determine the best fit. Chart #7 shows the models that were rejected and the rational.

Chart #7: School Improvement Models Rejected

Model	Rationale
School Closure	This model was rejected because of DIA’s unique educational program. If the school closed, students participating in the 90/10 dual immersion model would not have accessible options to continue their bilingual education where they left off.
Restart Model	The Restart Model would not be practical in that one of the major challenges facing the school is the difficulty of recruitment of highly-qualified bilingual teachers.
Turnaround Model	While several of the teachers were new to DIA last year, teacher retention is an issue. There is not a large pool of proficient native Spanish-speaking educators to draw from in order to re-staff the school with highly-qualified staff.
Early Learning Model	Since the school serves grades K-8, an Early Learning Model would take too long to make an impact on student achievement. The effects of an early model would also be diluted due to the transiency in grades 6-8. Many students enter DIA in grades 6-8 and would not benefit with this model.
Evidence-based Reform Model	The acceptable programs mostly target a younger audience and are cost prohibitive.

Dual Immersion Academy leadership team is participating for the second year in the USOE Data-Driven Institute. They are learning how to implement school wide assessment systems and how to leverage instructional leadership practices to promote data analysis to drive instruction, all of which supports their readiness to implement the Transformation Model. Each component of the model will be implemented to create and maintain accountability for student achievement. Teacher observations rubrics, data analysis tools, 90-day plans, and teacher action plans align completely with the components of the Transformational Model. In addition, the Transformational Model allows the flexibility to make appropriate staffing changes, implement research-based reform strategies, focus resources on time and personnel, and provide additional school improvement resources. The school will work with a team of USOE-approved Turnaround Experts, Innovations Educational Consulting, to ensure successful implementation that will maximize impact on student achievement.

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

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

- Develop the school improvement plan in line with the model selected;
- Communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices;
- Hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model;
- Establish organized parent groups;
- Conduct community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.
- Survey students and parents to gauge needs of students, families, and the community;
- Conduct activities to involve parents and stakeholders in the selection of an intervention model best suited to the specific needs of the school (e.g., hold community meetings);
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In addition to family and community input, LEAs must consult with all relevant stakeholders regarding the LEA's selection, application, and implementation of the chosen intervention model in its Priority and Focus Schools. LEAs must identify the process through which the LEA will involve:

a. School administrators;

The school principal has been involved in the SIG application process and Priority school improvement process. She has coordinated input from the community, teachers, staff, district administrators, and outside consultants to select the improvement model and create the school's improvement plan.

b. Teachers;

The school leadership team, including teachers, has been involved in the analysis of data from assessments, surveys, and a comprehensive school appraisal. They have sought input from all staff and have collaboratively created the school's goals, strategies and action steps.

c. Parents;

Parents have been informed of the school's Priority Turnaround improvement status. They have been surveyed in their primary language to determine community and student needs. As part of the plan, parents will be informed of school goals and action steps. The school will create opportunities for parents to support the transformation efforts and monthly input from parents will be elicited and analyzed.

d. School Community Council (SCC); and,

The school community council, required by state law, has been informed of all choices and had input in decisions. The community council also coordinates and approves several budgets that will support the improvement process. They will serve as liaisons with the community parents in the improvement process.

e. The LEA must describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources for SIG schools).

The Executive Director, Angela Fanjul, served on the School Support Team that conducted the school's appraisal. She reports regularly to the charter board regarding school improvement efforts and progress. The Assessment Director, Jeanette Fiagle, works closely with the Executive Director and serves on the leadership team. The Executive Directors acts as the liaison between the school and the Dual Immersion Academy Charter Board. Ms. Fanjul is responsible to oversee reprioritization/reallocation of resources and changes/waivers of board policies needed to ensure fidelity of implementation and sustainability of improvements. Housed full time on-site at DIA, she collaborates closely with the school principal and leadership team and conducts instructional observations regularly.

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

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

LEAs must include the following information in their application:

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

Transformational Model:

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

- a. **Replace the principal who led the school prior to commencement of the Transformational Model if h/she has been the principal at the school more than two years**

The principal at Dual Immersion Academy was hired last spring to implement school turnaround efforts in alignment with the charter's mission and 90/10 dual immersion model. Suzi Ramos was appointed principal by Executive Director, Angela Fanjul, and began service in the school in the spring of 2015. Ms. Ramos is currently completing her second year of involvement in the

USOE Data-Driven Institute. Her knowledge and skills gained, along with her deep dedication to DIA and understanding of the school's historical context, make her uniquely qualified to lead this improvement effort.

- b. Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement that are fully aligned with Utah's ESEA Flexibility Waiver with regard to principal, teacher and school staff evaluation**

Dual Immersion Academy plans to use the Utah Standards for Teacher Effectiveness as the basis for their teacher evaluation system. It will be designed to comply with federal Elementary and Secondary Educations Act flexibility requirements and will be comprised of administrator observation scores (70%), measure of student growth (20%), and parent/student survey scores (10%) of the teacher's evaluation score. Based on the individual score teachers are designated as either 1) Highly Effective, 2) Effective, 3) Emerging Effective (only for provisional teachers or teachers in the first year of a new assignment), 4) Minimally Effective, or 5) Not Effective.

- c. Identify and reward school leaders, teachers, and other staff who have increased student achievement; remove those who have not done so**

Teacher Effectiveness

The five designations listed above will support and inform collaborative assessment practices and differentiated coaching needs. Teacher evaluation will be used to identify needs for professional development and will provide recognition to teachers who demonstrate high levels of professional skill and responsibility. Teacher incentive rewards, a grant requirement, will use these five designations to determine individual award amounts. Administrators will follow the same system and the same designations but follow the Utah Administrator Effectiveness Standards (Visionary leadership, Teaching and Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership).

In addition to these summative evaluation measures, administrators will conduct regular classroom visits to monitor and support effectiveness. If the administrator determines that an educator is failing to meet requirements, the following steps will immediately be implemented:

- The educator is notified of the need for improvement.

- External consultant from Turnaround Expert Team is notified and expected to provide targeted professional development and coaching for improvement.
- If the administrator determines that the requirement is still not being met, a second notice of need for improvement is given and a plan of assistance is created.
- The Turnaround Expert Team provides additional support to implement the plan.
- The administrator then conducts an additional formal observation. If the remediated standards are still not met, the educator will be given notice of non-renewal.

Principal Effectiveness

The school administrator will be evaluated regularly by the Executive Director. If, at any time, the supervisor believes the administrator's performance on any administrative competency to be unsatisfactory, the administrator will be assigned a "not effective" designation. At that time, the administrator will be required to develop a time-limited intervention plan designed to improve administrative ability in the identified competency. Failure to improve following implementation of the plan will result in formal remediation. Continued poor performance would result in termination. (The principal will be observed and coached regularly by the Turnaround Expert Team.)

Performance Bonuses

The grant includes performance bonuses for teachers and administrators who work to attain specific student achievement goals outlined in the plan. Teachers and administrators that increase student achievement to specified levels will receive an achievement bonus. Individual teachers who work directly with students in either tier one instruction or tier two interventions will be eligible for bonuses.

If the teacher works directly with students in ELA or math tier one instruction or tier two interventions: If the teacher's average student increase in the SAGE score exceeds the scaled score increase from the previous year listed in Chart #8 and meets the criteria for effective, emerging effective, or highly effective teacher under the teacher evaluation system, he/she will

receive a bonus of \$1,000. If the teacher’s average student increase in the SAGE score exceeds the scaled score 1 ½ increase from the previous year and the teacher meets the criteria for emerging effective, effective, or highly effective teacher under the teacher evaluation system, he/she will be considered to be closing the achievement gap for students and will receive an additional bonus of \$2,000.

Table #8: SAGE Scaled Scores for Proficiency by Grade and Indicating Expected Growth

ELA SAGE Scaled Scores				Math SAGE Scaled Scores				Science SAGE Scaled Scores	
Grade	Proficient Cut Score	Increase from previous year	1 1/2 Increase from previous year	Grade	Proficient Cut Score	Increase from previous year	1 1/2 Increase from previous year	Grade	Proficient Cut Score
3	334			3	317			3	840
4	378	44	66	4	349	32	48	4	840
5	410	32	48	5	384	35	52.5	5	840
6	434	24	36	6	432	48	72	6	840
7	450	16	24	7	450	18	27	7	840
8	471	21	31.5	8	499	49	73.5	8	840
9	487	16	24	9	535	36	54	9	840
10	498	11	16.5	10	584	49	73.5	10	840
11	513	15	22.5	11	611	27	40.5	11	840

If the teacher is working directly with students in science in tier one instruction or tier two intervention, the scaled score does not change between grade levels. Currently the SAGE science assessment is not computer adaptive and therefore there is not a progression between grade levels in cut scores. Since each grade level has new topics, the questions do not build from grade to grade and a progressive scaling system is not feasible. Therefore, staff working directly with students in science will receive a \$2,000 bonus if the number of students proficient increases by 10% (and they meet the same effective teacher standards as outlined above). If there is a 20% increase in the number of proficient students, the teacher will receive an additional \$2,000 bonus.

For teachers working in kindergarten through grade three, the bonus will be tied to expected growth on DIBELS for English language reading proficiency, DORA for Spanish language reading proficiency, and ADAM for math proficiency. These measures have expected growth

and a growth rate that would close the gap (1 ½ years growth) will be calculated and staff rewarded according to the same outline listed above for grade 4-8 staff.

Administrative Bonus

If the average increase for individual student scaled scores in ELA for the entire school matches the expected growth in Chart #8, the principal and executive director will receive a \$1,500 bonus. If the average increase for individual student scaled scores in mathematics for the entire school matches the expected growth in Chart #8, the principal will receive an additional \$1,500 bonus. If the average increase for individual student scaled scores in ELA for the entire school matches 1 ½ the expected growth in Chart #8, the principal will receive a \$1,500 bonus. Finally, if the average increase for individual student scaled scores in mathematics for the entire school matches 1 ½ the expected growth in Chart #8, the principal will receive another \$1,500 bonus. The total bonus possible for the principal is \$6,000.

Assessment System

Dual Immersion Academy has administered SAGE interim this school year. Teachers analyzed data to determine student needs and student progress. However, DIA is in need of a comprehensive assessment system, which would include a scoring platform for formative and interim/benchmark assessments. With the SIG, the school would purchase Illuminate, an assessment platform that would 1.) increase efficiency in generating assessment results; 2.) provide detailed reports by item and standard; 3.) display data on correct and incorrect student responses; 4.) display data on previously tested concepts along with current concepts. Formative and interim testing results will be used by the instructional staff to monitor student proficiency and instructional effectiveness. The administrative team will use the real-time information to reallocate resources to support struggling students and teachers before year-end assessments. Teachers with low rates of student success will be given targeted coaching—failure to improve will result in formal performance assistance, remediation, and possible termination. Struggling students will also receive targeted interventions.

Teaching and Administrative Support

Effective instruction is critical in increasing student proficiency. Resources from school, Turnaround Expert Team, and SIG funding will be targeted at increasing teacher skill and recruiting and retaining highly-qualified, bilingual proficient instructors. Teachers who are unable to unwilling to improve instructional practice will not be permitted to service this high-need population. The new teacher evaluation system will be used to its full potential to drive improvement and maintain accountability for the implementation of research-based instructional practices.

In working with a USOE-approved team of Turnaround Experts, Innovations Educational Consulting, the principal is receiving support to target root-cause problems, develop action plans, monitor, coach, and effectively evaluate high-quality instruction. The Executive Director has been involved in this process and supports the school in providing coaching and modeling for the principal. This onsite administrative support will maintain focus on the improvement process and increase the sustainability of gains.

d. Provide staff with ongoing, high-quality, job-embedded professional development

As the school leadership team analyzed data, they identified a gap in academic English as a substantial root cause of low student achievement. Many students lack literacy skills—specifically low-levels of comprehension and academic vocabulary in English. The action plan to address this root cause includes providing teachers and paraprofessionals with ongoing professional development to increase effective Tier 1 instruction and Tier 2 interventions.

Innovations Educational Consulting will provide onsite job-embedded support through Collaborative Team Coaching® that will focus on increasing rigor, student engagement, and use of sheltered instructional strategies for English language learners. The Innovations Ed consultant teaches, models, and then guides teachers as they learn to give constructive feedback and support to improve instruction. The principal and consultant collect data to monitor implementation and map out coaching supports for individual teachers or departments. The consultant also provides coaching and training for the administrators.

- With Turnaround Expert Team leadership, the school will focus on developing transformational leadership skills as well as analyzing data to guide instruction.
- e. Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)**

The unique educational program of the school's 90/10 dual immersion model makes recruitment and retention of staff critical for the school's success. Through the School Improvement Grant, the following incentives will be offered:

- Performance bonuses will be given to staff whose students show state-average progress. For those teachers who move students 1 ½ times the expected growth, thus closing the achievement gap, an additional stipend will be given.
- The school day will be extended by 15 minutes per day to increase face-to-face learning time. Teachers will be compensated for the extra time based on their daily rate.

Changes in instructional practice will be measured through:

- **Walkthroughs.** Administrators and consultants will observe instruction and provide coaching to staff.
- **Collaborative Team Coaching® Protocols.** Developed by Innovations Educational Consulting, these protocols allow administrators and coaches to collect data on student engagement, opportunities to respond, positive to corrective feedback ratios, and rigor of objectives, questions, and tasks.
- **SAGE Student Performance.** End-of-year testing data will provide summative data on the effectiveness of instruction.
- **Dual Immersion Academy Teacher Evaluation.** The teacher evaluation system will be based on the Utah Effective Teaching Standards and will provide both formative and summative data on instructional practice.

Additionally, a positive school culture will be built (shown to be important in teacher retention) by: 1) effective use of PLCs to break down isolation. For grades 6-8, there is only one teacher for each subject area. Effective PLCs and peer-coaching through Collaborative Team Coaching® will reduce the isolation and build positive peer support. 2) Through positive, constructive

feedback from the principal and the achievement and celebration of short-term goals, a positive relationship between teachers and the administrator will be developed and maintained.

f. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level

Dual Immersion Academy's new administration recognizes the essential need to implement an instructional program that is research-based, vertically aligned as well as aligned to the Utah Core Standards at each grade level. Using elements of University of Virginia's Turnaround Program, DIA's Turnaround Experts will guide the school in:

1. Identifying Essential Standards/Pacing Guides for each grade in Language Arts and Mathematics.
 2. Developing and administering regular District Benchmark Assessments.
 3. Analyzing results of these assessments in "Deep Data Dives" with instructional leaders and teachers.
 4. Developing 6 week Reteach Plans with support of the instructional leader.
- **Monitoring and observing Reteaching of standards.** Innovations Educational Consulting will provide onsite job embedded support using Collaborative Team Coaching® that will focus on increasing student engagement, implementing Sheltered Instruction strategies for English Language Learners, and increasing rigor. The Innovations Ed consultant teaches, models and then guides teachers as they learn to give constructive feedback and support to improve instruction. The principal and consultant collect data to monitor implementation and map out coaching supports for individual teachers or departments. The consultant also provides coaching and training for the administrators. With guidance from the Turnaround Expert Team, the school will focus on developing transformational leadership skills and analyzing data to guide instruction. Turnaround Team Experts will provide coaching, modeling, and feedback to teachers and administrators to improve the instructional process.
 - **g. Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)**

Repeated question (response shown in e).

- h. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level**

Repeated question (response in f)

- i. Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review, UMTSS model, additional supports for students with disabilities and English learners)**

Dual Immersion Academy will use data from summative (SAGE), interim (SAGE and acquired), and formative (teacher created) assessments. One additional day per quarter (total of 3 days) will be added for teachers to review and use the information from these assessments in their Professional Learning Communities (PLCs) during “deep data dives” immediately following each interim assessment.

Dual Immersion Academy plans to purchase the Illuminate assessment and reporting platform. With the support of the Turnaround Expert Team, the school will create or acquire interim assessments and pacing guides that align with the Utah Core Standards. Teachers may also use the system to develop and administer formative assessments. The use of formative and interim assessments will provide guidance to teachers to ensure instruction matches the scope/sequence and rigor of the Utah Core Standards. The Illuminate system would allow immediate teacher access to data and provide various reports to facilitate data analysis.

Data that informs instructional decisions for differentiation includes:

Formative student measures:

- Students with Disabilities data includes all regular assessment pieces as well as measures of short-term objectives and student work samples.
- ELL screening and proficiency data from WIDA assessments: W-APT screener and WIDA Access- student progress reports.
- Common Assessments created by teachers collaboratively and guided by weekly PLC meetings where teachers discuss instruction tied to Essential Standards, all tracked through the assessment platform.

Interim measures:

- Interim Assessments that are followed by Deep Data Dives.

Summative measures:

- SAGE end-of-year State assessment.
- Students with Disabilities data including IEP annual goals and standardized assessments.
- Student Information System (COMPASS) tracks student behavior and referrals.

The Executive Director is committed to an ongoing process of **training** school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the necessary adjustments in instruction and student support to maximize student progress.

j. Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners

Through data analysis, the school leadership team has determined that increasing the effectiveness of ELL instruction is a high-leverage strategy to increase the overall student proficiency rates. Due to the school's 90/10 dual immersion model, teachers will receive professional development in both the Sheltered Instruction Observation Protocol (SIOP) Model and the Two-Way Immersion Observation Protocol (TWIOP), developed by the Center for Applied Linguistics. Turnaround Expert consultants and administrators will provide ongoing observation and coaching to ensure successful implementation of research-based instructional practices for English language learners.

Special Educators will have monthly professional development with their supervisor in addition to participating in school-wide training. Dual Immersion Academy uses a system of Tiered Interventions and tutoring to support all students but especially targeting students with disabilities (SWD).

5. The Instructional Leader schedules observation of the reteach and conferences with the teacher individually about the lesson.

k. Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review, UMTSS model, additional supports for students with disabilities and English learners)

Dual Immersion Academy will use data from summative (SAGE), interim (SAGE or other adopted), and formative (teacher created) assessments. Job-embedded time for teachers to review and use the information from these assessments will occur during Deep Data Dives, which occur in Professional Learning Communities (PLC) immediately following each interim assessment.

Dual Immersion Academy will use the SIG to fund the purchase of an assessment platform, Illuminate. Interim assessments and pacing guides that align with the Utah Core Standards will be developed or acquired with Turnaround Expert Team guidance. The use of formative and interim assessments will provide guidance to teachers to ensure instruction matches the scope/sequence and rigor of the Utah Core Standards.

Data that informs instructional decisions for differentiation includes:

Formative student measures:

- Students with Disabilities data includes all regular assessment pieces as well as measures of short-term objectives and student work samples.
- ELL screening and proficiency data from WIDA assessments: W-APT screener and WIDA Access- student progress reports.
- Common Assessments created by teachers collaboratively and guided by weekly PLC meetings where teachers discuss instruction tied to Essential Standards, all tracked through an assessment platform.

Interim measures:

- District Benchmark Assessments that are followed by Deep Data Dives.

Summative measures:

- SAGE end-of-year State assessment.
- Students with Disabilities data including IEP annual goals and standardized assessments.
- Student Information System (COMPASS) tracks student behavior and referrals.

The DIA administration is committed to **training** school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the necessary adjustments in instruction and student support to maximize student progress.

l. Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners

Increasing effectiveness of ELL instruction is a high-leverage strategy to increase the overall student proficiency rates at the school. Due to the school's 90/10 dual immersion model, teachers will receive professional development on The Sheltered Instruction Observation Protocol (SIOP) Model as well as the Two-Way Immersion Observation Protocol (TWIOP) developed by the Center for Applied Linguistics. Teachers will receive ongoing observation and coaching from administrators and outside consultants to support successful implementation of research-based teaching strategies for English language learners.

Additionally, assessment data will be disaggregated during each Deep Data Dive for ELL and SWD subgroups. Special Education teachers and support staff for English language learners will participate in Deep Data Dives and will support teachers in planning tasks specific to students' levels of language proficiency or disability.

m. Use and integrate appropriate technology-based support and intervention as part of the instructional program

Dual Immersion Academy continues to increase students' access to technology. Classrooms currently have interactive white boards, document cameras, Apple TV, and wireless internet. The school also has 2 mobile laptop units and 2 computer labs. Students in grades 6-8 use 1:1 Chromebooks to enhance instruction and allow immediate access to technology-based support and interventions without having to schedule lab time. Such technology also enhances the ability to engage students and help them acquire skills needed to be college and career ready.

n. Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)

DIA serves students K-8. DIA will provide IGO (Synapse) technology in order for students in 7th and 8th grade to be working in high school level curriculum. Through partnership with USU, STARS, GEAR UP, 6-8th grade students have the opportunity to work with 3-D technology to build engineering and spatial-mathematical skill levels.

o. Secondary Schools only: Improve student transitions from middle school to high school

DIA serves students K-8. DIA works closely with neighboring high schools, particularly Innovations Early College High School to align curriculum through IGO (Synapse) technology. The purpose is to prepare students for high school level rigor. DIA also provides field trips to area high schools for 8th grade students and invites high school students to provide informational workshops for 8th grade students. These workshops help to build understanding of necessary organizational skills and competencies to be successful in high school.

p. Secondary Schools only: Increase graduation rate through a variety of methods

DIA serves students K-8.

q. Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate

DIA serves students K-8.

r. Establish schedules and strategies that provide increased learning time

Dual Immersion Academy will extend the daily schedule an additional 15 minutes per day to allow for more time for reading instruction. This will provide the equivalent of approximately 7 additional days of instruction per year. Staff will be trained in effective literacy instruction to target fluency and comprehension. Reading materials, including informational text in English and Spanish at a variety of reading levels, will be purchased and used during small group reading instruction. Teachers will monitor student progress and collaboratively analyze data to identify individual student needs, develop interventions, and assign students to small groups.

This extended day for literacy instruction will require frequent monitoring and adjustment to ensure that instructional minutes are maximized and making an impact on students' reading skills.

s. Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools; extended or

restructured school day; approaches to improve climate and school discipline; full day kindergarten; or pre-kindergarten)

Some mechanisms for family and community involvement are already in place. Specifically, the School Community Council (SCC), comprised of parents, teachers, and community representatives is directly involved in decisions regarding school goals, providing input into how the budget is used, monitoring the needs of the school, and monitoring the implementation of the School Improvement Plan.

As part of the Turnaround School designation and in alignment with the School Improvement Grant (SIG), the school will use the Align Ed survey system to provide ongoing insight to stakeholder perceptions related to Leadership, Instruction, Assessment, and School Culture. Centered around high-leverage items outlined in Paul Bambrick-Santyo's Leverage Leadership, the short monthly surveys allow teachers, students, and parents an opportunity to share their opinions with school administrators. Administrators have instant access to reports that compare various stakeholders' perceptions, thereby facilitating a proactive approach to aligning school-community perceptions.

t. Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting, new governance arrangement, weighted per pupil budget formula)

In agreement with the Dual Immersion Academy Charter Board, the school will be given the following operational flexibility:

- Determine the hiring and placement of teachers
- Refuse the placement of a teacher
- Determine the use of discretionary funds
- Incorporate teacher preparation time into the school day
- Provide additional pay through performance bonuses and three additional professional development days per year
- Include all students in language development instruction

The flexibility will be publicly communicated in writing upon receipt of the grant. Monitoring of the flexibility will be the responsibility of the principal and the Executive Director.

u. Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization

Technical support to ensure fidelity of implementation of the SIG plan will be provided by the charter board and external consultant from the Turnaround Expert Team, Innovations Educational Consulting.

- Dual Immersion Academy's Executive Director will provide technical support and principal coaching.
- Consultants from the Turnaround Expert Team will provide monitoring of the improvement process and technical support as needed.
- Innovations Educational Consulting will also provide a School Support Team Leader to monitor progress, facilitate data collection, provide professional development, and facilitate Collaborative Team Coaching.

SMART Goals

Current performance in English language arts, mathematics, and science can be characterized as poor. Thus the school community has analyzed results and set ambitious yet achievable goals.

- By the spring of **2018**, student proficiency in **English Language Arts** will increase from the current level of 15% to 42% of students proficient who are enrolled for the full academic year (FAY) as measured on the state SAGE Summative Assessment.
 - Annual SMART goals: 1) 95% of full academic year (FAY) students who achieved a proficient score on the SAGE Summative in language arts for the previous year will remain proficient. 2) 60% of full academic year (FAY) student, who scored below proficient in language arts, as measured by SAGE Summative, will improve their language arts scores by an amount greater than the average of similar students in the state. For this improvement score students will be grouped by scaled score on the previous year's summative assessment.
- By the spring of **2018**, student proficiency in **Mathematics** will increase from the current level of 16% to 39% of students proficient as measured on the state SAGE Summative Assessment.

- Annual SMART goals: 1) 95% of full academic year (FAY) students who achieved a proficient score on the SAGE Summative in mathematics for the previous year will remain proficient. 2) 60% of full academic year (FAY) student, who scored below proficient in mathematics, as measured by SAGE Summative, will improve their mathematics scores by an amount greater than the average of similar students in the state. For this improvement score students will be grouped by scaled score on the previous year's summative assessment.
- By the spring of **2018**, student proficiency in **Science** will increase from the current level of 15% to 39% of students proficient as measured on the state SAGE Summative Assessment.
 - Annual SMART goals: 1) 95% of full academic year (FAY) students who achieved a proficient score on the SAGE Summative in science for the previous year will remain proficient. 2) 60% of full academic year (FAY) student, who scored below proficient in science, as measured by SAGE Summative, will improve their science scores by an amount greater than the average of similar students in the state. For this improvement score students will be grouped by scaled score on the previous year's summative assessment.

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

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

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

See chart under section b.

- b. Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts; and**

Chart # 10: Qualifications and Experience of LEA Staff in School Improvement

LEA Staff Supporting SIG	Qualifications/Prior Successful School Improvement Efforts	Role in SIG Support
Angela Fanjul,	<ul style="list-style-type: none"> • Executive Director • MSW, LCSW <p>Past Experience includes:</p> <ul style="list-style-type: none"> • Director of Educational Initiatives and Coordinator of the Centro De La Familia Cultural Competency training team • Assistant Director and School Counselor at DIA 	<ul style="list-style-type: none"> • Supervision of all personnel • Development and implementation of policies • Development of vision and direction for LEA • Oversight of instruction and programs • Supervision and administrative coaching of building principal • Advocacy for community and parent involvement • Monitoring of Title I programs • LEA liaison for SIG Grant
Mac Newbold	<ul style="list-style-type: none"> • President, Board of Education 	<ul style="list-style-type: none"> • Board liaison for SIG and school turnaround efforts • Liaison between LEA Charter and Utah State Charter Board
Roger Simpson	<ul style="list-style-type: none"> • Business Administrator 	<ul style="list-style-type: none"> • Business Administration • Monitoring of SIG Budget
External Consultants Supporting SIG		
Johanna Hofmeister	<ul style="list-style-type: none"> • M.Ed, Curriculum and Instruction 	<ul style="list-style-type: none"> • Coach building principal • Serve as Lead SST and

	<ul style="list-style-type: none"> • USOE Title I-Approved School Support Team Leader • USOE-Identified Turnaround Expert 	Turnaround Expert Team Leader
Greg Lewis	<ul style="list-style-type: none"> • Ph.D, Curriculum and Instruction with an emphasis in literacy and instructional leadership 	<ul style="list-style-type: none"> • Turnaround leader support • PD in Literacy Assessment • Principal and Assessment Director mentoring

- c. Identify the fiscal resources (state, local, and federal) that the LEA will commit to ensure full and effective implementation of the specific intervention model chosen.**

Chart #11: LEA Fiscal Resources for Implementation

Fiscal Resource	Purpose
Title I	Salary for principal and HQ Teachers
Title III	Salary for Assessment Director and ELL Coordinator
State Revenue (Turnaround Funds)	<ul style="list-style-type: none"> • Funding for Turnaround Expert Team, includes: <ul style="list-style-type: none"> • Professional development • Coaching for administrator and teachers • Consulting
Special Education	Salary for school staff and instructional materials.

- d. If the LEA is not applying to serve each Priority School, the LEA must explain why it lacks the capacity to serve each of its Priority schools.**

Dual Immersion Academy is the only school in the Charter identified as a Title I Priority School.

- (5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.**

In conducting its rigorous review process in screening external providers, an LEA should be as specific as possible in its Requests for Proposal (RFP) or other document made available to potential providers regarding its expectations for how the provider will perform and be held accountable. In selecting external providers, the LEA must take into account the specific needs of the Priority School(s) to be served. The LEA must describe the alignment between external provider services and existing LEA services.

Only those LEA SIG applications that meet the external provider selection process criteria listed below will be approvable. Therefore, the LEA must provide the following information in its application for SIG funding:

- a. Detailed and relevant criteria for determining the need for external provider contracts based on the analysis of the LEA's internal capacity to support full implementation of the selected model(s) and operational needs;**

Dual Immersion Academy used the following criteria in the selection process for external providers, including School Support Team Leaders and Turnaround Experts:

- Understands and values dual immersion, specifically the 90/10 model
- Values fidelity of language
- Speaks Spanish with respectable level of language proficiency
- Offers quality services and products
- Has track record of successful outcomes
- Ensures capacity to maintain the integrity and quality of the services
- Ability to collaborate effectively
- Addresses school culture in all implementation strategies
- Works to create sustainability by developing local expertise and community-based support

- b. Description of the reasonable and timely steps the LEA will take to recruit and screen providers to be in place by the beginning of the 2016-2017 school year;**

Dual Immersion Academy has already engaged in developing a detailed school improvement plan based on the results of a comprehensive school appraisal conducted on December 1-2, 2015

by a team of consultants that is both Title 1 approved as School Support Team members and USOE approved as Turnaround Experts.

c. Selecting external providers that take into account the specific needs of the school(s) to be served;

It is important to note that prior to the final selection of external providers, the school will have completed the following: 1) Create a vision for the school; 2) Perform a comprehensive needs assessment; 3) Collect, organize and analyze multiple sources of data for the needs assessment; 4) Determine priorities and set goals; and 5) Develop a school improvement plan including action steps.

d. Screening external providers to ensure the provider can meet the specific needs of the school(s) to be served;

The Executive Director will appoint DIA personnel responsible for screening potential external providers. Screening will include:

1. a review of provider's expertise
2. past results working in similar schools
3. reference check

Upon passing screening, external providers will have an opportunity to:

1. interview
2. submit proposal outlining services and costs
3. present to stakeholders

e. Screening external providers to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school;

Screening of potential external providers will include the following questions:

- Does the provider have a successful track record in attaining results?
- Does the provider offer services that align with DIA's established goals and strategies as outlined in the school improvement plan?
- Are the provider's services cost-effective?
- Does the provider have the resources to "hit the ground running?"

f. Selecting a provider that has a proven track record of success in working with similar schools and student populations. For example, success in working with comprehensive urban high schools or with schools that serve English learners;

In the screening process listed in part d above, the LEA will contact other schools with similar demographics (rural, low socio-economic, high ELL) to determine success rates. The LEA will also accept student data from the provider detailing student success by demographic subgroup in school they have serviced. The following questions will be addressed when checking references:

- Does the provider offer quality services?
- Does the provider have the characteristics identified as critical?
- Were there any problems during implementation? How were they handled?
- Have the provider's services achieved the expected results?
- Did the provider maintain a good working relationship with the school and district?
- Did the provider deliver as promised?

g. Requiring a potential external provider to demonstrate its competencies through interviews and documentation;

In the process listed above (part d), the provider will be interviewed to: determine their ability to understand and respond to the selection criteria/school needs; discuss the cost of services and options; discuss expected outcomes and timetable; and, discuss the provider's evaluation strategy.

h. Requiring the provider to demonstrate that its strategies are evidence-based;

During the interview process or with submitted documentation, the provider will be asked to demonstrate that their materials/approach is based on scientifically-based best practices using the What Works Clearinghouse criteria or based on effect size studies collected through meta-analysis. The provider should be clear whether their research base is self-generated or independent.

i. Requiring the provider to demonstrate that it has the capacity to assist the school in fully implementing the strategies it is proposing;

Also during the interview process or through submitted documentation, the provider must demonstrate that their organization has the resources and expertise to launch initial implementation and maintain efforts throughout the duration of the contract. An implementation calendar outlining a systematic plan for implementation will be requested. Even though flexibility will be expected, the provider should have an overarching implementation strategy. The components of services should be clear.

j. Alignment between the services provided by the external provider with existing LEA services;

In order to align services provided by the external provider and existing LEA services, a gap analysis will be conducted. To identify the gaps, the following questions will be considered: What areas of need are not addressed adequately by either the LEA or provider? In what ways, if any, do the provider's or LEA's services not match with the state and district standards, curriculum, or assessment practices? Are there certain required programs or practices the school must pursue that conflict with the provider's services? Are there unique values held by the school community that might be accommodated by the provider? These gaps will form the basis for discussion about where the provider's services can and cannot be modified to fit the school's circumstances.

k. Clearly identifying the individual responsibilities of the external provider and the LEA;

Dual Immersion Academy will use the Provider Services and Materials Questionnaire from the External Providers Guide (School turnaround and Transformation at American Institutes for Research) to provide the process by which the district and the provider will come to agreement about services, materials, and responsibilities. This questionnaire will result in a clear statement of services and material that the provider will offer the school. The process will result in a customized plan for the school's particular circumstances and requirements.

l. Initiating a contract with an external provider;

In negotiating a contract with the external provider, Dual Immersion Academy will follow the following steps:

- Clarify the package of services and materials supplied by the provider.
- Determine the actions and support that will be provided by the school and district.
- Determine the length of the contract.
- Determine outcomes and evaluation measures.

m. Specifying how the LEA will hold the provider accountable to high performance standards;

Angela Fanjul, Executive Director, has been designated as the LEA supervisor for all SIG and school improvement efforts. She will monitor the school's and provider's progress with the students' expected outcomes. If outcomes are not in line with expectations, she will initiate investigative and problem-solving strategies. If the provider fails to adjust to solve identified problems, the contract with the provider will be terminated.

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

The LEA has already selected one external provider that will serve as the DIA's School Support Team Leaders and Turnaround Experts. Innovations Ed repeatedly demonstrates effectiveness in supporting Title I schools in their school turnarounds and transformations. In 2015, only 10 out of 34 Focus Schools in Utah met the school improvement exit criteria; Innovations Ed served as SST leaders for 7 of those 10 successful schools. Innovations Ed also served as SST leaders for 2 Priority Schools in Utah that raised their school grade from F in 2014 to C in 2015, as well as for 1 Priority School in Arizona that raised their school grade from D to B in two years.

o. A narrative description to support external provider contracts, if applicable; and

Since 2009, Innovations Ed consultants specializing in Assessment, Instruction, Curriculum, and Instructional Leadership have served as lead consultants for over 30 Title 1 PRIORITY and

FOCUS schools in the state of Utah. Innovations Ed has successfully facilitated the development, implementation, and monitoring of improvement plans. The team routinely:

- conducts appraisals for schools entering improvement
- presents and interprets appraisal results with all stakeholders
- guides leadership teams in the development of school improvement plans that include specific and measurable goals
- supports administrators in leading plan implementation
- facilitates the development of collaborative processes between state, district, and school
- implements sustainable professional development directly tied to focused goals
- collects and analyzes data continuously to inform process
- transforms schools by increasing student proficiency, student growth, and graduation rates

The Utah State Office of Education recognizes the contributions of the Innovations Ed team to school improvement efforts throughout the state. Consultants have been included on expert panels during state trainings and have also participated in the revision process of state appraisal tools and school improvement plan documents.

- p. The LEA is required to use an experienced School Support Team Leader who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff and/or at the following link:**
<https://dmi.schools.utah.gov/Tracker/LEA/Application/SstApplicationSearch.aspx>

After attending state Title I School Improvement training, Dual Immersion Academy used the state-approved list of School Support Team Leaders to identify a possible external provider. Using the process outlined above, including an interview with the school's leadership team, DIA selected Innovations Educational Consulting to serve as the School Support Team Leader and Turnaround Expert. The lead for Innovations Ed will be Johanna Hofmeister.

Narrative of External Provider Contract

Accountability:

Dual Immersion Academy Administration (LEA Support & Principal) and Innovations Ed consultants will analyze data and confer monthly during on-site visits (school support and professional development), while generating the USOE required quarterly report, and annually when summative assessments data is available in order to monitor school progress and effectiveness of support.

Innovations Ed consultants work extensively with principals, leadership teams, and district leaders to assess their initiatives in relationship to the school improvement goals, plan, and process. Developing collaborative relationships and structures for productive collaboration is essential to the ongoing monitoring and adjusting that occurs throughout plan implementation.

By supporting leadership teams in the development of SMART goals, strategies, action steps, and tasks (as differentiated by grain size), we increase our capacity to measure interim results. In order to promote the behaviors that lead to successful team interactions, Innovations Ed consultants frequently share anecdotal examples and non-examples from the field. Such examples may include success stories of trials and tribulations, reflections shared by other educators, encouraging sets of data, video clips, and moments of monumental importance to our team.

Through the targeted observations and data collection during Collaborative Team Coaching®, principals spend more time in classrooms. Skilled in crucial conversations, Innovations Ed consultants help administrators assess their current capacity in instructional leadership. When lacking in knowledge, but willing to learn, they work extensively with principals to build their capacity in this area. When unskilled and unwilling over time, Innovations Ed consultants follow protocols for discussing corrective action with district leaders. Likewise, similar protocols are followed when crucial conversations are necessary to address inadequate instruction and teachers' needs for further assistance with the building principal.

Innovations Ed uses software that generates comprehensible presentation of instructional data. Innovations Ed consultants model for principals multiple ways to provide objective feedback, engage teachers in dialogue about the data, and ease into difficult conversations with individuals and teams as directed by the data.

External Provider Capacity:

Innovations Ed implements Collaborative Team Coaching® to help teachers focus on the work of learning. This work includes looking at various elements of effective instruction, including but not limited to Student Engagement, SIOP®, Questioning, Rigor, Feedback, and Differentiation. Participants learn how to collaboratively design strategic lessons that include content and language objectives, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Teachers learn to self-assess and learn strategies from each other as they develop a continuous improvement model for their professional development.

- The Innovations Ed team includes four former school administrators and two teacher specialists who all have elementary and secondary school level experience. All team members have expertise in assessing the school's learning environment and coaching the administrator as she/he changes the culture of the school through a turnaround model.
- Each of the team members has experience administering, interpreting, and developing improvement goals from formal and informal perception surveys of stakeholders. The information from perception surveys is invaluable in increasing parental involvement and building community partnerships.
- The team includes members who are experienced in identifying Turnaround Leader Competencies (Spencer and Spencer, 1993), developing highly-effective leadership improvement plans, and coaching for implementation. This includes helping leaders create the systems and framework to develop continual improvement in schools.

The Innovations Ed team has multiple years of experience in analyzing qualitative and quantitative data and identifying performance gaps. Each member has conducted multiple appraisals in schools. During these appraisals, each member has been required to collect data from state assessment reports, school assessment data, classroom observations, and stakeholder

interviews. The collected data were then analyzed and reported to the school principal, principal's supervisor, and staff. This reporting process has demanded a high level of clarity in reporting the findings of the analysis and helping the staff use the data in developing their improvement plan.

Each member of the Innovations Ed team has had multiple years' experience observing instruction using a variety of rubrics all designed to identify the current level of implementation of best teaching strategies. The team's focus on identifying lesson objectives, student opportunities to respond and engage in the learning, teacher feedback to students, and student mastery of the concept taught, has yielded compelling school wide shifts in instruction.

The Innovations Ed Team focuses on building relationships of trust with teachers during observations. Thus adhering to the instrument protocol is imperative. The team has experience with many different instruments and maintaining validity and reliability—including inter-rater reliability.

Facilitating the staff in the valid interpretation of results has been a key component of Innovations Ed professional development. This includes helping teachers understand the limitations of the data collection instrument and guiding them to form valid interpretations from the data. We accomplish this by a systematic approach that begins with teaching the staff how to use the instruments to collect instructional data. We then engage all participants in a series of cycles that includes modeling, practice, reflection, and continuous coaching.

Innovations Ed has helped schools close the implementation gap and increase effective instruction by empowering schools with a sustainable model of professional development. The innovative PD approach, Collaborative Team Coaching®, engages teachers, coaches, and administrators in ongoing, classroom-based professional learning driven by team observations, supported by instructional coaching, and monitored by continuous data collection and analysis. Throughout the school improvement process, Innovations Ed consultants focus on strengthening instructional leadership and gradually releasing the facilitation of Collaborative Team Coaching® to principals, coaches, and teachers. Schools working with Innovations Ed have

consistently outgained other schools within their district on state high accountability assessments.

Innovations Ed. tailors their professional development to the specific context of each school. As Dual Immersion Academy serves students in grades K-8, the following is unique to the middle-school level:

- Collaborative Team Coaching is organized in department, rather than grade level teams.
- Content of demonstrations/presentations and discussions is middle-school level and specific to the subject level.
- Demonstration videos are relevant to teachers for grades 6-8.
- Demonstrated teaching and materials are age appropriate.
- Focus for improvement of instructional strategies is driven by the specific needs of the teachers. For example, one group could focus on increasing rigor while another would be working toward more effective differentiation of instruction.
- Ability to integrate content and approaches in various subjects is possible through training, planning and observations.

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

The LEA SIG 1003(g) Application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

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

Dual Immersion Academy has the capacity, desire, and commitment to realign existing resources to support the transformational intervention model. This support is imperative to provide sustainability of school reform. The LEA will rely on state, federal and local funds to support the implementation of key activities and if needed will seek additional funding from public and private entities. Details of resources that will be used were listed in Chart #11 of section 5, c.

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

In order to initiate, implement, and sustain meaningful reform, financial resources need to target and support each of the SIG goals. Dual Immersion Academy has committed to continue current levels of Title I support to avoid even the appearance of supplanting. (Listed in Chart #11: LEA Fiscal Resources for Implementations.) DIA will continue to receive Title support for staff and supervision. State revenue (Turnaround Funds) will also support professional development that, with coaching and monitoring for implementation, will result in effective tier one instruction to raise student proficiency. The technology and assessment support provided by local funds will also allow the school to improve monitoring of student mastery and allow staff to predict current student trends and provide timely interventions. Special Education funds will continue to support this targeted group and provide tier three interventions. Enhancement for at-risk student funds will be used to reduce class size and to fund portion of parent liason. Trustland funds will continue to pay for music (instrumental and vocal).

The Charter Board is committed to using necessary district resources in years 4 and 5 to continue any successful initiative that is developed during the 3-year SIG grant. The Executive Director is also committed to the ongoing and intense work to support school reform.

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

By delineating LEA responsibilities (outlined in Chart # 10: Qualifications and Experience of LEA Staff in School Improvement), accountability for improvement tasks can be monitored and evaluated. The Executive Director, Angela Fanjul, will coordinate services and be the point of contact for monitoring and evaluating the services provided to the school. Angela Fanjul, Suzi Ramos, and Jeanette Fiagle (Assessment Director) will constitute the SIG Leadership Team. It is anticipated that they will meet weekly in person or remotely to track progress and provide

support for the school. Any issues with collaboration of services will be evaluated and actions steps created by that team.

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

The LEA SIG Application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable the full and effective implementation of the selected intervention model. Competitive applications must include the following:

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

The school leadership team has identified the following issues as major barriers:

1. Structure of Administration

Problem: Under previous administration, stakeholders were unclear on who was responsible for what. Poor structure, communication, and leadership style negatively impacted school climate.

2. Administrative Load

Problem: The task of leading a school has expanded and become more complex. School leaders are now responsible for all learning outcomes for both teachers and students.

3. Continual Change in Teaching Staff

Problem: International staff typically work in the United States for three years, then return to their home countries

4. Student Academic Language Proficiency in English

Problem: Students take SAGE assessments in English starting in 3rd grade, when 70% of their instruction is still in Spanish, per the 90/10 dual immersion model

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

The school leadership team has identified the following practices to address the four major barriers outlined above:

1. Structure of Administration

Solution: Administration has been restructured to include a full time executive director, full time principal, and full time director of assessments/title II/RtI

2. Administrative Load

Solution: The principal must have sufficient autonomy to make decisions on issues such as the curriculum, teacher recruitment, and development. Sufficient support will be given for administrative tasks so that the principal can focus on instruction and student learning.

3. Continual Change in Teaching Staff

Solution: 1) New administration will adjust recruiting efforts to attain teachers who plan to stay on the faculty longer than three years. 2) Teachers will receive significant incentives for student performance via SIG and Turnaround 3) New administrators (principal and executive director) will strive to build and maintain positive and productive relationships with teachers and staff (key factor in teacher retention). 4) Effective use of PLCs will help teachers build effective working relationships with other teachers (another high-leverage strategy for teacher retention).

4. Student Academic Language Proficiency in English

Solution: Coach and support teachers in providing the highest level of effective tier 1 instruction (Spanish and English) in core subjects. Increase school wide focus on developing students' literacy skills (Spanish and English), including fluency and comprehension.

1. A procedure is in place to identify and resolve future issues related to practices and/or policies; and

As addressed previously, LEA and school commitments are ongoing. Transparent conversations have been and will continue to be valued in the process of resolving issues related to practices and/or policies that may serve as barriers to full implementation of the plan.

2. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education).

As part of creating shared vision of student potential in the school, clear and consistent communication will be essential. The use of team leaders, PLCs, and community council will

facilitate collaboration to maximize involvement of key stakeholders. Regular reporting will help stakeholders feel represented, involved, and informed.

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

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

a. Specify how the LEA will provide leadership and support to each school identified in the application;

Chart #10 in section 4.b outlines the roles and responsibilities of LEA leadership. LEA leaders will work together through the procedures previously outlined to ensure fidelity of implementation and to alleviate barriers that may occur. This will occur under the direction of Angela Fanjul, Executive Director. Ms. Fanjul will have the responsibility to monitor, coach and support the school improvement process.

b. Identify the specific LEA staff assigned to support implementation of the school intervention model and the role each of these staff members will have in relation to the SIG processes;

Please refer to Chart #10, section 4.b for the assigned roll of each LEA staff assigned to support implementation.

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

Please refer to Chart #10, section 4.b for the qualification of each LEA staff assigned to support implementation.

d. Describe how the LEA will provide ongoing technical assistance to make sure each school is successful; and

The Executive Director, Angela Fanjul, will hold responsibility for coordinating ongoing technical assistance and providing intense onsite mentoring support for administration and

teachers ensuring the SIG plan is implemented fully and successfully. This will ensure additional support for the principal and focus on the turnaround effort.

The Executive Director will actively support:

- Mentoring for the administrative team, with special attention to ensure the principal becomes the Transformational Leader.
- Presentations /training for staff to help them understand and develop capacity to implement Transformation expectations.
- Coordination of all support staff in order to achieve SIG activities and goals.
- Problem-solving school and student barriers to successfully achieve goals.
- Ensuring data is collected, managed and used, especially in the process of “Deep Data Dives”.
- Improving structures for parent engagement
- Improving overall school climate and culture

e. Describe how the LEA will collaborate with an experienced, USOE-approved School Support Team Leader to support school turnaround.

The role of the LEA and the external provider selected as the School Support Team Leader (SST) is outlined in Chart #12 in section 5.k. To achieve high-levels of support, the LEA and SST will coordinate in the areas of:

- monitoring visits
- support visits
- initial contact
- oversight of transformational requirements
- quarterly SIG reports
- on-site professional development for quality tier one instruction
- logging coaching and monitoring

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

The state of Utah requires that any LEA making application for the School Improvement Grants 1003(g) must commit to serve, and demonstrates how it will provide multiple opportunities for

meaningful family and community engagement in the ongoing implementation of the selected intervention model throughout the grant period. Consistent with Title III and OCR compliance, every effort should be made to communicate with parents and the community in the top 5 languages of the school(s) as counted from the Home Language Survey. An LEA must include information in the SIG application about how it will conduct the following types of family and community engagement activities on an ongoing basis:

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected;
- Periodic surveys of students and parents to gauge needs of students, families, and the community;
- Ongoing communication with parents and the community about school status, improvement plans, school choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings regarding their choices of other schools; or Hold open houses or orientation activities specifically for parents of students who will be attending a new school.
- Hold open houses or orientation activities specifically for parents of students who will be attending a new school.

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

a. Family and community;

The process for family and community involvement is already shifting in a positive direction with the new administration. During a comprehensive school appraisal, parent volunteers on DIA's Volunteers In Action committee (VIA) participated in a focus group with SST Leader, Johanna Hofmeister. Parents spoke positively of the school's new administration and expressed gratitude and appreciation for the changes in school communication and climate. Parents are aware that DIA is launching into new school improvement efforts and they are eager to share their input.

Dual Immersion Academy values family/community engagement as a critical component for student success and sustainability. As part of the SIG, the school will be able to increase the previously part time parent liaison to a full time position.

b. School administrators;

The school administration team has been engaged in the selection of the turnaround model at every step. The Executive Director and leadership team met regularly and the goals and action steps in the grant were developed with full participation of the principal. She will be responsible for implementation, monitoring, and evaluating progress of the grant at the school level.

c. Teachers; and

Teachers who have been at DIA for more than five years were involved in the previous school improvement efforts that yielded successful outcomes in meeting Adequate Yearly Progress (AYP) and exit from improvement status. Those teachers who have been at the school for only 2-3 years have experienced school improvement efforts that did not yield successful outcomes. With full awareness of the complex challenges and difficult work that lies ahead, DIA teachers are welcoming the opportunity for increased support to accomplish a successful school turnaround. Teachers who choose to continue at DIA will receive student performance bonus opportunities, extra pay for their extra 15 minutes per day, and three additional paid days added to their contracts for Deep Data Dives.

d. Local school board.

The Board President is considered key to the support of implementation and continuation efforts. He has been informed of the model selection and is in support of the transformation model. The school board will receive updates on school progress and will act if any revisions of district policies or procedures are deemed necessary.

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

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

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

Dual Immersion Academy intends to address the seven key elements of sustainability.

1. **Leadership** A plan to maintain the full time principal position.
 2. **Commitment** A commitment for continual improvement will be put in place for all employees at the school. LEA support will be required to maintain a continuous improvement model.
 3. **Adaptability** A process must be in place to continually monitor implementation and student proficiency that allows for adaptations of the plan to adjust to new developments.
 4. **Strategic Alignment of Resources** The LEA must ensure that the principal has freedom to align resources to changing needs.
 5. **Accountability Balanced with Incentives** There must be clear student and teacher expectations in place. Student and teacher achievement must be recognized and rewarded.
 6. **Systems Approach** A system for reciprocal accountability using SMART goals and data collection must be maintained.
 7. **Human Capital** Development of teacher competency and teacher relationships with each other and with the principal are key to retention.
- b. A description of how LEA staff will continue to collaborate to support the continued school improvement process in identified schools (e.g., curriculum coordinators for reading/language arts, mathematics, assessment, Title I, Title III/ESL, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deem necessary to meet the specific needs of each school included in the LEA's SIG application).**

In order to maintain collaboration between LEA departments, the school improvement coordination responsibilities will remain with the Executive Director. This will ensure that sustainability of developed process will receive oversight at the highest level in the LEA. Dual Immersion Academy has committed to sustaining school progress.

- c. A description of the anticipated local, state, and/or federal resources that will be committed to meet the needs identified above and support continued implementation of the model(s) chosen;**

Chart #10 in section 4.b outlines anticipated local, state, and/or federal resources that will be committed to identified needs to support continued implementation of school reform efforts.

- d. Written assurance from the district superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding; and**

Written assurance of continued support from the Executive Director is attached.

- e. Written assurance from the local school board that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding.**

Written assurance of continued support from the board president is attached.

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

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

- a.** Research cited by the LEA that shows the evidence-based strategy meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies);
- b.** Results found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
- c.** If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here).

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

- d.** Specific needs of the Priority and Focus School(s) to be served as identified through a comprehensive school appraisal conducted by an external School Support Team;
- e.** Student performance data on the State's assessments in English language arts and mathematics, disaggregated by subgroups, to determine specific factors that have resulted in the school being identified as a Priority or Focus school; and

- f.** The evidence-based strategies identified must have evidence of success when implemented with schools that have similar demographic settings and student populations to the school(s) to be served by the LEA's SIG application.

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

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

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

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

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

- What Works Clearing House studies of evidence-based practices in language arts and/or mathematics
- Institute of Education Sciences Practice Guides (IES)

- Harvard Family and Community Engagement Research
- Academic Parent Teacher Teams (APTT) research from WestEd
- Strategies with effect sizes of .40 or higher as described in *Visible Learning* (Hattie, 2012)
- Sheltered Instruction Observation Protocol (SIOP)
- WiDA English Language Proficiency Standards
- Schoolwide Positive Behavior Intervention Supports (PBIS)
- Multi-Tiered System of Supports (MTSS)
- Extended or full-day kindergarten
- High-quality Pre-K

In developing the School Improvement Grant Plan, research-based strategies were selected to ensure high-leverage improvement from improvement efforts. Chart#12 lists the research base for the key features of the plan.

Chart #12: Research base for key features of the School Improvement Plan

Key Feature from SIG Plan	Rank in Hattie list	Effect Size (Hattie)	Domain	Influence	Additional Information
Principal Leadership	74	.36	school	Principals/ school leaders	Two major forms of leadership include instructional and transformational leadership. Evidence supports the power of the former over the latter in terms of student outcomes. School leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together that have most effect on student outcomes. Leaders who focus on student achievement and instructional strategies are the most effective. Leaders who place more attention on teaching and focused achievement domains have higher effects.
Staff Development Targeted to Grant Goals	19	.62	teacher	Professional development	Four types of instruction found to be most effective on teacher knowledge and behavior are: observation of actual classroom methods, microteaching, video/audio feedback, and practice. Lowest effects are from discussion, lectures, games/simulations, and guided field trips, as were coaching, modeling, and production of printed or instructional materials.

	8	.75	teacher	Teacher clarity	Teacher clarity is defined as organization, explanation, examples and guided practice, and assessment of student learning.
	53	.46	teaching practices	Questioning	The overall effects of questioning vary, depending on the type of question. Higher cognitive questioning strategies have a small positive effect on learning measures. Factual pre-questions can facilitate learning if they are directly related to the materials to be learned. Teacher training in questioning matters, especially when attention is paid to teachers monitoring their own actions. Of more importance than teacher questioning is analyzing the questions students ask.
	49	.48	student	Concentration Persistence/ Engagement	
	23	.60	teaching approaches	Teaching strategies	For students with learning disabilities, there are higher effect sizes for models of instruction that include direct and strategy instruction, with the most successful being sequencing, drill repetition, and strategy cues. Marzano found that when the instructional technique was designed for the student, the effect was higher than when the technique was designed for the teacher.
	10	.73	teaching approaches	Feedback	Feedback is most powerful when it is from the student to the teacher. When teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronized and powerful. The most effective feedback forms provide cues or reinforcement to the learner, are in the form of video, audio, or computer-assisted instruction feedback, or relate feedback to learning goals. The key is feedback that is received and acted upon by students. At best, each student receives moments of feedback in a single day. Programmed instruction, praise, punishment, and extrinsic awards were the least effective forms of feedback for enhancing achievement. Providing feedback is not about giving rewards, but

					rather providing information about the task. Feedback is more effective when it provides information on correct rather than incorrect responses. Impact is highest when goals are specific and challenging but when task complexity is low. The art is to provide the right form of feedback at, or just above, the level where the student is learning. Feedback at the self or personal level, such as praise, is rarely effective. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.
Extending the instructional time	NA	Not Available	NA	NA	Modest beneficial effect (Hossier, et. Al. 1988)
Using Formative and Interim Assessments to Guide Instruction	3	.90	teaching approaches	Providing formative evaluation of programs	Feedback that provides teachers with formative information on attention to the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference. The major issue is for teachers to pay attention to the formative effects of their teaching.
	79	.34	teaching practices	Frequent testing/ effects of testing	Repeated testing is only effective if there is feedback from the tests to teachers such that they modify their instruction to attend to the strengths and gaps of student performance. Although performance is increased with more frequent testing, the amount of improvement in achievement diminishes as the number of tests increase.
Parental Involvement	45	.51	home	Parental involvement	

The research cited met the requirement for the meta-analysis conducted and published by John Hattie (2008). Hattie's requirements met the What Works Clearinghouse Standards or contain large sample sizes and multiple sites for sampling. Only strategies that have a statistical positive impact on student performance were selected.

Of specific importance is the professional development for teachers that will center on effective tier one interventions and ESL strategies. These high-leverage strategies will support instruction

to master the Utah Core Standards in ELA, mathematics, and science. These areas were targeted after data-analysis of subgroups achievement and classroom observations revealed a need to strengthen ELL support and increase the effectiveness of whole-class instruction. These strategies have been proven effective in high-need schools such as Dual Immersion Academy.

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

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

- a. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in reading/language arts will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);**

Progress on summative SMART goals (for ELA, math, science) will be monitored through interim assessments. These assessments are designed (and continuously modified to) predict student performance on end-of-year summative SAGE assessments. The interim data is examined during deep data dives three times per year. These interim assessments provide teachers and students with feedback on which standards have been mastered. Interventions can then be put in place in a timely manner to increase student achievement.

SAGE summative data will be analyzed by the leadership team during the summer in order to monitor school wide progress on the annual SMART goals.

- b. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in mathematics will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);**

Addressed above.

c. Describe how the LEA will measure progress on the leading indicators as defined in the final requirements. (See Addendum C for a list of the leading indicators).

The school will measure the following leading indicators and report current status during the quarterly site visit:

1. The number of minutes within the school year. Minutes will be calculated by the number of instructional minutes per day times the number of days of school completed. This number will be compared with anticipated instructional time.
2. Student participation rate on State Assessments by subgroup. This will be reported at the end of the school year. All students not participating in any test will be account for by name.
3. Dropout rate. This number will be reported quarterly based on the students that have left school and have not enrolled in another school.
4. Student attendance rate. Daily attendance will be reported quarterly. It will be calculated by the percentage of enrolled students attending at least one period during the day.
5. Number and percentage of students completing advance coursework. The number of students will be used to calculate the percentage of high school students taking AP, early-college, or dual enrollment classes.
6. Discipline incidents. The number of major offences, as described in the student code of conduct and the number of office referrals will be tracked.
7. Chronic absenteeism rate. The chronic absenteeism rate will be calculated as the number of enrolled students who are absent more than 10% of the school days. It will be reported quarterly.
8. Distribution of teachers by performance level on LEA's evaluation and support system.
9. Teacher Attendance Rate. Teacher attendance cumulatively be reported quarterly. It will be calculated as the percentage of teachers who taught at least one period during the day.

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

Informal formative monitoring of the effectiveness of the SIG strategies will be made regularly by the Executive Director. Formal formative evaluation will take place quarterly as the

Executive Director and the School Support Team (SST)/Turnaround Expert Team meet with the school leadership team for the quarterly visit and report.

A summative evaluation of the effectiveness will be made after end-of-year testing in the spring. The SIG leadership team composed of the executive director, assessment director, principal, SST, and school leadership team will review all leading indicator and summative assessment data. Effectiveness of the plan will be evaluated and adjustments made for the following year.

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

Formative and interim assessments will allow the school leadership team to monitor student proficiency by grade and teacher. Classroom observation tools also allow analysis of instructional patterns at the teacher level. Finally, state assessment reporting allows analysis at the grade and teacher level.

h. Describe the frequency and format of LEA monitoring;

The frequency of monitoring is outlined in section c above for each of the leading indicators. The frequency for monitoring student proficiency is outlined in section f.

i. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model (e.g., Use the model checklists provided as a guide for monitoring required strategies needed);

The process for implementing the transformational model was described in section 3. The Executive Director will monitor yearly that all items from the checklist for the Transformational Model are being implemented at a level to ensure achievement of SMART goals.

j. If student achievement results do not meet expected goals, describe how the LEA will assist the school in identifying and implementing strategies to improve outcomes (e.g., root cause analysis, development of targeted and specific 90-day plans, etc.).

If student achievement results do not meet expected goals, the SIG Leadership team will reinstitute the planning process. Data will be collected to clarify the problem; a root-cause

analysis will be performed to identify the most likely cause for the lack of achievement; a plan with detailed actions steps including responsible person, timeline, measurement, and resources needed will be created. The new plan will be put into place for the next 90 days.

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

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

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

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

- a. LEAs should request that the external provider prepare quarterly reports or briefings for the LEA that detail the provider's activities during that period and its progress toward achieving the outcomes for which it was hired (or its progress on the performance measures).**

The external provider will provide documentation quarterly that outlines activities related to the seven provider responsibilities outline in Chart #12 of section 3.k.

- b. The LEA might also conduct interim or formative assessments throughout the contract period to inform contract renewal decisions. LEAs are strongly encouraged to specify the type of ongoing review process it intends to use within the MOU, contract, or other agreement.**

Dual Immersion Academy will specify provider responsibilities in the MOU established through the District Purchasing Department. Stipulation will be made that if either party is not satisfied by the performance of the other party, the contract may not be renewed for the subsequent year.

- c. The MOU, contract, or other agreement should also include a provision that would relieve the external provider of its duties should it not meet the performance targets, which would be reviewed on a yearly or more frequent basis.**

Dual Immersion Academy will ensure that external provider MOU's stipulate that performance will be reviewed on a yearly basis and the agreement will not be renewed if performance targets are not met.

- d. If an LEA wishes to contract with a charter school operator, a CMO, or an EMO to implement the restart model, it must select that charter school operator, CMO, or EMO through a "rigorous review process" that permits an LEA to examine a prospective provider's reform plans and strategies.**

Dual Immersion Academy does not anticipate implementing a restart model.

- e. If the LEA is partnering with a charter school operator or CMO to convert a school to a charter school under the restart model, the LEA should ensure that its MOU, contract, or other agreement with the provider is consistent with the terms and conditions of the performance contract between the charter school and its authorizer if the authorizer is an agency other than the LEA.**

Dual Immersion Academy does not anticipate implementing a restart model.

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

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

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

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

- **Family and Community Engagement:**

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

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected;
- Survey students and parents to gauge needs of students, families, and the community;
- Communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

- **Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

- **Staffing:** Recruit, screen, and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

- **Instructional Programs:**

- Provide intervention and enrichment to students in schools that will implement a school improvement model at the start of the 2016-2017 school year through programs with evidence of raising achievement;
- Identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement;
- Compensate staff for instructional planning, such as examining student data, aligning curriculum to State standards and vertically from one grade level to another, collaborating within and across disciplines, and devising common formative student assessments.

- **Professional Development and Support:**

- Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model;
- Provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model;
- Train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:**
 - Develop and pilot a data system for use in SIG-funded schools;
 - Analyze data on leading baseline indicators;
 - Develop and adopt interim assessments for use in SIG-funded schools.
- **Other Allowable Activities to be described by the LEA**

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

Dual Immersion Academy does **not** intend to use the first year of the School Improvement Grant award for planning and other pre-implementation activities. However, during the first year of implementation, the LEA will:

- Implement a measure of school culture to engage community members. The Align Ed Survey System provides schools with ongoing insight to stakeholder perceptions related to Leadership, Instruction, Assessment, and School Culture. Administrators will have instant access to reports that compare various stakeholders’ perceptions, thereby facilitating a proactive approach to aligning school-community perceptions. The anticipated cost is \$2,000 per year.
- The staffing of the school is an ongoing process and is included in the yearly operating budget of the LEA. (To include staffing costs would be supplanting.)
- It is anticipated that the cost of extending the instructional day by 15 minutes will be \$36,360 for the first year with an additional \$9,090 cost for benefits. To support the increased focus on literacy, reading materials, including informational texts in English and Spanish will be purchased, at an estimated cost of \$8,000 for each year of the grant.
- The new accountability assessment system will be purchased for \$2,695 per year. It is anticipated that performance bonuses based on student achievement could be up to \$90,000 per year with \$22,500 needed for benefits.

- Other costs include \$19,380 for extra professional development days (with \$4,845 in benefits). \$1,500 for office supplies, mailing materials, and parent communication.

The planning of the grant by the leadership team and communication plan (previously outlined) with all stakeholders is believed to be sufficient to lead to successful implementation of the grant.

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

Dual Immersion Academy is not eligible for the Rural Education Assistance Program and does **not** intend to modify any elements of the Transformation Model.

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

Dual Immersion Academy does **not** intend to implement an evidence-based, whole-school reform model.

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

Dual Immersion Academy does **not** intend to implement a restart model.

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

Dual Immersion Academy does **not** intend to engage in planning/pre-implementation activities. See timeline beginning on next page.

Dual Immersion Academy SIG Timeline

Model Requirement	Objective	Evidence and Data	Activities	Responsibility	Milestones (Dates)
Replace Principal	Increase leadership capacity at the school	<ul style="list-style-type: none"> • Job description • Job posting • Board notes of approval 	<ul style="list-style-type: none"> • Principal has been at school less than two years so change will be made 	Executive Director will oversee the transition and selection process.	<ol style="list-style-type: none"> 1. March, 2016 2. March, 2016 3. April, 2016 4. April, 2016 5. May, 2016 6. July, 2016
Rigorous, transparent, and equitable evaluation system	Make student proficiency key to the evaluation process	The current principal and teacher evaluation system meets all SIG requirements: evaluations scores are calculated using student SAGE growth scores, administrator observations, and parent/student surveys. Teachers are classified as either highly effective, effective, emerging effective, minimally effective, or not effective. No new activities in the evaluation system are planned as part of the SIG grant.			
Identify and reward school leaders, teachers, and staff	Reward each staff member who has increased student achievement. Remove staff after multiple opportunities who do not increase student achievement	A list will be made listing all staff, their effectiveness rating, the student proficiency and growth calculation, and payment amount each year.	<p>For leaders, teachers, and staff who qualify as effective or highly effective, incentives will be provided based on student achievement.</p> <ol style="list-style-type: none"> 1. Staff will receive an effectiveness rating based on the district evaluation system 2. Staff will be identified who worked directly with students in tier 1 and 2. 3. Student increases 	<ul style="list-style-type: none"> • Principal will be responsible to calculate and authorize payment for all teachers and school staff. • Executive Director will be responsible to calculate and authorize payment for administrators. • LEA Business Administrator will issue payment. 	<ol style="list-style-type: none"> 1. Effectiveness rating will be calculated by mid-June each year. 2. The student population to calculate for each staff member will be determined by the end of May each year. 3. Student proficiency and growth will be calculated by mid-June each year. 4. Payment will be made by the end of August each year.

			<p>will be calculated as outlined in table #8.</p> <p>4. Reward payment will be made to staff based on student growth and achievement.</p>		
<p>Provide high-quality professional development</p>	<p>Develop the capacity to implement school reform strategies and ensure effective teaching and learning</p>	<ul style="list-style-type: none"> • PD calendar • CoachUP charts-instructional data • Coaching log for principal and executive director 	<p>Improvement of Tier I Instruction</p> <ol style="list-style-type: none"> 1. Schedule Collaborative Team Coaching[®] (CTC) Visits with consultant from Innovations Educational Consulting. 2. Innovations Ed consultant will model effective tier one strategies including: student engagement, implementation of SIOP/TWIOP strategies, and increasing rigor in the classroom. 3. Teachers will be coached and receive constructive 	<ul style="list-style-type: none"> • Principal will be responsible to schedule and monitor all building-level PD • Executive Director will be responsible for all Executive Director activity/training. 	<ol style="list-style-type: none"> 1. Innovations Ed PD will occur eight times per year (approx. monthly) 2. Coaching and monitoring of Tier I instruction will occur weekly. 3. Data collection and analysis on current state of Tier I instruction will occur at least monthly. 4. Principal coaching from the Executive Director or Turnaround Expert will occur weekly.

			<p>feedback and evaluation of strategy implementation.</p> <p>4. Implementation data will be collected and analyzed using the CoachUp[®] system.</p> <p>Principal Leadership PD</p> <p>5. The principal will continue to receive weekly coaching from Executive Director or Turnaround Expert</p>		
Implement strategies to recruit and retain staff	Decrease staff turnover and recruit highly-qualified staff	<ul style="list-style-type: none"> • List of staff receiving reward with calculation • List of staff receiving extra PD pay • List of PLC participants and calendar of dates met • Coaching log 	<ol style="list-style-type: none"> 1. The reward system listed above will be implemented that will result in extra pay. 2. Teachers will receive increase pay for extended school day and three extra PD days at their hourly rate. 3. Structured PLCs will reduce isolation and build 	<ul style="list-style-type: none"> • Principal will work with LEA business administrator on all pay. • Principal will be responsible for all PLCs. • Principal and will provide weekly constructive feedback. 	<ol style="list-style-type: none"> 1. Reward system will be implemented as outlined above. 2. Teachers will receive extended day pay monthly in regular paycheck. 3. Teachers will be compensated for extra PD days within one month of the completed PD. 4. Principal will provide feedback weekly.

			<p>team rapport.</p> <p>4. Principal will provide weekly constructive feedback and celebrate positive changes in instruction.</p>		
<p>Use data to select instruction that is research-based and aligned</p>	<p>Use data in the selection of best practices to implement</p>	<p>Reports from the Illuminate Assessment System (formative and interim/benchmark)</p>	<ol style="list-style-type: none"> 1. Teachers identify and unpack essential standards. 2. Teachers create formative assessment for each essential standard. 3. Teachers plan instruction. 4. Teachers administer formative assessment and analyze student results. 5. Teachers plan remediation and/or enrichment based on results. 6. Teachers administer district interim/benchmark assessments. 	<ul style="list-style-type: none"> • Teachers will identify and unpack essential standards • Teachers will be responsible for formative assessment creation, administration, and interpretation to target instruction. • Principal will monitor assessment system and lead deep data dive analysis of interim/benchmark assessments. 	<ol style="list-style-type: none"> 1. Essential standards will be unpacked as they are taught. 2. Formative assessments will be created before each units instruction begins. 3. Teachers will plan explicit instruction for each essential standard. 4. Formative assessments will be administered and analyzed at the end of each instructional unit. 5. Teachers will plan remediation/enrichment at the end of each unit. 6. Interim assessments will be administered three-times per year. 7. Deep data dives will occur within one week of interim assessments. 8. Interventions based on interim assessments will

			<p>7. During deep-data-dive teacher analyze student master and predict summative performance.</p> <p>8. Teachers create interventions based on interim/benchmark assessment for essential standards.</p>		<p>be delivered starting within one week of deep data dive.</p>
Data driven instruction	Use data to ensure mastery of Utah Core Standards	Outlined as part of "Use Data to Select Instruction" criteria above.			
Additional support for teachers and principal	Provide coaching and support to ensure quality instruction and implementation	<ul style="list-style-type: none"> • PD calendar • Quarterly reports • Coaching log 	<p>A collaborative model of coaching will be implemented to support teachers and the principal</p> <p>1. External provider, Innovations Ed Consulting (IEC), will provide 8 on-site visits focusing on SIOP/TWIOP implementation, student engagement, and rigor. The consultant will</p>	<ul style="list-style-type: none"> • IEC consultant will be responsible for teaching, monitoring, and coaching to increase effectiveness of Tier I instruction. • IEC consultant will provide support for quarterly report completion. • Executive Director will provide support for 	<p>1. IEC visits will be completed approx. monthly.</p> <ul style="list-style-type: none"> • IEC visits will be scheduled in June for the next school year. • Administrator will provide constructive feedback weekly on instruction. <p>2. IEC will provide quarterly monitoring visits</p> <ul style="list-style-type: none"> • Quarterly monitoring visits and principal coaching will be

			<p>teach, model, and guide teachers as they learn to give constructive feedback and support to each other to improve instruction. IEC will collect data during the visit but also teacher and administrative follow-up classroom visits.</p> <ol style="list-style-type: none"> 2. IEC will also provide 6 days of onsite monitoring and administrative coaching. 3. The principal will receive weekly coaching from the Executive Director with support from Turnaround Experts. 	<p>principal in turnaround leader competencies.</p>	<p>scheduled in June.</p> <ul style="list-style-type: none"> • Consultant will measure progress on goals quarterly. • Consultant will observe classes with administrator and provide coaching during four visits. <ol style="list-style-type: none"> 3. Executive Director will coach principal weekly on turnaround leadership competencies.
<p>Use technology-based support and intervention</p>	<p>Use technology effectively to increase motivation and time on task</p>	<ul style="list-style-type: none"> • Written model and policies • PD calendar • Purchase orders 	<p>Dual Immersion Academy (DIA) has aggressively implemented instructional technology in classrooms. In order</p>	<ul style="list-style-type: none"> • Technology Consultant to oversee plan and policy development • Principal will be responsible to 	<ol style="list-style-type: none"> 1. Model and policies developed by July 2017. 2. Purchases made by September 2017. 3. Teacher training before school starts 2017. 4. Student training in

			<p>to increase technology support to reach the school's SIG goals, DIA will:</p> <ol style="list-style-type: none"> 1. Develop a 1:1 technology model (non-SIG funding) and policies. 2. Purchase hardware. 3. Train teachers. 4. Train students. 5. Provide information to parents. 6. School leadership committee will monitor implementation and adjust as needed. 	<p>oversee implementation, training, and monitoring at the building.</p> <ul style="list-style-type: none"> • Business administrator will oversee acquisition of technology. 	<p>September 2017.</p> <ol style="list-style-type: none"> 5. Parent information sent starting in May 2017 and continuing through December 2017. 6. Monitoring will happen quarterly.
Increase advanced coursework	Provide opportunities to excel in rigorous coursework	<p>SMART goals Mentor training calendar Implement IGo (Synapse) technology to introduce 7-8th grade student to high school course work Goal assessment (outlined in plan)</p>	<ol style="list-style-type: none"> 1. School Leadership team will create SMART goals for increasing the number students taking and passing advanced courses. 2. GEAR UP coordinator will work with 8th grade student 	<ul style="list-style-type: none"> • School leadership team will create SMART goals and monitoring the goals (item 4). • 	<ol style="list-style-type: none"> 1. SMART goals will be created by September of each year. 2. Mentor training in advance coursework availability will be completed by October of each year. 3. Parents and students will receive information from the counselor as part of the registration

			<p>families to register for high school</p> <p>3. 7-8th grade content teachers will provide opportunities for students to work in Synapse to introduce students to high school course work</p> <p>4. Goals completion will be assessed.</p>		<p>process in the spring of each year.</p> <p>4. Goal assessment will take place by June 15th of each year.</p>
<p>Improve transition to high school</p> <p>Increase graduation rate</p>	<p>Reduce transition “down” time as credit become important.</p>	<p>Dual Immersion Academy is a K-8 school and transitions are minimal. However, GEAR UP coordinator works with students and families to ensure high school registration occurs and parents are educated about the process, necessary coursework, and need to obtain credits toward graduation.</p>			
<p>Establish early warning system (6-8th grade)</p>	<p>Intervene early when students start to fail</p>	<p>List of failing- low scoring students every trimester</p>	<p>1. Assessment Team will track students for red flags: D and F grades, truancy, behavior</p> <p>2. GEAR UP coordinator and RtI staff will check weekly on student progress.</p> <p>3. GEAR UP coordinator and</p>	<p>Assessment Team is responsible for tracking all student records.</p> <p>GEAR UP coordinator and RtI staff check weekly progress.</p> <p>GEAR UP Coordinator coordinates all outside services.</p>	<p>Assessment Team is responsible for tracking all student records.</p> <p>GEAR UP coordinator and RtI staff check weekly progress.</p> <p>GEAR UP Coordinator coordinates all outside services.</p>

			<p>RtI staff coordinate other outside services required to support red flagged students.</p> <p>1.</p>		
<p>Increase learning time</p>	<p>Increase literacy instruction time</p>	<ul style="list-style-type: none"> • Master schedule • Bell schedule • PD calendar • List of groups • PLC minutes 	<ol style="list-style-type: none"> 1. Schedule adjusted for extra 15 minutes. 2. Expectations set with staff during summer PD days. 3. Tracking system established listing individual student needs. 4. Teachers establish goals for groups during PLCs. 5. Adjustments made to instructional groups after each benchmark assessment data analysis meeting. 	<ul style="list-style-type: none"> • Principal will be responsible for scheduling, PD. • Innovations Ed consultant, Greg Lewis, will provide PD to teachers and RtI staff 	<ol style="list-style-type: none"> 1. Schedule complete by end of June for the next year. 2. PD completed before school starts. 3. Tracking system in place by October of each year. 4. PLCs will occur at least bi-monthly. 5. Adjustments will be made after each deep data dive.
<p>Ongoing family and community engagement</p>	<p>Engage the community in reform efforts to increase the number of positive mentors for</p>	<ul style="list-style-type: none"> • Monthly survey results • Monthly action plan 	<ol style="list-style-type: none"> 1. AlignEd Survey System will be implemented <ul style="list-style-type: none"> • Principal trained • Parents trained • Teachers trained 2. A short survey 	<ul style="list-style-type: none"> • IEC will implement the AlignEd System. • Principal will be responsible for training. • School secretary 	<ol style="list-style-type: none"> 1. Training will be complete by the end of Sept each year. 2. Surveys will be given by the 15th of each month. 3. Data will be analyzed and action steps planned

	students		<p>will be sent to all stakeholders monthly to collect data on school climate specifically high-leverage turnaround principals (Bambrick-Santoyo)</p> <p>3. The school leadership team will analyze results and form action plans to address concerns.</p>	will send out the surveys monthly.	by the end of each month.
Establish operational flexibility	Allow school to allocate resources to improve student achievement	Parent notice of award of grant.	Publically communicate to all stakeholders the flexibility agreed to by the District.	Principal and Executive Director are responsible for the communication.	Communication will take place with media blitz about award of the grant. Completed by April, 2016.

<p>Ongoing technical assistance</p>	<p>Provide ongoing support to build capacity in individual staff</p>	<ul style="list-style-type: none"> • Coaching log • PD calendar 	<ol style="list-style-type: none"> 1. Executive Director will support school administrator through weekly coaching sessions. 2. Turnaround Experts will provide ongoing coaching for school principal in instructional leadership 3. Innovations Ed Consulting (IEC) will provide ongoing PD, coaching and support to principal and teachers 	<ul style="list-style-type: none"> • Executive Director is responsible for principal coaching and facilitating Turnaround Expert Team training • IEC will be responsible for ongoing PD, coaching and support for Tier I instruction 	<ol style="list-style-type: none"> 1. Executive Director will provide weekly coaching. 2. IEC will provide PD, coaching and support monthly and will conduct quarterly monitoring and SIG reporting. 3. Executive Director and Turnaround Expert team will collaboratively analyze plan implementation with leadership team quarterly
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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority and focus school, it commits to serve.

Dual Immersion Academy Improvement Grant Budget Narrative

		Year 1	Year 2	Year 3
Personnel	Breakdown of Budget Item	*Salaries include a 3% annual adjustment as needed		
Performance Bonus \$1,000 per staff if average student growth exceeds the between year growth for SAGE Cut Scores. \$2,000 additional bonus if average student growth exceeds 1 1/2 times the expected growth for SAGE Cut Scores.	Estimated \$3,000/30 FTE	\$90,000	\$90,000	\$90,000
Community Liaison Coordinate parent involvement to increase culture	Estimated \$21,000/0.5 FTE	\$21,000	\$21,630	\$22,279
Extended Day Extend the day by 15 minutes to extend instructional time.	\$36,360 total based on projected daily rate for current staff	\$36,360	\$37,451	\$38,574
Extra Days for Professional Development	\$19,380 total based on projected daily rate for current staff x 3 days	\$19,380	\$19,961	\$20,560
SUBTOTAL PERSONNEL		\$166,740	\$169,042	\$171,413
Benefits				
Performance Bonus	25% of salary cost	\$22,500	\$22,500	\$22,500
Community Liaison Benefits	25% of salary cost	\$5,250	\$5,408	\$5,570
Extended Day Benefits	25% of salary cost	\$9,090	\$9,363	\$9,644
Extra PD Day Benefits	25% of salary cost	\$4,845	\$4,990	\$5,140
SUBTOTAL BENEFITS		\$41,685	\$42,261	\$42,853
TOTAL SALARY & BENEFITS		\$208,425	\$211,303	\$214,267
Supplies & Materials				
Office Supplies (copies, paper, etc.) & Mailings: communications, data collection, plan implementation	(\$100/mth x 12/mths x 1/office for Project Director)	\$1,200	\$1,200	\$1,200
Software to provide assessment platform and questions item bank (Illuminate)	\$5.50/student/year	\$2,695	\$2,695	\$2,695
Books for literacy practice in English and Spanish	\$8,000/year	\$8,000	\$8,000	\$8,000
SUBTOTAL SUPPLIES		\$11,895	\$11,895	\$11,895
Consultants & Contracts				
Admin Certificate from Western Governor's University-	Tuition and fees = \$3035/6 months x 4 (6	\$6,070	\$6,070	\$0
SUBTOTAL CONSULTANTS		\$6,070	\$6,070	\$0
TOTAL DIRECT COSTS		\$226,390	\$229,268	\$226,162
INDIRECT COSTS (2.82%)		\$6,384	\$6,465	\$6,378
YEARLY TOTAL		\$232,774	\$235,733	\$232,540
TOTAL FOR YEARS ONE, TWO and THREE		\$701,047		

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

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus School that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds.
- Report to the SEA the school-level data required under section III of the final
- Ensure that each Priority and Focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Utah State Office of Education required assurance:

- Conduct a school appraisal using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders is available upon request of USOE staff.



DUAL IMMERSION ACADEMY

December 17, 2015

Re: Letter of Assurance for School Improvement Grant

To Whom It May Concern:

This letter serves as an assurance that DIA will continue to support the implementation and refinement of the intervention model described in the application submitted. Specific interventions such as extension of school day for reading improvement, directed parent involvement and continual professional development will serve to benefit our student families for many years to come. We are committed to continue this intervention beyond the period of the grant funding in order to effectively and efficiently serve our students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Angela M. Fanjul', written over a horizontal line.

Angela M Fanjul, MSW, LCSW
Executive Director
Dual Immersion Academy
1155 South Glendale Drive, SLC UT 84104
Office: 801-972-1425
Fax: 801-972-9482
angela.fanjul@diacharter.org