

School Improvement Grants

**Application for FY 2013 New Awards Competition**

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

Fiscal Year 2013

CFDA Number: 84.377A

**Utah LEA Application**



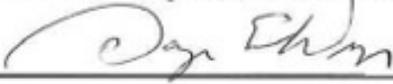
U.S. Department of Education  
Washington, D.C. 20202

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

Paperwork Burden Statement

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## UTAH 2013 SCHOOL IMPROVEMENT GRANT (SIG)

<b>Legal Name of Applicant:</b>  San Juan School District	<b>Applicant's Mailing Address:</b>  200 North Main Street Blanding, Utah 84511
<b>LEA Contact for the School Improvement Grant</b>  Name: Lynnette Johnson Position and Office: Student Services Director  Contact's Mailing Address: 200 North Main Street; Blanding, Utah 84511  Telephone: (435) 678-1227  Fax: (435) 678-1404  Email address: ljohnson1@sjsd.org	
<b>LEA Superintendent or Charter School Director (Printed Name):</b>  Douglas E. Wright	<b>Telephone:</b>  (435) 678-1211
<b>Signature of the LEA Superintendent or Charter School Director</b>  X 	<b>Date:</b>
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.	

## STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2013

### LEA APPLICATION: REQUIREMENTS

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

An LEA must identify each Priority School the LEA commits to serve and identify the model that the LEA will use.

SCHOOL NAME	NCES ID #	PRIORITY INTERVENTION			
		Turnaround	Restart	Closure	Transformation
Montezuma Creek Elementary					<u>X</u>
Monument Valley High School					X
<b><u>Whitehorse High School</u></b>					X

### PART 1: DESCRIPTIVE INFORMATION

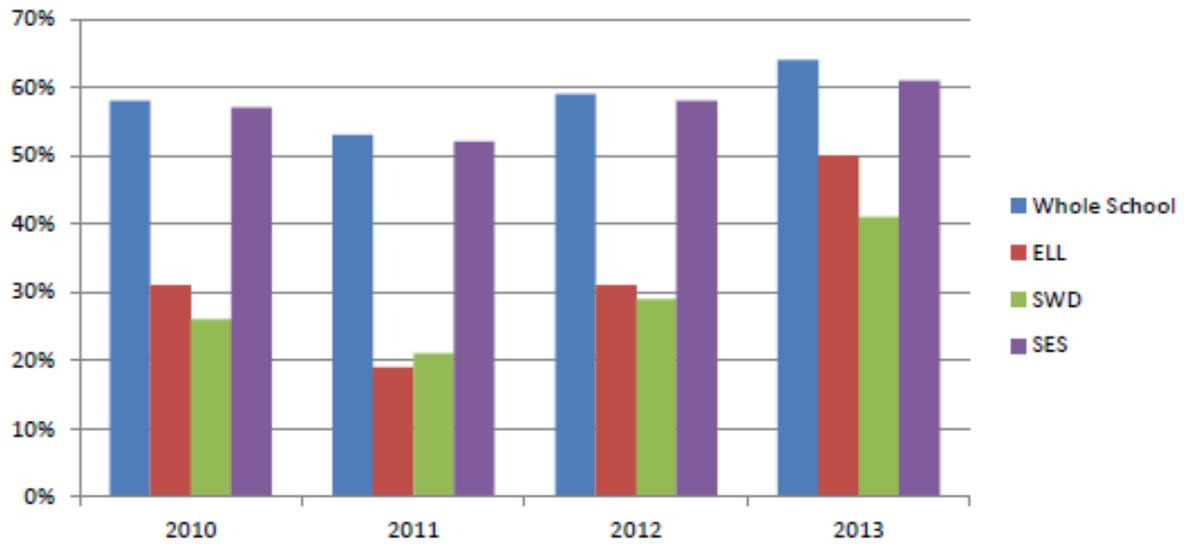
The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

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

1. The state of Utah requires that any LEA making application for the School Improvement Grants 1003(g) must analyze the needs of each Priority School for which it applies that appears on the state’s identified Priority School list. Included in the analysis of each school, the LEA must consider the following:
  - a. The **percent of students scoring proficient in Reading/ Language Arts and Mathematics** (LEAs are to consider both overall school and subgroup achievement);
  - b. **Trend data** for both Reading/Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Whitehorse High School				
	% Proficient Language Arts			
	2010	2011	2012	2013
Whole School	58%	53%	59%	64%
ELL	31%	19%	31%	50%
SWD	26%	21%	29%	41%
SES	57%	52%	58%	61%

### % Proficient Language Arts

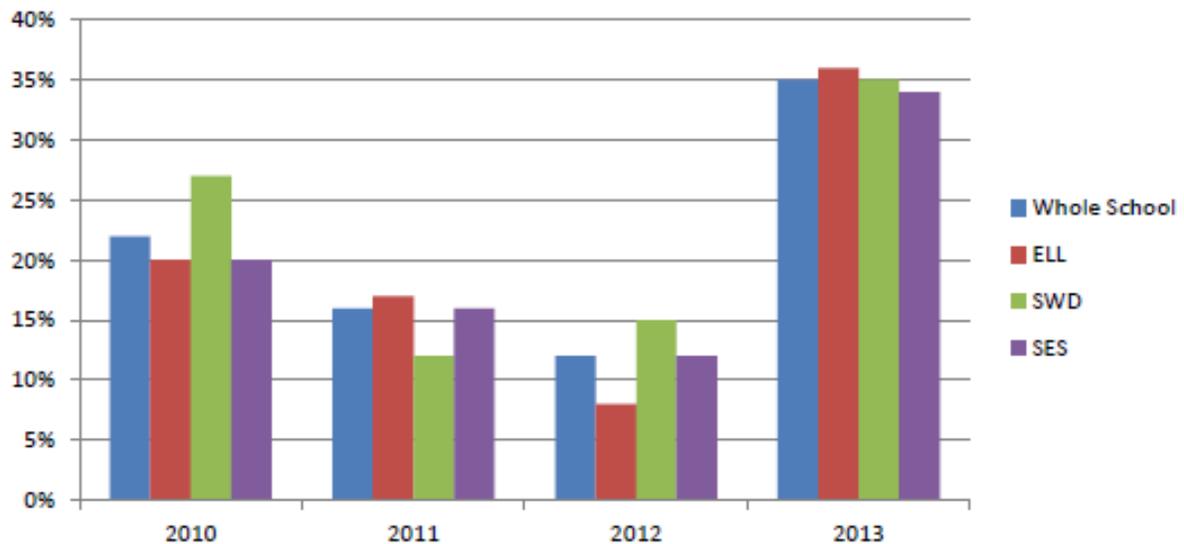


### % Proficient Mathematics

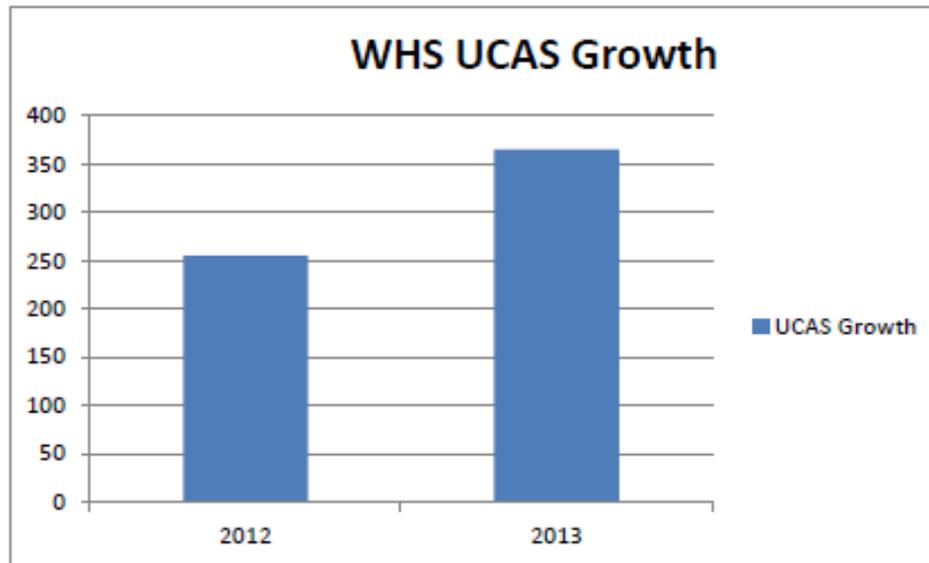
Whole School  
ELL  
SWD  
SES

% Proficient Mathematics				
	2010	2011	2012	2013
Whole School	22%	16%	12%	35%
ELL	20%	17%	8%	36%
SWD	27%	12%	15%	35%
SES	20%	16%	12%	34%

### % Proficient Mathematics



Whitehorse gained an overall 110 points out of a possible 600 on the Spring 2013 UCAS report, or 18 % gain. This growth is encouraging and we believe is due to the positive direction of the schools' FOCUS improvement plan. The added support of a School Improvement Grant (SIG) project, would allow the school to accelerate and sustain this positive growth.



### School Grade

SAN JUAN DISTRICT  
 WHITEHORSE HIGH  
 Grades 07-12

**Overall**    **422/750**    **56%**    **D**  
Points                      Percent                      Grade

Proficiency		Points Earned
	Language Arts	63/100
	Mathematics	35/100
	Science	26/100
Total Proficiency		123/300

Growth		Points Earned
All Students	Language Arts	23/50
	Mathematics	37/60
	Science	37/50
Below Proficient	Language Arts	25/50
	Mathematics	38/60
	Science	37/50
Total Growth		197/300

College & Career Readiness		Points Earned
	Graduation	102/160
Overall		102/150

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

### Whitehorse High School

The Navajo Nation Department of Head Start 2010 report states that:

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

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

30.4% of San Juan County's adult population does not have a high school diploma, the lowest percentage of all counties in the state, and about half of the adults on the Navajo reservation do not have a diploma. All these factors contribute to the low achievement and cycle of hopelessness in reservation schools. Whitehorse High School mirrors these same challenges.

Whitehorse High School is located on the Navajo Nation in a remote community called Montezuma Creek and the demographics for students are indicative of the challenges faced by this disenfranchised population. 42% are considered Homeless and 29% are identified as ELL. 32% of students who begin high school do not graduate.

The Montezuma Creek community and Whitehorse High School struggle to access services available in more urban areas. Jurisdiction boundaries often prohibit supportive and prompt social service and law enforcement response. Since many homes lack internet and phone services, as well as experience cultural and language barriers, schools often encounter difficulty communicating effectively with parents. Furthermore, engaging parents in the quest for higher student academic achievement can be challenging.

Enrollment	282
Ethnicity-Navajo	98%
ELL	29%
Poverty (SES)	85%
McKinney Homeless	42%
Graduation Rate	68%

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

**Whitehorse High School**

Whitehorse High School's attendance rate is 92%; however 51% of the student body is absent 10 days or more during the school year (10% higher than the District average and 20% higher than the State average). This clearly indicates an area where improvement is needed.

Student Summary Information	School		LEA		State	
Enrollment Count	294		3064		601408	
Average Daily Attendance	92%		94%		95%	
Students Absent >= 10 days	150	51%	1,270	41%	187,477	31%
Mobility Rate	9%		10%		9%	

Graduation rate is at 68%, which is unacceptably low and has taken a significant dip from the previous year.

School Year	State (%)	LEA (%)	School (%)
2008	70	70	55
2009	72	75	78
2010	75	75	72
2011	75	75	80
2012	78	78	68

72% of students ride the bus to attend school, with the farthest distance (one way) 53.91 miles. Most students spend well over an hour, and some almost two hours, every day riding a bus to get to school. The distance students live from the school makes parent communication/involvement, transportation, supervision, and afterschool programs challenging.



## Whitehorse High School

Montezuma Creek, UT  
February 21, 2013



# Progress Report

### Signal Analysis Legend

-  Exemplary
-  Improvement
-  Superior
-  Progress
-  Typical
-  No Change
-  Opportunity to Improve
-  Regress

The table presented below summarizes global domains by audience for the last two times ISQ was used by the school. The more recent data are summarized by the top signal, and a colored text box represents positive (green or purple) or negative (red) change for that domain, item, or audience. The reverse side of this report is a breakdown for each domain by item.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support	 	 	 	 
Teacher Excellence	 	 	 	 
Student Commitment	 	 	 	 
School Leadership	 	 	 	 
Instructional Quality	 	 	 	 
Resource Management	 	 	 	 
School Safety	 	 	 	 

The ISQ summary chart above shows serious concern from all Stakeholders about the direction of the school in almost all aspects. This growing perception is a primary factor in the decision to remove the building administrator and focus the school in a more positive direction. Students rate their experience as Typical. Teachers rate Teacher Excellence as Typical and Instructional Quality as Opportunity to Improve. With the exception of student ratings, the majority of responses were the lowest possible.

**School Discipline**

Whitehorse High School is evaluated each year by a team led by District Ed. Psych. Vernon Hatch. Their School-Wide Evaluation Tool (SET) score is summarized below. The school is making an effort to implement a Positive Behavior Intervention and Supports (PBIS) approach to discipline. Improvement with Defining and Teaching Expectations is needed as indicated below.

**School-Wide Evaluation Tool Subscale**

**Whitehorse High School**

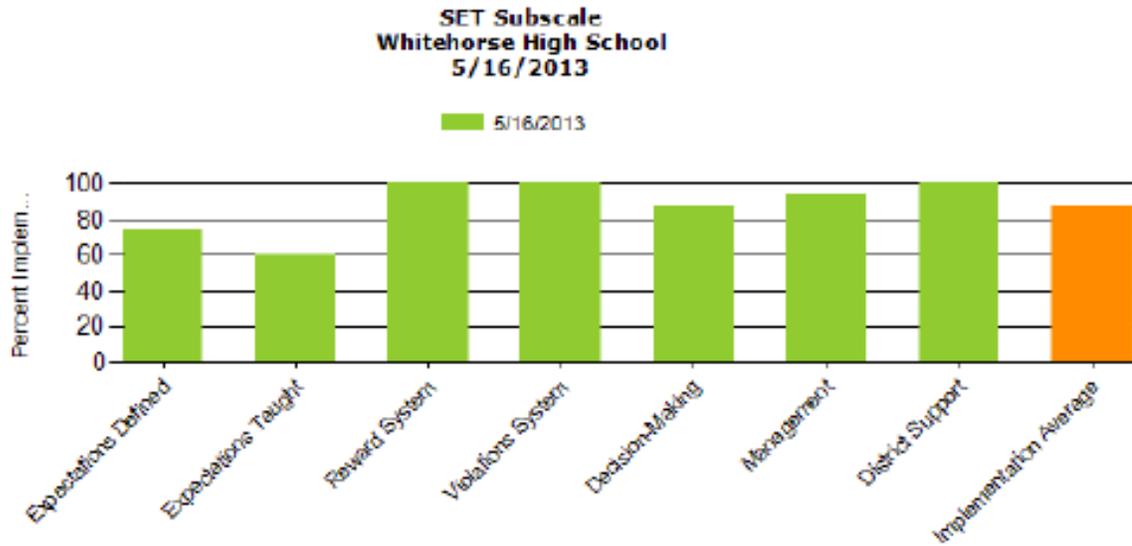
**San Juan School District**

NCES ID: 490090000667

Montezuma Creek, Utah

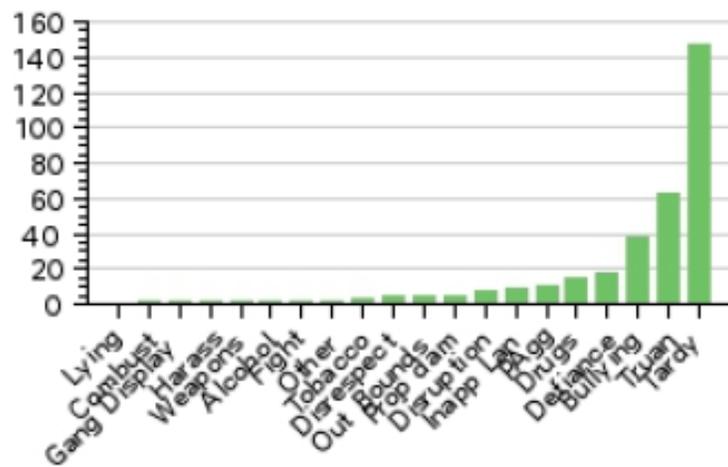
Date Completed: 5/16/2013

Implementation Status: Pre



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
5/16/2013	75.00%	60.00%	100.00%	100.00%	87.50%	93.75%	100.00%	88.00%

### Referrals By Problem Behavior

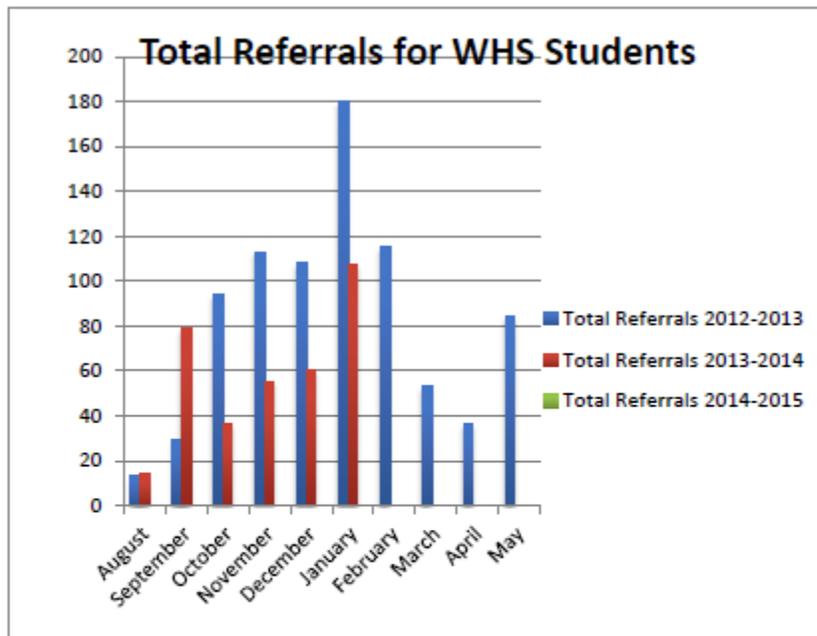


This chart shows behaviors referred to the office between August 15, 2013 and January 31, 2014. Attendance issues of Tardies and Truancies are the highest referred behavior for Whitehorse. Bullying incidents by mid-year are almost 40, indicating a need to improve implementation of PBIS and OLWEUS as well as general school climate.

### Average Referrals Per Day Per Month



Student referrals seem to remain fairly consistent at 3-4 per day.



With the exception of the first month and half of school, referrals show a marked drop from the year before. We believe this change is reflective of the PBIS effort, especially with the growing number of positives stated by teachers and the higher visibility of staff in the hallways between classes.

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

Whitehorse High School								
Whitehorse High Teacher Information								
Teacher	Assignment	Turnover Rate	FTE	HQ FTE	Attend.	Level of Ed.	Yrs Exp	Evaluation
MB	LA/Reading		1.00	0.14	99%	BACH	14	Proficient
RB	Art	New Position	1.00	1.00	99%	BACH	1	In Progress
SC	CTE		1.00	1.00	95%	BACH	10	Proficient
JC	Science/Math	New Position	1.00	1.00	99%	BACH +15	17	In Progress
TE	Math	New Position	1.00	1.00	96%	BACH	1	In Progress
SF	Math	New Position	1.00	1.00	98%	MASTER	1	In Progress
RH	CTE		1.00	1.00	97%	BACH +30	11	Proficient
WJ	Hert. Lang.		1.00	1.00	93%	BACH +30	21	Proficient
LK	PE/Health		1.00	1.00	94%	BACH	10	Proficient
JL	SocStudies		1.00	1.00	96%	BACH	9	Proficient
CM	SpEd	New Position	1.00	1.00	92%	MASTER +30	2	In Progress
TP	SpEd		1.00	1.00	93%	BACH	8	Proficient
WR	LA/Reading		1.00	1.00	91%	BACH +30	20	Proficient
RS	CTE		1.00	1.00	92%	BACH +30	30	Proficient
OS	Science		1.00	0.58	92%	MASTER +30	7	Proficient
KT	Music	New Position	1.00	1.00	99%	BACH	1	In Progress
ST	Reading	New Position	1.00	1.00	100%	BACH	1	In Progress
LW	Lang.Arts		1.00	0.86	94%	MASTER +30	6	Proficient
<b>Average</b>		39%		92%	96%	BACH +23	9.44	

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

Whitehorse High School			
<p>While Whitehorse has made some academic progress, the School Board has decided that the current principal has taken the school as far as it can go and is in need of a new Transformational Leader. The District will conduct an extensive recruiting and interview process to find that new leader. District Administration is currently being trained in the University of Virginia Partnership for Leaders in Education Program (UVA/PLE) interview process. This Behavioral Event Interview will be used to hire the new principal to ensure he/she has the disposition and capability to lead the needed school transformation.</p>			
Implementation Steps	Timeline	Budget	Person Responsible
Recruit applicants for new principal position	March 2014	District	HR Director, Superintendent
Hire new principal	April 2014	District	School Board, Superintendent, District Directors

- g. Effectiveness of **prior school reform** efforts.

Whitehorse High School				
<p>Whitehorse is in their second year of FOCUS improvement. While the school has made good progress this year improving from 61% Language Arts proficiency to 63% and more impressively from 13% proficient to 35% in Mathematics (22% gain), they are still substantially below the expected AMO targets. Although the school has been diligent implementing their plan, we believe they need the intensity and support of a SIG project to help them move off Utah's lowest performing schools' list.</p>				
	Proficiency Rate	# of Tests	Points	Links
<a href="#">Language Arts</a>	63%	191	27/43	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<a href="#">Mathematics</a>	35%	145	15/43	<a href="#">Gap Report</a> <a href="#">AMO Report</a>

Language Arts Test							Mathematics Test						
Target AMO	2012	2013	2014	2015	2016	2017	Target AMO	2012	2013	2014	2015	2016	2017
All Students	69%	72%	75%	78%	81%	83%	All Students	39%	44%	50%	56%	61%	67%
American Indian	68%	71%	74%	77%	80%	83%	American Indian	36%	42%	48%	54%	59%	65%
Economically Disadvantaged	69%	72%	75%	78%	81%	83%	Economically Disadvantaged	39%	44%	50%	56%	61%	67%

The USOE will use the Utah 2013 LEA SIG Review Checklist page 2 to review this requirement.

2. Based on the thorough analysis of the above data, the LEA must select, design, and implement interventions consistent with the final federal requirements.
  - a. Identify the school(s) for which the LEA is making application;
  - b. Identify the intervention model chosen for each school; and
  - c. Provide the rationale for the model chosen for each school.

### Whitehorse High School

After analysis of the intervention models, San Juan School District is choosing to adopt the **Transformation Model** for the School Improvement Process. The Restart and Closure models are not feasible as our schools are extremely remote and other options for other schools are not available. The Turnaround model was not deemed the best fit either as we have significant staffing/turnover challenges.

The **Transformational Model** allows us the flexibility to make needed and appropriate staffing changes, implement the research based reform strategies, focus district resources of both time and personnel, and provide needed additional school improvement resources.

The USOE will use the Utah 2013 LEA SIG Review Checklist page 3 to review this requirement.

3. The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. NOTE: Please see the LEA Turnaround Model Checklist, the LEA Transformational Model Checklist, or the LEA Closure Model Checklist in the Appendix. In Utah, due to Charter School Legislation, it is not possible to choose the LEA Restart Model.

This information must include the following:

- a. Describe how the LEA will **implement with fidelity each requirement** associated with the intervention model(s) selected for its eligible schools;
- b. Provide sufficient information describing how the LEA will successfully **implement each requirement**;

### Whitehorse High School

#### TRANSFORMATIONAL MODE REQUIREMENTS

##### Teacher And School Leader Effectiveness

**Strategy1.A: Replace the principal who led the school prior to commencement of transformation model.**

Advertising for and recruiting a quality Transformational Leader will be a major priority of the Superintendent, Human Resources Director, and Secondary Supervisor with additional Directors' support.

The Superintendent, Elementary and Secondary Supervisors, and Student Services Director will be attending the UVA/PLE boot camp during March 18-22. The following week, UVA trainers will come to San Juan School District to train our team in how to effectively identify and interview a Transformational School Leader, using a Behavioral Event Interview. We will use this process to interview promising applicants to ensure we hire the best candidate to lead the school's Transformation. (See Attachment #1).

**Strategy 1.B: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement.**

San Juan School District is implementing the new Utah Measurement of Instructional Effectiveness (UMIE) evaluation system and has done extensive, ongoing training for all administrators. This instrument will be a foundation piece of our rigorous, transparent and equitable evaluation system for teachers and principals.

San Juan School District will be subject to the new State requirement that ties student growth to the evaluation and pay structures.

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

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

This new evaluation system was developed throughout the state with extensive educator and parent input. San Juan School District worked with USOE to pilot the instrument during the 2012-13 school year and had the opportunity for input on its development. Teachers' Association representatives have had discussion and input with District Administration throughout the pilot.

**Formative evaluation supports include:** structured classroom walkthroughs, an annual Indicators of School Quality (ISQ) survey instrument, collaborative team coaching data, and formative student assessment data.

**Strategy 1.C: Identify and reward school leaders, teachers and other staff who have increased student achievement; remove those who have not done so.**

Performance Pay will be structured so all teachers have an opportunity to contribute to the goal of higher student achievement. This structure will honor the responsibility the Language Arts and Mathematics teachers have to provide the Tier 1 differentiated instruction and support in Tier 2 and 3

interventions. It will provide incentive for elective teachers to mentor and tutor students to succeed academically.

<b>Performance Pay for Language Arts and Core Teachers</b>			
<b>School wide bonus</b> School meets goal of 10% or better increase in student proficiency in language arts and mathematics	School wide Language Arts gain \$750	School wide Mathematics gain \$750	Total Annual Possible Bonus \$1,500
<b>Individual Classroom Performance</b> Teacher meets goal of 10% or better increase in student proficiency in language arts and mathematics	Individual Language Arts teacher \$3,500	Individual Mathematics teacher \$3,500	Total Individual Possible Bonus \$3,500
<b>ANNUAL POSSIBLE PERFORMANCE PAY BONUS</b>			<b>\$5,000</b>

Elective teachers will have an opportunity to earn performance pay as well. They are eligible for the \$1,500 school-wide performance bonus. The teachers can earn an additional \$3,500 by successfully **mentoring** and tutoring students. The foundation for the mentoring/tutoring will be the *Check and Connect* program.

Bonuses will be determined by the number of students' passing all classes each term.

<b>Performance Pay for Mentor Teachers</b>			
<b>School wide bonus</b> School meets goal of 10% or better increase in student proficiency in language arts and mathematics	School wide Language Arts gain \$750	School wide Mathematics gain \$750	Total Annual Possible Bonus \$1,500
<b>Individual Mentoring Bonus</b> Teacher will be paid for each student they are assigned who passes each term.	Mentoring individual students \$3,500 ( $\$3,500 \div \# \text{ of students} \div 4 \text{ terms} = \text{amount each student's performance is worth in bonus}$ )		Total Individual Possible Bonus \$3,500
<b>ANNUAL POSSIBLE PERFORMANCE PAY BONUS</b>			<b>\$5,000</b>

The school administration, (principal, vice-principal and counselor) will be eligible for performance pay as well based on increased student proficiency school wide.

<b>Performance Pay for Administration</b>			
<b>School wide bonus</b>			
School meets goal of 10% or better increase in student proficiency in language arts and mathematics			
<b>Principal</b>	School wide Language Arts gain \$3,000	School wide Mathematics gain \$3,000	Total Annual Possible Bonus \$6,000

Vice Principal	School wide Language Arts gain \$2,500	School wide Mathematics gain \$2,500	Total Annual Possible Bonus \$5,000
Counselor	School wide Language Arts gain \$1,500	School wide Mathematics gain \$1,500	Total Annual Possible Bonus \$3,000

During pre-implementation, these elective teachers who will be mentoring students will participate in *Check and Connect* training. We will include partnership/support staff, including Gear-up, Upward Bound, Talent Search and American Indian Services staff in the training. The *Check and Connect* research based intervention, cited by the federal “What Works Clearinghouse”, will be the framework for the mentoring program.

## Check & Connect: A Comprehensive Student Engagement Intervention

*Check & Connect* is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence.

*Check & Connect* is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school.

Of the dropout prevention interventions reviewed by the U.S. Department of Education’s [What Works Clearinghouse](#), *Check & Connect* is the only program found to have strong evidence of positive effects on staying in school.

The *Check & Connect* trained mentor continuously:

- Checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and
- Connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.

The District has become increasingly vigilant about removing ineffective teachers. We will use all available data and the UMIE evaluation system to identify ineffective teachers, offer support and if they cannot improve, remove them from the school.

**Strategy 1.D: Provide staff ongoing, high-quality, job-embedded professional development.**

The school will have a strong component of quality ongoing, on-site professional development, which includes:

- During pre-implementation, the school and parent/community will participate in onsite “Love and Logic” training to support the positive climate change and help all stakeholders develop the same philosophy when disciplining and guiding students.
- Also during pre-implementation, teachers and support staff will participate in *Check and Connect* training, which will be the framework for mentoring struggling students.
- The Superintendent has assigned the Student Services Director to spend a minimum of 1 day per week onsite at Whitehorse. Her role is to primarily mentor the administrative team, but she also provides onsite training for all staff in all areas of school improvement.
- Innovations Education will provide 36 days of onsite job embedded support using Collaborative Team Coaching that will focus on improving student engagement and rigor using the peer coaching approach. The IE consultant teaches, models, then guides teachers as they learn to give constructive feedback and support to each other to improve instruction. IE collects data on not only their visits, but teacher and administrative follow-up classroom visits. IE will also provide 6 days of onsite monitoring visits and 6 days of Administrative Coaching/Training.
- In the Spring of 2015, the District will apply for Whitehorse High School to be accepted for Cohort 12 (year 2 of the SIG plan), University of Virginia Partners in Leadership in Education Program (UVA-PLE) program. This highly respected and successful training will provide two years of school leadership training. District administration is currently involved in Cohort 11 and will be guiding the school with the UVA principles during all three years of the grant.

Training will include developing Transformational Leadership skills as well as how to analyze District Benchmark data using “Deep Data Dives” to interpret information, how to support and coach teachers as they develop 6 week Reteach Plans, and how to monitor the reteaching.

#### **Strategy 1.E: Implement strategies designed to recruit, place, and retain staff**

(e.g. provide additional compensation, institute a system for measuring changes in instructional practices, etc).

The District takes seriously the responsibility of making the best hires possible and supporting teachers who are hired. However, recruiting and retaining not only Highly Qualified, but Highly Effective staff is a challenge due to the remote location of Whitehorse.

Teachers are unable to purchase homes or property in Montezuma Creek as it is part of the Navajo reservation. The District provides housing for teachers at a subsidized rate, making it attractive for some teachers who would like to save money and live close to work.

For high needs subjects such as science and math, the district pays hiring bonuses and often moving expenses.

The SIG plan will allow us to pay teachers additional salary based on performance and extra hours of work, including extended learning time and planning/in-service days. This extra level of pay and recognition of excellent performance will add to our ability to recruit and retain staff.

Hiring a new Transformational Principal and working to create a more positive school will enhance job satisfaction and retention of quality educators. Improving the climate and culture of the school will be a primary goal of the plan.

We will measure changes in instruction using both formative and summative data sources including:

1. **Walkthrough data** based on the District's Instructional Norms gives instructional leaders opportunities to coach and conference with teachers about their practice.
2. **Collaborative Team Coaching** protocols developed by Innovation Education allows administration and teachers to collect data on students' engagement, opportunities to respond, and the positives to correctives ratio. This data is collected monthly and shared with teachers as they reflect about their instruction and support each other in improvements.
3. **District Benchmark Assessments** will allow teachers to gauge their students' progress toward Utah's new, challenging Core Curriculum. The data will enable administrators and other instructional leaders to engage in "Deep Data Dives" with teacher, develop reteaching plans. Furthermore, instructional leaders will follow-up with additional observations and offer guidance/encouragement.
4. **SAGE end of year State Tests** will give summative data to both the teacher and administration about the effectiveness of instruction.
5. **UMIE Teacher Evaluation instrument**, based on Utah Effective Teaching Standards, will give both formative and summative data.

### Comprehensive Instructional Reform Strategies

**Strategy 2.A: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards.**

While the school will continue to use several research-based approaches (PLC/RTI interventions, ABC model), the primary focus for an instructional program that is research-based, vertically aligned and aligned with Utah Core Standards, will be the approach recommended by University of Virginia PLE: the Driven by Data (Paul Bambrick-Santoyo) model.

This model includes:

1. Identifying Essential Standards/Pacing Guides for each grade in both Language Arts and Mathematics.
2. Developing and administering regular District Benchmark Assessments.
3. Analyzing results of these assessments in a meeting with the Instructional Leader and teachers in "Deep Data Dives".
4. Developing 6 week Reteach Plans with support of the instructional leader.
5. Monitoring and observing Reteaching of standards. The Instructional Leader schedules observation of the reteach and conferences with the teacher about the lesson.

The district has worked with teachers and administrators to identify district-wide Essential Standards and District Benchmarks -<http://sjsd.org/cap> for language arts and mathematics . (See Attachment #2).

Teachers and administrative committees will be working each summer to revise and improve these Essential Standards Pacing Guides and their accompanying assessments.

The District currently contracts with Measured Progress for DATAWISE <http://www.measuredprogress.org/datawise> for an item bank and to manage our benchmark assessments and data. As the SAGE formative tool becomes available, the District will evaluate

whether to migrate to that assessment engine.

The school's PLC teams and teacher representatives are involved in developing both the Essential Standards and District Benchmark assessments. During weekly PLC time, teachers analyze Benchmark data and work together to improve Tier 1 instruction.

**Strategy 2.B: Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum reviews, UMTSS model, additional supports for students with disabilities and English language learners).**

Data that informs instructional decisions for differentiation includes:

**Formative student measures:**

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

**Interim measures:**

- District Benchmark Assessments-Deep Data Dives

**Summative measures:**

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

The District is in the process of purchasing the ELlevation software, <http://ellevationeducation.com/>, which will manage ELL student data and give teachers readily assessable, simple reports that track student progress and document individual student plans.

The District is committed to an ongoing process of training school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the

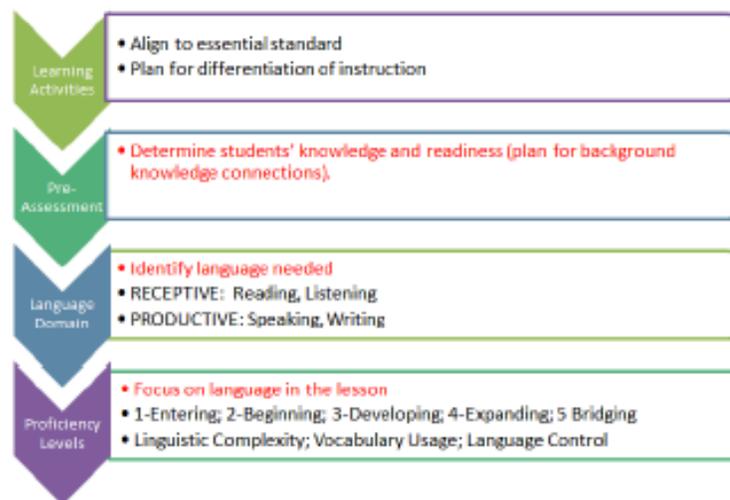
necessary adjustments in instruction and student support to maximize student progress. “Driven by Data” will not only be a process for working with Benchmark data, but a philosophy of the school to continuously reflect and improve using data.

**Strategy 2.C: Provide additional supports and professional development to teachers and principals to support students with disabilities and English language learners.**

All language arts/reading and Special Education teachers are required to hold an ESL endorsement. Other content teachers have SIOP training. The past two years SIOP and WIDA training have been provided to teachers throughout the district. Whitehorse High School participated in WIDA onsite training, Friday, October 4, 2013. This training gave teachers the skills to differentiate Tier 1 instruction. The following visuals explain basic structures for ELL differentiation.

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

## Planning for ELL Differentiation Using WIDA Standards



# Tier 1—Implementing Differentiation for ELL

## Receptive (reading, listening)

### SLOP/Sheltering

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

## Productive (speaking, writing)

For Special Academic Language Development

### Common Core Performance Standards

### Scaffolding

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

The District is in the process of purchasing the ELlevation software, <http://ellevationeducation.com/>, which will manage student data and give teachers readily assessable, simple reports that track student progress and document individual student plans.

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

## SPECIAL EDUCATION GROWTH AND RENEWAL 2013-14

### **Training Strands: Online SPED Manual/IEPPRO**

### **UPIPS PIP/CAP**

### **Preschool Curriculum**

### **SEGAR Implementation Plans**

### **Assistive Technology**

### **Differentiated Instruction/Visible Learning Strategies**

### **K-12 Curriculum Strands:**

- 1) SRA Reading Mastery and Corrective Reading
- 2) SRA Reasoning and Writing
- 3) Precision Teaching – SkillBuilders
- 4) Life School 2000
- 5) Math for All Learners
- 6) IDM Fundamentals of Spelling
- 7) Reading for All Learners - Decoding for All Ages
- 8) Reading for All Learners – Little Books
- 9) Reading for All Learners – Phonemic Awareness
- 10) Reading for All Learners – Fluency Builders
- 11) Expanding the Circle

**ECSE Curriculum Strands:**

- 1) Sopris West On Track
- 2) Skillstreaming in Early Childhood
- 3) Reading for All Learners - Matching Sizes, Shapes, and Colors
- 4) Reading for All Learners - One-to-One Correspondence
- 5) Pre-K Imagine It
- 6) We Can!

**MANDT Training:** To be determined by MANDT Trainers.

**Behavior Support Strands:**

- 1) Functional Behavior Analysis and Behavior Intervention Plans
- 2) Level Systems
- 3) Least Restrictive Behavior Interventions
- 4) *Tough Kid Toolbox* Interventions
- 5) Compliance Skills
- 6) Positive Behavior Support Strategies
- 7) School-wide Social Skills Curriculum Training
- 8) Autism Instruction and Behavior Strategies

Whitehorse has a system of Tiered Interventions and tutoring support, both teacher-led and online, for struggling students. Language Arts teachers have the ELL Pearson "Keystone" curriculum materials to help support their instruction of ELL students.

The online ALEKS mathematics program offers students diagnostic, individualized intervention support. The A+ online curriculum gives students an opportunity for credit recovery and remediation.

**Strategy 2.D: Use and integrate technology-based supports and interventions as part of the instructional program.**

Whitehorse has good technology resources that support student learning. The school is committed to continue to evaluate and upgrade hardware and software as well as teacher and student competency to maximize student progress toward school goals.

**Technology currently available includes:**

- Smart Boards in each classroom
- 2 computer labs
- Distance Learning labs for college EDNET courses and District Distance Courses
- 5 mobile laptop computer carts
- CTE technology in support of careers

**Software/programs**

- ALEKS <http://www.aleks.com/> , mathematics intervention and enrichment
- Voyager Passport <http://www.voyagerlearning.com/curriculum/literacy-solutions/voyager-passport> , Tier 2 reading intervention for students reading below the 35<sup>th</sup> percentile.
- MyAccess <http://www.vantagelearning.com/products/my-access-school-edition/> , supports writing not only in language arts classes, but throughout the curriculum.
- Discovery Education <http://www.discovereducation.com/> , engaging, standards-aligned

media for classrooms

- A+ anywhere learning system <http://www.getfueled.com/products-services/anywhere-learning-system>, used for credit recovery.
- AVENTA <http://aventalearning.com/>, for advanced/extended learning courses.
- Edgenuity <http://www.edgenuity.com/>, for advanced/extended learning courses
- SAGE <http://sageportal.org/resources/?section=5>, resources for teachers to help students master the Core Curriculum

### Training

Theresa Wilson, from the Southeast Service Center provides teachers with onsite training and support for all technology. Rob Henderson is an IT specialist who is assigned to be at Whitehorse half time. The District provides ongoing training for both administration and teachers.

### Looking Forward:

Whitehorse High School would like to upgrade computer access to a 1:1 ratio and requests support from SIG funds to do so. While the school has good capacity we are finding students and teachers still frustrated at times with the inability to access computers to run needed programs.

As the infrastructure and device capability allows, we request support from SIG funding to purchase electronic textbook and program devices: e.g. ipods, IPADS, Chrome Books etc. These purchases would be vetted by our technology department and approved by the Superintendent. We believe this would enhance the ability to engage students and help them acquire the skills needed for an increasingly technical world.

The fall of 2014, teachers will receive training on using the SAGE instrument to build teacher and PLC assessments and to use the available intervention resources that are aligned to the Utah Core Curriculum.

### Strategy 2.E.1 (secondary schools only): Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students).

Students have many opportunities to enroll in advanced coursework, but few do so and even fewer succeed. Whitehorse has available onsite:

- Concurrent Enrollment through Utah State University-distance education labs
- Advanced district courses onsite in distance education labs
- AVENTA <http://aventalearning.com/>, for advanced/extended learning online courses.
- Edgenuity <http://www.edgenuity.com/>, for advanced/extended learning online courses

The school has abundant partnership resources including: Gear-up, Talent Search, Upward Bound and American Indian Services personnel, all who are charged with helping students succeed to become College and Career Ready. The school's Comprehensive Guidance program works as well supporting students to be successful in coursework and prepared for college.

The addition of the elective teacher Student Mentors using the *Check and Connect* program will provide a safety net for student support to enroll in and succeed in advanced coursework.

The SIG grant will allow the school to set SMART goals for increased numbers of students taking and passing advanced courses. It will help the school coordinate all these resources using the

*Check and Connect* training and program. School administration will use the goals and program resources to gauge program and personnel effectiveness.

Data that will drive decisions about this effort will include:

- Numbers of students taking advanced coursework
- Numbers of student succeeding in advanced coursework
- Plans for College and Career Ready
- ACT scores
- SIS reports, including GPA and progress toward graduation
- Partnership resources and capacity
- Parent participation in school events that promote College and Career Ready

A schedule for College and Career Reading activities will be developed for the year during the pre-implementation months. This schedule will not only include whole school activities, but individual class supports. Parent involvement and information will be a part of the schedule as well.

### **Strategy 2.E.2 (secondary schools only): Improve student transition from middle to high school.**

Whitehorse High School has grades 7-12, the transition between middle and high school is somewhat minimized. However, the school recognizes the need to support students as they move into 9<sup>th</sup> grade when grades and credits become high stakes.

The school will hold a 8<sup>th</sup> grade class/parent meeting each spring to help both students and their parents understand the importance: of taking rigorous courses, passing each class, accepting assistance and setting college and career ready goals.

Each fall the school will hold a Freshman orientation meeting to ensure students know how to read their transcript, understand credits needed for graduation, and teach the school expectations for both academic and behavior conduct.

Partnership personnel (Gear-up, Talent Search, Upward Bound, American Indian Services as well as the school counselor and elective teacher Student Mentors) will help coordinate and ensure that every student has a personal contact and is given whatever support they need to understand the transition and set high goals. *Check and Connect* will be used throughout the school experience to ensure any needed student support and follow-up.

### **Strategy 2.E.3 (secondary schools only): Increase graduation rates through a variety of methods.**

The focus on transition between 8<sup>th</sup> and 9<sup>th</sup> grades will help improve graduation rates, as well as providing a supportive environment with high expectations for students in grades 7 and 8.

The administration and office staff will ensure that all students who withdraw from school are tracked to their next location and coded correctly in the SIS system.

#### **Timely Targeted Interventions:**

- All students will have access to both volunteer and mandatory interventions- academic and behavior. ALEKS math and Voyager Reading program supports are important interventions.
- Monday-Thursday students will have an additional 30 minutes of instructional time.
- Summer School will be offered in June. Students will be able to recover credit and

participate in a Literacy Camp.

- Students have access to the A+ credit recovery lab throughout the school year.
- All students participate in the school's advisory program where teachers help students negotiate the school system and complete work.

#### Increased Opportunity for Career Planning

- Comprehensive Guidance program- will increase the effectiveness and engagement of students and parents for Planning College and Career Ready (PCCR).
  - Early, ongoing and coordinated support for college admissions, financial aid and scholarship applications.
  - College and career exploratory activities coordinated with Partnership activities.
  - Increased support and recognition for National Honor Society club and Sterling Scholars, using: Comprehensive Guidance, local college counselors, Parentship Personnel and Student Mentors.
  - ACT preparation

#### Enhanced Parent Engagement

- Parent contacts
  - Home/School Liaison
  - Parent Involvement Coordinator
- Parent training opportunities
  - Love and Logic training
  - Family Literacy Nights
  - Class information meetings
  - School Information Systems (SIS) training
  - Planning for College and Career Readiness (PCCR) meetings
- Ongoing Student Mentor contacts with parents-*Check and Connect*

#### Strategy 2.E.4 (secondary schools only): Establish early-warning systems to identify students at risk of failing to graduate.

Catching students who are at-risk as early as possible and intervening quickly and appropriately will be the primary strategy for increasing graduation rates. Whitehorse plans to increase their awareness of students at-risk of failing to graduate and to immediately respond with appropriate support.

- **Administration and school leadership team** will track students who are "Red Flags for –academic failure, truancy, behavior issues. A weekly meeting with administration, the school counselor, support staff, the SRO, District Educational Psych, and Student Mentor will be held to review student progress and review current supports and give specific assignment for follow-up.
- Administration will ensure these students are assigned a trained *Check and Connect* Student Mentor who will report weekly how each student is doing. Regular parent contacts and engagement will integral to the effort.
- The school Counselor will analyze student transcripts, with emphasis on 9<sup>th</sup> grade students to identify and refer students who fail one or more courses to recover that credit the same year which 1) establishes the importance of passing courses first and 2)

recovers the credit more easily to prevent overwhelming the student in Junior and Senior years.

As personal and family issues often derail school plans, referrals for professional help will be made.

- For students in need of more intense counseling services referrals will be made to **Utah Navajo Health Systems** or **San Juan Counseling** for counseling services. A counselor who is trained in traditional Navajo healing may be assigned if the student comes from a traditional home and that approach is needed.
- If a student experiences problems that need resolution through restorative justice and family involvement, a referral to a certified, trained **Peacemaker** will be considered. [http://navajodigest.com/images/30\\_Peacemaking\\_Guide.pdf](http://navajodigest.com/images/30_Peacemaking_Guide.pdf)
- **School Liaison and Parent Involvement Coordinator** will support the school in ensuring parents are supported with information about the school system, their student's status and resources to help. Both the Liaison and Coordinator will be Navajo speakers and assist parents in building good school relationships and establishing the expectation that their student will graduate.

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

#### **Strategy 3.A: Establish schedules and strategies that provide increased learning time.**

The Whitehorse High School will extend their schedule an additional 30 minutes per day, Monday-Thursday to allow for more time for Tiered interventions for language arts and mathematics, as well as general homework support.

The school schedule allows for daily interventions, for both reteaching of concepts, and homework support. Teachers, aides, Gear-up, the ALEKS program and Voyager Reading classes all will provide a daily, abundant source of increased learning time.

A month long Summer School will be available to students who need to recover needed graduation credits. A week long summer Literacy Camp will build students' reading skills and love of reading.

#### **Strategy 3.B: Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools, extended or restructured school day, approaches to improve school climate and discipline, full day or pre-kindergarten).**

Improving school climate and engaging families and communities will be a major focus of the school. Mechanisms to accomplish this will include:

- Enhanced parent communication-regular Celly text messages, monthly newsletter, updated website, marquee information, TV marquee in foyer of the school.
- Parent Involvement Coordinator—will support the administration, teachers and School Community Council with communication and organization of information and activities.
- Love and Logic training will be scheduled the spring or summer of 2014 to help parents understand the philosophy the school will use to work with student discipline issues. The training should also help parents be more positive and effective with their

students.

- The District will provide support for Whitehorse's front office to have Customer Service training and expectations that parents and visitors are greeted positively and helped quickly.
- The Superintendent has begun the process of holding regular "Conversation with Superintendent Wright" evenings. This allows parents to express concerns and gives the District opportunity to gauge school climate and effectiveness.
- The School Community Council and Indian Education Committee meetings will be engaged in supporting the SIG plan and school goals.
- Whitehorse will sponsor an annual Parent Climate Conference. 26 parents can apply to spend the day learning about the school, visiting classrooms, and offering suggestions for improvement
- The school will have access to a weekly online survey-edPlus which will monitor improvements in school climate.

### Operational Flexibility And Sustained Support

**Strategy 4.A: Give the school sufficient operational flexibility (e.g. staffing, calendars/time, budgeting).**

Operational Flexibility—Whitehorse High School will have the flexibility to determine:

- **Staffing**—The Board sets the student/teacher staffing ratio for each school with additional consideration for our high poverty/reservation schools, including Montezuma Creek. Schools can increase numbers of teachers through other program funds, providing they go through a planning process. Principals are allowed to hire staff for their building as long as they follow District hiring procedures and legal requirements. Generally hires are made by principals with teacher and parent hiring committee input.
- **Schedule**—Whitehorse High School has the ability to set their school schedule within the parameters of the required amount of time set by the State of Utah as well as any needed bussing coordination with neighboring Whitehorse High School.
- **Budgeting**—As the school is already designated as a Title 1 School-wide program, they are able to co-mingle budgets to support school goals. The school will have the latitude to use budgets to support Transformation without undue interference, providing they follow the legal and ethical accounting guidelines required by the District and State.

**Strategy 4.B: Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organizations (e.g. new governance arrangement, weighted per-pupil budget formula).**

The Board of Education supports Whitehorse with a lower student teacher ratio of 1:19 for as contrasted to the 1:21 set for off-reservation schools.

**Innovations Education** will provide the External Consultant support for Whitehorse High School's SIG project. Johanna Hofmeister will function as the School Support Team Leaders. As such, she will assist with monitoring progress, data collection, professional development and collaborative team

The chart below details the level of LEA support for Whitehorse. The Secondary Supervisor, Chas DeWitt, will have responsibility for principal supervision, and teacher improvement. The Student Services Director, Lynnette Johnson, will give additional administrative/leadership mentoring, and school plan implementation support for Whitehorse High School.

Internal Partner/Provider LEA Support Staff
<b>San Juan School District Board of Education</b>
<p><b>Superintendent Douglas E. Wright</b></p> <ul style="list-style-type: none"> <li>• Supervision of all District personnel</li> <li>• Oversight of curriculum and programs</li> <li>• Developing and implementing policies</li> <li>• Development of vision and direction for District</li> <li>• Oversight for School Plan Implementation</li> </ul>
<p><b>Chas Dewitt, Secondary Supervisor/Curriculum Director</b></p> <ul style="list-style-type: none"> <li>• Supervision of instruction</li> <li>• <b>Principal supervision and mentor</b></li> <li>• <b>Monitors SIG implementation</b></li> <li>• Supervision of teacher evaluation</li> <li>• School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.</li> </ul>
<p><b>Lynnette Johnson, Student Services Director</b></p> <ul style="list-style-type: none"> <li>• <b>Whitehorse High School Focused Admin Support</b></li> <li>• Monitors Title 1 programs, including SIG</li> <li>• Monitors SIG reports and accounts for expenditures</li> <li>• School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.</li> </ul>
<p><b>Anthony Done, Special Education/Assessment Director</b></p> <ul style="list-style-type: none"> <li>• Supervision of required assessments.</li> <li>• School Support Team member for: SIG grant and San Juan School District ABC Framework.</li> <li>• Facilitates UBI and OWELUS training and implementation</li> </ul>
<p><b>Clayton Long, Bilingual and Title III Director</b></p> <ul style="list-style-type: none"> <li>• Provides support for Bilingual and ELL instruction</li> <li>• School Support Team member for: SIG grant and San Juan School District ABC Framework.</li> <li>• Facilitates Indian Education Parent Committees</li> </ul>
<p><b>Kit Mantz, Human Resource Director</b></p> <ul style="list-style-type: none"> <li>• Chairs the District Evaluation Committee</li> <li>• Oversees all job actions</li> <li>• School Support Team member for: SIG grant and San Juan School District ABC Framework.</li> </ul>
<p><b>Vernon Hatch, District Ed. Psychologist/UBI Coordinator</b></p> <ul style="list-style-type: none"> <li>• Trainer for Utah Behavior Initiative</li> <li>• Provides weekly on-site support and coaching for UBI</li> </ul>
<p><b>Bonnie Purcell, Reading Specialist</b></p> <ul style="list-style-type: none"> <li>• Support for all literacy instruction/programs</li> <li>• Gives classroom teacher support</li> <li>• Oversees literacy professional development</li> </ul>

c. Describe **any steps already taken by the LEA** to initiate school improvement efforts that align with SIG intervention models; and

## Whitehorse High School

The District has adopted research based initiatives that will support the transformation. This model will provide the framework for Whitehorse High Schools's SIG Intervention program. While all schools in the district are expected to move in this direction, the SIG resources will allow Whitehorse to receive intense, professional support to accelerate student performance results.

**San Juan School District ABC (SJSD/ABC) Framework** *(See Attachment #3).*

This ABC model addresses three key elements of school improvement:

**Academics, Behavior and Coaching.**

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

	Tier 1	Tier 2	Tier 3
<u>Academics</u>	Guarantees <u>all</u> students' access to the Core Curriculum. Every student is expected to be taught Tier 1 by a Highly Qualified and Highly Effective teacher. Tier 1 instruction is focused on guaranteeing students master "Essential Standards". These standards are derived from the State Core and are determined by teacher PLC teams to have endurance, leverage and prepare students for the next level. Teachers develop and give "Common Assessments" in order to determine student mastery of these Essential standards.	Students who do not master standards are given timely, targeted, directed interventions, rather than remediation. This is a flexible group for instruction that is determined on an on-going basis by PLC teachers reviewing Common Assessment data in order to make instructional and intervention decisions.	Interventions for a small group of students who do not respond to Tier 2 interventions. Tier 3 is more intense and can be longer term such as Special Education or ELL support.
<u>Behavior</u>	A support system and prevention instruction for all students. All students are taught the expectations for school behavior and given on-going instruction and support.	A system of behavior interventions for a lower percentage of students (up to 15%) who need additional support in order to be successful in school.	For a small percentage of students (3-5%) who need intense support and interventions. This may include Special Education services, ELL instruction, therapeutic counseling, interagency family support etc).
<u>Coaching</u>	A system of training and support for <u>all</u> teachers. Reflective coaching and PLC teams offer each teacher a peer system of support. Support in the form of professional development opportunities as well as	An increased level of support for teachers who are identified as in need of improvement. This support usually involves District and/or consultant specialists who implement demonstration/team teaching, structured observation and goal setting. Teachers are	Involves teachers who are not responding positively to Tier 2 intervention. These teachers are involved in Progressive Discipline and if significant improvement is not documented they are recommended to the Board of

	<p>administrative feedback and evaluation are provided for all teachers. Monthly, onsite Professional Development will be provided by Innovations Education/School Support Team Leader using a very successful, structured process that allows for modeling and regular data collection. Teachers are supported as they improve their instruction.</p>	<p>given notice at this level that improvement is needed in order to not progress to Tier 3.</p>	<p>Education for non-renewal or dismissal</p>
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The District is firmly committed to successful implementation and on-going support of the ABC Framework. Each dimension of the model is defined by a convincing body of research that meets Federal expectations. As the research behind the model is solid and the District is already committed to supporting the model, Whitehorse High School's Transformation Model is compatible with the SJSD/ABC Framework.

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

#### Academic Achievement

The District is committed to quality instruction in every classroom in support of that goal has adopted 4 Instructional Norms (*see attachment #4*), that will be required of every teacher/every lesson:

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

These norms will be the foundation for all other strategies and expectations. The Principal and District Administration will monitor these Instructional Norms weekly using the classroom walkthroughs process.

From 2010-2013, San Juan School District has systematically invested in professional development to help schools implement Professional Learning Communities (PLCs) throughout the district. The Superintendent, Elementary Supervisor, Student Services Director and principals have attended a two year (in two cohort groups) Principals' Academy sponsored by the Center for the Improvement of Teacher Education and Schooling (CITES) a division of Brigham Young University's Education Department. Many teachers and support staff have attended a Solution Tree Summit. Teachers have been involved in a 3 month book study, Learning by Doing and during an Opening Institute, were given a 1 day PLC training by Mike Mattoes from Solution Tree.

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

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

#### Behavior (Positive Behavior Supports) Utah Behavior Initiative

Positive Behavior Supports (PBS) is a Research Based approach to improving student behavior, which in turn improves student achievement. The Utah Behavior Initiative (UBI) (see attachment #6), is a State sponsored project that incorporates PBS. The Behavior element of the SJSD/ABC Framework is grounded in the PBS tenets. Whitehorse High School began their UBI program three years ago, and while having some success will need increased support in order to improve school climate and student discipline. A system of Positive Behavior Supports is an expectation for all schools in the district, especially for schools in need of improvement.

#### Coaching

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

#### Essential Standards, Curriculum Alignment and District Interim Benchmarks

As we implemented the Professional Learning Community process, PLC’s began to identify Essential Standards and develop formative assessments. During the 2012-13 school year, the Superintendent directed that for Language Arts and Mathematics a district-wide set of Essential Standards, Pacing Guides and Benchmark Assessments be developed and implemented K-12. (See Attachment #2).

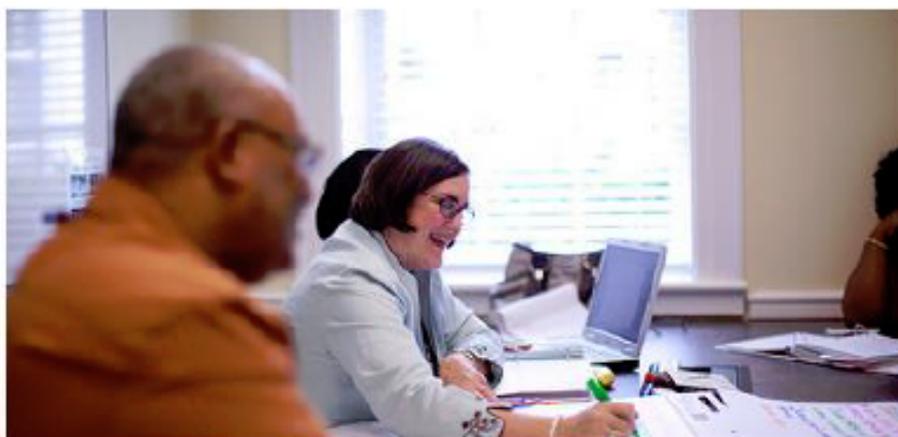
Using prior PLC work, teacher and administrative committees the district has established these standards and assessments. This is an evolving, continuous process that the district has improved and is committed to.

#### University of Virginia Partnership for Leaders in Education (UVA-PLE)

Two schools in San Juan School District (Tse’biinidizgai Elementary and Monument Valley High School) have been accepted into Cohort 11 of this prestigious and promising school turnaround training/process. Key District Administration will also be trained and supported during 2014-2015 school year. The District will submit an application to UVA-PLE for both Montezuma Creek Elementary and Whitehorse High School for Cohort 12, 2015-2017 school years. We believe we will be successful with the application and have confidence that the LEA training, beginning 2014 will be a significant support for the Transformation of Whitehorse High School as well as the anticipated school level training during Cohort 12.

Key to this process is implementation of the “Driven by Data” process developed by Paul Bambrick-Santoyo that includes using District Benchmark Assessments as the basis for “Deep Data Dives” where the schools’ Instructional Leader(s) leads each classroom teacher in an analysis of her students’ performance and specific plans to reteach concepts that were not mastered.

## Partnership for Leaders in Education



### Data-Driven Decision-Making

District teams prepare to report out from a Darden/Curry Partnership for Leaders in Education Leadership workshop

2 of 4

The Darden/Curry Partnership for Leaders in Education (PLE) is a joint venture of the University of Virginia Darden School of Business and the [Curry School of Education](#).

The Darden/Curry Partnership's [University of Virginia School Turnaround Specialist Program](#) is the most established school turnaround program in the country and the only school turnaround program in existence that utilizes a systemic approach to change by working with schools, districts and states to build internal capacity. In 2008, the UVA School Turnaround Specialist Program was selected as a national finalist for the Pioneer Institute's Better Government Competition.

The Darden/Curry Partnership for Leaders in Education has received national attention by collaborating with some 82 school districts in 12 states.

Schools will be required to submit 90-day action plans that will keep the Transformation process on track and subject to analysis of data, as well as accountability for all from LEA, and the school administrator to each classroom teacher.

- d. Provide a **detailed timeline for implementation** for the intervention model chosen for each school the LEA intends to serve.

Whitehorse High School														
<i>O = Ongoing      A = Annual      # = Year</i> <i>Blue = Pre-implementation</i>														
TASK	MONTH												RESPONSIBLE	
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug		
1. Recruit/Advertise for Transformational Principal							'14	'14						Secondary Supervisor, Human Resources
2. Interview/Hire Transformational Principal								'14	'14					Superintendent, School Board, District Admin.
3. Transition training and SIG Training for Transformational Principal									'14	'14	'14			Superintendent Secondary Supervisor, Student Services Director Other District Support Staff School Support Team Leader
3. Staff Retreat Training/Orientation- 4 days												A		Secondary Supervisor, Principal
4. Check & Connect Training										-	-	'14		Student Services Director Principal
5. Love & Logic Training										-	-	'14		Secondary Supervisor Principal
6. Schedule College and Career Ready Activities for the year.										-	-	-	A	Secondary Supervisor Principal Counselor CTE teachers
7. Review and set school SMART goals												A	A	Secondary Supervisor, Principal Teachers
8. PLC/Team Meetings- Weekly	O	O	O	O	O	O	O	O	O	O			O	Secondary Supervisor,

													Principal
9. District Benchmark Assessments		A		A		A		A					Secondary Supervisor, Student Services Director, Assessment Director, Principal
10. Deep Data Dives		A		A		A		A					Secondary Supervisor, Principal, Instructional Coach
11. Reteach standards not mastered		A		A		A		A					Secondary Supervisor Teachers, Principal, Instructional Coach
12. Extended Day-Mon-Thurs	O	O	O	O	O	O	O	O	O			O	Principal, Teachers
13. Collaborative Team Coaching-External Partner Support	O	O	O	O	O	O	O	O	O				Principal, Teachers External Partner-Innovations Education
14. Apply for UVA			'14	'14									Superintendent Secondary Supervisor
15. UVA Leadership Training					'16						'15		Superintendent, University of Virginia
16. Evaluation-School Support Team Leader & Quarterly Reports			A			A			A			A	Secondary Supervisor, Principal, SST-Innovations Ed.
17. USOE Site Visits-Technical Assistance		A						A					SEA-Title 1 SIG LEA-Title 1 Director, Secondary Supervisor, Principal
18. Annual Plan Review/Updates/Revisions											A	A	LEA-Title 1 Director, Secondary Supervisor,

																			Principal, SST Leader
19. Parent SIG Orientation	A																		Principal, Teachers
20. Parent Involvement Activities/Training- Monthly	O	O	O	O	O	O	O	O	O	O									Principal, Parent Invol. Coordinator Teachers

The USOE will use the Utah 2013 LEA SIG Review Checklist page 4 to review this requirement.

4. The LEA must describe the annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART) for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Priority Schools that receive school improvement funds.
  - a. Describe annual SMART goals for the state’s assessment for reading/language arts; and
  - b. Describe annual SMART goals for the state’s assessment for mathematics.

<b>Whitehorse High School</b>
<p>With the rapidly changing assessment picture for the State of Utah, setting specific SMART goals using the new SAGE and possibly changes in the UCAS system is a bit problematic. However, we are committed to setting goals that are both r and attainable.</p> <p>Whitehorse High School will show a 10% or better gain each year in student proficiency for both Reading/Language Arts and Mathematics. The State anticipates that the new SAGE will be much more rigorous and all schools are expected to drop in proficiency rates from the 2012-13 CRT scores. So, the 2013-14 SAGE proficiency scores will be the baseline upon which we will gauge the 10% improvement-SMART goal for each year.</p> <p>For the school year 2014-15, a 10% gain or better in proficiency compared to the 2013-14 scores, as well as a 10% increase for the 2015-16 and 2016-17 school years will be the target goal.</p> <p>The second SMART goal will be that the school’s UCAS score is high enough to remove Whitehorse High School from the not only the Priority list of lowest performing 5% of schools, and from the FOCUS list of lowest performing 15%.</p> <p>As the State is in transition between the CRT’s and SAGE and is also reviewing the UCAS system, the District will ensure that we review and revise our goals to ensure the SMART goals are rigorous enough to exceed the State criteria for Priority and FOCUS status. When the State has been able to establish and release information about new criteria/score points to determine Priority and FOCUS status, the District will work with Whitehorse High School to establish a <b>concrete UCAS SMART goal</b> for each of the three years.</p>

	2014-15 Whitehorse High School SMART Goal-Average Proficiency	2015-16 Whitehorse High School SMART Goal-Average Proficiency	2016-17 Whitehorse High School SMART Goal-Average Proficiency 2016-17
Language Arts	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE
Mathematics	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE

The USOE will use the Utah 2013 LEA SIG Review Checklist page 5 to review this requirement.

5. The LEA must consult with relevant stakeholders regarding the LEA's application and implementation of the chosen intervention model in its Priority Schools.
  - a. Identify the process through which the LEA will involve:
    - o School administrators;
    - o Teachers;
    - o Parents; and
    - o School Community Council (SCC).

#### Whitehorse High School

Superintendent Wright took a very direct approach to listen to parents, community and teachers about changes they want at Whitehorse as well as input to the SIG application, during a "Conversation with Superintendent" evening on January 23, 2014. Title 1 Director, Lynnette Johnson also attended to answer additional technical grant questions and to collect parent survey information. (See Attachment #4).

The faculty had additional opportunity for questions and input on February 10<sup>th</sup>, 2014, when Title 1 Director Lynnette Johnson held a SIG application information/input meeting.

The School Community Council (SCC) had opportunity to discuss the grant plan during the evening of the same day.

The School Board has engaged in discussion about the application, led by the Superintendent, during the December meeting with a final presentation by Lynnette Johnson during the February 11, 2014 Board meeting.

An ongoing process of meeting with faculty, parents (Schools Community Council, JOM committee), District Administrative Team and School Board will ensure that all stakeholders have opportunity for input and have knowledge of the school's progress toward their SIG SMART goals.

#### Stakeholders Consultation/Implementation

Faculty	Weekly PLC, Team and Faculty Meetings
Parents	Monthly
District Admin	Weekly-onsite mentoring Bi-Monthly-District Exe. Mtgs
School Board	Bi-annually School Report Director's Reports

- c. 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).

**Whitehorse High School**

The School Board has been consulted about the SIG application during the December 2013 and February 2014 Board Meetings and is supportive of the plan. The Superintendent led the discussions and requested Board support. *(See Assurances Letter p. 52).*

The Board has committed to working with the Superintendent, Secondary Supervisor and school to make reasonable and legal allowances to support the intent of the grant. The Board will continue throughout the 3-year span of the grant to have access to required reports as well as an annual Board report made by the principal who will detail the school’s progress and any needed revisions or requests for support. The Board has committed to supporting the direction of the grant with whatever resources are available after the 3- year cycle has ended.

The Board will review progress of the SIG plan twice a year at a minimum. Whitehorse High School’s principal presents an annual report to the Board as does the Secondary Supervisor and Student Services Director. Progress of the school improvement process, backed by data, will be a focus of the reports. Any barriers to the progress of the school, including policies or prioritization revisions, will be requested for consideration during these reports.

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 6 to review this requirement.**

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

1. The LEA has identified how it will provide leadership and support to each Priority School identified in the LEAs application. The description must include the following information on how the LEA will successfully implement the school intervention model:
  - a. Identify how the LEA will provide **leadership and support** to each Priority School identified in the application;
  - b. Identify the LEA staff assigned to support implementation of the school intervention model;
  - c. Identify the **qualifications and relevant experience of the assigned LEA staff** related to prior successful school improvement efforts;
  - d. Describe how the LEA will provide **ongoing technical assistance** to make sure each school is successful;

**Whitehorse High School**

*(See Strategy 4B—LEA support staff assignments)*

The Superintendent has assigned the **Student Services Director** to spend a minimum of 2 days a week to provide intense onsite mentoring support for administration and teachers ensuring the SIG plan is implemented fully and successfully.

This Director will specifically support:

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

To accomplish this assignment, the Director will need to be freed from other job responsibilities to allow sufficient time and attention to devote to Whitehorse High School. We are requesting 2 days a week of this Director’s salary to be paid from SIG funds in order to achieve this supportive focus.

The **Secondary Supervisor** also has a charge to focus on providing additional support for the secondary priority schools. His responsibilities for overall school supervision and improvement of instruction will add to the support Whitehorse receives.

The **Superintendent and District Directors** will provide weekly wrap-around support that will include mentoring administration, helping problem-solve, ensuring implementation of the SIG plan and UVA model and analyzing data to ensure the school makes good progress toward Transformation.  
(See Attachment #5).

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

### Whitehorse High School

The LEA will provide the following fiscal resources to support the implementation of this application:

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

All funds will be evaluated to ensure they are directed to the goals of the school Transformation. When the three year SIG period is over, the District and School will evaluate all budgets to allow the school to sustain the successful practices of the SIG plan.

- f. Describe how the LEA will **evaluate the effectiveness** of the reform strategies;
- g. Describe how the LEA will establish **annual goals for student achievement** on the State's assessments in both reading/language arts and mathematics

### Whitehorse High School

The definitive measure of effectiveness of the reform strategies will be improved student proficiency for both Language Arts and Mathematics as measured by the State's end of year SAGE assessment (see above section 4 a,b -SMART goals). This annual summative assessment will be the primary indicator of improvement.

However various formative measures will keep the plan on track and allow teachers and administration to make needed improvements throughout each year.

These measures include:

#### Academic

- District Benchmarks: Deep Data Dives; Reteaching Essential Standards
- Progress monitoring including PLC common assessments

#### Plan Evaluation

- Quarterly reports facilitated by School Support Team Leader
- Review of implementation and data in District Admin.Exe meetings
- USOE site visits

#### Other measures

- Teacher evaluations
- Data on improved engagement/instruction collected by Innovation Education, School Admin. and teachers in collaborative team coaching.
- Staff turnover rates—master teacher retention; progress of teachers being mentored
- Parent and student survey? ISQ
- Student attendance
- Discipline reports
- OLWEUS/SET

**Each year** during the school's 4 day summer retreat, the school will analyze both summative and formative data to **establish school SMART goals** that are directly related to the goals for the SIG plan for improvement in proficiency in both Language Arts and Mathematics.

This process will involve setting goals for both interim measures and process implementation. The SMART goals will be set at school, department and individual teacher levels. The building principal and Secondary Supervisor will guide and approve the SMART goals the schools adopts.

Parents and students will be informed about the school's goals during fall activities, including the annual SIG parent orientation evening. During Parent/Teacher conferences, Student Mentor contacts and Planning for College and Career Ready (PCCR) meetings (formerly SEOP), parents will learn about their student's progress toward these goals. Data boards and other methods of publication will keep stakeholders informed about school progress.

Teachers will work with students to set individual proficiency goals. Students will be involved in tracking their own data and progress toward their individual proficiency goals. The building principal and Lead Teachers will review and manage interventions for student support toward their individual goals.

- h. Describe how the LEA will **monitor student achievement** by individual teacher/classrooms;
- i. Describe how the LEA will **measure progress** on the leading indicators as defined in the final requirements;

### **Whitehorse High School**

The District will **monitor student achievement** by individual teacher/classrooms through:

- District Benchmark reports-Datawise reports that show student mastery of Core Curriculum standards by student and teacher.
- PLC common assessment results/intervention
- Student grades and credits- # of failing students by individual teacher/classroom.
- ELL and SpEd student reports—ELLevation and IEPs

The District will monitor the following **leading indicators**:

- Student and teacher attendance (SIS and Kronos programs)
- Student discipline (office referrals, suspension and expulsion rates)
- Graduation rates
- Enrollment and passing Advanced Coursework (SIS)
- School Climate and Culture-edPlus, weekly online survey to measure climate
- Parent/Community Engagement (participation in school events, ISQ)
- Extended learning time opportunities (records of increased time and student achievement progress).

The Board of Education has set District Goals (see below). By September of each year, the Superintendent, Elementary and Secondary Supervisors will work with the building principal(s) and teachers to set annual SMART goals for student achievement for both reading/language arts and mathematics. These will be used to monitor student achievement by individual classrooms as well.



## DISTRICT GOALS

- 1. San Juan School District will significantly reduce/eliminate the achievement gap for all subgroups utilizing multiple data points as evidence.**
  - *The District is committed to implementing a quality Professional Learning Community model in each school that provides for a Tiered system of Interventions and enrichments for all students. The District has developed an ABC model and is actively supporting all schools to implement this model evidenced by a District adopted ABC rubric.*
  - *The District has written and begun to implement a Title III Improvement Plan for English Language Learners.*
- 2. All schools will implement the Positive Behavior Supports model (PBS)**
  - *100% of office discipline referrals and suspensions/expulsions will be accurately entered into SIS.*
  - *All schools have been trained and are implementing the OLWEUS Bullying Prevention program.*
- 3. San Juan School District will provide high quality Tier I Instruction as defined by the Grand Slam Instructional Norms in every school, every class, and every day.**
  - *90% or better engagement*
  - *Understood Learning Objective*
  - *Supportive Learning Environment*
  - *Monitoring of Student Understanding*

- j. Describe the **frequency of LEA monitoring**;
- k. Describe the **monitoring strategies** the LEA will use to monitor the implementation of each requirement of the selected intervention model (Use the model checklists provided as a guide for the monitoring strategies needed); and
- l. If student achievement results do not meet expected goals, describe how the LEA will assist in making **necessary plan revisions**.

## Whitehorse High School

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

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

When student achievement results do not meet expected goals, the LEA will support the principal to identify the barriers and provide timely, targeted support. The primary responsibility will fall on the instructional Leaders (both Principal and Elementary Supervisor) support to improve Tier 1 instruction, more appropriate interventions, and parent contacts. District level problem solving in Executive staff meetings will provide oversight. The school will be expected to monitor student data and problem solve in PLC and school leadership meetings.

Each spring, the school will review the implementation of their plan using quarterly reports, data informing progress toward SMART goals and leading indicators. All stakeholders (teachers, parents, administration and School Support Team leader) will have an opportunity for input as to any plan revisions. **Needed plan revisions** will be reviewed by the Superintendent, School Supervisor and Student Services Director. The USOE Title 1 Specialists assigned to SIG oversight will be consulted to approve the changes. Approved changes will be uploaded on the USOE Tracker system.

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

***The District is applying for support for all three identified Priority Schools: Montezuma Creek Elementary, Monument Valley High School and Whitehorse High School.***

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

### Whitehorse High School

The District has chosen the Transformation model. We have designed the Transformation plan knowing the requirements of the model and aligning District goals and current research that supports the Transformation of schools. The plan design has been developed with District and School administration, teacher input, parent input and with the guidance of our School Support Team Leader and UVA-PLE expectations.

This application describes in detail how we will implement each of the requirements of the Transformational Model. The District is committed to ensuring that all requirements of the model are implemented successfully.

4. Due to the Utah State Office of Education’s approved ESEA Flexibility Waiver, USOE is applying for a waiver to replace its PLA List with its Priority Schools list. Therefore, LEAs will no longer be able to apply to serve Tier III schools with SIG funding.

Turnaround Model:

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

Transformational Model:

- Replace the principal who led the school prior to commencement of Transformational Model
- 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
- Identify and reward school leaders, teachers, and other staff who have increase student achievement; remove those who have not done so
- Provide staff ongoing, high quality, job-embedded professional development
- Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)

- Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards
- 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 language learners)
- Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners
- Use and integrate technology-based support and intervention as part of the instructional program
- Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)
- Secondary Schools only: Improve student transitions from middle school to high school
- Secondary Schools only: Increase graduation rate through a variety of methods
- Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate
- Establish schedules and strategies that provide increased learning time
- 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 improved climate and school discipline, full day or pre-kindergarten)
- Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting)
- Ensure that the school receive ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization) e.g. new governance arrangement, weighted per pupil budget formula

Restart Model:

- Develop, communicate, and implement the decision-making process for selecting the Restart Model
- Develop and implement a rigorous review process for selecting: charter school operator; charter school management organization; and/or educational management organization
- Develop and implement a process for monitoring and evaluating the Restart Model to ensure that it serves and benefits students
- Other strategies (please specify)

Closure Model:

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

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 7 to review this requirement. The checklists for each intervention model are included in this application.**

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

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

- a. If the LEA has already selected an external provider, the LEA must provide evidence that the **external provider has a demonstrated record** of success and the expected services that the contractor will provide;
- b. A **narrative description** to support external provider contracts, if applicable; and
- c. 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.

### Whitehorse High School

The District has previously contracted with **Innovations Education (IE) for FOCUS schools' external provider** support and has been pleased with their expertise and support. The District would like to continue with **IE as an external provider for the SIG project, and specifically Johanna Hofmeister, M.Ed. (Owner, CEO) as School Support Team Leader**. Ms. Hofmeister is a USOE approved Support Team Leader and has extensive experience working with schools in Utah designated as in need of improvement.

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.

Since 2009, Innovations Education consultants have served as lead consultants for over 20 Title 1 PRIORITY and FOCUS schools in the state of Utah. 100% of clients served have successfully met exit criteria within state allotted timeframe.

Innovations Ed repeatedly demonstrates effectiveness in supporting Title 1 schools in their school turnarounds and transformations. With experienced consultants specializing in Assessment, Instruction, Curriculum, and Instructional Leadership, Innovations Ed has successfully facilitated the development, implementation, and monitoring of improvement plans for numerous Utah schools. The IE team regularly:

- 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.

2. In selecting external providers, the LEA must take into account the **specific needs** of the Priority School(s) to be served. These criteria must include, but are not limited to:
  - a. Researching and prioritizing external providers available to serve the school;
  - b. Contact with other LEAs currently or formerly engaged with the external provider regarding their effectiveness; and
  - c. The provider identified has a proven track record of success in working with similar schools and/or student populations (e.g. success working with high schools or English language learners).

<b>Whitehorse High School</b>
<p>San Juan School District has extensively researched available external providers that: have the experience/expertise to support our student population, are approved by USOE, have a track record of success and are willing to serve our remote location with an energetic and hand-on approach.</p> <p>Innovations Educations' current clients include: Davis School District, Jordan School District, Ogden School District, San Juan School District, and Uintah School District. Weber School District. Charters: Uintah River HS, Rockwell HS, Dual Immersion Academy, Guadalupe ES. Innovations Education has a wealth of experience working with schools with challenging demographics including poverty, ELL and cultural differences.</p> <p>Innovations Education serves 20 Title 1 PRIORITY and FOCUS schools in the state of Utah. 100% of clients served have successfully met exit criteria within state allotted timeframe.</p> <p>Consultants:</p> <ul style="list-style-type: none"> <li>• Conducted appraisals</li> <li>• Facilitated collaborative development of school improvement plans</li> <li>• Guided schools through improvement process</li> <li>• Monitored school improvement plan implementation</li> <li>• Supported leadership teams and administrators in making data informed decisions throughout improvement process</li> </ul>

3. The LEA must describe the alignment between external provider services and existing LEA services:
  - a. **The responsibilities of the external provider and LEA are aligned and clearly defined;**
  - b. The LEA has specifically planned how it will hold the **external provider accountable to high performance standards; and**
  - c. The capacity of the external provider to serve the specific needs of the identified school(s) has been clearly demonstrated.
  
4. The LEA must describe the reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2014-15 school year.

## Whitehorse High School

### Alignment of Responsibilities:

San Juan School District and Innovations Ed. have developed a work responsibilities guidance document that clearly specifies: the roles and responsibilities of Innovations Ed., including: scope of work, days of site visits, consultant fees, and reports/data to be provided. Also detailed is a description of the LEA administration's roles and responsibilities, including lines of supervision, expected communication channels and interface with Innovation Education. (See Attachment #6).

### Differentiation between Innovations Education (External Provider) and LEA Roles & Responsibilities

	Innovations Education (IE)	LEA-District Leadership
SIG Monitoring Visits	Organize and lead monitoring visit(s).	Participate in monitoring visit(s). <i>Secondary Supervisor</i>
Support Visits	Provide school with a minimum of 8 on-site support visits	Provide a minimum of weekly on-site support. <i>Secondary Supervisor</i>
Initial Contact	Help coordinate with LEA and School Administration initial school staff training/orientation for SIG as well as Innovations Ed.'s support role	Collaborate with Innovations Ed. and building principal for initial staff training/orientation. Lead the discussion about SIG requirements. <i>Secondary Supervisor</i> <i>Student Services Director</i>
Oversight of Transformational Requirements	Support of required Transformational Model activities. Communication with LEA regarding implementation progress.	Supervision of required Transformational activities. <i>Secondary Supervisor</i> Ensuring SIG compliance. <i>Student Services Director</i> Communication with IE regarding implementation progress.
Quarterly SIG Reports	Provide school admin with technical assistance with interpreting data and inputting required information into USOS's Tracker system. Ensure reports are filed on time.	Review reports and provide schools with support in filing reports. <i>Secondary Supervisor</i> <i>Student Services Director</i> Direct line of authority to ensure timely and accurate reports. <i>Secondary Supervisor</i>
On-site Professional Development-Collaborative Team Coaching	Provide teachers and school admin., training to ensure a research-based and quality Collaborative Team Coaching experience.	Attend initial training and monitor classroom instruction using the training and data provided by IE. <i>Secondary Supervisor</i>
Coaching Monitoring Log	Completed monthly - Sent to LEA and school Leadership within the week following end of the month - Filed on I-drive and posted in the LEA file cabinet on ALEAT	Completed monthly - Ensure school admin sends to Innovations Ed. and school Leadership within the week following end of the month <i>Secondary Supervisor</i>

**Accountability:**

San Juan School District Administration (LEA Support & Principal) and Innovations Education 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.

ii. 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.

iii. 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.

iv. 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 outperformed other schools within their district on state high accountability assessments.

The USOE will use the Utah 2013 LEA SIG Review Checklist pages 8-9 to review this requirement.

**D. The LEA must describe how it will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

1. The LEA SIG application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications must include the following:
  - a. A **list of practices and/or policies that may serve as barriers** to successful implementation;
  - b. Proposed **steps to modify** identified practices and/or policies to minimize barriers;
  - c. A **procedure** in place to identify and resolve future issues related to practices and/or policies; and
  - d. Description of how the LEA will **collaborate with key stakeholders** to implement necessary changes (e.g. associations, administrators, local board of education).

## Whitehorse High School

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

- 1. Policies and procedures related to teacher evaluations.** As the teacher evaluation process and performance pay will be tied to student achievement, District policies and procedures will need to be reviewed and possibly revised. The Board of Education reviews policies on a monthly basis and is actively engaged in ensuring that State policy and law are reflected in District policy. The new State UMIE evaluation tool will guide our process. The Association has worked well with the District in the past and will continue to be an active stakeholder in this process.
- 2. Increased school/teacher governance.** The District has invested heavily in forming the SJSD/ABC Framework which sets in motion Professional Learning Communities. These collaborative teams give teachers a voice and a structure to make significant decisions about the instruction and support for students. Whitehorse High School has considerable latitude to determine their school schedule that will allow for student interventions and other necessary structures for increased student achievement as long as they coordinate with the other high schools' Distance Education schedule. Whitehorse's extended time will enhance the Transformation effort.
- 3. Policies and procedures related to performance pay.** The District has successfully used performance pay as part of a 4-6 Math Initiative and previous SIG plan at Bluff Elementary. The Board is supportive of this concept. The LEA Support team will work to ensure the bonuses are fair and are administered in a way that improves teacher moral and brings staffs together toward a common goal, rather than dividing teachers. This will be accomplished through performance pay for—a) language arts and math teachers; b) whole staff based on total school gain of student proficiency.
- 4. Implementation Fidelity.** The LEA Support Team will be actively involved in monitoring and supporting Whitehorse High School as they undergo transformation process. The USOE will be called on for technical support and monitoring as well. The External Evaluator will give an outside, objective view of the process and make any recommendations for improvement. Innovations Education will give regular onsite and distance communication training and feedback.

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 10 to review this requirement.**

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

1. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
  - a. A list of the **ongoing supports needed to sustain** school improvement after the funding period ends;
  - b. 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;
  - c. The **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
  - d. The **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.

## Whitehorse High School

The Board of Education and Superintendent Wright are committed to supporting this application. They discussed the application during the February 11, 2014 meeting and signed the following written Assurance letter.

**BILL BOYLE**  
*School Board President*

**DEBBIE CHRISTIANSEN**  
*School Board Vice President*



**DOUGLAS E. WRIGHT, Ed.D.**  
*Superintendent of Schools*

**CLAYTON H. HOLT, CPA**  
*Business Administrator*

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

February 11, 2014

Dear School Improvement Grant Review Committee:

San Juan School District is committed to fully implement the school improvement plan outlined in each of our SIG applications for Montezuma Creek Elementary School, Monument Valley High School and Whitehorse High School. We understand the elements of the SIG Transformational Models as outlined in the LEA assurances document and support those requirements.

The District is committed to sustaining the goals and key elements of the plans after the 3 year period of the additional SIG funding. While we recognize the substantial additional funding will not be available, we are determined to sustain the process of school improvement. The SIG plans are aligned with our District goals and the direction the Board has established for improvement. At the end of the grant period, we will be evaluating each school's plan and progress and are committed to restructuring available budgets to ensure maximum support for the schools' continued progress and successful Transformational initiatives.

Sincerely,

Douglas E. Wright  
Superintendent, San Juan School District

Bill Boyle  
President San Juan School District School Board

The USOE will use the Utah 2013 LEA SIG Review Checklist page 11 to review this requirement.

**Part II: BUDGET**

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

1. The LEA budget included in the SIG application demonstrates that the LEA has allocated a reasonable amount for LEA support and school intervention model strategies. Quality budgets include the following:
  - a. The LEA provides a **budget for each Priority School for the three years of the grant;**
  - b. For each school included in the SIG application, the budget includes **costs associated with the successful implementation** of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
  - c. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes **costs associated with LEA leadership and support** of the school intervention models;
  - d. The LEA budget includes costs for **purchased professional services** to ensure quality consultants to facilitate research-based reform;
  - e. The budget detail provides sufficient information to support budget requests; and
  - f. The LEA has considered any costs associated with **program evaluation** annually.

<b>Whitehorse High School</b>
<p><b><u>SALARIES</u></b></p> <p><b>Performance pay-- teachers</b> Pay is figured @ \$5,000 a year possible for each teacher (18 total) <math>5,000 \times 18 = \mathbf{\\$90,000}</math> <b>\$270,000 Total three years.</b></p> <p><b>Performance Pay--principal</b> \$6,000 per year <b>\$18,000 Total three years</b></p> <p><b>Principal Retention Bonus</b> \$4,000 year 1 \$5,000 year 2 \$6,000 year 3 <b>\$15,000 Total three years</b></p> <p><b>Principal Housing Stipend</b> \$5,000 per year</p>

**\$15,000 Total three years**

**Performance Pay—vice-principal**

\$5,000 per year

**\$15,000 Total three years**

**Performance Pay--counselor**

\$3,000 per year

**\$9,000 Total three years**

**School Leadership Mentor**

2 days per week @ Director 3 Salary Schedule

\$35,588 per year + (4% increase years 2 & 3)

**\$111,088 Total three years**

**Extended Day Teacher Expense**

17 teachers @ \$26.50 per hour (30 minutes a day) x 141 days (Monday-Thursday) = \$31,460

**\$94,380 Total three years**

**Teacher planning retreat stipends:**

17 teachers @ \$100 per day x 4 days = \$6,800

**\$20,400 Total three years**

**Substitutes PD Peer Coaching & Lead Teacher Observations**

2 substitutes for 21 days x 7 hours per day @ \$14.03 per day = \$4,124

Total \$2,357

**\$7,071 Total three years**

**BENEFITS @ 32%**

**Teachers Performance Pay**

\$27,200 per year

**\$81,600 Total three years**

**Performance Pay Principal**

\$1,920 per year

**\$5,760 Total three years**

**Principal Retention Bonus**

\$1,280 year 1

\$1,600 year 2

\$1,920 year 3

**\$4,800 Total three years**

**Performance Pay—vice-principal**

\$1,600 per year

**\$4,800 Total three years**

**Performance Pay--counselor**

\$960 per year

**\$2,880 Total three years**

Substitutes (8.3%)  
 \$195 per year  
**\$585 Total three years**

**CONTRACT SERVICES:**

**Innovation Education**

Onsite Days for Whitehorse High School				
Year	PD & Admin Coaching	Quarterly Site Visits	District Debrief	Total Days
<u>1</u>	14	2	2	18
<u>2</u>	12	2	2	16
<u>3</u>	10	2	2	14

Office and Travel Days for Whitehorse Valley High School							
Year	Quarterly Reporting	TRACKER Management	District Debrief	Total Office Days	Total Project Days	Total Travel Trips/Days @ \$2,200	TOTAL DAYS
<u>1</u>	2	2	2	4	22	6	28
<u>2</u>	2	2	2	4	20	5	25
<u>3</u>	2	2	2	4	18	4	21

**IE Consultant Fee**

\$17,600 year 1 for 22 days @ \$800 per day  
 \$16,000 year 2 for 20 days @ \$800 per day  
 \$14,400 year 3 for 18 days @ \$880 per day  
**\$48,000 Total three years**

**IE Travel Expenses**

\$350 per day travel time year 1 x 6 days = \$2,100  
 \$350 per day travel time year 1 x 5 days = \$1,715  
 \$350 per day travel time year 1 x 4 days = \$1,400  
**\$5,215 travel time Total three years**

Hotel @ \$120 per night  
 Food @ \$20 per day  
 Mileage @ .56/mile = \$598

\$11,666 Year 1 total travel expense  
 \$10,266 Year 2 total travel expense  
 \$8,800 Year 3 total travel expense  
**\$30,732 Total travel expense**

**University of Virginia/Partnership for Leaders in Education (UVA/PLE)**

**\$30,000 Year 2 of SIG grant**

Participation in UVA costs approximately \$80,000 per school. We anticipate USOE will support this initiative

by providing some of the expense that has been offered previously. If USOE cannot contribute, we will need to revise the budget accordingly.

**PARENT/COMMUNITY INVOLVEMENT:**

Annual SIG Orientation Parent Meeting

Costs cover materials and evening meal for students and their families.

\$3,500 each year

**\$10,500**

**Parent Involvement Supplies**

\$2,000 each year

**\$6,000 Total three years**

**PROFESSIONAL LEARNING BOOKS/SUPPLIES**

\$1,000 each year

**\$3,000 Total three years**

**TOTAL DIRECT COSTS \$975,757**

Indirect costs @ 2.45% \$23,911

**TOTAL ALL COSTS \$999,663**

The USOE will use the Utah 2013 LEA SIG Review Checklist page 12 to review this requirement.

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

2. The LEA SIG application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:
  - a. A **list of the financial resources** that will support the intervention model (e.g. local, state, federal funds, and other private grants, as appropriate);
  - b. A description of how each of the financial **resources listed above will support the goals** of the school reform effort in the improvement plan; and
  - c. A description of how **LEA program personnel will collaborate** to support student achievement and school reform.

**Whitehorse High School**

The District will provide the following fiscal resources to support the implementation of this application:

- Federal funds
  - Title 1-salaries for aides and materials for interventions, professional development, enhanced technology support
  - Title 11A—professional development, class-size reduction
  - IDEA-services for Students with Disabilities
  - Title III-supports for ELL students, professional development

- State funds
  - Enhancement for at-Risk Students-interventions, software and tutoring at-risk students
  - Trustlands-academic support for language arts and mathematics
- District funds—Lower student/teacher ratio. Technology, Transportation
- Subsidized teacher housing and maintenance

All listed funds/programs contribute to the **goals of increased student achievement and school reform** as they support students and teachers in core academic areas.

Program	Amount	Support
Title I	\$138,338	Reading Teacher After-school expenses Supplemental math class
Title I FOCUS-transition to SIG	\$64,872	IE Consulting Check & Connect Training Love & Logic Training
Enhancement for At-Risk	\$42,661	Interventions for students – language arts and mathematics
IDEA	District Budget	SpEd teachers, Supplies, Professional Development
Title III	District Budget	PD-WIDA, SIOP ELL materials
Trustlands	\$24,294	Academic support for language arts and mathematics Increase math scores from 12% to 60% All students will achieve one year's growth in math Increase LA scores from 59% to 85% All students will achieve one year's growth in LA
District General Funds	District Budget	Foundation program/facilities + Teacher Housing, Lower Student/Teacher ratio, Technology

District budgets are figured by formula, which often allows for additional funds for high poverty schools.

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

District program personnel are committed to the ongoing and intense work to support school reform. Each director meets at least bi-monthly in Executive Staff Meetings to coordinate these efforts. In addition, directors meet and plan with personnel in their programs to implement supports for student achievement and school reform.

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 13 to review this requirement.**

3. USOE will ensure that all activities proposed by the LEA receiving the SIG award are allowable expenditures to assist the LEA and school(s) in preparing for full implementation when the 2014-2015 school year begins. USOE has developed a Checklist to review the pre-implementation activities proposed by LEAs as a feedback resource to the LEA. This page of the Checklist 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. The focus of the activity should be its relationship to the needs of the school and the intervention model chosen for the school. Examples of allowable pre-implementation activities:

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 14 to review this requirement.**

**Family and Community Engagement:** 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 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 remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 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; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising 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; or 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; or 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 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

## Whitehorse High School

**Pre-implementation Activities include:**

- 1. Recruit/Advertise for Transformational Principal**
- 2. Interview/Hire Transformational Principal**
- 3. Transition training and SIG Training for Transformational Principal**
- 3. Staff Retreat Training/Orientation- 4 days**
- 7. Check & Connect Training**
- 8. Love & Logic Training**
- 9. Schedule College and Career Ready Activities for the year.**

### PART III: ASSURANCES

#### **An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will follow U.S. Department of Education assurances:

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

Utah State Office of Education assurances:

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

#### Waivers:

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

**The USOE will use the Utah 2013 LEA SIG Review Checklist page 15 to review this requirement.**

**The SEA has established the following timeline to disseminate information to eligible LEAs, provide training, review applications, approve LEA applications, and award SIG 2013 funds:**

- Identify potential Priority Schools that fall within the lowest-performing 5% of Title I Schools: November 2013
- Notify Superintendents/Charter Leaders of schools identified as Priority Schools: November 2013
- Individuals contacted to serve on the external Review Panel: December 2013
- Develop the online application process: December 2013
- Hold a pre-bidders' conference: December 11, 2013
- Hold a bidders' conference: January 15, 2014
- Meet with Review Panel: January 16, 2014
- Applications available: January 15, 2014 to February 14, 2014
- Applications due: February 14, 2014
- Review SIG applications: February 18 to February 28, 2014
- Convene Review Panel for recommendations on applications: March 3, 2014
- Notify SIG award recipients: March 7, 2014
- Approved SIG applicants may choose to do pre-implementation activities beginning March 2014
- Approved SIG applicants begin implementation in the fall of 2014

# ATTACHMENTS

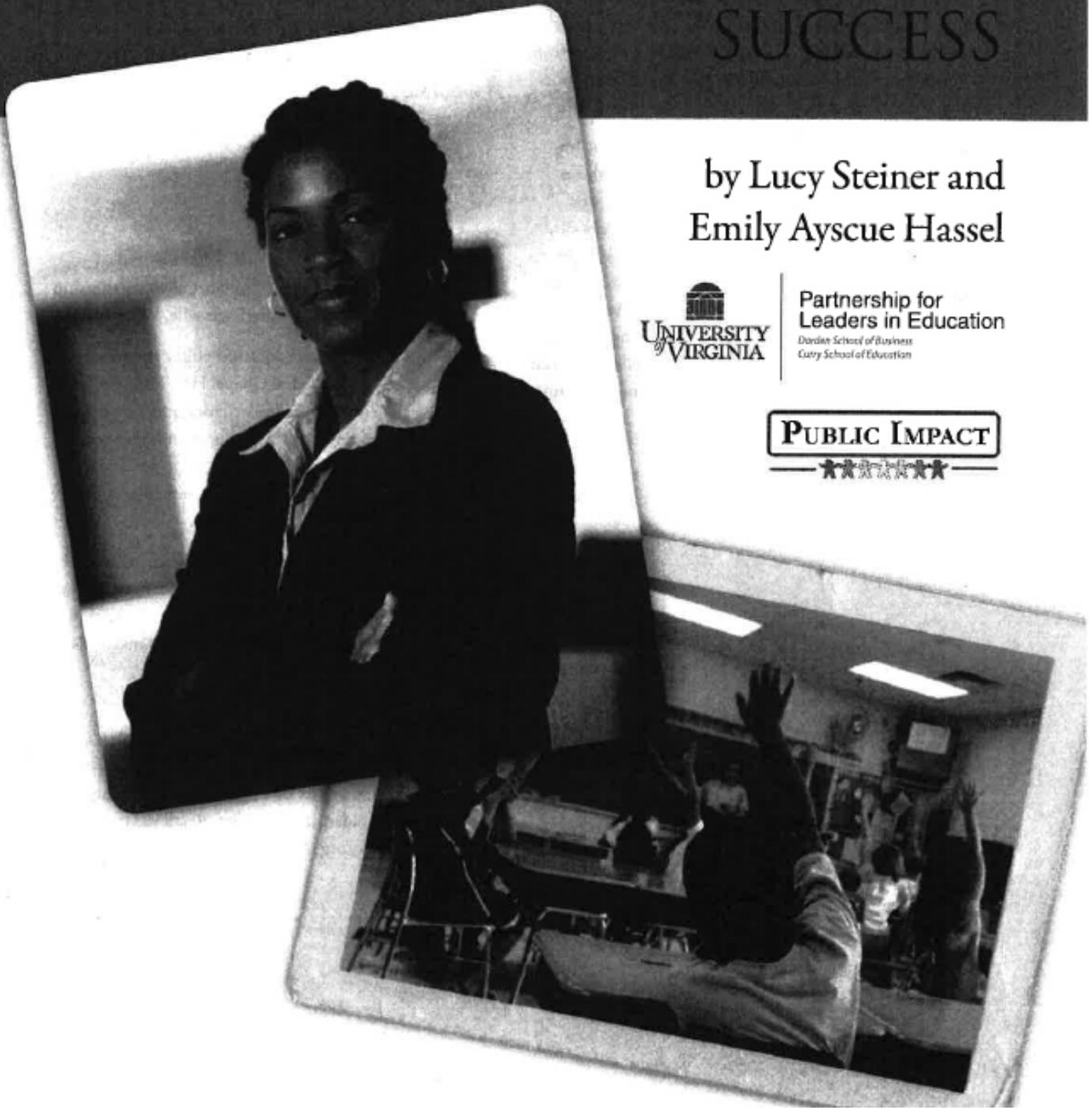
# USING COMPETENCIES TO IMPROVE SCHOOL TURNAROUND PRINCIPAL SUCCESS

by Lucy Steiner and  
Emily Ayscue Hassel



Partnership for  
Leaders in Education  
Darden School of Business  
Curry School of Education

**PUBLIC IMPACT**



## About the Authors

LUCY STEINER is a senior consultant with Public Impact. She researches and consults on a variety of critical education issues, including teacher and leader policy, school restructuring, charter school policy, and teacher professional development. Ms. Steiner both conducts her own work and leads project teams to deliver research, training, and consulting. Her work often provides a bridge between district leadership, school leadership, and instruction. A former high school English teacher, Ms. Steiner holds a master's degree in education and social policy from Northwestern University and a B.A. with highest honors from the University of North Carolina at Chapel Hill.

EMILY AYSCUE HASSEL is Co-Director of Public Impact. She provides thought leadership and oversight to Public Impact's work on teacher and leader policy, organizational transformation, parental choice of schools, and emerging opportunities for dramatic change in pre-K to grade 12 education. Her work has appeared in *Education Week*, *Education Next*, and other publications. She previously worked for the Hay Group, a leading human resources consulting firm. Ms. Hassel received her law and master in business administration degrees from the University of North Carolina at Chapel Hill.

## Acknowledgements

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# INTRODUCTION

**I**N A TIME when student outcomes matter more than ever, many states, districts, and reformers are considering whether and how turnarounds of chronically failing schools can achieve superior results. In fact, we already know much about when and how successful turnarounds work, both from other sectors and from recent experience in education.

Two major factors affect turnaround success: the characteristics and actions of the turnaround leader, and the support for dramatic change that the leader and staff receive from the district, state, and/or other governing authority. Although leadership accounts for 25 percent of school effects in most schools,<sup>1</sup> in a turnaround the leader is paramount. It is almost unheard of for turnarounds to occur without a special breed of leader at the helm—one who engages and focuses the whole community on achieving dramatic improvement goals fast.<sup>2</sup>

This paper aims first to shed light on one element of leadership: the characteristics—or “competencies”—of turnaround leaders who succeed in driving rapid, dramatic change. Second, we recount the elements of support that districts must provide these leaders to enable and sustain a portfolio of successful school turn-

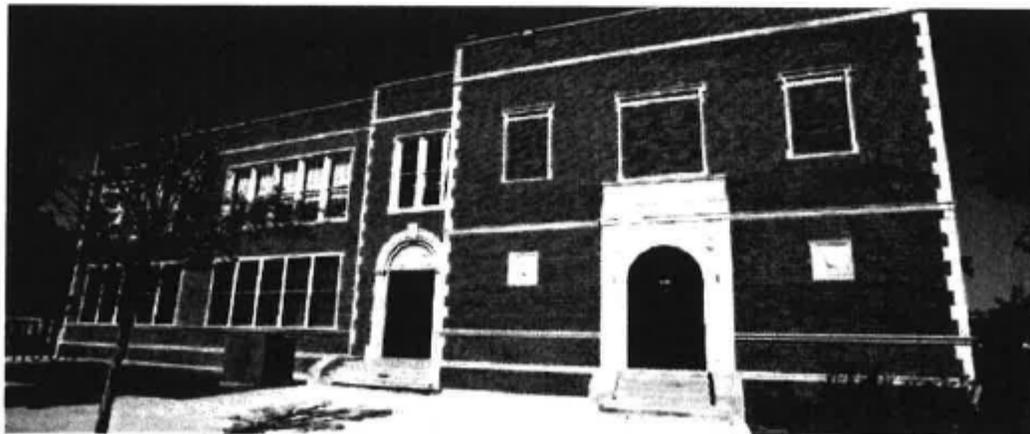
arounds. Fortunately, decades of experience in other sectors and in education systems of other nations reveal tools and techniques for understanding and using turnaround leader competencies, and for governing turnaround leaders successfully.

U.S. educators must act on this knowledge. Today, few districts have an explicit strategy to select and empower school turnaround leaders using the best available techniques. Few provide the autonomy, support, and accountability for rapid, dramatic change that will attract, keep, and enable turnarounds by capable leaders.

Here we explain what states, districts, and others with an interest in school turnarounds need to know. This paper:

- Describes how using competencies that predict performance can improve turnaround principal selection, evaluation, and development; and
- Summarizes prior research about how districts can create the right environment to increase school turnaround leader success.

In addition, the appendix provides details about options for building valid competency models.



# TURNAROUND LEADER COMPETENCIES

**H**ERE WE DESCRIBE the role of leadership in organizational turnarounds and how using competencies can allow better selection, development, and support of those leaders.

## Turnaround Leaders: A Special Breed of Leadership

Decades of research have documented that having the right leader is an essential component of successful turnarounds.<sup>3</sup> Despite the intense national focus on school turnarounds, significant barriers prevent reformers from finding and enabling leaders likely to succeed in a turnaround.

*Why? First, turnaround efforts are made when organizations are in a state of entrenched failure. Leaders who would otherwise succeed often fall short in a turnaround.* Turnaround success is a challenge even in sectors where this strategy has been tried often. Studies across sectors suggest that only 30 percent of turnaround efforts succeed.<sup>4</sup> Even leaders who have excelled in other circumstances may fail when faced with the rapid, dramatic change required in a turnaround effort. The current education leadership pool is unlikely to have the number and type of candidates needed to lead a large number of school turnaround efforts. Therefore, recruitment must focus on candidates whose capabilities fit the specific demands of turnarounds.

*Second, typical school district practices are not designed to recruit and select talent for challenging schools, including the bold leaders needed for turnaround schools.*<sup>5</sup> Most districts base principal and staff hiring on college degrees and years of experience. Numerous research studies over several decades have shown

that degrees and experience (after the first few years of teaching) are poor predictors of performance.<sup>6</sup> As reformers focus on recruiting, they need new methods to choose the right people for turnarounds.

*Third, few districts measure performance differences among leaders and staff that would be useful for identifying and developing internal candidates for school turnaround leadership.*<sup>7</sup> Understanding the characteristics needed to succeed in a turnaround would allow internal selection and development of high-potential candidates from among current teachers and principals.

## Understanding the Crucial Role of Competencies

Performance differences are large in difficult jobs: research has found that the top 1 percent of jobholders in complex jobs produce results 127 percent better than the average.<sup>8</sup> Many organizations select employees based on experience and degrees, hoping that these indicators will predict success on the job. Yet many of us have experienced the “experience and degrees” myth firsthand. When two seemingly similar candidates are hired—with the same level of education, experience, and technical skills—one sometimes turns out to be an outstanding performer, while the other struggles.

In the 1970s, a cognitive psychologist from Harvard University, David McClelland, tried to find out why. He hypothesized and ultimately demonstrated that habits of behavior and underlying motivations, which he called “competencies,” differentiate workers’ performance outcomes. As a result of his and others’ subsequent research, employers can understand not just what employees do to be successful, but *how* they do it.<sup>9</sup> By examining candidates’ competencies, employers can

*By examining candidates' competencies — habits of behavior and underlying motivations — employers can understand how employees succeed.*

uncover differences likely to affect performance, helping to choose between candidates who may otherwise seem identical.

Competency-based performance management remains relatively rare in education. But many organizations in other sectors (public, nonprofit, and private) use competencies for selection, development, and career planning—even pay.<sup>10</sup> Other nations, including Singa-

pore and the United Kingdom, now use competencies throughout their education systems.<sup>11</sup> To learn how competency-based human capital systems work well, we therefore need to turn to other sectors and nations that have used them for many years.

For the past 10 years, competency-based evaluation has been the bedrock of Singapore's educational system, one of the strongest in the world.<sup>12</sup> In the early 2000s, Singapore implemented a competency-based performance management system for the three major roles in Singaporean schools—teachers, principals, and school specialists.<sup>13</sup> School officials use the competency model in conjunction with the achievement of positive student outcomes and other measurable results to set annual competency targets, evaluate competency levels throughout the year, match each educator to a career path, and determine annual bonuses. In the decade since introducing this system, Singapore has continued to raise student performance and narrow the achievement gaps among its ethnic groups.<sup>14</sup>



## Research Base on Competencies

When Dr. McClelland began his research in the early 1970s, he was reacting to studies finding that standard ways of evaluating job candidates—IQ tests and other tests of academic aptitude, knowledge content tests, school grades, and academic credentials—did not fully predict job performance and were often biased against minorities, women, and people in poverty.<sup>15</sup> In the course of his research, he coined the term “competency” to describe the behavioral characteristics that he found could predict performance.

Although the term competency often describes any work-related skill, in this context competencies refers to the underlying motives and habits—patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role.<sup>16</sup> McClelland compared the competency patterns of very high performers to those of typical performers. When analyzing these high performers, he found that underlying characteristics (e.g., persistence, achievement motivation, self-confidence) led to actions (e.g., calculated risk taking, goal setting, planning) that in turn led to better outcomes (e.g., effectiveness, productivity, innovation).<sup>17</sup> Research conducted in the decades since McClelland’s original study has provided further evidence that underlying competencies enable successful performance in a given job or role.<sup>18</sup>

In the course of their research, McClelland and his colleagues also developed a methodology for identifying and validating the competencies for particular jobs and roles. This interview technique—known as a behavior event interview (BEI)—combined elements of an existing technique called the “critical incident method” with probes about motivation that McClelland’s team refined over several decades.<sup>19</sup> Instead of asking people



to provide hypothetical responses to interview questions, BEIs ask them to walk interviewers through past incidents step by step, as though the interviewee is reliving the experience. This helps interviewees reveal what they were thinking, saying, and doing at the time, and makes it hard to claim credit for actions that the individual did not take.<sup>20</sup>

Studies since McClelland’s original research indicate that structured interviews such as the BEI that probe for information about past events are highly correlated with later job performance.<sup>21</sup> For example, an independent, comparative study of behavior-based interviews and unstructured interviews at a large life insurance company found that the behavior-based interviews yielded a validity coefficient of .48 using supervisor ratings as the performance criterion, and .61 using sales dollars as the performance criterion. In contrast, the standard interview yielded a validity coefficient of .08 and .05, respectively.<sup>22</sup> McClelland’s last published study found that 65 percent to 86 percent of managerial candidates who met a threshold level of competence when selected using a model constructed with BEIs ended up in the top third of performers, compared with 11 percent to 20 percent of candidates who scored lower in competence during the selection process.<sup>23</sup>

*Behavior event interviews probe for information about past events to predict future job performance.*

Imagine the consequence for children of selecting turnaround principals as accurately: candidates meeting threshold levels of competencies could be far more likely to succeed in turnaround attempts than candidates who fall short.

The “iceberg model” (Figure 1) was developed by the Hay Group, an international human resource firm where McClelland spent the latter part of his career, to demonstrate how competencies relate to observable qualifications, knowledge, and skills. As this model demonstrates, competencies are more difficult to detect than qualifications, skills, and knowledge, but they largely influence these observable behaviors.<sup>24</sup> Competency research further suggests that outstanding performance in complex jobs—ones in which most candidates have a similar educational history and significant autonomy over daily work tasks—is driven more by underlying competencies than by readily observed skills and knowledge. Individuals in these complex jobs, such as school principals, *use* their similar content knowledge very differently to accomplish work goals. For example, some proactively set difficult goals and stick to them, while others do only what is asked by superiors or give up when a goal proves difficult to

achieve. Some try to do all the work themselves, while others identify colleagues’ strengths and put them into roles where they will succeed. This wide variation in how people work produces greatly varying results unexplained by prior knowledge, degrees, and experience, making competency-based performance management practices especially critical.<sup>25</sup>

In the past 40 years, dozens of competencies have been identified as success distinguishers in different jobs and roles, in combinations that are unique to each particular role. Nevertheless, two competencies appear critical to high levels of success in most complex leadership jobs: “achievement” and “impact and influence.”<sup>26</sup>

- **Achievement** is defined as “the drive and actions to set challenging goals and reach a high standard of performance.” In a leader, achievement includes “setting high performance goals for the organization, prioritizing activities to achieve the highest benefit relative to inputs, and working to meet goals using direct action, staff, and other available resources.”<sup>27</sup>
- **Impact and influence** is “acting with the purpose of affecting the perceptions, thinking and actions of others. It includes empathizing with others and



FIGURE 1: Observable characteristics versus underlying competencies (Adapted from “The Iceberg Model” in Spencer & Spencer, *Competence at Work*, p. 11.)

anticipating likely responses to situations, tailoring actions and words to create an intended impact, and giving and withholding information to obtain specific responses.<sup>28</sup>

Leaders in different situations—such as start-ups, large organizations, and turnaround efforts—might need to use these competencies in differing degrees and ways.<sup>29</sup> But a literature review of the actions that successful turnaround leaders take indicates that high levels of competence in both achievement and impact and influence are most likely essential for school turnaround principals.<sup>30</sup>

### Identifying Distinguishing Competencies: Building a Valid Model

What makes competency-based performance management strategies powerful is the potential to correlate qualitative characteristics with performance outcomes in a statistically valid manner. A good competency model includes descriptions of both the competencies that are needed to succeed in a job and the increasing levels of performance within each competency. Most important, in a valid model, the competencies and increasing levels correlate with performance outcomes, such as student learning gains.

Organizations should use competency models built using an approach that is as valid and predictive of performance as circumstances allow.<sup>31</sup>

- *Building a competency model from scratch.* A model can be built from scratch when there is an accessible, large set of jobholders who have been on the job for several years and who can be classified as outstanding and average.
- *Building a model from related, validated models—the stepladder approach.* Emerging roles, jobs in emerging sectors, and jobs spread out among many smaller organizations may not have enough accessible performers for a data set of outstanding and typical performers whom researchers can compare. In these cases, a model can be extrapolated by mapping the actions needed for success in the job to similar jobs for which validated competency models are available.

In either case, a model can be validated and refined over time by comparing competency ratings during selection to later performance outcomes. Subsequent hiring can emphasize competencies that most accurately sort high and typical performers. Appendix A provides more detail about the various options for building and validating competency models.

### Using Competencies to Ensure Effective School Turnaround Leadership

Organizations can use competencies for many purposes. Here we briefly describe three important uses for school turnarounds: 1) hiring effective turnaround principals; 2) evaluating principal performance; and 3) providing targeted development for school turnaround principals. Using performance-predictive competencies at each of these critical stages of an employee's career increases the likelihood of improving employee performance in key results areas.

#### *Hiring effective school turnaround principals*

Selecting people who already have most of the competencies needed for turnaround leadership, rather than relying on long-term development, may be the best way to achieve the rapid results a turnaround demands.<sup>32</sup>

A competency model that will be used for selection should include competency descriptions, levels, and tools for rating and comparing candidates. For example, some states and the UVA School Turnaround Specialist Program use Public Impact's competency model for selecting school turnaround principals.<sup>33</sup> It includes: 1) short, broad definitions of the competencies that distinguish high performance; 2) rating scales of increasingly effective levels of behavior within each competency; 3) competency level targets for the job of school turnaround principal; and 4) selection steps and guidelines for assessing candidates' competency levels using the behavior event interview (BEI).<sup>34</sup> Appendix B provides more detail about how hirers can use the BEI to assess candidate's competencies.

#### *Evaluating school turnaround principals*

Considerable evidence indicates that current principal evaluation practices are similar in quality to the ineffec-

*Principal evaluation too often consists of a binary rating sheet that asks the evaluator to check off “satisfactory” or “unsatisfactory.”*

tual teacher evaluation practices that have been widely criticized.<sup>35</sup> According to researchers, principal evaluation too often consists of a binary rating sheet that asks the evaluator to check off “satisfactory” or “unsatisfactory” on a number of items such as “time management” or “demonstrates effective organizational skills.”<sup>36</sup> This kind of evaluation fails to deliver the information that districts need to evaluate principals’ performance accurately and that principals need to improve.

Including *measurable results* in principal evaluation could correct this situation. The arguments for and against this shift are beyond the scope of this report, but basing at least part of any evaluation on student outcomes would be consistent with the best practices of many high-performing organizations in both the public and private sectors.<sup>37</sup>

Evaluations rarely hinge solely on results, though. Outcomes alone do not give employers information to help with promotion and job placement decisions, nor do they give employees information about how to improve.<sup>38</sup> A complete evaluation system includes not only measurable results, but also professional skills, such as curriculum planning, and of course the competencies

*When the competency gaps are large and early indicators of progress are poor, a leader may need to be replaced rather than developed.*



that are critical for achieving results. Understanding the competencies a principal demonstrates during a school turnaround effort and rating the principal’s performance against these competencies in an evaluation can help employers understand why a leader is succeeding or falling short—and whether ultimate success is likely. When the competency gaps are large and early indicators of progress are poor, a leader may need to be replaced rather than developed.<sup>39</sup>

#### *Developing school turnaround principals*

Waiting to develop a leader on the job means a sure recipe for failure when fast results are essential. But even very competent turnaround principals will have areas of competency weakness, and they also will need to develop turnaround competencies among the staff leaders on their teams. Fortunately, some research in-

dicates that leaders can continue improving individual competencies with the right training, when it is clearly linked to outcome goals.<sup>40</sup>

Indeed, early turnaround results can provide the essential motivation principals and staff leaders need to improve.<sup>41</sup> In a school turnaround, leaders must rapidly identify failing approaches and try new tactics.<sup>42</sup> Those who understand their own challenges are in a better position to make these changes fast.

The superintendent (or other direct supervisor) and the principal can identify the principal's competency levels—for example, with ratings based on a combination of supervisor, staff, parent, and student input—and compare these to levels needed for superior performance. The principal can then focus on closing his gaps and using his strengths more often. A valid model with progressively more effective levels of competence aids development by giving school lead-

ers specific next-step actions needed for better student outcomes.<sup>43</sup>

For example, a principal might have a current rating of “4” on the impact and influence competency, which indicates that she regularly “thinks ahead about the likely reaction of the audience and takes two or more steps that are calculated to obtain desired impact.” In order to improve, she and her supervisor might set a goal for her to move to level 5 by more effectively and consistently “using others (e.g., parents, staff members) to obtain desired impact.”<sup>44</sup> Appendix C provides more details about how principals can continue improving their individual competencies with the right training.

But even the best leader's efforts can be thwarted by an environment unsupportive of change. So next we summarize the elements of a district environment in which turnarounds are most likely to occur—and succeed.



## CREATING AN EXTERNAL ENVIRONMENT THAT SUPPORTS TURNAROUNDS

**T**HE RESEARCH ON turnarounds in education and other sectors suggests that multiple environmental factors influence an organization's ability to improve rapidly and that even the best leader's efforts can be frustrated and diminished by an unsupportive environment. Districts that want to increase the odds of successful school turnarounds should take an active leadership and support role. The following steps for districts are drawn from a research brief written by Public Impact that applies cross-sector and education research to the district role in turnarounds:<sup>45</sup>

*Districts that want to increase the odds of successful school turnarounds should take an active leadership and support role.*

- **Commit to success.** Policymakers overseeing the turnaround effort—state department officials, district leaders, school board members—must prioritize student learning needs over the customs, routines, and established relationships that can stand in the way of necessary change. They must view turnarounds not as a one-time solution but as part

of a sustained effort to eliminate chronic low performance, and must be willing to stay the course even when some first attempts fail. Policymakers need to assess their own capacity to oversee and support dramatic and sometimes disruptive change before committing to this strategy.

- **Choose the right schools.** Turnarounds are a necessary step in schools where student performance is extremely and chronically low and where incremental efforts to improve student outcomes have failed.
- **Give leaders the “big yes.”** Successful turnaround leaders often achieve results by working around rules, asking for forgiveness after their strategy has worked rather than seeking permission beforehand.<sup>46</sup> By giving turnaround leaders the “big yes” on critical autonomies—staffing decisions, scheduling, budgeting, and other operational issues—policymakers can help support successful turnarounds.

*Policymakers overseeing the turnaround effort must prioritize student learning needs over the routines that can stand in the way of necessary change.*

*Publicizing early "wins" can also send a powerful message that change is possible and turnarounds can work.*

- 30 **Proactively engage the community.** Dramatic change requires active communication with local stakeholders. Successful efforts to engage the community are characterized by public acknowledgment of past failures coupled with a forceful, positive vision for the future.<sup>47</sup> Publicizing early "wins" can also send a powerful message that change is possible and turnarounds can work.<sup>48</sup>
- 30 **Hold leaders accountable for results.** Policymakers must hold turnaround leaders to high standards and a short timeline for results. The research literature does not indicate an exact timeline required to turn an organization around, but in successful turnaround efforts, fast, focused changes occur in the first few months, and substantial improvements in the first year.<sup>49</sup>
- 30 **Develop a talent pipeline.** District leaders need to build their supply of turnaround leaders and teachers through proactive recruitment, careful selection, targeted training, and strategic placement in turnaround schools. The skills and abilities of principals and teachers who succeed in turnarounds differ from those of their peers who succeed in less-challenging schools. Competency screening should be a critical step in the hiring process.



## A CALL TO ACTION

**T**HE U.S. DESPERATELY needs a strong cadre of school leaders who can turn around persistently low-performing schools. But today, this cadre is far too small. States and districts that are serious about eliminating broad-scale failure in schools must use the very best tools available to select, evaluate, and develop these school turnaround leaders. Current practices—inconsistent hiring, uneven support, and weak evaluation—are severely inadequate. Competency-based people-management, coupled with the right district environment, can significantly increase the number and performance of school turnaround leaders. What steps would make this urgent priority a reality?

**Disseminate information about competency-based practices to key stakeholders in education.** Too few education leaders and policymakers know about competency-based selection, evaluation, and development—strategies commonly used in other sectors. Even fewer know that districts can validate and improve competency models by comparing competency ratings with performance outcomes. Similarly few realize how different the competencies needed for the role of turnaround leader are from those needed in traditional principal jobs. Audiences that would benefit from better awareness include district leaders, state policymakers, philanthropists, parent and community advocacy organizations, and national and local school leadership training programs.

**Invest in competency models for critical school leadership (and teaching) roles.** The best competency models are based on data from behavioral event interviews and correlate with performance outcomes. States and districts in the U.S. have not invested in this type of rigorous model building, because of the investment

involved and low awareness of the value. If the United States is going to dramatically improve teacher and leader performance, then some combination of districts, states, the federal government, and private foundations must invest in the research, development, and improvement of competency models for critical roles in education. As the pool of serious school turnaround attempts grows, validation and improvement of competency models for leaders and teachers in this context will be possible.

**Select school turnaround leaders for competence.** Our nation must identify far more leaders to turn around persistently failing schools. Competency-based selection for critical leadership (and other important) positions would enable selection from a much wider labor pool—turnaround leaders from other sectors and emerging teacher-leaders, for example. Other sectors and nations have used this approach widely, yet it remains rare in U.S. education.

**Develop strong competency-based training programs for school turnaround principals.** A critical application of competency models is development. Education leaders should add and expand training programs for school turnaround principals that incorporate competency-based practices, such as the University of Virginia School Turnaround Specialist Program.

**Evaluate and publicize results.** As schools, districts, and states undertake more school turnarounds, they must collect data to compare successful and less-successful leaders in these unique settings, and publicize this information widely. These analyses can validate individual competencies—and perhaps identify new ones as more data emerge—as well as provide rich examples of competencies in action.

## Identifying Distinguishing Competencies

### *Building a Valid Model*

Two aspects of building a competency model are critical to validity, regardless of approach. The first is to use a sample of employees that compares truly outstanding performers with people who are average performers in their jobs. The second is to collect data about competencies that give more weight to behaviors that jobholders have *actually displayed* on the job than to what they or others think they should do.<sup>50</sup>

In the following section, we describe two approaches to building a valid competency model, noting areas where model-builders have a choice of methods.

#### Building a competency model from scratch

This section describes the most customized way to build a valid competency model.<sup>51</sup> Using this method, however, requires a large data set of jobholders who have been on the job for several years and who can clearly be classified as outstanding or average. While this might be possible someday for turnaround leaders, the techniques described in the next section for building—and then validating—models with limited data sets are more appropriate today.

We are not aware of any public education organization in the United States that has built a competency model from scratch using the rigorous method described here—for any job, including jobs that, unlike turnaround leader, are already very prevalent. Because several of the steps described below are costly and require expertise, building a model that meets this high standard of rigor and effectiveness represents a considerable investment of resources. In positions with numerous jobholders, such as traditional principal and teaching roles, the cost per job of this method would be small. Leaders of states and large districts, take note: one large investment could provide valid, performance-predictive tools to nearly every school in a district or state—or nationwide.

**From-scratch: Building a model with behavior event interviews:**<sup>52</sup>

- **Determine performance criteria.** First, determine what constitutes outstanding performance. Do this in consultation with a range of people who understand the role, and, ideally, include data both quantitative (e.g., the magnitude and speed of student learning gains) and qualitative (e.g., parent and staff ratings).
- **Select criterion sample.** Researchers should then select two groups of current jobholders, one that has displayed average performance according to the performance criteria, and another that has displayed truly outstanding performance on the same set of measures. The samples need to be large enough to allow for statistical analysis.
- **Collect data.** The most effective method for collecting data is the structured interview technique mentioned earlier—the behavior event interview (BEI).<sup>53</sup> Unlike other interview techniques that ask candidates to respond to hypothetical situations, the BEI elicits detailed stories of past events that reveal how top performers differ from more typical or lower-performing jobholders. During this stage of the model-building process, avoid bias by ensuring that neither the interviewee nor the interviewer knows if they are in the “outstanding” or “average” sample. Because the BEI is also a highly effective method to use for actual candidate selection after the model has been validated, it is described in detail in the section below on selection.
- **Develop model.** Analyzing interview transcripts to determine the differences between average and outstanding performers is the most complex stage of the process, one that requires qualitative review and coding as well as statistical analysis. The goal is to determine what outstanding performers

do (e.g., actions, thoughts, feelings) that average performers do not do, and vice versa. Researchers then convert these findings into interval scales that identify a “threshold” level that describes the minimum requirements for average performance in each competency, as well as descriptions of levels of increasingly effective behaviors associated with this competency.<sup>54</sup>

For example, the competency called “Initiative and Persistence” may be a critical competency for turnaround leaders. It involves having the “drive and actions to do more than is expected or required in order to accomplish a challenging task.” As the scale increases, so does the complexity of actions associated with this competency, from “voluntarily initiates and follows through on new work project that is not assigned by others” to “acts without formal or explicit authority, takes personal or career risks and bends organization norms or rules to accomplish a work objective.”<sup>55</sup>

After the descriptors are written, they are then tested for inter-rater reliability and refined as needed. The final competency list, competency descriptions, descriptions of different levels of performance within a competency, and information about coding are included in a document that becomes the “competency model” for a particular job.

➤ **Validate model.** While validation is ideal, many organizations building models from scratch rely on the rigor of the initial process to produce a valid model. When time and funds allow, several methods can validate a competency model. Choosing a second sample of top and typical performers, conducting BEIs, and analyzing correlation of their competencies with actual performance outcomes is one method. Another rigorous method is to assess incoming candidates using data from BEIs, then analyze whether those who scored higher in the selection process perform better in their jobs according to the performance criteria.<sup>56</sup> Because the competency model is designed to predict actual performance on the job, testing the model against performance results is the most powerful way to validate the model. The other advantage of this

method is it allows the model designers to revise and refine based on actual performance.<sup>57</sup>

## Stepladder approach: Building a model from related, validated models

Two barriers can prevent building models from scratch: cost and limited past data about high performers. First, in many cases like school turnaround leaders, limited data are available to build a competency model from scratch. Emerging roles, jobs in emerging sectors, and jobs spread out among many smaller organizations may not have enough accessible performers for a data set of outstanding and typical performers whom researchers can compare. Second, models are expensive to build from scratch, particularly when jobholders are spread out geographically. What follows is a description of how to achieve a valid competency model at a lower cost and with limited data and access to jobholders.

- **Determine performance criteria.** This step is critical and should be implemented as described above.
- **Select criterion sample.** In selecting the two groups for analysis, model builders have some leeway with regard to sample sizes. The question to ask is, what is the minimum sample size needed to produce a valid result? Expert opinion suggests that it is better to include a larger sample of star performers, if possible, because they are the best source for detailed information about outstanding performers.<sup>58</sup> Sometimes, for example in an entirely new role, model builders will need to envision expected actions of performers likely to achieve outstanding results. In this case, focus groups may still be useful, but extrapolation from existing, valid models of related jobs will be essential.
- **Collect data.** In addition to BEIs (referenced above), there are other data collection techniques:
  - Focus groups.** This involves asking groups made up of people who know the job well to identify the competencies that are critical in a given job or role. Experience indicates that about half the competencies identified by focus groups are validated by a full competency study using BEIs.<sup>59</sup>

—**360-degree surveys.** Surveys ask superiors, peers, subordinates, and external people who interact with jobholders to rate whether particular competencies are important for superior performance, how often they are needed, and whether failure is likely if someone does not have this competency. Surveys are useful because they are quick and cost-effective to administer, and they can provide enough data for valid statistical analysis. However, survey designers may miss critical competencies in creating the survey.

—**Extrapolate from existing models of similar jobs.** Sometimes, top and typical performers are not accessible or available in numbers large enough to use the from-scratch method. This is especially likely in new roles and in organizations undergoing significant change. In these situations, model builders can look at validated competencies that distinguish performers in other roles and use these to identify actions needed for job success. School turnaround leaders are one example: until an identifiable, accessible population of performers who can clearly be labeled superior or typical is available for study, extrapolated models will have to suffice.<sup>60</sup> This approach is a relatively quick way to build a model, but still requires deep understanding of the job, the related jobs for which validated competency models have already been built, and the available competency models or dictionaries. However, without access to detailed information about superior and average performers in this exact role, the model may be less valid initially than a from-scratch model would be, if it were feasible. Validation is especially important for models built from related job models.

• **Develop model.** Experts analyze the data from focus groups, surveys, and existing competency

models or dictionaries to choose the competencies likely to distinguish top performers and to identify the “threshold” levels of behavior for solid and outstanding performance. This stage requires expertise: thorough understanding of the jobs, thoughtful analysis of the data, and, when surveys are used, the ability to conduct statistical analysis. However, model builders do not identify new competencies as they would when analyzing BEIs. The final outcome—a competency model—is similar but less customized than a from-scratch model.

• **Validate model.** Models built this way can be refined over time, with use and deliberate validation analyses. There are several options for validating the competency model beyond comparing BEI results with actual job performance. For example, designers can conduct BEIs on incoming jobholders. Once enough have been interviewed for statistical validity and enough time has passed to observe their performance, experts can determine the extent to which each competency in the model accurately distinguishes outstanding and average performers. Conducting BEIs for validation requires the same expertise as BEIs for model building and thus is relatively costly.

Another less-expensive approach when large numbers of jobholders are available is to design questionnaires that ask them—both outstanding and average performers—to respond to questions based on the model (e.g., how often in the past two months have you taken on a voluntary task at work?).<sup>61</sup> If the model was well-designed, then outstanding and average performers may be accurately identified by their responses and the competency model validated. 360-degree assessments by peers, subordinates, and supervisors can be used similarly to validate.

## Hiring Effective School Turnaround Principals

Hiring people who already have most of the competencies needed for turnaround leadership, rather than relying on long-term development, may be the best way to achieve the rapid results a turnaround demands.<sup>62</sup>

After prescreening for other requirements, hirers can assess candidate competencies using these steps:<sup>63</sup>

➤ **Step 1: Conduct behavior event interview.** In a BEI, the interviewer's goal is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer asks candidates to recall past events when they have felt successful or have dealt with specific situations at work (e.g., a time when he or she influenced another person, or led a team of people to accomplish work that was satisfying). The candidate should spend 15 minutes or more describing the incident in great detail, with the interviewer probing insistently for the information needed to understand exactly what a person was thinking or doing at the time. According to Hay Group researchers, sample probes include: "What led up to the situation? Who was involved? What did you think about, feel, want to have happen in the situation? What did you do? What was the outcome?"<sup>64</sup>

The interviewer should: 1) probe insistently for detail; 2) keep the candidate focused on past events rather than reflecting on hypothetical situations or using generalities; and 3) take comprehensive notes or record what candidates say so that their responses can be used later for scoring.

➤ **Step 2: Rate candidate's competency levels.** The interview team then closely reviews the candidate's

responses and notes any examples of "codable data," or data that is valid for scoring against the competency model. To be codable, responses must be in the first person ("I did this" rather than "we did it"), be about real rather than hypothetical actions and feelings, be volunteered by the candidate independently, and be about past rather than present feelings or behavior. After noting the codable comments, the interview team compares them against the competency level descriptions and rates the candidate on each competency.

➤ **Step 3: Make hiring decisions.** After each candidate has been rated on the competencies, hirers compare the strengths (and weaknesses) of the candidates who meet all or most competency thresholds to determine whom to hire. The number of slots available compared with the number of qualified candidates—and the level of challenge in each school—might affect how many are hired and for which schools.

➤ **Step 4: Collect performance data and revise interview.** After an initial round of hires, hirers can compare competency scores at selection with actual performance. Future hiring can focus on the competencies that best predict performance.<sup>65</sup>

In addition, most selected candidates will find feedback about their competency scores helpful both for using strengths with confidence and for choosing staff and assigning roles that balance each leader's weaknesses.

## Developing School Turnaround Principals

Even very competent turnaround principals will have areas of competency weakness, and they also will need to develop turnaround competencies among the staff leaders on their teams. Fortunately, some research indicates that leaders can continue improving individual competencies with the right training, when it is clearly linked to outcomes goals.<sup>66</sup>

Options to help school turnaround principals develop specific competencies include:

- **Competency training.** Competency training appears to be most effective when trainers: 1) present compelling evidence that competency improvement will make employees better at their jobs; 2) give feedback to employees on how their own levels of competence compare with outstanding performers; 3) give employees opportunities to practice competency behaviors; and 4) expect employees to set competency development goals with action plans.<sup>67</sup>
- **Self-development resource guides.** Resource guides instruct principals about how to develop role-specific competencies. They can include written cases or video clips highlighting examples of competency behaviors at different levels, suggestions about practice activities, and instructions on how to access training and mentoring opportunities to improve specific competencies.<sup>68</sup>
- **“Stretch” roles or assignments.** Aiming some activities toward improving weaknesses can hasten development. For example, a principal who lacks self-confidence might establish a goal to give several presentations at community meetings where he practices “openly stating his own expertise or comparing himself positively with others.”<sup>69</sup>
- **Mentoring.** A mentor who is very strong in a principal’s areas of weakness can provide rapid feedback and guidance about improvement. Districts should assign mentors with the explicit expectation that the mentor will coach the principal in specified areas needing development. Research suggests that development cannot be imposed on another person.<sup>70</sup>

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51. Descriptions of model development are derived from several sources: Hay Group, 2003; Spencer, McClelland, & Spencer, 1992; Spencer & Spencer, 1993; McClelland, 1998.

52. Spencer & Spencer. (1993); Hay Group. (2003).

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54. Spencer, McClelland, & Spencer. (1992).

55. Competency definitions used here are derived from Spencer & Spencer, *Competence at work*. (1993).

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60. For example, the turnaround teacher and leader models created by Public Impact were developed first by examining the research base on successful turnaround leader actions and then mapping these to validated competency models of similar roles (for leaders: managers in complex organizations and entrepreneurs; for teachers: models of teachers from other nations and studies of teachers successful with high-poverty populations). Future validation and editing—or from-scratch modeling—would be ideal, when a larger pool of school turnaround leaders and turnaround teachers with measured results are available for study. See <http://www.publicimpact.com/human-capital/competencies-of-high-performers> for the most recent models and selection tools.

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<b>Grade 10: Essentials—Language Arts</b>	
<b>Standards</b>	<b>Term 1</b>
<b>RL.9-10.1</b>	<b>Reading Literature – Key Ideas and Details</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>RL.9-10.9</b>	<b>Reading Literature-Integration of Knowledge and Ideas</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>W.9-10.3</b>	<b>Writing-Text Types &amp; Purposes</b> Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>W.9-10.3.a</b>	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<b>W.9-10.3.b</b>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<b>W.9-10.3.c</b>	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
<b>W.9-10.3.e</b>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
<b>L.9-10.5.a</b>	<b>Language-Conventions of Standard English</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<b>10<sup>th</sup> Grade</b>	<b>Term 2</b>
<b>RI.9-10.1</b>	<b>Reading Informational Text-Key Ideas &amp; Details</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.6</b>	<b>Reading Informational Text- Craft and Structure</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>RI.9-10.8</b>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<b>W.9-10.1</b>	<b>Writing-Text Types &amp; Purposes</b> Write <b>arguments</b> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.1.a</b>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
<b>W.9-10.1.b</b>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W.9-10.1.e</b>	Provide a concluding statement or section that follows from and supports the argument presented.
<b>L.9-10.1.b (phrases)</b>	<b>Language-Conventions of Standard English</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <del>Blue strike out should have been covered in 9<sup>th</sup> grade</del>
	<b>Term 3</b>
<b>RI.9-10.5</b>	<b>Reading Informational Text- Craft and Structure</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.9</b>	<b>Reading Informational Text -Integration of Knowledge and Ideas</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter
<b>W.9-10.2</b>	<b>Writing-Text Types &amp; Purposes</b> Write <b>informative/explanatory</b> texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>W.9-10.2.a</b>	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

<b>W. 9-10.2.b</b>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>W. 9-10.2.c</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>W. 9-10.2.f</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>L.9-10.1.b (clauses)</b>	<b>Language-Knowledge of Language</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses ( <del>independent, dependent</del> ; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <b>Blue strike through should have been covered in 9<sup>th</sup> grade</b>
<b>Term 4</b>	
<b>RI. 9-10.3</b>	<b>Reading Informational-Integration of Knowledge and Ideas</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
<b>RI.9-10.9</b>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<b>RL.9-10.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>W. 9-10.7</b>	<b>Writing-Research to Build and Present Knowledge</b> Conduct <b>short as well as more sustained research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>L.9-10.3</b>	<b>Language-Knowledge of Language</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>L.9-10.3.a</b>	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.

**Academic Vocabulary –Work in Progress. Please collect words/concepts you think are important for each term. We will be making some decisions about explicit lists at the end of the year.**

<b>L. 9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
<b>L. 9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Speaking and Listening - Listening will be tested in SAGE. These standards should be taught as supports for the Identified Essential Standards.</b>	
<b>SL. 11-12.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL. 11-12.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STANDARDS	Number of Standards	DRAFT %	SAGE %
Reading Literature	5	16%	20-23%
Reading Information	8	26%	20-23%
Reading Foundations		NA	0%
Writing	13	42%	29%
Speaking/Listening			11-14%
Language	5	16%	17%
<b>Total Standards</b>	<b>31</b>		



## ESSENTIAL STANDARDS CHART: WHAT IS IT WE EXPECT STUDENTS TO LEARN?

Date	Grade 9	Subject Mathematics 1		Team:				
Pacing	Standard Description & #	Example of Rigor	Re-requisite Skills	SJSD Benchmark Assessment	Other common assessments	Instructional Strategies	Interventions	Extension Skills
Term/week	What is the essential standard to be learned? Describe in student friendly language , vocabulary	What does proficient look like? Provide an example and/or description	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	Name & Date for each SJSD Benchmark Assessment (use standard code)	Other formative assessments teachers choose/develop	What have we learned about teaching this standard (Internet resources, activities, smart board lessons etc.	What support will be given to students who don't master the objective	What will students learn who have already mastered this standard?
<b>Term 1 Midterm Weeks 1-4</b>	A.REI.1, 3 A.CED.2, 4			<b>MM1.1 Sep. 11-18</b>				
<b>Term 1- Quarter Weeks 5-9</b>	A.REI.5, 6, 11, 12 A.CED.3			<b>MM1.2 Oct. 9-16</b>				
<b>Term 2 Midterm Weeks 10-14</b>	F.IF.1, 2, 4, 5			<b>MM1.3 Nov. 11-15</b>				
<b>Term 2 Quarter Weeks 15-19</b>	F.IF.7, 9 F.BF.1,3 F.LE.2			<b>MM1.4 Dec. 16-19</b>				
<b>Term 3 Midterm Weeks 16-17</b>	F.BF.1							
<b>Weeks 18-19</b>	S.ID.2			<b>MM1.5 Jan.27-31</b>				

<b>Term 3</b> Weeks 20-22 Weeks 23-25	S.ID.7			MM1.6 March 3-6				
<b>Term 4</b> Weeks 26-29	G.CO.7, 8			MM1.7 April 14-17				

<b>Blooms Taxonomy (revised)</b>	<b>Marzano's Taxonomy</b>	<b>Webb's Depth of Knowledge</b>
<ul style="list-style-type: none"> <li>• Remembering</li> <li>• Understanding</li> <li>• Applying</li> <li>• Analyzing</li> <li>• Evaluating</li> <li>• Creating</li> </ul>	Level 1: Retrieval Level 2: Comprehension Level 3: Analysis Level 4: Knowledge utilization Level 5: Metacognition Level 6: Self-system thinking	<ul style="list-style-type: none"> <li>• Recall and reproduction (DOK1)</li> <li>• Skills and concepts (DOK2)</li> <li>• Strategic thinking/complex reasoning (DOK3)</li> <li>• Extended thinking/reasoning (DOK4)</li> </ul>