

School Improvement Grants Application

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

CFDA Numbers: 84.377A; 84.388A



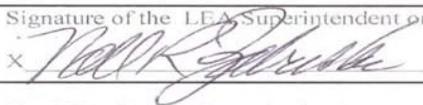
U.S. Department of Education
Washington, D.C. 20202

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (ARRA SIG)

Legal Name of Applicant: Ogden City School District	Applicant's Mailing Address: 1950 Monroe Blvd.
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Signature of the LEA Superintendent or Charter School Director X 	Date: May 7, 2010
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.	

UTAH STATE ARRA "SIG" GRANT APPLICATION: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs. Utah's definition of low-performing schools includes:

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

- Title I Served School;
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I; and
- Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5 schools). Utah has no Title I high schools identified as in Need of Improvement, Corrective Action, or Restructuring. Thus, no Title I secondary schools with a graduation rate less than 60% are included in Tier I.

Tier I Newly Eligible Schools:

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier 1 (Midvale Elementary at 47% proficiency)]; and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average). The state of Utah did not weight “all student” group compared with subgroups.

Tier II Schools:

- Title I Eligible (Served or Not) Secondary School:
 - Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);
 - OR
 - Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

Tier II Newly Eligible Schools:

- Title I Eligible (Served or Not) Secondary School:
 - 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Midvale Elementary at 47% proficiency)];
 - Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);
 - OR
 - Graduation Rate less than 60%.

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

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
- ☐ The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

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

- ☐ The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- ☐ Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- Demographic information relevant to the school’s achievement in Language Arts and Mathematics;
- ☐ Contextual data of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);
- ☐ Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);
- ☐ Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and
- ☐ Effectiveness of prior school reform efforts.

Based on the analysis of the above data:

- ☐ Identify the intervention model chosen for each school; and
- ☐ Provide the rationale for the model chosen for each school.

Plan Development

Ogden School District will focus on the three Tier I schools described in this grant application, Dee Elementary, Madison Elementary, and Odyssey Elementary. These schools demonstrate the greatest need. Others schools are also eligible and demonstrate need, but this grant application will be focused on inner-city schools with tenured administrators requiring intervention. These administrators will be replaced per the Transformation Model and extensive support and training provided for the new administration and their faculties. Teachers will not be replaced as part of this plan.

Addressing just these schools in this plan/application will allow specific, targeted assistance for these schools. It will also show others in the small district the seriousness of improvement efforts, the three Tier I school serving as examples of progress and requirements. This will support sustainability and long-term improvement.

SIG targeted schools will receive intensive additional professional development focused on closing achievement gaps, high expectations, culturally responsive instruction, and response to intervention. These will become district experts to support and facilitate training on these topics district wide over the next five years to build capacity district wide.

Monitoring, data collection and accountability components of the SIG will continue beyond the duration of the SIG funding. This means sustainability is built into the plan. Funding is for short-term learning goals and the introduction of new procedures for accountability and focus that will yield long-term gains district wide.

Ogden School District, therefore, will transform three newly eligible Tier 1 schools, Dee Elementary, Madison Elementary, and Odyssey Elementary. Each is a Title I SWP site. Each was selected based on its trend data in achievement as well as leading indicator data collected by Ogden School District Executive Directors, school support team, and site data collection on instructional coaching and related data sources. Data collection takes on various forms including semi-annual program audits, formative instructional appraisals of leading indicator data, and more. For more information please refer to the table of program actions/goals reviewed; this table is also in the appendix.

Schools Targeted

Dee Elementary

Intervention Model Selected: Transformation

Rationale:

Risk factors have been analyzed and needs assessments conducted. School data reported below indicate both needs as well as areas on which to build.

Need Analyzed	Data	Notes
Ethnicity of Subgroups	<ul style="list-style-type: none">• African American: 5%• American Indian: 2%• Asian American: 1%• Caucasian: 17%• Hispanic: 75%• Pacific Islander: <1%	Minority majority school
Economically Disadvantaged	<ul style="list-style-type: none">• Free lunch: 100%• Homeless: 10%	Large homeless population warrants specific counseling and related interventions
English Language Learners	<ul style="list-style-type: none">• Limited English Proficient: 49.3%	
Special Education Students	<ul style="list-style-type: none">• Special Ed.: 10%• Self Contained: 2%	
Language Arts Data	<ul style="list-style-type: none">• Whole School: 52.8% proficient• Caucasian: 67.9% proficient• Hispanic: 50% proficient• Economically Disadvantaged: 52.8% proficient• SWD: 31.4% proficient• LEP: 44.7% proficient	Achievement gap between Caucasian and other populations despite minority majority
Mathematics Data	<ul style="list-style-type: none">• Whole School: 38.8% proficient• Caucasian: 47.2% proficient• Hispanic: 37.1% proficient• Economically Disadvantaged: 38.8% proficient• SWD: 25% proficient• LEP: 34.1% proficient	Achievement gap between Caucasian and other populations despite minority majority
Indicators of School Quality	<ul style="list-style-type: none">• Areas of regression or concern: organization of teachers and administration, school safety• Areas of progress: innovation (technology) and teacher excellence	Celebrate and build on strengths. Address organization and leadership.

Behavior	<ul style="list-style-type: none"> 80% average SET score 	
Faculty	<ul style="list-style-type: none"> 1 teacher not highly qualified All teachers must earn their ESL endorsement within three years of hire date All teachers have been required to earn their reading endorsements A total of 8 additional endorsements are shared by the staff A total of nine teachers have masters or other advanced degrees. 	This is a Reading First school
Administration	<ul style="list-style-type: none"> The current administration has been at Dee Elementary since 7.1.08, and has been a principal since 10.6.03. 	
<p>Other Relevant information:</p> <ul style="list-style-type: none"> Appraisal of leading indicator data indicates progress in the areas of student time on task and opportunities to respond. The ratio of positives to correctives does not meet district standards of a minimum 3:1, 62% of the teachers observed did not meet this standard during the last appraisal this data was collected indicating more coaching is needed in this area. Great progress was seen in opportunities to respond. All classrooms met the district standard in this area. This gives Dee Elementary teachers and leadership much to build on in instruction. Trends from longitudinal CRT review indicate a near flat line in language arts and math without statistically significant gains in either. With the low numbers of proficient students, this must be addressed through training and heightened expectations for all students. Leadership and coaching will have the greatest impact here. This will be addressed. 		

Madison Elementary

Intervention Model Selected: Transformation

Rationale:

Risk factors have been analyzed and needs assessments conducted. School data reported below indicate both needs as well as areas on which to build.

Need Analyzed	Data	Notes
Ethnicity of Subgroups	<ul style="list-style-type: none">• African American: 4%• American Indian: 3%• Asian American: <1%• Caucasian: 19%• Hispanic: 74%• Pacific Islander: <1%	Minority majority school
Economically Disadvantaged	<ul style="list-style-type: none">• Free lunch: 100%• Homeless: 15%	Large homeless population warrants specific counseling and related interventions
English Language Learners	<ul style="list-style-type: none">• Limited English Proficient: 47%	
Special Education Students	<ul style="list-style-type: none">• Special Ed.: 9%• Self Contained: 3%	
Language Arts Data	<ul style="list-style-type: none">• Whole School: 44.0% proficient• Caucasian: 56.0% proficient• Hispanic: 41.1% proficient• Economically Disadvantaged: 44.2% proficient• SWD: 29.3% proficient• LEP: 35.2% proficient	Achievement gap between Caucasian and other populations despite minority majority
Mathematics Data	<ul style="list-style-type: none">• Whole School: 28.8% proficient• Caucasian: 38.7% proficient• Hispanic: 26.4% proficient• Economically Disadvantaged: 28.9% proficient• SWD: 24.7% proficient• LEP: 24.0% proficient	Achievement gap between Caucasian and other populations despite minority majority

Indicators of School Quality	<ul style="list-style-type: none"> ☐ Areas of regression/concern: teacher caring and organization ☐ Areas of progress: parent support and resource management 	<p>Celebrate and build on strengths</p> <p>Improve relationships with students through coaching in expectations and culturally responsive teaching.</p>
Behavior	<ul style="list-style-type: none"> • 82% average SET scores 	
Faculty	<ul style="list-style-type: none"> • Two teachers are not Highly Qualified. • All teachers must earn their ESL endorsement within three years of hire date • All teachers have been required to earn their reading endorsement • Collectively, the faculty holds 13 additional endorsements. • Seven teachers have masters and/or advanced degrees. 	This is a Reading First school.
Administration	<ul style="list-style-type: none"> • Madison was established school year 2007-2008 • The current administrator has been the leader during the entire operation of the school; and has been an administrator since 7-1-02. • Madison has had an administrative intern for two years (a different intern each year) to support the site administrator. This year's intern has just earned his administrative credential, has his ESL endorsement and masters degree in curriculum. 	
<p>Other Relevant information:</p> <ul style="list-style-type: none"> • > 4% of Madison students are migrant eligible under Title I Part C • Appraisal of leading indicator data indicate progress in areas of student time on task, opportunities to respond, and positive to corrective interactions; however only 43% of classrooms met the time on task expectation, 35% the opportunities to respond, and 65% the ratio of positives to c • orrectives. More coaching and support are needed. Progress being made shows the faculty can improve. All areas improved, in fact, by a minimum of 5% from fall to spring. • Trends: Longitudinal CRT reports for Madison are available back to the year 2008 and indicate a minimal, but not significant upward trend in most grade levels. Madison is a school recreated with new boundaries and a new grade configuration and change in much of the teaching staff as of SY 2008. Numbers of proficient students are significantly below acceptable levels even following Reading First initiatives and extensive professional development. Culturally responsive teaching will be a focus next year to improve both rigor 		

and relationships. Changes in leadership, heightened expectations, and work in supporting language learners in academic subjects are needed and will be provided as well.

Odyssey Elementary

Intervention Model Selected: Transformation

Rationale:

Risk factors have been analyzed and needs assessments conducted. School data reported below indicate both needs as well as areas on which to build.

Need Analyzed	Data	Notes
Ethnicity of Subgroups	<ul style="list-style-type: none">• African American: 3%• American Indian: 1%• Asian American: <1%• Caucasian: 18%• Hispanic: 77%• Pacific Islander: NA	Minority majority school
Economically Disadvantaged	<ul style="list-style-type: none">• Free lunch: 100%• Homeless: 9%	Large homeless population warrants specific counseling and related interventions
English Language Learners	<ul style="list-style-type: none">• Limited English Proficient: 40%	
Special Education Students	<ul style="list-style-type: none">• Special Ed.: 7%• Self Contained: 3%	
Language Arts Data	<ul style="list-style-type: none">• Whole School: 55.9% proficient• Caucasian: 68.1% proficient• Hispanic: 52.3% proficient• Economically Disadvantaged: 55.9% proficient• SWD: 33.3% proficient• LEP: 49.6% proficient	Achievement gap between Caucasian and other populations despite minority majority
Mathematics Data	<ul style="list-style-type: none">• Whole School: 33.1% proficient• Caucasian: 56.5% proficient• Hispanic: 27.8% proficient• Economically Disadvantaged: 33.1% proficient• SWD: 25.5% proficient• LEP: 26.6% proficient	Achievement gap between Caucasian and other populations despite minority majority
Indicators of School Quality	<ul style="list-style-type: none">☒ Areas of regression/concern: parent support and student extracurricular options☒ Areas of progress: school safety and instructional quality	<p>Celebrate and build on strengths</p> <p>Address need for parent involvement and after school options</p>

Behavior	<ul style="list-style-type: none"> 72% average SET score 	
Faculty	<ul style="list-style-type: none"> Two teachers are not Highly Qualified. All teachers must earn their ESL endorsement within three years of hire date All teachers have been required to earn their reading endorsements Collectively, the faculty holds 21 additional endorsements. 12 teachers hold masters or advanced degrees. 	This is a Reading First school
Administration	<ul style="list-style-type: none"> Odyssey was established school year 2007-2008 The current administrator has been the leader during the entire operation of the school (7.1.07) and has been an administrator since 7.1.99. 	

Other Relevant information

- Appraisal of leading indicator data indicate sizable gains in student time on task, opportunities to respond, and the ratio of positive to corrective interactions. All areas improved a minimum of 10% from fall to spring based on classroom observations. Only 63% however meet the district standard for time on task. Much to build on is evidenced in this data, and progress should increase in addition to increased support and coaching planned in this application.
- Trends: Math is an area of great concern; achievement gaps are large and affect the majority of the students. Hispanic subgroup population has nearly 30% fewer proficient than the Caucasian subgroup. This must be addressed. Professional Development and Coaching at Odyssey will need to focus on academic language, culturally responsive teaching, and improved instructional practice to close this gap. Longitudinal CRT reports for Odyssey are available back to the year 2008 and indicate a minimal, but not significant upward trend in most grade levels. Odyssey is a new school with a science focus, which began with a new grade configuration and new teaching staff as of SY 2008. Numbers of proficient students are significantly below acceptable levels even following extensive professional development. Language arts data has made some digression; science is the only area showing improvement. Changes in leadership, heightened expectations in language arts and mathematics, as well as work in supporting language learners in academic subjects are needed and will be provided.

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

The LEA must provide leadership and support to each Tier I and Tier II school identified in the LEAs application. Describe, in detail, why the LEA believes it lacks capacity to serve each Tier I school identified by the SEA. The LEA must do the following:

- ☐ Consult with the SEA to clarify the reasons why the LEA indicated that it lacked capacity to serve all Tier I schools
- ☐ Determine eligible schools for which to apply
- ☐ Modify the application if necessary

In reviewing the LEA applications, the SEA will use a detailed checklist based on the information requested in Part C of the application to determine LEA capacity to serve eligible Tier I schools.

The SEA will determine the LEA's capacity to serve all Tier I schools based on the following factors:

- ☐ Size of the LEA;
- ☐ Number of schools in Tier I, Tier II, and Tier III;
- ☐ Analysis of the achievement data in the individual schools for which the LEA is making application (extremely low performing schools may require additional support and resources);
- ☐ Location of the LEA and/or school(s) (e.g. remote rural locations);
- ☐ Number and expertise of LEA personnel available to provide technical assistance;
- ☐ Ability of the LEA to recruit and retain teachers and administrators;
- ☐ Established partnerships with outside consultants;
- ☐ Availability and willingness to commit additional funds to interventions models; and
- ☐ Ability of the LEA to ensure that quality interventions can be effectively and fully implemented.

Plan Overview

Ogden School District has several newly eligible schools identified in the table below from the SEA ARRA SIG application.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE^{ix}
James Madison Elementary	490072001194	X				X
Gramercy Elementary	490072000423	X				X
Dee Elementary	4900072000420	X				X
Odyssey Elementary	490072001201	X				X
T. O. Smith Elementary	490072000442	X				X
Bonneville Elementary	490072000418			X		X
Lincoln Elementary	490072000430			X		X
Ogden High	490072000437		X		84%	
Washington High (ALT)	490072000725		X		18%	X
Ben Lomond High	490072000417		X		81%	X

Extensive efforts are being undertaken to make improvement at all schools as part of the Ogden School District Improvement Process. Administrators who do not have tenure, for example, who have not shown adequate progress in their current placements will be removed as needed. All schools must write improvement plans and participate in extensive monitoring, professional development, and intervention planning for students and faculty not making progress.

Ogden School District will focus SIG efforts on three Tier I schools for the 2010-2011 school year, replacing the administrator at each site per the Transformation Model. This will allow specific, targeted, change and the necessary supervisory assistance and implementation support and guidance necessary for these schools. It will also show others in the small district the seriousness of improvement efforts, the Tier I schools serving as examples of progress and requirements. As described earlier, these schools will become highly trained and share their training (administrators and teachers) with other sites over the next five years as part of a long-term district wide capacity building district improvement initiative.

It is not feasible at this time to replace leaders at **all** Tier I, II, and III schools and the district does not want to lose focus by attempting to implement too many large-scale changes at one time. This decision is based on a recommendation from Education Northwest as part of the district improvement review and planning process. Therefore, strategic implementation of improvement will be the focus of the School Improvement Grant, SIG.

This transformation will include a change of leadership coupled with extensive training and support and the creation/extension of extended learning opportunities at each site. The effectiveness of each will be monitored and measured using leading indicator data collected several times throughout the year as formative assessments. Summative evaluation measures will be based on end of level assessments, progress toward AYP and the closing of achievement gaps. This aligns directly with the current District Improvement Plan.

Plan Specifics

Purpose:

- ☐ Transform the school culture in three under-performing schools to one of accountability and instructional support for all educators.
- ☐ Build on current community strengths, including faculty knowledge, PTA networking skills, and more to gain support for school-wide transformation, accountability, and celebration.
- ☐ Increase student learning opportunities to close achievement gaps by offering additional extended day and extended year intervention services at three under-performing schools.

LEA Capacity to Support SIG:

LEA staff are assigned to support implementation of the school intervention model.

Ogden School District is highly invested in the school improvement process and ensuring that this transformation intervention model is effective in strengthening achievement at the targeted schools. The supports defined below show both a strengthening of current capacity and a development of increased capacity with revisions and additions to current support plans for each targeted school.

- ☐ Ogden School District will use the following team to support implementation of the school intervention model, the transformation model, at all three targeted schools (Dee, Madison, and Odyssey):
 - Elementary Schools Executive Director (currently in place)
 - Curriculum and Assessment Executive Director (currently in place)
 - District-wide School Support Team experts in professional development, school improvement, instructional coaching, and core curricular subject area specialists in math, reading, English language development, as well as leadership, behavior and classroom management, and educational equity. (currently in place)
 - District Federal Programs and Educational Equity support staff will study and review school plans, provide assistance with accountability documentation, budget training and support for alignment to school plan and district accountability requirements for schools in improvement. (currently in place)

- District Teacher Specialist for Academic Interventions will support the development, implementation, and monitoring of academic interventions for extended learning opportunities. (currently in place with adjustments planned in SIG application/budget)
- School Improvement Specific School Support Team Members:
 - Administrative/Leadership Expert will coach, mentor and assist the site principal with the School Improvement process. (planned in SIG budget)
 - Instructional Coaching Expert (part of the SST) will coach and support the instructional coach at the site in best practice, working with teachers, and building pedagogical and achievement capacity. (currently in place with adjustments planned in SIG application/budget)

LEA Technical Assistance:

The LEA will provide technical assistance to make sure each school is successful.

- ☐ Each of the above listed staff will provide technical assistance through specifically planned professional development, individual coaching and assistance, data collection and monitoring visits on which to base refinement of plans and implementation, and the coordination of external service provider support and training. Some specifics are detailed below.
 - Executive Director assistance:
 - Executive Directors will conduct a minimum of three visits to each targeted school to monitor success and implementation and to hold the leader accountable for student learning gains.
 - Executive Directors will coordinate and plan specific leadership training opportunities for principals in partnership with the Center for the Schools of the Future (Utah State University).
 - Executive Directors will set leadership goals with each principal of a targeted school; these will be SMART Goals (Specific, Measureable, Results-Oriented, and Time-Bound) and will tie directly to this plan and to the individual school plan for optimal alignment and effectiveness. Leaders will be held accountable for achieving their goals and will receive additional support if such is needed in order to accomplish these goals.
 - School Support Team assistance:
 - This grant will provide additional School Support Team assistance in leadership coaching, instructional coaching and positive behavior support. A specific School Support Team Leadership Specialist will be hired to work with the new site administrator selected as part of the transformation process. Weekly site visits, professional learning community collaboration visits, instructional observations, action planning and SMART goal support will be provided to each targeted school.
 - The School Support Team Intervention Specialist will provide technical assistance in developing intervention plans and monitoring their effectiveness at each level.

- The School Support Team will make curriculum experts available for instructional support, coaching, and training.
 - The School Support Team will review the specific school plan and provide feedback throughout the year for improved implementation and celebration of successes observed.
 - The School Support Team, with the Executive Directors, will conduct a minimum of two formal appraisals using a modified version of the USOE developed School Support Team Appraisal Process for School Improvement. These appraisals will provide immediate feedback on observational data, achievement data analysis, and data collected from stakeholder surveys, in the areas of leadership effectiveness, instructional standards, learning environment, cultural responsiveness, and the effectiveness of academic interventions and instructional coaching according to the Ogden School District's Learning Support Model (attached). This process has been in place and is being improved and refined this year to provide more detailed and specific analysis for the schools targeted for transformation. The newly planned School Support Team Leadership Specialist will conduct a detailed debrief after each visit to help the leader plan and revise next steps, present findings to the faculty, and celebrate areas of growth so as to build momentum as the year progresses.
- LEA Federal Programs and Educational Equity assistance:
 - Executive Director, Teacher Specialist, secretarial, and staff assistant support in plan development, documentation, budget alignment, and accountability measures and requirements in the Federal Programs will be available at a minimum of four annual trainings as well as on-call assistance for all schools.
- Other Support and Technical Assistance Provided:
 - Horizontally and vertically aligned Curriculum Block Assessments and a formal scope and sequence of best practice instruction aligned to current district and school instructional materials are in place; the use of the data from these six-week blocks of instruction and formative assessment throughout the year will be supported specifically by the School Support Team and Curriculum Specialists.
 - Site Instructional Coaches will review data with teachers and the leader to revise practice and increase success down to the individual grade level and classroom in weekly Professional Learning Community Collaborations. Individual instructional coaching down to the classroom and even student specific level will follow from such collaboration. The School Support Team Coach for that site Instructional Coach will monitor the effectiveness of this process. Executive Directors will monitor data on Instructional Coach effectiveness.
 - Site counselor and Positive Behavior Support Coordinator will review data with teachers and the leader to revise practice and to increase student success down to the individual grade and classroom level. Meetings with this focus will occur at least once a month regarding student behavior, attendance, and response to intervention based on

understandings of behavioral research in culturally and linguistically diverse communities and schools.

- Site Alternative Language Services Coordinator will review data with teachers and the leader to revise practice and increase student success down to the individual grade and classroom level as part of the Child Assessment Team process to address individual student needs and plans for English language learning and culturally/linguistically responsive instruction.

(3) The LEA must describe actions it has taken, or will take, to—

- ☐ Design and implement interventions consistent with the final requirements;
- ☐ Recruit, screen, and select external providers, if applicable, to ensure their quality;
- ☐ Align other resources with the interventions;
- ☐ Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- ☐ Sustain the reforms after the funding period ends.

The Process:

Ogden School District had reviewed the achievement data and the leading indicator data (see program review table below) in order to select the targeted schools in this application and rigorous improvement process. More than ten specific types of formative reviews occur throughout the year to collect and study leading indicator data. Most use current district funding sources to ensure sustainability of improvement efforts. Resources have been aligned to support district improvement, SIG, and support initiatives for improved learning outcomes.

Advisement from Education Northwest (a state approved service provider for district's in program improvement) has led to the determination that three schools with a heightened focus on improvement coupled with current district wide improvement efforts will enable the district to maximize effectiveness without becoming distracted from the district improvement plan.

Professional/Technical services have been sought from the Center for the Schools of the Future (USU) as well as from Education Northwest based on accessibility, cost, proven track record with like populations, and a holistic commitment to meeting the needs of all students as well as their families.

Increased coaching and leadership training will be central to SIG efforts to support improved learning outcomes, increase community input and develop and implement extended learning opportunities. Extensive monitoring and evaluation will occur to assure that these are successful.

The LEA will evaluate the effectiveness of the reform strategies

- ☐ Ogden School District has developed an extensive evaluation and program review process. This process includes multiple and targeted assessments of effectiveness.
- ☐ Strategies specific to the SIG are included in the evaluation and program review process detailed below.
- ☐ This process can also be found in the District Improvement Plan.
 - As part of District Improvement status, Ogden is obligated to produce evidence to verify implementation of our District Improvement Plan.
 - The following list is the data that will be collected the coming school year to meet

this requirement.

- Some trailing indicator data to show achievement outcomes will also be collected.
- A secondary purpose of collecting this leading indicator data is to have a more precise understanding of where we are at in our continuous improvement cycle so the district/school support structures may be more exact in delivering support services.
- The following is a list of the various data collection items and timelines that will take place for the 2010 – 2011 school year (in no particular order).

<u>Program/Goal/Action to be Reviewed</u>	<u>When</u>
<p><u>The English Language Development programs:</u> All schools have been given the review instrument, which is used to monitor implementation of sheltering practices in our classrooms. In that 26% of our students are ELL, it is essential to collect leading indicator data to help us better understand how well we are meeting the subgroup’s learning needs.</p>	<p>Oct – Feb District will set up visits with the building administration</p>
<p><u>Alternative Language Services compliance review:</u> This review is done with the building administration. This is done as part of our OCR compliance agreement to provide ESL services to all ELL students. This is done twice a year and usually is done in 15 to 20 minutes per school visit.</p>	<p>Sept and Apr</p>
<p><u>Positive Behavior Support survey: (SET)</u> To help the district to identify how it can better support PBS implementation, a survey is taken at each site. This is used by the district PBS team to have a better understanding of how to support the school. It consists of a small random sampling of teachers and students given a few questions to answer (three to four minutes to complete). Administrators are given a separate survey that takes approximately 15 minutes.</p>	<p>Mar – Apr</p>
<p><u>Professional Learning Communities/Small Learning Communities:</u> Using the same instrument as used this year, USU will collect PLC/SLC data. These team meetings, when done effectively, are perhaps the most powerful tool to bring about organizational/individual change.</p>	<p>Oct – Mar</p>
<p><u>Executive Director Visits:</u> These will be conducted twice. They will be approximately 15 minutes in length per school visit. The questions will center around how building administration are providing the following:</p> <ol style="list-style-type: none"> 1. Clear instructional/behavioral expectations 2. How is building administration monitoring implementation of those expectations? 	<p>Sept – Jan</p>
<p><u>Supervisory SIG Visits:</u> These visits will be conducted in between Executive Director Visits. They will be approximately 30 minutes in length per school visited. The focus is to assess the progress of the</p>	<p>Oct –Feb—May</p>

<p>new building leader in bringing about increased effectiveness in the areas targeted by the SIG:</p> <ol style="list-style-type: none"> 1. Improved learning outcomes 2. Extended learning opportunities 3. Improved behavioral outcomes 4. Support and coordination with building SIG support staff: instructional coach, counselor, PBS coordinator, ALS coordinator 5. Implementation of professional development and coaching amongst faculty 6. Coordination with School Support Team Leadership Specialist 	
<p><u>Curriculum Block Assessments:</u> All grades/subjects will administer the Ogden District's Curriculum Block Assessment where they have been developed.</p>	Throughout the year
<p><u>School Plans:</u> Training on the plan will take place in April.</p>	Year- long implementation
<p><u>ARRA Professional Development Days:</u> Three ARRA PD days (total) at the beginning of the year. Two days for District PD and one day school PD based on their School Plan. There will be eight hours for ARRA follow up (4 two-hour sessions).</p>	Aug and ongoing follow-up
<p><u>School Appraisal Visits:</u> These will happen twice, fall and spring. Teams will collect data in three areas. One of the three will be school choice, based on their instructional goals specified in their school plan. The other two will be district wide instructional goals in the areas of differentiation and student engagement.</p>	Fall and Spring
<p><u>Title I School Reviews:</u> This year (2010-11) the state will conduct a detailed audit of federal program compliance for all Title I schools.</p>	Feb
<p><u>Indicators of School Quality:</u> This survey instrument serves as a needs assessment to guide our school and district plans.</p>	Jan – Feb
<p><u>Re-employment Questionnaire Survey:</u> This survey is distributed to all employees annually.</p>	Nov
<p><u>New Teacher Survey:</u> Given to new teachers to assess how their needs are being met.</p>	Midyear

The LEA will monitor student achievement by individual teacher/classrooms

- Ogden School District has developed several customized reports on the district COGNOS system to monitor student achievement by individual teacher. These will be studied in grade level PLCs for progress and areas in which teachers can learn from one another as well as areas in which the team or a teacher or small group of teachers might need additional coachin
- g.
 - Formative Assessment Curriculum Block Assessment data is reported by teacher every six weeks.
 - DIBELS data is reported by teacher four times a year.
 - Proficiency reports for criterion referenced tests (numbers proficient on CRT

coming into the class and numbers proficient on CRT leaving the class) are available once a year and used to determine *teacher incentive pay*. This pay will be available to teachers whose students all show progress and return to the school the following year. Incentive pay will be awarded in September in the amount of 1000.00 per teacher. A detailed explanation of this incentive can be found in the appendix.

- School appraisals do not track data by classroom, but they do provide the opportunity for district staff, Executive Directors and School Support Team to enter every classroom in the district and to see teachers in action. This motivates teachers to prepare and present material well. It also allows trend analysis to add to specific teacher and class achievement data.

If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions. This is the basis of the Ogden School District Learning Support Model.

The coaching strand of the learning support model provides specific coaching and guidance for teachers and administrators not making sufficient progress. The academic strand specifies required supports for students struggling academically as the behavior strand does for students struggling behaviorally.



Sustainability:

The LEA will continue all monitoring efforts except for SIG specific monitoring following the termination of the SIG funding. Resources are aligned and provided for this already. This is evidenced in the budget request and the District Improvement Plan found in the appendices. Significant matching funds are set aside for the continuation of most key pieces of the SIG Transformation plan for the three targeted schools.

School Support Team, Instructional Coaching and Executive Director Coaching and Support will all continue beyond the termination of SIG funding.

Extended day opportunities will continue beyond termination of the SIG. Planned coordination with community partners will occur to ensure that there is no interruption in these services at the end of the SIG. Planning for this continuation will begin year two of the SIG. Additional Community Schools grant funding will also be sought at this time to not only sustain, but potentially expand on services.

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

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.

SIG Budget Overview (Requested):

- Extended day per school: 120,000 annually
- Extended day/year support staff per school: 22,000 annually
- SST Leadership Specialist: 80,000 annually
- Instructional Coach per school : 50,000 annually
- Benefits: 77,168
- .5 FTE Counselor per school : 25,000
- Monitoring costs (extra service pay and substitutes): 5,000 annually
- Professional Development : 40,000 per school annually
- Professional Technical Leadership Support from CSF: 20,000 per school annually
- State Title I team twice per year (with school improvement team): 5000 per school annually
- Community/Family Involvement: 20,000
- Supplies and Materials: 140,000
- Teacher incentive pay: 30,000 (1000.00/per teacher per school who qualifies)
- Transportation with extended learning: 10,000

Available Resources (Matching and Contributing)

The fiscal resources (state and federal) that the LEA will commit to implementation

The following fiscal resources have been identified to be used in the implementation of the District Improvement Plan and will, therefore, support improvement at SIG targeted schools in the areas of School Support Team, coaching, and professional development. It should also be noted that numerous other grants will contribute in the areas of parent/community involvement, supporting English language learners and students of economic disadvantage. For more information, see the District Improvement Plan and the SIG description of school/community involvement.

- Title I Part A: \$400,000. (Professional development through Instructional Coach/SST personnel and teacher training)
 - Title II Part A: \$270,000. (Professional development through Instructional Coach personnel and teacher training)
 - Student Success Block Grant: \$260,000. (Professional development through Instructional Coach personnel and teacher training)
 - American Recovery and Reinvestment Act funds: \$550,000. (Teacher professional Development Days)
 - Other grants and programs contributing funding support or in-kind activities include: K-3 Reading Program, SCOPE grant, Family Success funds, Title III, Title I Part C.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

The Timeline:

Ogden School District has been working to improve the learning outcomes in all schools for a number of years now. The District Improvement Plan currently in place represents the basis of much of that work already underway. Projects that have already begun include the planning and implementation of a three-day summer learning institute for teachers and administrators. Also already begun, all principals in place at this time have been developing/revising their school plans with the input of all stakeholders in their communities, including the support of a School Support Team member assigned to their school. A detailed list of monitoring and support visits is included with Ogden's reform strategies and in the District Improvement Plan.

Professional development will be an ongoing focus district wide as part of district improvement efforts. SIG targeted schools will receive additional professional development support represented in the timeline below. For more information on the professional development planned for all schools, please see the appendices for the District Improvement Plan.

Academic Year 2009-2010

- Announce receipt of grant and pending administrative changes to faculties and stakeholders—May 2010
- Board and cabinet meetings to review application, addenda, next steps, and administrative replacements—May and June 2010

Summer Intercession 2010

- **Leadership changes** at each SIG targeted school—prior to July 1, 2010
- School Support Team Leadership Specialist hired—prior to August 1, 2010
- Training and support—August 17, 2010 and ongoing

Academic Year 2010-2011

- School/community stakeholders at each SIG targeted site will meet with new leadership and LEA represented (Executive Director and/or SST members)—September 2010
- Award teacher incentive pay for student achievement on end of level exams—September 2010
- Extended day learning opportunities will be in place—September 2010
- SIG specific/topical professional development—October and March at each SIG targeted school
- Supervisory SIG Visits—October, February, and May at each SIG targeted school
- Planning for the coming academic year (to include decisions on leadership and staff at SIG targeted schools)—May 2011

Summer Intercession 2011

- Extended school year learning opportunities begin—June 2011
- Complete any revisions to plans at SIG targeted schools—prior to July 1 2011
- Training and support—August 2011 and ongoing

Academic Year 2011-2012

- School/community stakeholders at each SIG targeted site will meet—September 2011
- Award teacher incentive pay for student achievement on end of level exams—September 2011
- Extended day learning opportunities will be in place for school year—September 2011
- SIG specific/topical professional development—October and March at each SIG targeted school
- Supervisory SIG Visits—October, February, and May at each SIG targeted school
- Begin planning with community partners to ensure extended day learning will continue when SIG ends; seek partnership support and funding—January 2012
- Planning for the coming academic year (to include decisions on leadership and staff at SIG targeted schools)—May 2012

Summer Intercession 2012

- Extended school year learning opportunities—June 2012
- Complete any revisions to plans at SIG targeted schools—prior to July 1 2012
- Training and support—August 2012 and ongoing

Academic Year 2012-2013

- School/community stakeholders at each SIG targeted site will meet—September 2012
- Award teacher incentive pay for student achievement on end of level exams—September 2012
- Extended day learning opportunities will be in place for school year—September 2012
- SIG specific/topical professional development—October and March at each SIG targeted school
- Supervisory SIG Visits—October, February, and May at each SIG targeted school
- Planning for the coming academic year (to include decisions on leadership and staff at SIG targeted schools)—May 2013

Summer Intercession 2013

- Extended school year learning opportunities—June 2013
- Complete any revisions to plans at SIG targeted schools—prior to July 1 2013
- Training and support—August 2013 and ongoing

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

SIG Goals:

- Transform the school culture to one of accountability and instructional support for all educators through the use of monitoring and coaching of administration. Success will be measured formatively during monitoring visits, appraisals, as well as coaching sessions. ISQ results will need to show progress and improved AYP data reported at the end of each year of the SIG; a minimum 10% improvement annually is expected.

- Replace the principal with a leader who better understands current research-based best practices for change, working with diverse staff diverse students, and high quality pedagogy aligned to district, state, and national standards for strategies and outcomes. This will be reflected in July 1, 2010 staffing.
- Retain high quality teacher and support staff as these have changed recently during changing grade configurations and changing boundaries. Provide incentives for excellence to motivate teachers to stay at targeted Tier 1 schools to begin the 2010-2011 school year.
- Build on current community strengths, including faculty knowledge, PTA networking skills, and more to gain support for school-wide transformation, accountability, and celebration. Success will be measured by stakeholder interviews in appraisals and monitoring visits. ISQ results will need to show progress in this area. Community Schools are to be established at each site according to a partnership grant being written with United Way for the 2010-2011 school year.
- Improve contextual factors of behavior, motivation, and attendance by providing a .5 FTE Counselor to support Positive Behavior Support and work with school-community liaisons developing family and student goals and conducting family learning and support events. SET scores and ISQ will show improvement at the end of each year.
- Increase student learning opportunities to close achievement gaps by offering additional extended day and extended year intervention services at three under-performing schools. Extended day offerings will need to be in place in September 2011. Extended year will need to be in place for June 2011. Improved AYP data reported at the end of each year of the SIG; a minimum 10% improvement annually is targeted.

Ogden School District is seeking SIG funds for three tier 1 schools. All other schools, including remaining Tier I schools and Tier II and III schools will still be supported and provided technical assistance to meet district, state, and federal expectations. The Ogden School District Improvement Plan includes the following goals for which all schools will be held accountable, including SIG schools. There will be no exceptions.

GOAL STATEMENT #1 (ACADEMIC): The Ogden School District will hold each school accountable for increasing student achievement and decreasing the number of students not at standard by a minimum of 10% annually until achievement gaps are closed and all subgroups are proficient.

Accountability: Schools not meeting this goal and not making progress during the year will receive additional support from Executive Directors and the School Support Team in implementation of strategies and action steps. Leaders unable to be effective and/or unwilling to follow guidance from those providing technical assistance and additional support will be placed on an intervention plan similar to that used with struggling teachers.

Strategy #1: Provide and ensure continuity of instruction between tier one, tier two, and tier

three instruction in math and reading/language arts to provide a differentiated, rigorous curriculum for all students.

Action Step 1: Students will be screened for their risk factor for achievement.

Measured by: Executive Director visits to monitor RTI implementation and reports in class data portfolio.

Action Step 2: Students will be pre-assessed for prior knowledge of content material for each unit.

Measured by: Reports in class data portfolio.

Action Step 3: Teachers will receive training, during the summer institute, in modeling, scaffolding, and in how to use the assessment data to plan differentiated instruction.

Measured by: Summer institute and teacher implementation classroom appraisal visit.

Action Step 4: Teachers will provide daily cumulative review of previous math concepts.

Measured by: Teacher Implementation classroom appraisal visit.

Action Step 5: Teachers will provide multiple opportunities for guided practice and assess for mastery before moving to independent practice.

Measured by: Implementation survey classroom appraisal visit.

Action Step 6: Teachers will receive training in using technology in math instruction.

Measured by: Training logs.

Action Step 7: Teachers will differentiate for language differences for ELD requirements.

Measured by: Classroom appraisal visits.

Action Step 8: Elementary teachers will be trained in using number bonds to teach math facts. Strategies to practice with the bonds will be shared with parents.

Measured by: Teacher training log.

Action Step 9: Three cohorts of elementary teachers will have the opportunity to participate in course work resulting in an elementary math endorsement.

Measured by: Completion of endorsement by 90% of enrolled candidates.

Action Step 10: The District will purchase and implement a new reading basal. Support through professional development and coaching will be given.

Measured by: Teacher training log.

Strategy #2: The district will continue to implement/support Ogden School District's Common

Instructional Standards in all classrooms.

Action Step 1: All teachers will have the opportunity to participate in the Summer Institute to receive additional training in student engagement and instructional math strategies.

Measured by: Number of teachers participating in Summer Institute, participant surveys, and classroom appraisal visits.

Action Step 2: All teachers will have the opportunity to participate in ARRA professional development days to receive training in the following instructional strategies: Culturally Responsive Teaching, Student Engagement, and Differentiation.

Measured by: Number of teachers participating in ARRA professional development, participant surveys, and classroom appraisal visits.

Action Step 3: All teachers will have the opportunity to participate in Summer Institute to receive training in strategies of how to implement Ogden District's Common Instructional Standards (Master Instructional Strategies alignment)

Measured by: Number of teachers participating in Summer Institute, participant surveys, and classroom appraisal visits.

Action Step 4: All teachers will have the opportunity to participate in follow up/on-going professional development to support implementation of Common Instructional Strategies.

Measured by: Number of teachers participating in 4 two-hour professional development opportunities embedded in the 2010-11 school year.

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

Ogden School District will not serve Tier III schools through the SIG.

Ogden School District will provide School Support Team assistance, professional development, Instructional Coaching, tutoring and intervention program support, and program monitoring with technical assistance for all schools in the school district. Each school will develop a specific school plan to be reviewed for required components, best practice, and alignment to the district improvement plan. Additional technical assistance will be provided for those schools struggling to develop and/or implement such a plan.

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

Ogden School District will not serve Tier III schools through the SIG.

Ogden School District is seeking SIG funds for three tier 1 schools. All other schools, including

remaining Tier I schools and Tier II and III schools will still be supported and provided technical assistance to meet district, state, and federal expectations. The Ogden School District Improvement Plan includes specific goals for which all schools will be held accountable, including SIG schools. There will be no exceptions.

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

Communication with stakeholders is essential to the success of this and any improvement effort.

Community members will be notified of the changes required in administration and the rationale for such changes as listed in this application. Goals will be reviewed by Community Council and school staff for insights into implementation action items as the school plan is developed and reviewed, including its Community Involvement Plan. School/community involvement plan guidelines follow.

Stakeholder Involvement:

The LEA will involve the school/community throughout the SIG implementation.

- Each of the targeted schools, under the direction and support of the LEA, will develop a detailed and SMART parent/community involvement plan.
- School-community liaisons will be available to each targeted school.
- A Community School is planned at each targeted site. Two are already available in our district, including one at a targeted school, Madison. These Community Schools are to be full service sites for academic, social, emotional, and familial support. These are developed in partnership with numerous outside agencies and community members ranging from local advocates to the United Way to the local university. Such Community Schools will bring the community into our buildings to build comfort, extend hours of operations, and increase family learning to build the capacity of our entire school district community.
- The district Parent Advisory Council, comprised of representatives from all district populations and subgroups, will review this SIG as they have reviewed the current District Improvement Plan. They will be able to both offer insights and ask questions. This will strengthen the plan and strengthen the understandings of the plans in order to broaden support for our schools and our district efforts.
- The community will be surveyed annually using the Indicators of School Quality tool to determine areas of strength and weakness school-wide and in the area of parent/community involvement.
- The faculties of each targeted staff will review the entire plan and understand the need for improvement. As will the PAC, they will have the opportunity to offer insights and to ask questions. They will develop their own SMART goals to support the plan. Their instructional coach and new building leader will support them and hold them accountable to attain these goals.
- Each targeted school's community council will receive training on this SIG plan and the impact it will have on the school in order to prepare those who share in decision making to be able to make informed decisions.

The local school board will be engaged to ensure successful implementation

- The Ogden School Board has approved all school and district improvement efforts to date. The support of the school board supports the selection of the transformation intervention model for the schools targeted in this grant. They have carefully monitored achievement data and they fully support the plans for counselors, extended learning, school support team, and ongoing professional development for both leadership and teachers.
- The Ogden School Board receives monthly reports of progress. They will use these scheduled reports to track and measure progress in the new school improvement processes outlined in this grant.
- The Ogden School Board will work with Executive Directors to determine areas of needed change including increased support and areas of course correction during the transformation process of the schools targeted.

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a three year budget that demonstrates the LEA has allocated a reasonable amount for LEA support and school intervention model strategies. Quality budgets include the following:

- Adequate resources to implement the selected model in each Tier I and Tier II school it commits to serve;
- Adequate and reasonable costs associated with LEA leadership and support of the school intervention models for the LEA's Tier I and Tier II schools;
- School improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application;
- Reasonable costs associated with the successful implementation of the intervention model selected at each school (e.g. extended learning time, professional development, teacher recruitment and retention);
- Reasonable costs for purchased professional services to ensure quality consultants to facilitate research-based reform;
- Budget details provide sufficient information to support budget requests; and
- The LEA has considered any costs associated with program evaluation.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

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

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

- Report to the SEA the school-level data required under section III of the final requirements.

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

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

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

Revised and Final Ogden SIG Budget Overview

Available Resources

The fiscal resources (state and federal) that the LEA will commit to implementation

The following fiscal resources have been identified to be used in the implementation of the District Improvement Plan and will, therefore, support improvement at SIG targeted schools in the areas of School Support Team, coaching, and professional development. It should also be noted that numerous other grants will contribute in the areas of parent/community involvement, supporting English language learners and students of economic disadvantage. For more information see the District Improvement Plan and the SIG description of school/community involvement.

- Title I Part A: \$400,000. (Professional development through Instructional Coach/SST personnel and teacher training)
- Title II Part A: \$270,000. (Professional development through Instructional Coach personnel and teacher training)
- Student Success Block Grant: \$260,000. (Professional development through Instructional Coach personnel and teacher training)
- American Recovery and Reinvestment Act funds: \$550,000. (Teacher professional Development Days)
- Other grants and programs contributing funding support or in-kind activities include: K-3 Reading Program, SCOPE grant, Family Success funds, Title III, Title I Part C.

SIG Budget Overview (Requested):

- Extended day/year support staff per school: 45,000 annually
- SST Leadership Specialist: 37,839 annually
- Instructional Coach per school : 50,000 annually
- Benefits: 77,168
- .5 FTE Counselor per school : 25,000
- Monitoring costs (extra service pay and substitutes): 5,000 annually
- Professional Development : 40,000 per school annually
- Professional Technical Leadership Support from CSF: 20,000 per school annually
- State Title I team twice per year (with school improvement team): 5000 per school annually
- Community/Family Involvement: 20,000
- Supplies and Materials: 140,000
- Teacher incentive pay: 30,000 (1000.00/per teacher per school who qualifies)
- Transportation with extended learning: 10,000
- **Total SIG budget: 4,950,000.**

YEAR 1

SIG Budget, Dee Elementary, Year 1

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff) 37,859 (SST Leadership Specialist) 50,000 (Instructional Coach) 25,000 (.5 FTE Counselor) 30,000 (\$1,000 incentive for teachers) 5,000 (Substitutes and Appraisers) 40,000 (professional development)	Title I-A \$96,000 Title II-A \$64,800 SSBG \$65,000 ARRA \$132,000
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	

E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	
G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Madison Elementary, Year 1

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	Title I-A \$96,000
	50,000 (Instructional Coach)	Title II-A \$64,800
	25,000 (.5 FTE Counselor)	SSBG \$65,000
	30,000 (\$1,000 incentive for teachers)	ARRA \$132,000
	5,000 (Substitutes and Appraisers)	
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	

G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Odyssey Elementary, Year 1

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	Title I-A \$96,000
	50,000 (Instructional Coach)	Title II-A \$64,800
	25,000 (.5 FTE Counselor)	SSBG \$65,000
	30,000 (\$1,000 incentive for teachers)	ARRA \$132,000
	5,000 (Substitutes and Appraisers)	
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	

G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

YEAR 2

SIG Budget, Dee Elementary, Year 2

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff) 37,859 (SST Leadership Specialist) 50,000 (Instructional Coach) 25,000 (.5 FTE Counselor) 30,000 (\$1,000 incentive for teachers) 5,000 (Substitutes and Appraisers) 40,000 (professional development)	Title I-A \$96,000 Title II-A \$64,800 SSBG \$65,000 ARRA \$132,000
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	

E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	
G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Madison Elementary, Year 2

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	Title I-A \$96,000
	50,000 (Instructional Coach)	Title II-A \$64,800
	25,000 (.5 FTE Counselor)	SSBG \$65,000
	30,000 (\$1,000 incentive for teachers)	ARRA \$132,000
	5,000 (Substitutes and Appraisers)	
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	

G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Odyssey Elementary, Year 2

BUDGET: \$549,444

Applicant: Ogden School District

Project Name: ARRA School Improvement Grant

Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff) 37,859 (SST Leadership Specialist) 50,000 (Instructional Coach) 25,000 (.5 FTE Counselor) 30,000 (\$1,000 incentive for teachers) 5,000 (Substitutes and Appraisers) 40,000 (professional development)	Title I-A \$96,000 Title II-A \$64,800 SSBG \$65,000 ARRA \$132,000
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	

G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

YEAR 3

SIG Budget, Dee Elementary, Year 3

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	Title I-A \$96,000
	50,000 (Instructional Coach)	Title II-A \$64,800
	25,000 (.5 FTE Counselor)	SSBG \$65,000
	30,000 (\$1,000 incentive for teachers)	ARRA \$132,000
	5,000 (Substitutes and Appraisers)	
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	

E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	
G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Madison Elementary, Year3

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	Title I-A \$96,000
	50,000 (Instructional Coach)	Title II-A \$64,800
	25,000 (.5 FTE Counselor)	SSBG \$65,000
	30,000 (\$1,000 incentive for teachers)	ARRA \$132,000
	5,000 (Substitutes and Appraisers)	
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	
D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	

G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

SIG Budget, Odyssey Elementary, Year 3

BUDGET: \$549,444		
Applicant: Ogden School District Project Name: <u>ARRA School Improvement Grant</u>		
Description	Funding Requested	Matching Funds (if Applicable)
A. (100) Salaries	45,000 (extended day/year support staff)	
	37,859 (SST Leadership Specialist)	
	50,000 (Instructional Coach)	Title I-A \$96,000
	25,000 (.5 FTE Counselor)	Title II-A \$64,800
	30,000 (\$1,000 incentive for teachers)	SSBG \$65,000
	5,000 (Substitutes and Appraisers)	ARRA \$132,000
	40,000 (professional development)	
B. (200) Employee Benefits	77,168	Title I-A \$37,333 Title II-A \$25,200 SSBG \$21,666 ARRA \$51,333
C. (300) Purchased Professional & Technical Services	20,000	

D. (400) Purchased Property Service	0	
E. (500) Other Purchased Service	0	
F. (580) Travel	10,000	
G. (600) Supplies & Materials	160,000	
H. (800) Other (Exclude Audit Costs)	0	
I. TOTAL DIRECT COSTS (Lines A through H)	519,168	
J. (800) Other (Audit Costs)	0	
K. Indirect Cost (I * Approved Indirect Cost Rate 3.74%)	19,417	
L. Property (includes equipment)	30,000	
M. TOTAL (Lines I through L)	549,444	493,332

Total budget for School Improvement Grants: 4,950,000.

Addenda:

SIG Review Checklist and Response

SIG Transformation Key Components and Assurances

(Revised SIG Budget is attached as a separate document)

SIG Appendices:

District Improvement Plan

Program Actions/Goals Reviewed

Learning Support Model

Ogden District Common Instructional Standards

Teacher Evaluation Standards and Standards of Instruction Alignment

Teacher Incentive Plan

District Data

NWREL Letter

Board Support Letter

Assurances

Ogden School District

LEA Improvement Plan 2010-11

Part A: General Information

LEA Name: Ogden School District	
Superintendent: Noel R. Zabriskie	Signature
Title I Director: Rich Moore, PhD	Signature
External Consultant: Nanci Schneider, Education Northwest	
Other LEA Administrator(s): Greg Lewis, Executive Director; and Bruce Penland, PhD, Executive Director.	
Date Presented to Local School Board: April 28, 2010	

Please check all that apply:

■ Language Arts Improvement Status: Corrective Action: Year 1 ■ Year 2

Name subpopulation: African American, American Indian, Hispanic, Economically Disadvantaged, Limited English Proficient, Students with Disabilities

■ Mathematics Improvement Status: Corrective Action: Year 1 ■ Year 2

Name subpopulations: Whole LEA, African American, American Indian, Hispanic, Economically Disadvantaged, Limited English Proficient, Students with Disabilities

District Improvement Plan Committee Members:

Superintendent: Noel R. Zabriskie
Title I Director: Rich Moore, PhD
External Consultant: Nanci Schneider, Education Northwest
Other LEA Administrator(s): Greg Lewis, Executive Director; Bruce Penland, PhD, Executive Director; Eugene Hart, Business Administrator; DiAnne Adams, Special Ed Director
School Administrator(s): Sandy Coroles, Peggy Dooling-Baker
School Faculty Member(s): Wendy Eastman, Sarah Roberts, Lisa Viperman, Julie Palmer Gnotta
Parent(s) not employed by LEA: JoAnn Czech, Durrell Annis

Statement of Assurances

Assurances are hereby provided to the State Educational Agency (SEA) at Utah State Office of Education that the Local Educational Agency (LEA) Ogden School District will:

1. Review and revise in consultation with parents, school staff, and other;
2. Provide technical assistance and support to school wide programs;
3. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools to implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting State student academic achievement standards;
4. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b);
5. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
6. Take into account the experience of model programs for the educationally disadvantaged, and the finding of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
7. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119;
8. Comply with the requirements of section 1119 regarding the qualification of teachers, paraprofessionals, and professional development;
9. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
10. Ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

11. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state’s proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111 (b)(2)(E)(ii);
12. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
13. Assist each school served and assisted under this part in developing or identifying examples of high-quality, effective curriculum consistent with section 1111(b)(8)(D).
14. Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

Noel R. Zabriskie

Name of Superintendent

Signature of Superintendent

Date

Ogden School District Improvement Plan

OSD believes effective professional development leads to improved classroom instruction resulting in higher levels of student learning. The Ogden School District improvement efforts are based on the Response to Intervention (RTI) philosophy. This RTI framework has been expanded and detail added to form the Ogden School District Learning Support Model. This model not only provides instructional support for all students, but professional support for teachers as well. The three legs of the OSD Learning Support model are academic, behavioral, and coaching, and are tiered to provide more intensive support to teachers and students when and where needed.

The Ogden School District's Learning Support Model is the foundation of our improvement effort. It is the strategic tool used for our district-wide systemic change. To have a more specific understanding of our improvement structure, please view the Learning Support Model video which can be found on our web site or provided upon request from the district's Educational Services Department.

Part B: Needs Assessment

Describe the factors that contributed to the LEA's improvement status. Attach documents that support the assessment of the district's needs such as assessment data, survey results, demographic information, or evaluations of existing programs. *(Sec. 1116(b)(3)(A)(i))*

For the purposes identifying the causes of low student performance, the district has conducted a comprehensive needs assessment. This process was performed at two levels informally, using many sources and groups; and formally by the District Improvement Plan Team. The informal process involved a review of thousands of pages of documents used in the OSD needs assessment. It is not feasible to attach these documents. All are on file and will be made available upon request.

The following documents, assessments, observations, and evaluations have been used in the needs assessment:

- Curriculum Block Assessments (CBA/eCBA)
- District wide School Appraisal visits District attendance reports
- District behavioral incidence report
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Executive Director site visits
- Indicators of School Quality Survey (ISQ)
- Instructional Coach classroom visits
- Iowa Test of Basic Skills (ITBS)

- Kindergarten Basic Skills Assessment
- My Access ©Vantage Learning writing software
- Northwest Regional Laboratory Team Assessment (NWREL)
- Quick Informal Assessment (QIA) for English Language Proficiency
Reading First site visits and feedback
- School Support Team school and classroom visits
Student Health and Risk Project Survey (SHARPS)
State Direct Writing Assessments (DWA)
- State End-of-Level Tests
- Student report cards and achievement data
Summer school formative assessments
- Utah Academic Language Proficiency Assessment (UALPA)
Utah Basic Skills Competency Test (UBSCT)

The Ogden School District is an inner-city district with multiple factors that impact student learning. Inner-city school teachers have a heightened responsibility to address multiple learning styles in a diverse population. Education is additionally impacted by any number of the following:

- Home language other than English,
- Low socio-economic level
- Highly mobile population
- Large numbers of migrant families
- Rapidly increasing homelessness
- Inadequate housing
- Higher incidence of low birth weight and premature birth
- Higher incidence of fetal medical syndromes, e.g., alcohol, smoking, chemical toxins, sexually-transmitted diseases, undernourishment
- Higher incidence of untreated mental illness
- Lack of adequate health care
- Higher incidence of abuse and domestic violence
- Higher incidence of neglect and unsupervised minors

- Higher incidence of incarcerated parents
- Lack of traditional forms of parent support
- Increasing gang pressures and community violence

The primary reason Ogden School District is in program improvement is the inconsistent implementation of research-based instructional practices in reading and math across classrooms and schools. Although student attendance was not the mediating factor, a lack of positive student-teacher relationships has impacted learning. These factors have led to failure to make Adequate Yearly Progress (AYP) in various subgroups.

Part C: LEA Improvement Goals, Strategies and Action Steps

Set goals that are directly related to the reasons the LEA was identified for corrective action. For each goal, describe the activities the LEA will implement to improve student achievement.

- ✓ The LEA must base activities on scientifically-based research [1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52(a)(3)(i)].
- ✓ The LEA *must* adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. [1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)]
- ✓ The LEA must delineate the 10% requirement for professional development [1116 (c) (7)(A)(iii); 20 USC §6316(c)(7)(A)(iii); 34 CFR; §200.52(a)(3)(iii)(A); 34 CFR §200.52(a)(3)(iii)(B)]
- ✓ The LEA must state specific measurable achievement goals and targets for each of the groups of students identified in disaggregated data [1116 (c) (7)(A)(iv)§; 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52(a)(3)(iv)(A); 34 CFR §200.52(a)(3)(iv)(B)]
- ✓ The LEA must address the fundamental teaching and learning needs of the schools of the district (LEA) and the specific academic problems of low achieving students including a determination of why the district's prior plan failed to bring about increased student achievement [1116 (c) (7)(A)(v); 20 USC §6316(c)(7)(A)(v); 34 CFR §200.52(a)(3)(v)(A); 34 CFR §200.52(a)(3)(v)(B)]
- ✓ The LEA must incorporate activities before school, after school, during the summer, and during an extension of the school year [1116 (c) (7)(A)(vi); 20 USC §6316(c)(7)(A)(vi); 34 CFR §200.52(a)(3)(vi)]
- ✓ The LEA must describe the responsibilities of the Utah State Office of Education (USOE) and the district under the plan, including specifying the technical assistance to be provided by USOE [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7)(A)(vii); 34 CFR §200.52(a)(3)(vii)]

- ✓ The LEA must include strategies to promote effective parent involvement strategies to promote effective parent involvement [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106]

GOAL STATEMENT #1 (ACADEMIC): The Ogden School District will hold each school accountable for increasing student achievement and decreasing the number of students not at standard by a minimum of 10% annually until achievement gaps are closed and all subgroups are proficient.

Strategy #1: Provide and ensure continuity of instruction between tier one, tier two, and tier three instruction in math and reading/language arts to provide a differentiated, rigorous curriculum for all students.

Action Step 1: Students will be screened for their risk factor for achievement.

Measured by: Executive Director visits to monitor RTI implementation and reports in class data portfolio.

Action Step 2: Students will be pre-assessed for prior knowledge of content material for each unit.

Measured by: Reports in class data portfolio.

Action Step 3: Teachers will receive training, during the summer institute, in modeling, scaffolding, and in how to use the assessment data to plan differentiated instruction.

Measured by: Summer institute and teacher implementation classroom appraisal visit.

Action Step 4: Teachers will provide daily cumulative review of previous math concepts.

Measured by: Teacher Implementation classroom appraisal visit.

Action Step 5: Teachers will provide multiple opportunities for guided practice and assess for mastery before moving to independent practice.

Measured by: Implementation survey classroom appraisal visit.

Action Step 6: Teachers will receive training in using technology in math instruction.

Measured by: Training logs.

Action Step 7: Teachers will differentiate for language differences for ELD requirements.

Measured by: Classroom appraisal visits.

Action Step 8: Elementary teachers will be trained in using number bonds to teach math facts. Strategies to practice with the bonds will be shared with parents.

Measured by: Teacher training log.

Action Step 9: Three cohorts of elementary teachers will have the opportunity to participate in course work resulting in an elementary math endorsement.

Measured by: Completion of endorsement by 90% of enrolled candidates.

Action Step 10: The District will purchase and implement a new reading basal. Support through professional development and coaching will be given.

Measured by: Teacher training log.

Strategy #2: The district will continue to implement/support Ogden School District's Common Instructional Standards in all classrooms.

Action Step 1: All teachers will have the opportunity to participate in the Summer Institute to receive additional training in student engagement and instructional math strategies.

Measured by: Number of teachers participating in Summer Institute, participant surveys, and classroom appraisal visits.

Action Step 2: All teachers will have the opportunity to participate in ARRA professional development days to receive training in the following instructional strategies: Culturally Responsive Teaching, Student Engagement, and Differentiation.

Measured by: Number of teachers participating in ARRA professional development, participant surveys, and classroom appraisal visits.

Action Step 3: All teachers will have the opportunity to participate in Summer Institute to receive training in strategies of how to implement Ogden District's Common Instructional Standards (Master Instructional Strategies alignment)

Measured by: Number of teachers participating in Summer Institute, participant surveys, and classroom appraisal visits.

Action Step 4: All teachers will have the opportunity to participate in follow up/on-going professional development to support implementation of Common Instructional Strategies.

Measured by: Number of teachers participating in 4 two-hour professional development opportunities embedded in the 2010-11 school year.

GOAL STATEMENT #2 (BEHAVIOR): Through the use of a school-wide PBIS, each elementary and junior high school will implement a school-determined plan including data-driven interventions as determined by a SET score of 80% or higher. Note: High schools will participate in baseline data-gathering for 2010-2011.

Strategy #1: Teach, model, and provide opportunities for students to practice positive behaviors based on the school-wide PBIS plan.

Action Step 1: Establish school-wide rules.

Measured by: Observation of rules posted in common areas.

Action Step 2: Establish individual classroom rules.

Measured by: Observation of posted classroom rules.

Action Step 3: Staff and students explicitly taught school-wide rules.

Measured by: Staff and students can articulate rules.

Strategy #2: Implement a systematic approach to encourage and reinforce positive behaviors.

Action Step 1: Determine the school reinforcement system.

Measured by: Staff/student interview, monthly data.

Action Step 2: Establish school-wide celebration system.

Measured by: Staff/student interview, monthly data.

Action Step 3: Establish individual staff/student celebration system.

Measured by: Staff/student interview, monthly data.

Strategy #3: Systematic collection of incidence of problem behavior.

Action Step 1: Establish a data collection method.

Measured by: Monthly data; written description in PBIS Handbook.

Action Step 2: Collection of data by staff.

Measured by: Monthly data.

Action Step 3: Analyze data to make decisions.

Measured by: PBIS meeting minutes.

GOAL STATEMENT #3 (COMMUNITY OUTREACH): Increase strength of partnerships to maximize our collective resources district- and community-wide in order to create representative and learner-oriented learning environments. This will ultimately support improved attendance, graduation, and overall learning outcomes both long and short term.

Strategy 1: Each school will develop a detailed and SMART parent involvement plan (as part of the annual school improvement plan) based on Dr. Joyce Epstein's Six Types of Parent Involvement (Johns Hopkins, 2004).

Action Step 1: Provide schools with a consistent format, background information, samples, and resources from the National Network of Partnership Schools for use in writing and seeking input on their school parent involvement plans.

Measured by: Agenda from administrator/school plan training; sign-in form from training; materials and references provided; and participant evaluation of the training with compiled data analysis of evaluation responses.

Action Step 2: Seek parent and community input and review in the development of the school plan.

Measured by: Signature page and agendas for plan development and review meetings collected and submitted for annual accountability; plans will be reviewed for required elements and possible areas in need of support by SST/executive directors.

Action Step 3: Provide culturally responsive two-way communication during, above, and beyond the development of the school plan, including the provision of translators (by the school) to the extent feasible and necessary.

Measured by: Translated document samples, translator signature in meeting attendance, ISQ data, and school appraisal parent focus group data.

Strategy #2: Strengthen Liaisons and Community Schools Initiatives will be strengthened to meet the needs of the whole child by ensuring support for student and family to be ready to succeed in our school system.

Action Step 1: Strengthen and build on current community schools initiative work with SCOPE, the FCRC, Midtown Clinic, YMCA, United Way, DWS, and other valuable partners in this work to increase hours of operation, family access to services, and the coordination of those services to eliminate duplication.

Measured by: Service evaluations completed by families/clients, schedules of offerings, Community Schools grants, holding program/grant director correlation meetings.

Action Step 2: Continue and refine district implementation of school-community liaisons and family literacy support services.

Measured by: Liaison logs, school referral forms.

Action Step 3: Ensure interdepartmental and cross community collaboration for improved communication, planning, and shared understandings district-wide; we cannot work in isolation.

Measured by: Holding program/grant director correlation meetings. Public relations flyers (masters and numbers distributed) on community/school efforts; agendas and sign in forms from a minimum of three annual collaboration meetings for all partners (including principals of schools impacted).

Action Step 4: Provide access to all Home/School Connection videos to parents (Behavior, Learning at Home, Communities Resources, and Positive Behavior Support at Your School).

Measured by: The district will produce a large quantity of each video title and distribute them through the home liaisons. These videos will also be accessible through each elementary school office and on the district's web site.

Strategy #3: Improve cultural competence and responsiveness across the entire system (district and partners).

Action Step 1: Provide training for school administrators and teachers in cultural responsiveness to improve ability to listen to and work with families, community, and those with diverse perspectives.

Measured by: Training titles/agendas/participant logs; pre and post training assessments of knowledge regarding cultural responsiveness.

Action Step 2: Improve and monitor implementation of welcoming school and culturally responsive school climate practices (learned/reviewed in Action Step 1).

Measured by: Indicators of School Quality survey data, PAC membership, appraisals with school climate data and parent focus group data, and community council activity.

Action Step 3: Conduct community survey of needed services and customer relations perceptions.

Measured by: Indicators of School Quality survey conducted district-wide midwinter. This data will be analyzed to shape training and implementation of all other community outreach goals.

GOAL STATEMENT #4 (LEADERSHIP DEVELOPMENT): The District will increase the leadership capacity with an emphasis on instructional leadership targeting strategies to improve academic and behavioral outcomes in our schools.

Action Step 1: All administrators will have the opportunity to participate in leadership professional development.

Measured by: Number of participants in the Center of the Schools of the Future Leadership Training and the implementation of the practices as measured by CSF and Executive Director visits.

Action Step 2: All administrators will have the opportunity to participate in “need specific” leadership development as per negotiated agreement.

Measured by: Number of administrators participating in professional development activities.

Action Step 3: All administrators will have access to an instructional leadership coach to help support implementation of best practice.

Measured by: All administrators requesting support will receive it. All administrators needing implementation support as deemed by the Executive Directors will receive it.

Part D: Professional Development to Support Activities as per [1116 (c) (7)(A)(iii); 20 USC §6316 (c)(7) (A) (iii); 34 CFR; §200.52 (a)(3) (iii)(A); 34 CFR §200 52 (a) (3) (iii) (B)]

Every school in Ogden School District is focused on student achievement and on the goal to decrease the number of students not at standard by a minimum of ten percent annually in math and language arts until achievement gaps are closed. The professional development activities below describe the district’s efforts to address the means by which this should occur.

OSD believes effective professional development leads to improved achievement outcomes. These professional development efforts will target classroom instruction for teachers and building instructional leadership capacity in our administrators. These action steps are designed to result in higher levels of student learning. It is important to note that the foundation of all professional development and implementation support is based on the coaching leg of the OSD Learning Support Model. Instructional coaches and School Support Team are key to this effort. Teachers will receive instructional coaching focused on the school’s instructional goals (derived from the instructional standards) a minimum of once a month. New teachers will receive Entry Years Enhancement mentoring and professional development.

The following is a list of professional development topics that will be offered over the next academic year. All professional development activities will be monitored for implementation of practice. In all areas feasible, quantifiable data will be collected to measure implementation success (see the Measurement and Evaluation section). This implementation effort will supported by our district’s Learning Support Model through the use of Instructional Coaches, School Support Team, and the Executive Directors. Professional development sessions will be videotaped and provided for those not able to attend.

Professional Development to Support Activities (If Necessary) [1116 (c) (7)(A)(iii); 20 USC §6316 (c)(7) (A) (iii); 34 CFR; §200.52 (a)(3) (iii)(A); 34 CFR §200 52 (a) (3) (iii) (B)]	Target Audience	Responsible Parties [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7) (A)(vii); 34 CFR §200.52(a)(3)(vii)]	Timeline (Sec.1116(b)(3)(A))
Student Engagement Part II	Administrators, Teachers, IC, SST	Summer Institute	Jun 2010
Instructional Strategies for Math	Administrators, Teachers, IC, SST	Summer Institute	Jun 2010
Master Instructional Strategies Correlation (Sec)	Administrators, Secondary Teachers, IC, SST	Summer Institute	Jun 2010
Master Instructional Strategies Correlation (Elem)	Administrators, Elementary Teachers, IC, SST	Summer Institute	Jun 2010
Culturally Responsive Instruction	Administrators, Teachers, IC, SST	Summer Institute	Jun 2010
Reading/Language Arts program implementation (Elem)	Administrators, Elementary Teachers, IC, SST	Summer Institute	Jun 2010
Leadership training	All Administrators, Interns and those by special invitation	Center for the Schools of the Future	Jun 2010
New Teacher Induction	All Teachers new to the district	Human Resources	Aug 2010
Instructional Coach training	All SST and IC	SST	Aug 2010
Trainer of Trainers for ARRA PD	All Administrators, SST, PBS coordinators, and IC	Assigned parties	Aug 16-17, 2010
Positive Behavior Support implementation	Positive Behavior Support Teams and Building Administrators	District PBS Team	Aug 18, 2010
Leadership training	All Administrators, interns and those by special	Center for the	Aug 2010

	invitation	Schools of the Future	
Student Engagement Part III (elementary)	Administration, Elementary Teachers, IC, SST	ARRA PD	Jun 2010
Student Engagement Part III (secondary)	Administration, Secondary Teachers, IC, SST	ARRA PD	Aug 2010
Culturally Responsive Teaching (Elementary)	Administration, Elementary Teachers, IC, SST	ARRA PD	Dec 2010
Culturally Responsive Teaching (Secondary)	Administration, Secondary Teachers, IC, SST	ARRA PD	Dec 2010
Positive Behavior Support	Administration, Elementary Teachers, IC, SST	ARRA PD	Apr 2010
Tier I Differentiated Part II (Elem)	All Elementary Classroom Teachers	ARRA PD	Aug 2010
Tier I Differentiated Part II (Sec)	All Secondary Classroom Teachers	ARRA PD	Aug 2010
Positive Behavior Support (Elem)	All Elementary Teachers	ARRA PD	Jun 2010
Positive Behavior Support (Junior High)	All Junior High Teachers	ARRA PD	Aug 2010
Positive Behavior Support (High School)	All High School Teachers	ARRA PD	Aug 2010
Professional Learning Communities (Elem)	Elementary Teachers and Administrators	ARRA PD	Aug 2010
Professional Learning Communities (Sec)	Secondary Teachers and Administrators	ARRA PD	Aug 2010
Leadership Training	All Administrators, Interns and those by special invitation	Center for the Schools of the Future	Sep–May 2010-11
ARRA PD follow up (4 two-hour sessions)	All Teachers	Building Leaders	Sep–May 2010-11
Classroom Instruction Technology Training	Teachers	Curriculum Dept	Sep–May 2010-11

Expected impact in policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. [1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)]

To maximize student achievement, policies, procedures, and practices will be aligned with research-based practices, and adjustments will be made as needed according to the activities described in this plan.

The following policies, procedures, and practices will be reviewed and revised for alignment:

- Attendance
- Behavior and code of conduct (discipline)
- Instructional coaching
- School planning
- Teacher evaluation
- Alternative Language Services
- Parent involvement policy and school compacts
- Grading

The plan fully implemented will impact student academic success in all curriculum areas. Directly targets core areas of math and language arts. These efforts will also target our English language learner population which makes up 26% of the district's student population.

Scientifically Based Research Practices

1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52 (a)(3)(i)

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Measurement and Evaluation:

Evaluation Process[1116 (c) (7)(A)(iv)§; 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52 (a)(3) (iv)(A); 34 CFR §200 .52(a)(3)(iv)(B)]

As part of our District Improvement status, we are obligated produce evidence to verify implementation of our District Improvement Plan. The following list is the data that will be collected the coming school year to meet this requirement. We will also be using some trailing indicator data to show achievement outcomes. A secondary purpose of collecting this leading indicator data is to have a more precise understanding of where we are at in our continuous improvement cycle so the district/school support structures may be more exact in delivering support services. The following is a list of the various data collection items and timelines that will take place for the 2010 – 2011 school year (in no particular order).

<u>Program/Goal/Action to be Reviewed</u>	<u>When</u>
<u>The English Language Development programs:</u> All schools have been given the review instrument which is used to monitor implementation of sheltering practices in our classrooms. In that 26% of our students are ELL, it is essential to collect leading indicator data to help us better understand how well we are meeting the subgroup’s learning needs.	Oct - Feb District will set up visits with the building administration
<u>Alternative Language Services compliance review:</u> This review is done with the building administration. This is done as part of our OCR compliance agreement to provide ESL services to all ELL students. This is done twice a year and usually is done in 15 to 20 minutes per school visit.	Sept and Apr
<u>Positive Behavior Support survey: (SET)</u> To help the district to identify how it can better support PBS implementation, a survey is taken at each site. This is used by the district PBS team to have a better understanding of how to support the school. It consists of a small random sampling of teachers and students given a few questions to answer (three to four minutes to complete). Administrators are given a separate survey that takes approximately 15 minutes.	Mar - Apr
<u>Professional Learning Communities/Small Learning Communities:</u> Using the same instrument as used this year, USU will collect PLC/SLC data. These team meetings, when done effectively, are perhaps the most powerful tool to bring about organizational/individual change.	Oct - Mar
<u>Executive Director Visits:</u> These will be conducted twice. They will be approximately 15 minutes in length per school visit. The questions will center around how building administration are providing the following: 1. Clear instructional/behavioral expectations	Sept - Jan

2. How is building administration monitoring implementation of those expectations?	
<u>Curriculum Block Assessments:</u> All grades/subjects will administer the Ogden District's Curriculum Block Assessment where they have been developed.	Throughout the year
<u>School Plans:</u> Training on the plan will take place in April.	Year- long implementation
<u>ARRA Professional Development Days:</u> Three ARRA PD days (total) at the beginning of the year. Two days for District PD and one day school PD based on their School Plan. There will be eight hours for ARRA follow up (4 two-hour sessions).	Aug and ongoing follow-up
<u>School Appraisal Visits:</u> These will happen twice, fall and spring. Teams will come to collect data in three areas. One of the three will be school choice, based on their instructional goal in their school plan. The other two will be district wide instructional goals in the areas of differentiation and student engagement.	Fall and Spring
<u>Title I School Reviews:</u> This year (2010-11) the state will conduct a detailed audit of federal program compliance for all Title I schools.	Feb
<u>Indicators of School Quality:</u> This survey instrument serves as a needs assessment to guide our school and district plans.	Jan - Feb
<u>Reemployment Questionnaire Survey:</u> This survey is distributed to all employees annually.	Nov
<u>New Teacher Survey:</u> Given to new teachers to assess how their needs are being met.	Midyear

Part E: Parent Involvement

Describe the processes used to notify parents of the LEA's improvement status. Attach copies of all such communications *Sec. 1116(b)(3)(A)(vi)].

A letter was sent out to patrons of the Ogden School District detailing that the district was in program improvement status. The letter invited patrons to give input regarding the improvement process to support the district efforts toward exiting program improvement status.

Describe the LEA's plan for involving parents in the District Improvement Planning Process. [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106]

As part of the needs assessment, a district-wide survey, Indicators of School Quality (ISQ), was distributed to all parents. The 31 survey items are highly correlated with student academic achievement. The survey consists of seven areas of school quality: parent support,

teacher excellence, student commitment, school leadership, instructional quality, resource management, and school safety.

Describe the overall involvement of parents in the educational processes in the district, including the role that parents will play in meeting the LEA's improvement goals. *1116 © (7)(A)(viii), 20 USC §6316(c)(7)(viii); 32 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106]

Community outreach is a critical element of our district improvement plan. The following community goal and strategies target our family involvement efforts:

GOAL STATEMENT #3 (COMMUNITY OUTREACH): Increase strength of partnerships to maximize our collective resources district and community-wide in order to create representative and learner oriented learning environments. This will ultimately support improved attendance, graduation, and overall learning outcomes both long and short term.

Strategy 1: Each school will develop a detailed and SMART parent involvement plan (as part of the annual school improvement plan) based on Dr. Joyce Epstein's Six Types of Parent Involvement (Johns Hopkins, 2004).

Strategy #2: Liaisons and Community Schools Initiatives will be strengthened to meet the needs of the whole child by ensuring support for student and family to be ready to succeed in our school system.

Strategy #3: Improve cultural competence and responsiveness across the entire system (district and partners)

The Ogden School District recognizes that parental involvement is critical to maximizing student learning potential. Studies show that certain parent-initiated interactions with children at home are met more completely in some populations than in others. This survey is independently scored and gives a rating in each area for every school as well as district aggregations. This data is also disaggregated by grade and by ethnicity which makes it useful to determine if needs are associated with increased student achievement. Given this well-documented reality, the district is also aware of the many obstacles associated in involving parents with a population that is highly impacted with poverty, highly mobile, limited English skills, and diverse cultures. In order to overcome these barriers, the district has been diligent in providing traditional parent involvement. These activities and practices include, but are not limited to, the following:

1. Active community councils in each school
2. Parent-teacher organizations
3. Regularly scheduled parent-teacher conferences
4. Back-to-school nights
5. Family literacy events
6. Mid-term and end-of-term report cards
7. Automated calling systems

8. Online parent resources and district communication
9. Written communication in English and Spanish
10. English as a Second Language classes for parents
11. Daily communication to families regarding student attendance
12. Spanish language support by school office staff
13. Annual Indicators of School Quality survey to all parents to provide feedback to school/district
14. District and school newsletters
15. School/parent compact – secondary disclosure statements
16. District student code of conduct disseminated to all parents
17. School and teacher web pages

Long-established methods of parental involvement are necessary and effective but not sufficient to meet the needs of increasingly diverse families. The district will continue to use traditional methods of parental involvement while adding more non-traditional methods for greater impact and outreach. These non-traditional methods may include, but are not limited to, the following practices:

1. Parent nights that teach parents how to access current student achievement information through technology.
2. Parent nights that target how parents can support learning at home even though they do not have proficiency in the English language.
3. Parent access to free health care through district partnerships with healthcare organizations.
4. Community health fairs.
5. Increase meaningful relationships between school and parents
6. Provide parents with decision-making opportunities concerning programs to meet the needs of their students.
7. Parent and/or community sponsored (parent to parent) family nights that address issues that are of high interest for parents.
8. Removing barriers that traditionally prevent parent access to parent meetings and participation, *i.e.* child care, variable meeting times, electronic interpretation devices.
9. Meaningful two-way communications.

10. Student-led conferences.
11. Home liaison connections.
12. Monthly updates of the curriculum that is expected to be covered.
13. Extracurricular activities and workshops that promote parenting skills.
14. Interfaith partnerships that connect with community and parents to provide workshops and information on how to strengthen the home and/or home-school connection.
15. Increase percentage of parents participating in the ISQ stakeholder survey.
16. Home visits when students are struggling in areas of academics, behavior, and/or attendance.
17. Activities that help parents plan with their child for post-graduation opportunities.
18. Public-service announcements through local English and Spanish media.

The Ogden School District has been compliant in parent notification as described by NCLB law. A history of this compliance of parent notification and involvement is on file at the district Title I office. These notices and letters have been delivered in English and Spanish in a format that is clear and concise. The district also has a parent involvement policy, procedures, and plan which are annually reviewed by parents and revised as needed. This plan addresses a wide range of parent notification, participation in decision making, and the partnership between school and parents. The district also has an annual survey through which all parents have the opportunity to give input on school quality. Schools on program improvement in the past have sent notification of being on program improvement, school choice, school report card, supplemental services, and input opportunities for participation in the development of the improvement plan.

This year due to the major district-wide restructuring, all schools have received new school status and are not in any stage of program improvement. For this reason we have not posted any documentation of notices.

Part F: Budget and Resources

Title I funds *must* supplement, not supplant the regular programs of the district and the schools within the district

An amount equal to 10% of the LEA's Title IA allocation *must* be used for professional development. [1116 (c) (7)(A)(iii); 20 USC §6316(c) (7)(A)(iii); 34 CFR; §200.52 (a)(3)(iii)(A); 34 CFR §200.52 (a)(3)(iii)(B)]

The greatest resource we have is our superior professionals that we have in our district. They are dedicated to maximizing the learning potential of every student. They have been open to changing past practice and seek to continually improve their professional knowledge and skills. The Learning Support Model is a structure which provides a network of support for these professionals in their pursuit of excellence.

The District has utilized a wide range of fiscal and organizational resources toward the district improvement effort. The Ogden District School Board, along with the leadership of the Superintendent, has facilitated an aggressive approach toward maximizing the learning potential of all students.

The following fiscal resources have been identified to be used in the implementation of the District Improvement Plan:

- Title I Part A: \$400,000. (Professional development through Instructional Coach/SST personnel and teacher training)
- Title II Part A: \$270,000. (Professional development through Instructional Coach personnel and teacher training)
- Student Success Block Grant: \$260,000. (Professional development through Instructional Coach personnel and teacher training)
- American Recovery and Reinvestment Act funds: \$550,000. (Teacher professional Development Days)
- Other grants and programs contributing funding support or in-kind activities include: K-3 Reading program, SCOPE grant, Family Success funds, Title III, Title I Part C.

Breakdown of costs:

PD Topic	Target Audience	Budget allotment
Summer Institute Professional Development	All teachers	\$190,000 (Title IA and Title IIA)
ARRA PD days	All teachers	\$670,000 (ARRA funds)
ARRA PD follow up	All teachers	\$120,000 (Title IIA)
Leadership training	All administrators	\$10,000 (Title IIA)
School Support Team	Instructional coaches, teachers, and administration	\$340,000 (embedded*)
Instructional Coaches	Classroom teachers	\$1,200,000 (embedded*)
Community outreach liaisons	Families and OSD customers	\$110,000 (embedded*)
Positive Behavior Support Team	Classroom teachers	\$180,000 (embedded*)
Elementary Math Endorsements	Elementary classroom teachers	\$90,000 (Title IIA)
Elementary Reading Basal (K-6)	Elementary classroom teachers	\$300,000 (Basic funds)
Tier II academic intervention	K – 12 students	\$270,000 (embedded*)

Total Costs For full implementation: \$3,210,000.

* Embedded refers to funds that originate from several categorical budgets (primarily Title IA, Title IIA, and Student Success Block Grant) and are a critical support elements to the improvement plan, but not specifically mentioned in the strategies or action steps.

Part G: Abstract:

Ogden School District has developed a learning support model of tiered support for the varied levels of student learning. Tiered support for teacher efficacy is also provided by this model based on instructional coaching and the Response to Intervention (RTI) philosophy. This model is designed to ensure implementation of research-based, best practices for all learners. The Ogden School District Improvement Plan is based on the assertion that excellence in classroom instruction will result in increased student learning outcomes.

The goals target academic, behavior, community outreach, and leadership development. Each of these goals has a series of strategies followed by action steps and how to assess attainment of the action step. These goals have been targeted through a comprehensive needs assessment. Sources of these data include not only trailing indicators such as student formative and summative assessments, but also leading indicators such as classroom instruction. We have also met with a variety of parent groups to gather their input which has also been used to construct the plan. Many aspects of this plan complement ongoing improvement efforts as per the recommendation of our external consultant company, Education Northwest.

This plan outlines an aggressive approach to a wide range of critical needs. The projected total expenditures of this plan exceed the currently identified revenue for implementation. To the extent feasible, all components of the plan will be initiated according to the timeline. As funding sources become available and the budgets are set for the 2010-11 school year, efforts will be made to identify measures for full implementation.

Program Goals/Actions Reviewed

<u>Program/Goal/Action to be Reviewed</u>	<u>When</u>
<p><u>The English Language Development programs:</u> All schools have been given the review instrument which is used to monitor implementation of sheltering practices in our classrooms. In that 26% of our students are ELL, it is essential to collect leading indicator data to help us better understand how well we are meeting the subgroup’s learning needs.</p>	<p>Oct – Feb District will set up visits with the building administration</p>
<p><u>Alternative Language Services compliance review:</u> This review is done with the building administration. This is done as part of our OCR compliance agreement to provide ESL services to all ELL students. This is done twice a year and usually is done in 15 to 20 minutes per school visit.</p>	<p>Sept and Apr</p>
<p><u>Positive Behavior Support survey: (SET)</u> To help the district to identify how it can better support PBS implementation, a survey is taken at each site. This is used by the district PBS team to have a better understanding of how to support the school. It consists of a small random sampling of teachers and students given a few questions to answer (three to four minutes to complete). Administrators are given a separate survey that takes approximately 15 minutes.</p>	<p>Mar – Apr</p>
<p><u>Professional Learning Communities/Small Learning Communities:</u> Using the same instrument as used this year, USU will collect PLC/SLC data. These team meetings, when done effectively, are perhaps the most powerful tool to bring about organizational/individual change.</p>	<p>Oct – Mar</p>
<p><u>Executive Director Visits:</u> These will be conducted twice. They will be approximately 15 minutes in length per school visit. The questions will center around how building administration are providing the following:</p> <ol style="list-style-type: none"> 1. Clear instructional/behavioral expectations 2. How is building administration monitoring implementation of those expectations? 	<p>Sept – Jan</p>
<p><u>Supervisory SIG Visits:</u> These visits will be conducted in between Executive Director Visits. They will be approximately 30 minutes in length per school visited. The focus is to assess the progress of the new building leader in bringing about increased effectiveness in the areas targeted by the SIG:</p> <ol style="list-style-type: none"> 1. Improved learning outcomes 	<p>Oct –Feb—May</p>

<p>2. Extended learning opportunities</p> <p>3. Improved behavioral outcomes</p> <p>4. Support and coordination with building SIG support staff: instructional coach, counselor, PBS coordinator, ALS coordinator</p> <p>5. Implementation of professional development and coaching amongst faculty</p> <p>6. Coordination with School Support Team Leadership Specialist</p>	
<p><u>Curriculum Block Assessments:</u> All grades/subjects will administer the Ogden District's Curriculum Block Assessment where they have been developed.</p>	Throughout the year
<p><u>School Plans:</u> Training on the plan will take place in April.</p>	Year- long implementation
<p><u>ARRA Professional Development Days:</u> Three ARRA PD days (total) at the beginning of the year. Two days for District PD and one day school PD based on their School Plan. There will be eight hours for ARRA follow up (4 two-hour sessions).</p>	Aug and ongoing follow-up
<p><u>School Appraisal Visits:</u> These will happen twice, fall and spring. Teams will collect data in three areas. One of the three will be school choice, based on their instructional goals specified in their school plan. The other two will be district wide instructional goals in the areas of differentiation and student engagement.</p>	Fall and Spring
<p><u>Title I School Reviews:</u> This year (2010-11) the state will conduct a detailed audit of federal program compliance for all Title I schools.</p>	Feb
<p><u>Indicators of School Quality:</u> This survey instrument serves as a needs assessment to guide our school and district plans.</p>	Jan – Feb
<p><u>Re-employment Questionnaire Survey:</u> This survey is distributed to all employees annually.</p>	Nov
<p><u>New Teacher Survey:</u> Given to new teachers to assess how their needs are being met.</p>	Midyear

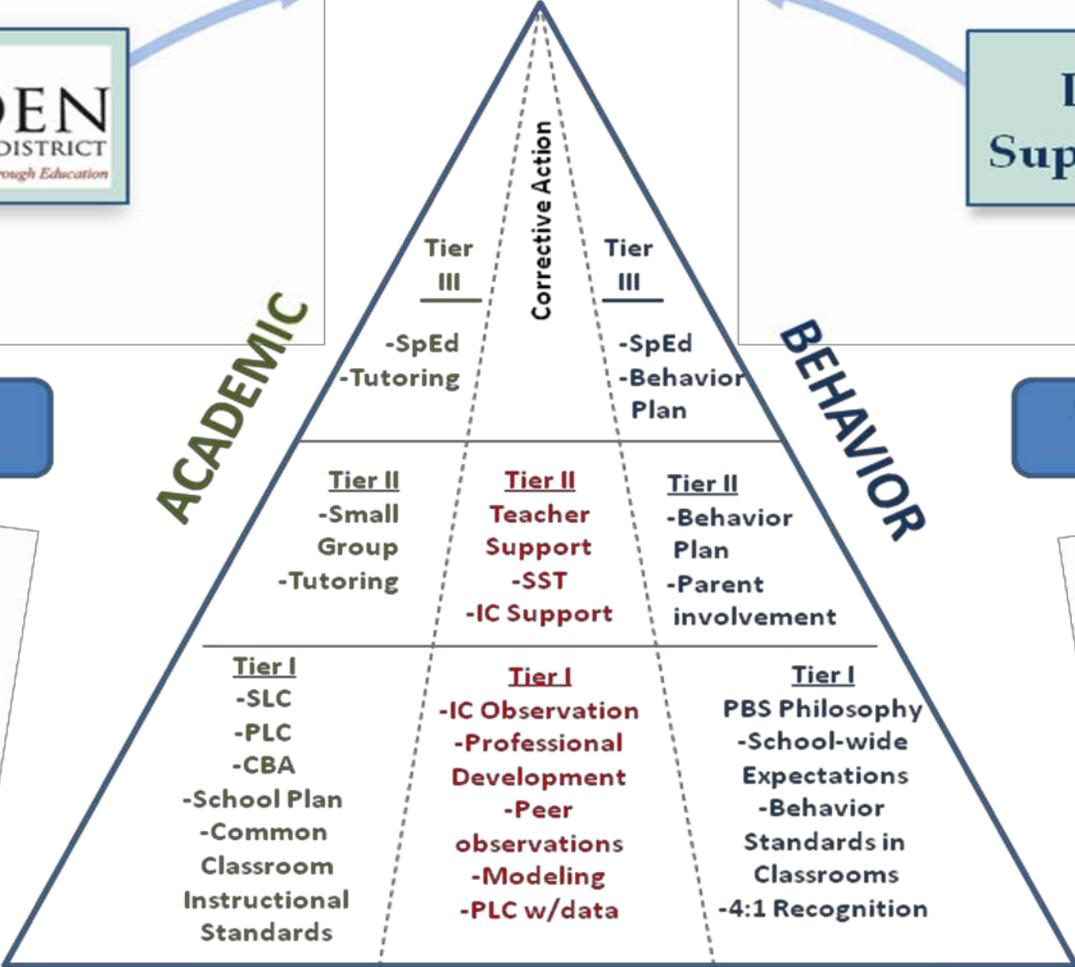
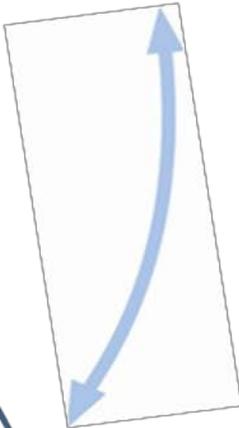
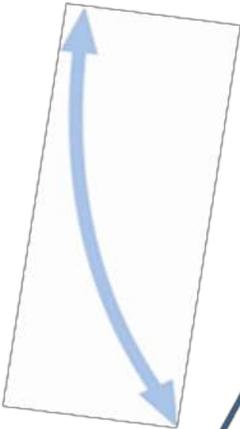


Planning

Learning Support Model

Leadership: Monitor & Adjust

Implementation Support



Analysis: Leading Indicator Data



Measure Implementation

Ogden School District's Common Standards

Instructional Standards

I. Lesson Preparation

- A. Aligned to core standards and objectives.
- B. Evidence used to determine student needs (pre-assessments, formative assessments, data from previous lessons, student culture and background) considered
- C. Prepare and post content objectives.
- D. Prepare and post language objectives.
- E. Create a learning environment that fosters achievement (access, print-rich, interaction, positive affective tone).
- F. Provide explicit instruction for key concepts (academic vocabulary, process words).
- G. Use ELL support techniques (comprehensible input, instruction in ELD, native language support, language objectives, lowered affective filter).
- H. Design and implement assessments to measure mastery.

II. Building Background

- A. Present objectives as relevant to students (life experience, prior knowledge, and purpose for learning).
- B. Ensure students are capable of restating or paraphrasing the objectives.

III. Lesson Delivery

- A. Presentation is explicit and engaging.
- B. Check for understanding and adjusts lesson and pacing as needed.
- C. Use relevant and motivating instructional strategies for engagement (teach when all students are engaged, pre/post wait time).
- D. Model example, non-example, and example again.
- E. Use higher order thinking skills (Costa Level 1, 2, and 3).

IV. Guided Practice and Application

- A. Scaffold the lesson (guided practice, gradual release).
- B. Provide sufficient student interaction for practice of content and language (varied grouping configurations, flexible group structures, cooperative learning).
- C. Monitor student learning and checks for understanding.
- D. Provide immediate and specific feedback on learning.
- E. Provide closure to the task(s).

V. Independent Practice and Maintenance

- A. Assign independent practice/homework once students can be successful.
- B. Ensure independent practice is appropriately differentiated.
- C. Give timely and specific feedback on student performance.
- D. Re-teach as needed based on evidence (multiple valid assessment measures).

VI. Review and Assessment

- A. Provide clear, explicit review of all concepts and objectives.
- B. Provide clear and specific expectations prior to assessment (rubrics, checklists, examples).
- C. Measure mastery of objectives with valid assessments.
- D. Use multiple measures to assess learning as appropriate (curriculum based, performance based, authentic, common/shared assessments, progress monitoring, formative, summative).
- E. Provide appropriate accommodations and modifications.
- F. Identify need for intervention.
- G. Remediate as needed according to the RTI Model.

Behavioral Standards

VII. Physical and affective:

- A. Room arranged for easy monitoring and flow of traffic
- B. Special needs students are accommodated and placed in close proximity to meet visual, or behavioral needs in order to maximize learning.
- C. Materials are neat and orderly to allow for easy student/teacher access. (This includes labels on shelves, bins boxes, extra pencils, markers, etc., and floor space accommodates groups and centers.)
- D. Materials support and reinforce learning and are clear, bold, and simple.
- E. Classroom climate is inviting, engaging, non-threatening, and safe.
- F. Respect is shown to all; everyone has opportunity to be heard and understood. Students show respect for each other.
- G. Positive emotional/social growth is taught and reinforced

VIII. CLASSROOM RULES AND PROCEDURES:

- A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: Correction), and celebrated.
- B. Student understanding of procedures for bell work, direct instruction, independent and guided practice, cooperative learning, transitions, when task is finished, and during an attention signal are clearly evident.

IX. INSTRUCTIONAL PRACTICE:

- A. Lesson preparation is based on OSD'S Instructional Standards.
- B. Material is presented at an appropriate level of difficulty/differentiation.
- C. Teacher presents lesson with appropriate pacing.
- D. Teacher checks for understanding and gives students opportunities to respond.
- E. Teacher corrects and praises fluently.
- F. Teacher shows respect for and engages all students.

Evaluation and Common Standards Alignment

OSD Teacher Evaluation	OSD Common Standards
Management of time	
1.1 Ready	<p>I.A. Aligned to Core Standards and objectives</p> <p>I.D. Learning Environment that Fosters Achievement</p> <p>I.E. Creates a learning environment that fosters achievement</p> <p>VII.B. Special needs students are accommodated to maximize learning needs</p> <p>VII.C. Materials are orderly for easy teacher/student access</p> <p>IX.A. Lesson preparation is based on OSD's Instructional Standards</p>
1.2 Begin	<p>I.F. Provide explicit instruction for key concepts</p> <p>II.A. Present objectives as relevant to students</p> <p>II.B. Ensure students are capable of restating the objective</p> <p>III.C. Use relevant and motivating instructional strategies for engagement</p> <p>VII.E. Classroom climate is inviting, engaging, non-threatening and safe</p> <p>VII.F. Respect is shown to all, everyone opportunity to engage</p> <p>VII.G. Positive emotional/social/growth is taught and reinforced.</p>
1.3 On Task	<p>VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated.</p> <p>VIII.B. Student understanding of procedures for bell work, direct instruction, independent and guided practice, cooperative learning, transitions, when task is finished, and during an attention signal are clearly evident.</p>
Student Behavior	
2.1 Rules	VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated.
2.2 Verbal	VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated.
2.3 Movement	<p>VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated.</p> <p>IV.C. Monitor Student learning and checks for understanding</p> <p>VII.A. Room arranged for easy monitoring and flow of traffic</p>
2.4 Surveys	VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction),

	and celebrated. VII.A. Room arranged for easy monitoring and flow of traffic
2.5 Inappropriate	VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition:correction), and celebrated. VIII.B. Student understanding of procedures for bell work, direct instruction, independent and guided practice, cooperative learning, transitions, when task is finished, and during an attention signal are clearly evident.
2.6 Appropriate	VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated. IX.A. Lesson preparation is based on OSD's Instructional Standards IX.B. Material is at an appropriate level of difficulty/differentiation IX.C. Teacher Presents lesson with appropriate pacing IX.D. Teacher checks for understanding and gives opportunity to respond IX.E. Teacher corrects and praises fluently IX.F. Teacher shows respect for and engages all students
Instructional Presentation	
3.1 Review	
3.2 Introduce	I.A. Aligned to Core Standards and objectives I.C. Prepare and post Content Objectives I.D. Prepare and post Language Objective I.E. Create a learning environment that fosters achievement II.B. Ensure students are capable of restating / paraphrasing objectives III.C. Use relevant and motivating instructional strategies for engagement VII.E. Classroom climate is inviting, engaging, non-threatening and safe
3.3 Speaks	I.F. Provide explicit instruction for key concepts II.A. Presentation is explicit and engaging
3.4 Presents	I.G. Use ELL support techniques III.B. Check for understanding and adjusts lesson and pacing as needed III.C. Use relevant and motivating instructional strategies for engagement
3.5 Examples	III.D. Model example, non-example, and example again I.G. Use ELL Support techniques
3.6 Tasks	III.E. Use higher order thinking skills
3.7 Questions	III.B. Check for understanding and adjusts lesson and pacing as needed

	III.E. Use higher order thinking skills
3.8 Pace	III.B. Check for understanding and adjusts lesson and pacing as needed
3.9 Transitions	IV.A. Scaffold the lesson/guided practice IV.B. Provide student interaction for practice of content and language IV.C. Monitor student learning and checks for understanding IV.D. Provide immediate and specific feedback on learning
3.10 Clear	IV.C. Monitor student learning and checks for understanding VI.B. Provide Clear and specific expectations prior to assessment
3.11 Summarizes	IV.E. Provides closure to the task(s) VI.A. Provides clear, explicit review of all concepts and objectives V.D. Re-teach as needed based on evidence
Monitoring of students	
4.1 Assesses	I.B. Evidence used to determine student needs. I.H. Design and implement assessments to measure mastery. VI.B. Provide Clear and specific expectations prior to assessment VI. C. Measure mastery of objectives with valid assessments VI.D. Use multiple measures to asses learning as appropriate
4.2 Circulates	IV.C. Monitor Student learning and checks for understanding VII.A. Room arranged for easy monitoring and flow of traffic V.D. Re-teach as needed based on evidence
4.3 Standards	I.A. Aligned to Core Standards and objectives VI.A. Provides clear, explicit review of all concepts and objectives
4.4 Records	VI. C. Measure mastery of objectives with valid assessments VI.G. Remediate as needed according to the RTI model
Instructional Feedback	
5.1 School work	I.A. Aligned to Core Standards and objectives V.A. Assign independent practice/homework once students can be successful V.B. Ensure independent practice is appropriately differentiated VI.A. Provides clear, explicit review of all concepts and objectives VIII.A. Classroom rules are explicitly taught, modeled, practiced, recognized (4:1, recognition: correction), and celebrated.
5.2 Oral Answer	IV.C. Monitor student learning and checks for understanding

	V.C. Give timely and specific feedback on student performance
5.3 Incorrect	V.C. Give timely and specific feedback on student performance V.D. Re-teach as needed based on evidence VI.E. Provide appropriate accommodations and modifications VI.F. Identify need for intervention VI.G. Remediate as needed according to RTI model
5.4 Parent Contact	
Curriculum Development	
6.1 Plan	VI.F. Identify need for intervention I.B. Evidence used to determine students needs VI.G. Remediate as needed according to RTI model
6.2 Diagnostic	I.B. Evidence used to determine students needs I.H. Design and implement assessments to measure mastery VI.E. Provide appropriate accommodations and modifications VI.F. Identify need for intervention VI.G. Remediate as needed according to RTI model
6.3 Matches/aligns	I.A. Aligned to Core Standards and objectives IV.C. Monitor student learning and checks for understanding V.B. Ensure independent practice is appropriately differentiated VII.B. Special needs students are accommodated to maximize learning needs
6.4 Remediation	VI.F. Identify need for intervention VI.G. Remediate as needed according to RTI model
6.5 Extension	I.B. Evidence used to determine students needs II.A. Present objectives as relevant to students V.B. Ensure independent practice is appropriately differentiated

Title I School Quality Teacher Retention Incentive

Federal guidelines require districts receiving Title I funds to have an equal or greater number of highly qualified teachers teaching in our Title I schools as compared to our non-Title I schools. Title IIA Guidance also supports incentives to promote retention of highly qualified and effective teachers in our most impacted schools. Historically, we have not been in compliance in having a greater number of highly qualified teachers in our Title I schools as compared to our non-Title I schools. We have greater numbers of less experienced teachers in our high risk schools as well. These conditions exist, in part, to the teaching conditions that are more demanding and stressful than their non-title school counterparts. This is due to the intensity of risk factors students have, as well as greater accountability for teacher and student performance. As a result, our most inexperienced staff and, in some cases, our least qualified teachers teach in our Title I schools.

To support retention of our most qualified teachers in our Title I schools, we will implement the "Title I School Quality Teacher Retention Program" for the 2010-2011 school year. Qualifying teachers who either remain or transfer in to a Title I school will be eligible to receive \$1000 "Teacher of Excellence" incentive bonus. This program will be implemented to help bring the district back into federal law compliance.

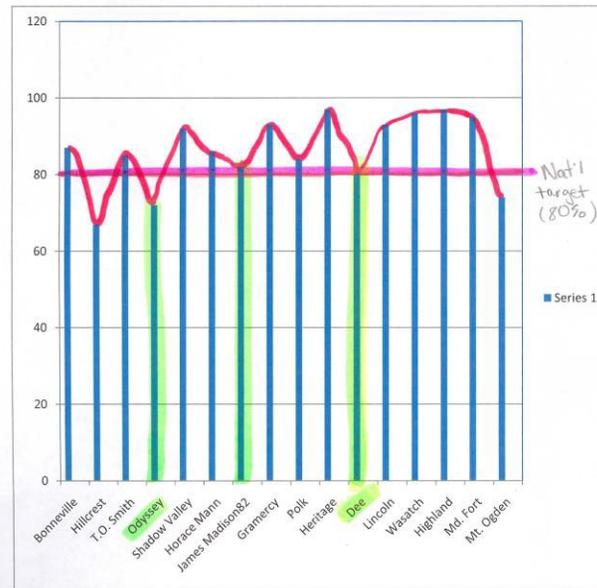
Qualifying Teacher Criteria

To qualify for the Teacher of Excellence incentive bonus, an elementary teacher must meet the following conditions:

1. Teachers must be highly qualified as defined by NCLB guidelines.
2. Teachers must have all students of which have been in their classroom the full year attain over one year's academic growth (as measured by the scaled score) in language arts and math as measured by the state end of level test during the prior academic year.
3. Teachers in grades k -2 will use other assessments to determine cohort growth.
4. "Teacher of Excellence" incentive bonus will be paid at the end of September. Any teacher not completing the academic year will need to repay the stipend proportionately.
5. Teachers who are ability-grouping across their grade level will not be eligible.

Funding for this project will come from the SIG funding.

District Data



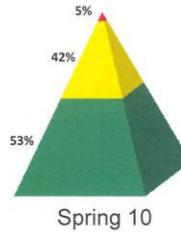
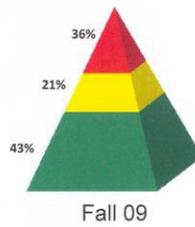
S.E.T. Scores

2010

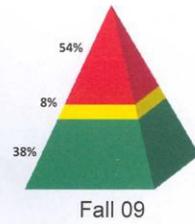
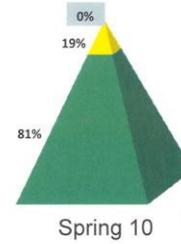
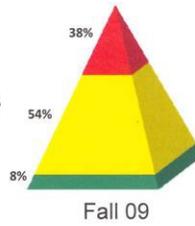
PBS/Appraisal Data - Dee

Time on Task	Opportunities to Respond		Ratio of Interactions	
	Fall 09	Spring 10	Fall 09	Spring 10
36%	5%	38%	0%	54%
21%	42%	54%	19%	8%
43%	53%	8%	81%	38%

Red = Stop (do something different)
 Yellow = Caution (intervention recommended)
 Green = Keep up the good work



Opportunities to Respond



Not Applicable
 Spring 10

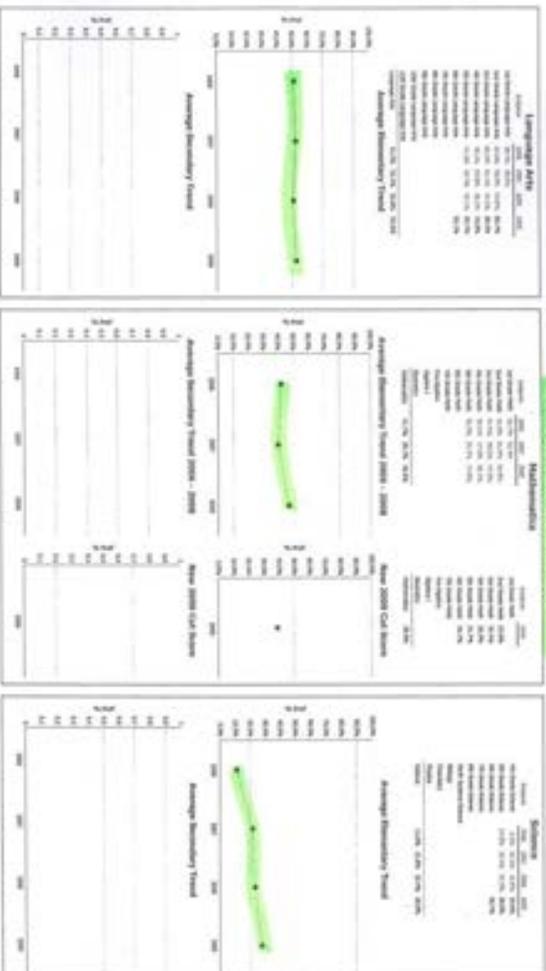
2009 CRT Results by Percentage and Number Proficient Districts OGDEN DISTRICT: DEE SCHOOL

Demographic Categories	Language Arts		Mathematics		Science	
	# Prv	% Prv	# Prv	% Prv	# Prv	% Prv
All Students	163	52.8%	120	38.8%	120	28.0%
Asian	1		1		1	
African American	2	40.0%	2	40.0%	5	1
Caucasian	53	67.9%	25	47.2%	53	13
Hispanic	248	50.0%	92	37.1%	248	34
Native American	1		2		1	
Pacific Islander	2		1		2	1
Unknown						
Female	79	63.2%	55	44.0%	55	24
Male	84	45.7%	65	35.3%	65	25
Econ Disadv	163	52.8%	120	38.8%	120	28
Not Econ Dis						
SMD	16	31.4%	13	25.5%	13	4
Not SMD	147	57.0%	107	41.5%	107	28
ELL	55	44.7%	42	34.1%	42	6
Not ELL	108	58.1%	78	41.9%	78	18
Mobile	19	41.3%	9	19.6%	9	2
Not Mobile	144	54.8%	111	42.2%	111	26

Utah Criterion-Referenced Tests (CRT) Results

Longitudinal Review

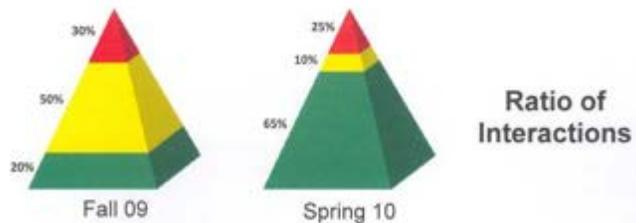
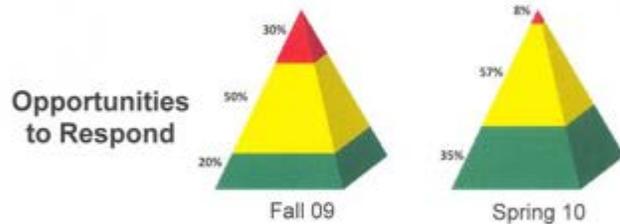
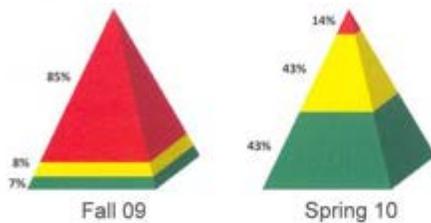
Statute: [Utah State Office of Education](#)



PBS/Appraisal Data - Madison

Time on Task	Time on Task		Opportunities to Respond		Ratio of Interactions	
	Fall 09	Spring 10	Fall 09	Spring 10	Fall 09	Spring 10
85%	16%	20%	8%	30%	30%	25%
8%	43%	50%	57%	50%	10%	
7%	43%	20%	35%	20%	65%	

Red = Stop (do something different)
 Yellow = Caution (intervention recommended)
 Green = Keep up the good work



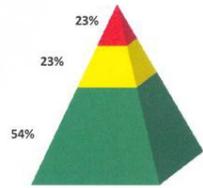
2009 CRT Results by Percentage and Number Proficient Districts OGDEN DISTRICT: JAMES MADISON ELEMENTARY

Demographic Categories	Language Arts		Mathematics		Science	
	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	207	44.0%	135	28.8%	59	21.4%
Asian	1	50.0%	1	16.7%	1	37.5%
African American	3	56.0%	1	38.7%	6	41.1%
Caucasian	6	41.1%	6	63.0%	7	50.0%
Hispanic	42	63.0%	29	54.5%	18	42.9%
Native American	154	50.0%	99	27.6%	41	26.6%
Pacific Islander	7	49.3%	6	29.9%	3	24.0%
Unknown	1	27.6%	2	29.9%	1	24.0%
Female	111	49.3%	62	28.9%	21	21.5%
Male	96	27.6%	73	27.1%	38	25.3%
Econ Disadv	207	44.2%	135	28.9%	59	21.5%
Not Econ Dis	2	29.3%	2	20.2%	2	27.1%
SWD	24	47.2%	20	29.6%	13	20.2%
Not SWD	183	24.0%	115	24.0%	46	14.8%
ELL	88	54.1%	60	34.2%	20	22.7%
Not ELL	119	46.3%	75	32.1%	39	25.6%
Mobile	38	28.1%	26	20.6%	11	28.1%
Not Mobile	169	28.1%	109	20.6%	48	23.3%

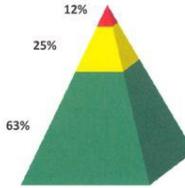
PBS/Appraisal Data - Odyssey

	Time on Task		Opportunities to Respond		Ratio of Interactions	
	Fall 09	Spring 10	Fall 09	Spring 10	Fall 09	Spring 10
	23%	12%	43%	0%	14%	
	23%	25%	43%	29%	15%	
	54%	63%	14%	71%	71%	

Red = Stop (do something different)
 Yellow = Caution (intervention recommended)
 Green = Keep up the good work



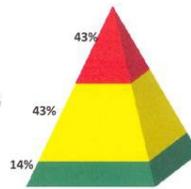
Fall 09



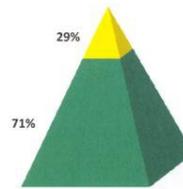
Spring 10

Time on Task

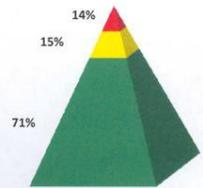
Opportunities to Respond



Fall 09



Spring 10



Fall 09

Not Applicable

Spring 10

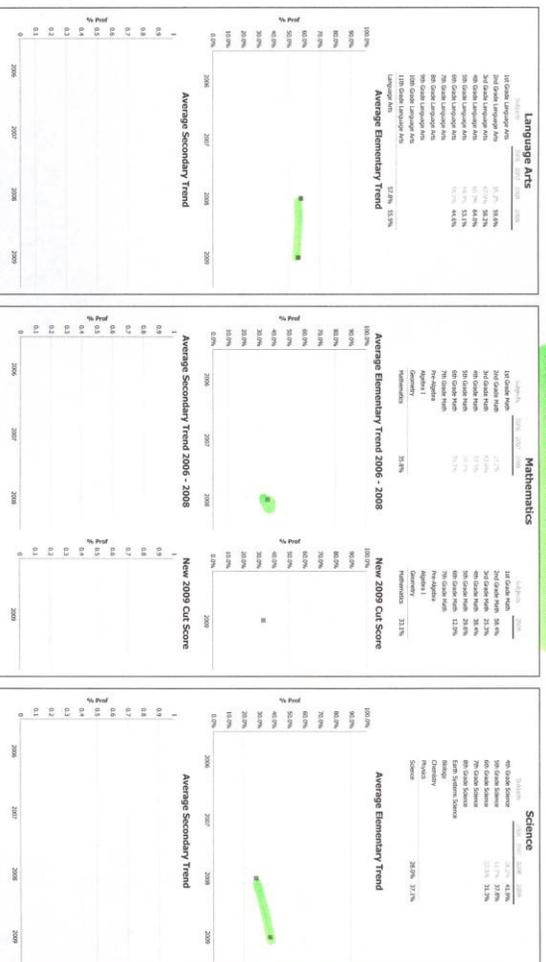
Ratio of Interactions

2009 CRT Results by Percentage and Number Proficient Districts OGDEN DISTRICT: ODYSSEY ELEMENTARY

Demographic Categories	Language Arts				Mathematics				Science			
	% Prof				% Prof				% Prof			
All Students	55.9%	33.1%	37.1%	37.1%	243	435	144	435	99	267	41	119
Asian	100.0%	100.0%	100.0%	100.0%	3	3	3	3	2	2	2	2
African American	68.4%	31.6%	40.0%	40.0%	13	19	6	19	6	15	6	15
Caucasian	68.1%	56.5%	56.1%	56.1%	47	69	39	69	23	41	23	41
Hispanic	52.3%	27.8%	32.7%	32.7%	179	342	95	342	68	208	68	208
Native American Pacific Islander	50.0%	50.0%	50.0%	50.0%	1	2	1	2	1	2	1	2
Unknown												
Female	59.2%	33.6%	34.5%	34.5%	125	211	71	211	41	119	41	119
Male	52.7%	32.6%	39.2%	39.2%	118	224	73	224	58	148	58	148
Econ Disadv	55.9%	33.1%	37.1%	37.1%	243	435	144	435	99	267	99	267
Not Econ Dis												
SMD	33.3%	25.5%	39.4%	39.4%	17	51	13	51	13	33	13	33
Not SMD	58.9%	34.1%	36.8%	36.8%	226	384	131	384	86	234	86	234
ELL	49.6%	26.6%	30.1%	30.1%	123	248	66	248	47	156	47	156
Not ELL	64.2%	41.7%	46.8%	46.8%	120	187	78	187	52	111	52	111
Mobile	57.7%	44.2%	41.2%	41.2%	30	52	23	52	14	34	14	34
Not Mobile	55.6%	31.6%	36.5%	36.5%	213	383	121	383	85	233	85	233

Utah Criterion-Referenced Tests (CRT) Results Longitudinal Review

District: **COCONINO DISTRICT: COCONINO ELEMENTARY**



District Review Letter from Education Northwest



101 SW Main St. Ste 500, Portland, OR 97204-3213
503.275.9500 | 800.547.6339
educationnorthwest.org

March 17, 2010

Ogden City School District
1950 Monroe Blvd.
Ogden, Utah 84401

Dear District Improvement Committee Members:

Thank you for your time and attention during my visit to Ogden on February 25. It was good to see so much genuine excitement around your work to increase student achievement. Your determined interest to continuously examine practices and focus district wide efforts should pay dividends as you progress through your district plan.

As you recall, during my visit I had an opportunity to meet with you and Superintendent Zabriske, participate in a School Appraisal data collection visit, visit several classrooms, meet with the District Support Team as well as several District administrators, visit with Title 1 staff, and attend an after-school professional development RTI sharing session for the junior high schools implementing RTI.

What I would like to share with your team is my observations that I believe have launched you well on your way to making significant progress and offer some suggestions for areas in which you may want to spend additional time and/or resources.

Firstly, your strong, intentional district leadership communication is clear and sends the message that there is a coordinated effort which is needed to improve in all schools. For example, when the junior high principals and their PBS teams came together for after-school training, Dr. Moore conveyed to them that although PBS may be new to them, it was necessary to get the student's behavior under control so that they could learn more. He stated that students were not achieving at acceptable rates and that students couldn't learn when they were in the office for discipline, or when they were disrupting others.

In addition, he was very specific when directing the group by saying that this is **not** optional, and that the coaches were there to help the teachers learn the skills they need to implement the program successfully. One school's PBS coach calculated that their students lost approximately ninety-seven school days last year while waiting to be seen for discipline referrals. This was unacceptable to them and this year, their referrals were reduced by 52%.

The district continually uses data for decision making and uses the results to improve practices. For example, the data from the school appraisal visits and the sharing of those results allowed the schools to examine their data compared to other schools and site similarities and differences regarding time on task, opportunities to respond and other data that were linked to district goals. This provides the context for systemic district and school improvement.

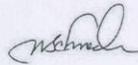
The District Support Team has a deep and personal knowledge of best practices in professional development as well as thorough subject matter knowledge in their field. They are truly experts and they know the importance and necessity of job-embedded professional development. I believe this is one of the main reasons that Ogden's teachers can implement change—they have support from their building coaches and from the District coaches. New initiatives include professional development as a standard part of development.

When the quality teaching professional development days were eliminated, the district replaced them with ARRA days and were flexible in adapting your plans, while keeping the focus on increasing student achievement. Another example of this is the impressive video series that you have created to not only accommodate some teacher learning needs, but also assist in bringing new teachers the knowledge they need to be a fully-functioning Ogden teacher. Your year-long classroom visits planning calendar will allow teachers to know what is happening and how it will affect their classrooms.

These are a few of the areas that were clearly evident to me during my visit. I would like to mention two additional areas: one is an encouragement for continued development and the second is an area of concern. The area for continued development is for the district to continue to deepen the course of action defined in your District Improvement Plan. This includes your efforts in the area of community involvement. Schools have increased their outreach as well as their two-way communication with parents and community and are getting good results, and I would encourage you to continue to look for ways to expand this area. As you provide the videos for your families, you will provide information in their native language that should help them feel more "at home" in the schools.

An area of concern is the schedule change for high schools for next year. Changing to an AB block schedule requires considerable preparation and training for teachers. Most districts making this change spend a year examining best practices and project-based learning along with student engagement strategies to ensure that increased classroom time is spent in increased learning. Although an AB block does allow for more electives, it reduces the time in the core instructional areas and for a district in corrective action, I am wondering about the reasoning behind make a change of this magnitude at this point in time. It is important that your current resources continue to support the goals in your District Improvement Plan, and it would not be recommended that you divert or dilute the resources you have been providing to teachers in the areas causing related to your district improvement status.

Sincerely,



Nanci Schneider
Senior Associate



Board of Education
Don E. Belnap, President
Joyce Wilson, Vice President
Jeff L. Harris
Rick Noerda
Brad Smith
Shane B. Story
Jennifer Zundel

Noel R. Zabriskie, Superintendent
Eugene N. Hart, Business Administrator

June 4, 2010

SIG Review Committee
Utah State Office of Education
250 E 500 S
PO Box 144200
Salt Lake City, UT 84114-4200

Dear SIG Review Committee:

The Ogden School District celebrates the diversity that is found in all areas of Utah. We recognize that while diversity is strength, we also are an inner city school district that has the risk characteristics that accompany other urban districts across the country. We are looking forward to implementation of the School Improvement Grant and support the resources it will bring. We support the Learning Support Model and continuous improvement philosophy that the grant was based on. We look forward to receiving the ongoing reports of the impact and growth that we are hoping this grant will bring.

Sincerely,

Don Belnap, President
Ogden School District Board

cc: Karl Wilson, USOE
Ann White, USOE
Rebecca Donaldson, USOE

SIG Assurance Statement

(see also p. 2, signed May 7, 2010)

Ogden School District, 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.

Ogden School District is not seeking any waivers to this application.

Ogden School District assures that it will follow all federal and state guidelines in the implementation of the School Improvement Grant.

Ogden School District assures that it will implement all required components of the Transformation Model for school reform and improvement.

Signature of LEA Superintendent

Date:

SIG Assurance Statement

(see also p. 2, signed May 7, 2010)

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Ogden School District is not seeking any waivers to this application.

Ogden School District assures that it will follow all federal and state guidelines in the implementation of the School Improvement Grant.

Ogden School District assures that it will implement all required components of the Transformation Model for school reform and improvement.

Signature of LEA Superintendent



Date:

