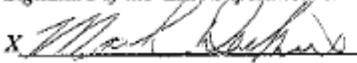


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANT (SIG)

<b>Legal Name of Applicant:</b> Uintah School District	<b>Applicant's Mailing Address:</b> 635 West 200 South - Vernal, UT 84078
<b>LEA Contact for the School Improvement Grant</b>	
<b>Name:</b> Mark Dockins	
<b>Position and Office:</b> Superintendent	
<b>Contact's Mailing Address:</b> 635 West 200 South - Vernal, UT 84078	
<b>Telephone:</b> (435) 781-3100	
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<b>Email address:</b> mark.dockins@uintah.net	
<b>LEA Superintendent or Charter School Director (Printed Name):</b> Mr. Mark Dockins	<b>Telephone:</b> (435) 781-3100
<b>Signature of the LEA Superintendent or Charter School Director</b> X 	<b>Date:</b> February 18, 2011
<i>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.</i>	

# 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

OMB Number: 1810-0682  
Expiration Date: XX/XX/2010

### Paperwork Burden Statement

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

**STATE OF UTAH SCHOOL IMPROVEMENT GRANT  
2010 LEA APPLICATION REQUIREMENTS**

**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 (2006-07, 2007-08, 2008-09, 2009-10) in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion at 42% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on Utah Performance Assessment System for Students (UPASS) Progress Score - 3-year average from years 2007-08, 2008-09, 2009-10). The state of Utah did not weight "all student" group compared with subgroups.

**Tier II Schools:**

- Title I Eligible (Served or Not) Secondary School:
  - o Lowest 5% or 5 Schools, whichever is greater (in Utah: lowest 5% schools equals seven (7) schools);
  - OR**
  - o 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:
  - o 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 (Dual Immersion Academy at 42% proficiency)];
  - o Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score- 3-year average);
  - OR**
  - o Graduation Rate less than 60%.

**Tier III Schools:**

- Title I Served School; and
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I, but not in Tier I

**Tier III Newly Eligible Schools:**

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Art and Math Proficiency in lowest quintile for Utah: Higher than lowest Tier I school
- (Dual Immersion Academy at 42% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 64% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools-so that the neediest schools-could be served;** and
- Not making expected progress (At least 180 on UPASS Progress Score- 3-year average).
- Schools included on Tier III list that were excluded due to an n size < 40.

**LEA APPLICATION REQUIREMENTS**

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

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID#	TIER			INTERVENTION (TIER I AND II ONLY)			
		I	II	III	unannounced	restart	closure	transformation
Eagle View	4901 0800 1270	X						X

## **PART I: DESCRIPTIVE INFORMATION**

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

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

Response:

After a review of the needs of our schools, Uintah School District has determined that its priority continues to be the improvement of the educational programs at Eagle View Elementary School which has been identified by the State as a newly eligible Tier I school.

The District established Eagle View in 2008 when in accordance with NCLB and U-PASS restructuring requirements it adopted the Transformational Model that resulted in the consolidation of two underperforming schools: W Russell Todd and West Middle schools. A new principal, Mr. Rob Streamer, was assigned. He determined which staff would be retained and was given authority to recruit others from outside the school. He made it clear to all that:

- They would have greater responsibility and accountability through a shared governance model;
- The school would implement a more rigorous curriculum;
- Staff would participate in extensive professional development aimed at improving the quality of instruction and teacher evaluations would be redesigned;
- Learning would be extended through improved time on task, longer school days, and extended school year;
- There would be increased support and involvement from partners such as the Ute Tribe.

With the adoption of the Transformational Model, the District also committed to providing the leadership and technical assistance in the implementation of this model so Eagle View would be successful. Finally, the District committed to provide additional resources, monitor school progress, provide the required data and reports, intervene when needed, and be accountable for the success of Eagle View.

Eagle View serves 495 students from the rural communities of Uintah County, including a significant population (68%) who are Native American from the Uintah and Ouray Indian Reservation. Twenty-seven percent (27%) of our students are Caucasian, and five percent (5%) are Hispanic, Pacific Islander or Asian.

The work of staff, support and leadership by the District, the renewed involvement of parents, and the support of the community partners has resulted in improved academic achievement since the school was opened. However, our Eagle View students struggle academically in comparison to their peers at the District, State, and National levels. The following is our analysis of Eagle View student achievement, demographics, contextual situation, and teachers and administrator that demonstrates our student needs, strengths, areas of weakness, and proposed strategies.

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

Response:

The following table (Table I) summarizes the achievement of Eagle View students in SY 2009 and 2010.

**Table I: Eagle View Achievement Results**

<b>Language Arts (GOAL=83%)</b>						
<b>Group</b>	<b>Participation</b>		<b>2010 Test Scores</b>		<b>2009 Test Scores</b>	
	<b>N</b>	<b>Actual %</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>All Students</b>	230	98	196	44	204	37
<b>Asian</b>	1	N<40	0	N<10		
<b>African American</b>	0	N<40	0	N<10	0	N<10
<b>American Indian</b>	156	97	135	32	149	30
<b>Caucasian</b>	61	100	53	72	49	55
<b>Hispanic</b>	8	N<40	4	N<10	1	N<10
<b>Pacific Islander</b>	4	N<40	4	N<10	5	N<10
<b>Economically Disadvantaged</b>	185	97	159	40	168	33
<b>Limited English Proficient</b>	3	N<40	2	N<10		
<b>Students with Disabilities</b>	38	N<40	34	21	44	34
<b>Mathematics (GOAL= 45%)</b>						
<b>Group</b>	<b>Participation</b>		<b>2010 Test Scores</b>		<b>2009 Test Scores</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>All Students</b>	230	98	196	39	200	31
<b>Asian</b>	1	N<40	0	N<10		
<b>African American</b>	0	N<40	0	N<10	0	N<10
<b>American Indian</b>	156	97	135	24	147	21
<b>Caucasian</b>	61	100	53	68	47	55
<b>Hispanic</b>	8	N<40	4	N<10	1	N<10
<b>Pacific Islander</b>	4	N<40	4	N<10	5	N<10
<b>Economically Disadvantaged</b>	185	97	159	33	164	27
<b>Limited English Proficient</b>	3	N<40	2	N<10		
<b>Students with Disabilities</b>	38	N<40	34	21	45	27

Based on most recent achievement results:

- As shown in Table 1, forty-four (44%) of our students score at the proficient level in Language Arts and (39%) in Math, both of which are significantly below the national, state and district averages;
- Only one subgroup (Caucasian students in math) made the Language Arts or Mathematics goals established for the school, and
- Further analysis of scores show that our Native American students achieve at a lower level than the rest of our student population in every subject at every grade level (reference Table II).

Table II							
SY 2010 Language Arts Results							
Grade / Sub-Group	2	3	4	5	6	7	8
Native American	51%	25%	47%	18%	25%	44%	59%
Total Students	58%	44%	49%	40%	36%	54%	67%
SY 2010 Mathematics Results							
Grade / Sub-Group	2	3	4	5	6	7	8
Native American	66%	22%	47%	11%	21%	44%	12%
Total Students	72%	48%	57%	23%	27%	54%	29%

The Native American subgroup is not the only classification of students who struggle. The U-PASS Accountability System SY 2010 Report Card for Eagle View reports economically disadvantaged and Special Need children were also not proficient.

However, SY2010 marked the first time in five years (including the period when West and Todd schools were open) that student achievement improved over the previous year. In our second year of improvement, we have seen academic gains overall for the school and for every subgroup with the exception of Students with Disabilities in both Language Arts and Mathematics. In addition, all groups with the exception of Native American children were determined by U-PASS to have made progress. These are positive indicators that must be built on and reflect the commitment of our staff and leadership. Yet further improvements are needed.

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

Response:

Following are the demographics of Eagle View Elementary School:

• Total enrollment:	495
• Ethnicity	68%: Native American from the Uintah and Ouray Indian Reservation 27%: Caucasian 5%: Hispanic, Pacific Islander, or Asian
• Free & Reduced Lunch Eligible	75.2%
• Special Need Students	16.5%
• Limited English Proficient	1%

According to the National Governor's Association (*Closing the Achievement Gap, 2005*) "achievement gap is a matter of race and class". This finding is affirmed by numerous other national studies including research by Southwest Comprehensive Center (SWCC) at WestEd which in its mega-analysis *Research 011 Closing the Achievement for Native American Students reported* "American Indian students continue to be disproportionately characterized by low educational achievement. These students often enter school unprepared to learn, and after entering school, their rate of achievement is often lower than other students (Beaulieu, 2000)." SWCC also asserted what other national studies found: "Poverty has clear effects on children before they enter school and during their tenure in school (*Research 011 Closing the Achievement Between High and Low Socioeconomic Status (SES)*)"

Eagle View reflects these national studies. Our Native American youth and those eligible for the Free and Reduced Lunch Program comprise the overwhelming majority of our students. There is a high correlation between these two demographics and these students are the most academically disadvantaged. Over seventy-five (75.2%) of Eagle View students are eligible for the Free and Reduced Lunch program, the intensity of poverty among our Ute families is even more severe. According to the Utah Department of Community and Culture, 73% of our Ute families are low or very-low income as defined by Department of Labor standards. In addition, 16.5% of Eagle View students have been identified as being Special Need. As previously stated, we have seen academic gains overall for the school and for every subgroup with the exception of Students with Disabilities, The scores of these students declined between SY 2009 and -SY 2010 in both Language Arts and Mathematics

Also significant is the fact that although only three of our students have been identified as being limited English proficient, 28% of the Ute population speaks a language other than English at-home. While the preservation of Native Language is essential for retaining culture and identity, it does indicate that there is less at-home practice in the language of academics. Specifically for the Ute Tribe, their native language includes both verbal and non-verbal communication with an emphasis on non-verbal communication techniques. Our school speech therapist reports that over 75% of our K-2 students and 50% of our upper level students have language deficiencies. For this reason, we use visual phonics and sign language as a means to bridge the gap in literacy development.

Finally, the Eagle View attendance area is in a rural part of northeast Utah. The poverty of our families adds to their isolation so students are unable to access enriched learning activities and programs such as museums, libraries and other educational institutions found in larger cities or which students from higher socio-economic levels take for granted.

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

Response:

In addition to academic performance and demographic factors, our students' achievement must be analyzed in the context of their attendance, behavior, and community issues. The following factors significantly impact our students' readiness to learn.

- Based on the kindergarten screening, 80% of the entering Eagle View kindergarten students are not ready for kindergarten. We know that children who are read to in early childhood are more likely to develop the necessary literacy skills and perform better academically throughout their lives (Lance 2008). Yet the majority of our families have a single parent who is the primary provider, are low income, and affected by health related issues. This places significant stress on our families.
- " The ability for our students to get to school can be a challenge. Over 99% of our students rely on school transportation and travel as far as 35 miles one way.
- The daily attendance rate for the last two years has averaged 94% which is below both the state and district average; but an improvement from prior to the adoption of the Transformational Model when daily attendance averaged 89%. However, students in some grades, primarily third, have a much lower attendance rate (90%).
- In School Year 2010, 68 or 14% of the Eagle View students were suspended 108 times for a total of 400 days. This is comparable to the number of suspensions in SY 2009. Infractions included fights, threats, drugs, weapons, and gang related behavior.

- Finally, our community has 27 gangs that are active in recruiting and harassing our students. This past year, we had 14 Safe School Hearings, compared to 3 the previous year.

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

Response:

We are fortunate to have a dedicated team of 27 teachers. All are highly qualified; all want to be at Eagle View; and all were interviewed, screened, and approved for a position at Eagle View by the principal when the school was opened in 2008. Fourteen of the teachers have taught in the Eagle View attendance area for less than five years, ten between 6-15, and three for more than 15 years. Eagle View teachers are dedicated, collaborative, and well educated with nine holding Masters degrees, and many holding certification in early childhood and ESL, while a few have art, technology, and counseling certifications. Eagle View has a professional staff, although Eagle View teachers must travel over 30 miles one way even during very inclement weather to teach at Eagle View.

An example of their dedication is the manner Eagle View teachers routinely put student needs ahead of their own. This is demonstrated by their willingness to allow students in the classroom for unstructured academic time before school starts. This necessitates they be to school early and unfortunately impacts the teachers' ability to have uninterrupted preparation time.

The District does have one concern regarding the staff. In comparison to our 10 district schools, Eagle View teachers have excessive Paid Time Off (PTO) use when considering staff size (much of which is due to the rural location of the school). Last year during a two month period, the school accounted for 13.5% of all PTO days used by the district. While Eagle View teachers have extenuating circumstances leading to this high rate, such the fact that a medical appointment routinely require a teacher to miss the entire day, we do believe that our rate can be reduced.

With regards to evaluating teachers, the District currently utilizes the JPASS Evaluation system for teacher evaluations. JPASS includes both teacher interviews and assessments. This system is utilized every year for beginning teachers and every three years for tenured teachers; however, it can be used more often for teachers who have identified performance issues. When the District closed Todd and West school and as part of our comprehensive school reform, the teachers were evaluated with JPASS. Several teachers with chronic performance issues were identified and were not considered for a position at Eagle View.

Our Principal works closely with each teacher to identify and address potential issues on a regular basis. This effort includes coaching, mentoring, workshops, and modeling. With the intensive effort given to teachers with performance issues, we are able to either improve their performance or make the decision to release them. This effort is essential in building and maintaining a staff that is committed to our school reform effort.

Finally, it should be noted that as demonstrated by their approval of the Memorandum of Agreement which accompanies this application, the Uintah County Education Association unanimously supports the comprehensive reforms planned for Eagle View. Leadership has been actively involved in the planning of the reforms and interventions, All are focused on improving the quality of education for Eagle View students.

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

Response:

When Uintah School District implemented the Transformation Model involving the closing of West and Todd schools and the opening of Eagle View Elementary School it appointed Mr. Robert Stearmer as the new school principal to lead the reforms. Mr. Stearmer has over 35 years of experience in teaching and administration in schools in Utah and Wyoming. He holds a Master's of Science in School Administration and has elementary, middle school and high school administration experience. His experience and success at schools within our District was especially relevant for this assignment as the Eagle View K-8 principal. Mr. Stearmer has been part of school initiatives that resulted in the following awards and recognition: National Elementary Blue Ribbon School, National Elementary Drug free school, Best Practices Award National Gifted and Talented School; Elementary Principal of the Year twice from the Uintah School District. Mr. Stearmer is also currently serving on the state level as a consultant to school district in the School Accreditation process.

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

Response:

As noted earlier, Eagle View Elementary was formed less than three years ago in an effort to improve two underperforming schools. While it is early to assess the long term impact of this change, growth rate results (NWEA and YPP and DIBELS) for our students are encouraging and it appears the school is on the right track. Unfortunately, as part of the budget problems that have been faced by the State of Utah, our school suffered a 25% cut in funding that ultimately impacted our ability to implement the activities planned to assist our students and teachers. This places our efforts in jeopardy.

Prior to the establishment of Eagle View, administrations attempted various strategies to "fix" Todd Elementary and West Middle schools. These included adoption of new curriculum, mandated professional development, and efforts to involve parents. The strategies were often imposed from the outside without attention to a) the very unique circumstances that surround the students or b) input from staff. Nor were they fully implemented with the proper planning and staffing. For example, the use of Exemplary Center for Reading Instruction was implemented without collaboration with our staff. This resulted in a resistance to the training, which was short-lived and thus not successful in improving student achievement.

Other reform initiatives were determined to be ineffective due to limited time to implement, insufficient funding, and failure to engrain the new efforts into the culture of the schools and/or establish a "community of practice". This resulted in partial implementation of staff development and resistance to the new staff improvement model. In addition, Literacy and Math Coaches, a Resource Officer, and extracurricular activities, all of which were identified as needs and critical element of school reform efforts were not funded because of budget constraints. To compound issues, budget cuts eliminated teacher and staff positions, professional development, special District travel stipend for being assigned to a distant school, and a myriad of other special programs identified to support our teachers and students.

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

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

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

Response:

After studying the four intervention models, the Uintah School District Governing Board adopted the Transformational Model as the blueprint for the reforms at Eagle View. The Restart and Closure models were not believed to be feasible given the rural location of the school. Since the District was working to address the issues of both a middle school and its feeder school, both of which were underperforming, the Turnaround model was not determined to be appropriate. The Transformational Model allowed the District to make the needed staffing changes, institute the required reform efforts, leverage district resources to support the reforms, monitor progress and oversee the reforms.

Accordingly, the District established annual student achievement goals in reading/language arts and mathematics and planned the process by which the Office of the Director of Curriculum monitors and reports on progress in reaching the goals. A new principal, who is respected both in the District and statewide, was assigned and given the authority to select his staff. The new staff, working with administration assessed the needs of the students and weaknesses/gaps in the school programs. This then became the basis for the following school reforms.

Eagle View School will institute comprehensive reforms that focus on rigorous and appropriate curriculum aligned to state academic standards; extended learning time; involved parents and community; and high quality of instruction that focuses on differentiated instruction through the Response to Intervention model. Critical elements of the reform include:

1. Teachers working extended hours (summer, quarterly, monthly in-services in addition to weekly grade level and monthly staff meetings). Using a data-based decision making approach, teachers will review and refine the curriculum and screen and monitor student progress and the placement of students. These sessions will also be dedicated to intense professional development lead by Eagle View Literacy and Math Coaches and by Dr. Ray Reutzler (PreK-2) and Utah State University TEAL (grades 3-8).
2. Institute RTI (Response to Intervention model) that incorporates data - based decision making to screen and monitor student progress and three levels of prevention: Tier I: Good "First Teaching" (high quality instruction by highly effective classroom teachers); Tier II: more intense learning through small group instruction by classroom teacher, after school tutoring, and supplemental curriculum, and Tier III: Intensive intervention support/tutoring from a highly qualified specialist
3. Partnership with Utah State University for yearlong intensive professional development from USU-TEAL Professional development will be provided by USU faculty and Eagle View Master Teachers/Coaches through a year-long graduate level study that will continue in subsequent years so teachers are engaged in a more in-depth process of learning, building, and mastering pedagogy skills and content knowledge. The formal training in "good first teaching" strategies will be supported by individual classroom observation and coaching aimed at working with teachers on specific, situational problems they encounter as they try to implement new techniques in their classroom practices. Our goal is to develop a "community of practice".
4. Working with partners, extend learning through after-school, summer and at home programs.
5. Staffing Eagle View with a highly qualified teacher who will provide intensive Tier III instruction/tutoring and act as a permanent substitute teacher. Hire a highly qualified Next Step teacher who will act as our Home - School Liaison. He/she will work to reduce the number of suspensions and work with parents of students who are suspended so school work is maintained.
6. Instituting grade level specific interventions:
  - PreK-Grade2: In addition to RTI, implement Early Childhood Education and family literacy, Waterford lab for Tier III instruction; Contract with Dr. Ray Reutzler of USU to facilitate development of Pre-K-grade 2 initiatives and train staff.

- Intermediate grades: In addition to RTI, implement Looping of Grade 3 and 4 teachers; Reduce the absenteeism and work with parents of students who are absent so school work is maintained.
- Middle Grades: In addition to RTI, implement increased use of technology through iPads to enhance instruction and extend learning into the home, provide students with skills needed in high school and continuing education, and extend learning time through long distance education programs. In-service teachers in the use of the iPads.

Finally, the teachers reaffirmed that the iObservation Teacher Assessment system (which incorporates classroom observations that provides for a more individualized approach to identify skill building needs for our teachers and administrators) should be adopted and used to supplement the District's performance evaluation system (JPASS).

With the support of the School Improvement Grant and in combination with the efforts that are already underway, Eagle View Elementary will fully implement its Transformation Intervention Model and its school reforms.

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

- Description of how the LEA will successfully implement each requirement;**
- Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and**

Response:

The Transformational Intervention Model consists of four major areas of intervention: Teachers and Leaders, Instructional and Support Strategies, Time and Support, and Governance. Our overall goals include the improvement of academic achievement of our students, reductions in behavioral issues in our students, and increased knowledge and skill development for our teachers. We believe that the combination of these efforts will also tie into another school goal of improved attendance by our students, due to an improved and engaging learning environment for our students. Actions that have been taken and will be taken are described within each area.

**Teachers and Leaders**

Eagle View Elementary is in its third year of comprehensive school reform. As part of this reform, the District established the school by combining two previously underperforming schools. Those Principals were replaced by the current Principal, Mr. Robert Stearmer. In addition, an Assistant Principal was hired. In the combination of the schools, approximately 30% of staff was also replaced" Mr. Stearmer has extensive experience in working with the children in our community and has insight into the cultural issues that affect our students' performance. He also has experience in implementing activities in schools that have traditionally been low performing schools.

As part of the review of our achievement goals and barriers to those goals, we reviewed a secondary teacher assessment, iObservation, to supplement the existing District performance evaluation system (TPASS). By involving the teachers in the process and attending to their concerns, it was unanimously accepted. iObservation incorporates classroom observations which allow for a more individualized approach to identifying skill building needs of our teachers and administrators. This assessment system will provide a more direct feedback system for our teachers, allowing them to better assess their own particular teaching approach and identify the types of development opportunities that will strengthen their skills. iObservation includes data walks, evaluation of existing student data trends,

and other feedback systems currently in place.

In addition, the District will contract with an State of Utah approved School Support Team Leader, Dr. Rich Moore and his facilitation team, to conduct facilitate an appraisal of Eagle View Elementary School twice a year (fall and spring). Dr. Moore will be supported by two Uintah School District administrators, Superintendent Mr. Mark Dockins and Maser Elementary School Principal Mr. Leonard Sullivan, both of whom are also approved by the State of Utah as School Support Team Leaders.

Finally, to ensure accountability and guidance, the District will utilize the services of Southwest Education Associates Ind. to evaluate the reforms and impact of the school improvement initiatives. The evaluation will focus on the extent to which the goals are met and assess project status and quality so leadership can analyze the modifications which may be required and can make data driven decisions.

### Instructional and Support Strategies

#### Highly Effective Teachers:

In the first two years of comprehensive reform, Eagle View worked with consultants (Learning Keys) to map its curriculum and develop a student assessment that was aligned with Utah Core Curriculum standards. All teachers were trained by Solution Tree in the Professional Learning Community and Response To Intervention Models (RTI) and differentiated instruction strategies which remains the school's core instructional pre-k to grade 8 program. RTI incorporates data-based decision making to screen and monitor student progress and three levels of prevention: Tier I: Good "First Teaching" (high quality instruction by highly effective classroom teachers); Tier II: more intense learning through small group instruction by classroom teacher, after school tutoring, and supplemental curriculum, and Tier III: intensive intervention support/tutoring from a highly qualified specialist.

The next step is to enhance and expand this original professional development so a community of practice is established. If funded, Utah State University faculty from the School of Teacher Education and leadership (TEAL) supported by Eagle View Master Teachers/Coaches will conduct a year long graduate level study that engages Eagle View grade 3-8 teachers in a more in-depth process of learning, building, and mastering pedagogy skills and content knowledge. The formal training will be supported by individual classroom observation and coaching aimed at working with teachers on specific, situational problems they encounter as they try to implement new techniques in their classroom practices. The training and graduate work will continue in subsequent years so these instructional practices are institutionalized.

The plans for Eagle View include extending the school year for professional development rather than releasing teachers during the school day and relying on substitute teachers. By extending the school calendar, offering training throughout the year during weekly, monthly, and quarterly trainings, and implementing ongoing observation, feedback and coaching, Eagle View teachers will participate in trainings that meet National Association of Professional Development standards.

#### Early Childhood Education

Eagle View Elementary school will offer two pre-kindergarten classes that will be taught by highly qualified teachers. These classes will target early intervention efforts with children ages 4-5. Classes will be staffed at ratio of 12-1. These classes will facilitate the early identification and intervention on developmental milestones to ensure that our students are prepared to enter and succeed in Kindergarten. Included in the effort, especially for our Native American students, would be the early intervention in speech/language development that is critical for their acquisition of literacy skills.

In addition to preschool classes, the ECE teachers will be responsible for conducting family literacy activities for families of young children. Also, the Waterford Early Learning Labs will be updated to provide pre-primary and primary children with supplemental instruction through an integrated computer lab.

Finally, the District has arranged for Dr. Ray Reutzel of Utah State University to facilitate the improvement of Eagle View early childhood education K-2 programs, in-service teachers in early childhood instructional strategies, and prepare a cadre of Pre-K-2 literacy coaches. Dr. Reutzel is USU's Center for Early Childhood Education's Endowed Chair and Director. He is also a Distinguished Professor of Early Childhood Education in USU's Department of Elementary Education.

#### Instructional Technology

An important element in our reforms is the selected use of technology to support good classroom instruction. Interactive and computer-based technology fundamentally changes the learning process and structure. For this reason, Eagle View will enhance its use of the Waterford Integrated Learning Systems in the primary grades and phase in the use of iPads in the middle grades.

- Waterford Early Learning offers instruction that is aligned to state of Utah academic standards. It has more than 2,000 learning objectives in reading, 710 objective-based math and science lessons, and over 15,000 activities.
- Eagle View middle grade students will transition to using iPads (Grade 6 in year one, expand to grades five six and seven in year two). Based on the studies by Eagle View staff, it is planned for students to use iPads purposely in class and at home during the school year. The iPads will extend and expand learning opportunities (e.g. accessing free Internet educational resources), improve communication between students and teachers, increase student engagement, and allow students access to numerous installed applications. iPads will be phased in over two years so the middle grade staff can evaluate their use. Of note is the fact that the Ute Tribe strongly supports students' use of technology and will fund the iPad replacement costs.

The increased appropriate use of technology will significantly expand the breadth and depth of the curriculum, change the teacher's role, extend learning time, and result in more frequent and accurate assessment of student of student progress.

#### Next-Step Teacher

To improve attendance and reduce suspensions, a Home-School Liaison/Teacher will be employed to instruct an alternative education class titled Nest-Step .and develop and implement an outreach plan for at risk: students requiring alternative education. He/she will work with parents to address attendance and behavior issues that may arise, work to improve parent/community relations, follow-up on concerns regarding individual students, and identify potential needs of our students and families.

#### Time and Support

We have addressed the additional time and support needed for our teachers n instructional and support strategies above. However, additional learning time and support for our students is also extremely critical. These strategies include:

#### Extended learning time for students.

Our student's schedule is at least partially dictated by transportation needs. Because some of our students live as far as 35 miles from the school and are on the bus an hour each way, we must make the most of the time we have available during our regular school day and, as possible, extended learning times. Many of our students arrive to school early enough to have breakfast and still have time before the

start of the school day. We will formalize this time to provide unstructured learning time for our students in the classroom. This will include homework help, independent reading time, and workstation time.

The extended learning time will also include a summer school component focusing on maintaining student progress over the summer break. Because many of our students do not receive the necessary academic support at home, the reality of summer regression impacts our students each year. The inclusion of this time will allow them to both maintain their progress over the summer and allow them to be ready to move on in the next year.

Literacy development support.

Most of our students are Native American and enter school with limited English proficiency. The Native American culture, especially for the Ute population, relies on a combination of verbal and non-verbal communication methods. Because of this, many of our students are language delayed. While we do not fall within the traditional ELL program parameters, we are aware of and have used the assessment methods identified through the San Juan County ELL Study. We believe our students will greatly benefit from additional literacy development and will employ a combination of ELL services and an additional part-time literacy coach.

### Governance

The school governance structure will remain as it was developed in conjunction with the comprehensive school reform effort. Eagle View is within the Uintah School District system and is supported centrally by the District. The District policies and procedures are developed through collaboration with and on approval of the School Board. By using the existing structures in place, we feel this will help to support sustainability of our efforts and support from our stakeholders.

While the school remains within the District, all efforts will be made to identify unique opportunities that may exist at our school and work with the District to create flexible structures to address our unique needs. Any potential changes would be made in collaboration with the School Community Council and with the support of the Ute Tribal Education Department.

In summary, while the District and school have proceeded to implement the four components of the Transformational Model, there are several reforms that must still be instituted, expanded, and/or enhanced. The reforms which are proposed for funding through the School Improvement Grant are:

- Professional development including the establishment of a cadre of master teachers so in the future, the school will not be dependent on external trainers and the funding of a Literacy Coach,
- Extending the school year,
- Hiring pre-kindergarten teachers to provide children and their parents an early childhood education/family literacy program that will better prepare our students for school,
- Hiring the Next- Step Home School Liaison/Teacher
- Instructional technology and supplies that re-engineer Eagle View and its classrooms with the tools that actively engage students and bring a new level of interactivity to everyday lessons at each student's instructional level

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

Response:

Uintah School District in collaboration with school leadership and staff have established the following timelines for implementing the Eagle View reforms and interventions. These activities will be conducted each year during the course of the reforms.

**May/June**

- Review project with teachers, staff, and partners
- Confirm External Providers

**June**

- Recruit and hire Project staff/teachers
- Develop and finalize contracts
- Organize Leadership Council meeting, Review project activities & responsibilities
- Begin evaluation development, including assessment instruments
- Select and contract with the external providers

**July**

- Assess and refine curriculum & assessment systems
- Map out professional development training

**August**

- Begin extended contract time (summer) professional development training (continue yearly)
- School in session
- Develop parent outreach materials and schedule
- Provide status updates to school councils and Ute Tribe, on-going monthly

**September**

- Begin extended learning time for students, ongoing daily
- Begin literacy development support, identification of students and appropriate intervention
- Begin classroom assessments (iObservations/datawalks), ongoing monthly
- Begin PLC/RTI to identify needs and solutions, ongoing monthly
- Conduct weekly and monthly review of key indicators (behavior, attendance, performance)
- Conduct quarterly program evaluation

**October-May**

- Continue with all efforts identified in September
- Use weekly, monthly, quarterly reviews to track progress and make adjustments

**June**

- Conduct annual program review

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

Response:

Our annual goals are consistent with our school improvement plan and focus on academic achievement of our students, engagement of parents, behavioral improvement, and teacher skill/knowledge development. We believe through these efforts, we will create a rich learning environment that will encourage our students to come to school prepared and able to learn, thus increase attendance as well. These goals, their corresponding activities and measurement tools are described below.

<b>OUTCOME GOALS:</b>	
<b>Goal 1: Reading Language Arts</b>	
By May 2014, reduce the number of non-proficient students in Reading-Language Arts by 30% as measured by the state assessments.	
Benchmark Objective 1.1:	Annually beginning May 2012, number of non-proficient students in Reading-Language Arts by 10% as measured by the state assessments
Benchmark Objective 1.2:	Annually beginning May 2012, Eagle View will meet NWEA growths goals
Data Indicators/ Measurements:	UPASS proficiency (yearly), student data collected, such as software tracking, data walks, teacher evaluation, NWEA, YPP and DIBELS (weekly/monthly/quarterly)
Baseline year:	School Year 2010
Activities:	Professional development opportunities, increased student performance assessment and data use, literacy coaches, early intervention, targeted academic programming, extended learning activities
<b>Goal 2: Mathematics</b>	
By May 2014, reduce the number of non-proficient students in mathematics by 30% as measured by the state assessments.	
Benchmark Objective 2.1:	Annually beginning May 2012, number of non-proficient students in Mathematics by 10% as measured by the state assessments
Benchmark Objective 2.2:	Annually beginning May 2012, Eagle View will meet NWEA growths goals
Data Indicators/ Measurements:	UPASS proficiency (yearly), student data collected, such as software tracking, data walks, teacher evaluation, NWEA, and YPP (weekly/monthly/quarterly)
Baseline year:	School Year 2010
Activities:	Professional development opportunities, increased student performance assessment and data use, math coach, early intervention, targeted academic programming, extended learning activities
<b>ENABLING GOALS:</b>	
<b>Goal 3: Professional Development</b>	
By May 2013, all Eagle View teachers will be highly effective as demonstrated through increased content knowledge, use of effective teaching strategies, and adoption of an empowerment model of instruction as evidenced by survey and structured observation.	
Benchmark Objective 1.1:	Annually beginning May 2012, 100% of Eagle View teachers will participate in the scheduled professional development activities.
Benchmark Objective 1.2:	By May 2012, Eagle View School will have a skilled cadre of eight Literacy and Mathematics master Teachers/Coaches who will lead monthly teacher trainings and observe and coach in the classroom.
Data Indicators/ Measurements:	iObservation use, Data walks, Professional development activity attendance, Teacher self analysis, Teacher and Administrator surveys
Baseline year:	School Year 2010
Activities:	Professional development opportunities, Teacher/Administrator assessment training and tools, Extended calendar

<b>Goal 4: Kindergarten Readiness</b>	
By May 2013, the percentage of children ready for kindergarten will increase by 40% based on state's kindergarten assessment	
Benchmark Objective 1.1:	Annually beginning May 2012, 24 children will complete the Eagle View Pre-k program.
Benchmark Objective 1.2:	Annually beginning May 2012, 30 families of prekindergarten children will participate in 75% of the Eagle View family literacy activities.
Data Indicators/ Measurements:	Peabody Developmental Motor Scale, Waterford Early Learning Lab assessments, Young Children's Achievement Test (YCAT), children and family participation rates, and surveys.
Baseline year:	School Year 2010
Activities:	Early intervention activities, targeted academic programming, extended learning activities, Waterford Early Learning Labs, family literacy classes and activities, External expert facilitator (Dr Ray Reutzel)
<b>Goal 5: Student readiness to learn through improved behavior</b>	
By May 2013, Eagle View's average daily attendance rate will equal at least 95%	
Benchmark Objective 5.1:	Annually beginning May 2012, the percent of students absent from school will decrease by 2.5%
Benchmark Objective 5.2:	Annually beginning May 2012, the number of behavioral referrals will be reduced by 25%.
Benchmark Objective 5.3:	Annually beginning May 2012, the student tardiness will decrease by 10%
Data Indicators/ Measurements:	Behavioral referrals to Assistance Principal, Suspensions, Safe School Hearings, Teacher daily attendance counts; Daily Tardy reports
Baseline year:	School Year 2010
Activities:	Development of teachers to provide engaging/relevant classroom environment through professional development (e.g. use of Conscious Classroom Management strategies), Home-School Liaison/Teacher, extended learning programs and activities, outreach with parents and their involvement, Partner support through improved health care, and increased support from Ute Tribe.

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

Response:

Not applicable.

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.*

Response:

Not applicable

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

Response:

Uintah School District has consulted with and will continue to consult with Eagle View stakeholders regarding both the application and implementation of the comprehensive school reform that has been planned. We worked closely with several formal stakeholder groups such as the Governing Board, Education Association, and Ute Tribe when planning and establishing the school to ensure their

support. The Governing Board has approved the plans outlined in the school reform and application. The Education Association, School Leadership Team, and Ute Tribe have all been involved in designing the reform and, as evidenced by their signature on the Memorandum of Agreement and letters of support, approve the application. Finally, the reforms and planned application have been presented at parent and community meetings. Additional description of the involvement of the stakeholders is described on pages 20 and 28 of the application.

All of these groups will be regularly updated on school improvement efforts and given the opportunity to participate in discussions on all aspects of the program.

- B. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention model in each of those schools.**
- a. The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEA's application. The description will include the following information on how the LEA will successfully implement the school intervention model:**
- i. Identify the LEA staff assigned to support implementation of the school intervention model;**
  - ii. Describe how the LEA will provide technical assistance to make sure each school is successful;**

Response:

The Uintah School District serves approximately 6,400 K-12 students in northeastern Utah. Eagle View Elementary is a Tier I Newly Eligible School that serves approximately 440 K-8 grade students and is the only Tier I or Tier II school in the District. Because of this status, the District has identified Eagle View as being the school most in need of reform and support. It also has promised to the Eagle View community it has the resolve, leadership, and resources to use school improvement funds to provide adequate resources and support to Eagle View so the reforms are fully implemented and effective.

When adopting the Transformational Model the District made a commitment to the Eagle View community. It assigned a proven leader as principal and appointed a talented staff which is steadfast in providing Eagle View students an excellent education. The Governing Board also held the Superintendent, who oversees all educational and financial operations, and the Principal accountable for the reforms. The Superintendent will provide support to the administrative staff at the school and assist in identification of additional resources for successful implementation. He and Uintah School District Principal Leonard Sullivan, both of whom are members of the state of Utah School Support Team, have agreed to assist the Eagle View external Support Team leader, Dr. Rich Moore. In addition, the Superintendent has directed the following Central Office staff to support the Eagle View reforms.

- The Business Office staff will work closely with school staff to maintain budget goals through periodic budget review sessions and ongoing communication. Any purchases made for the program will be reviewed by the business office to ensure adherence to purchasing protocols.
- Human Resources staff will oversee the recruitment of qualified teachers and staff for the program. They will assist in the development of advertising for the positions to be filled, provide necessary orientation information to new staff hired, and assist in any personnel related issues that arise throughout the project.
- District information technology and facilities staff will support any necessary upgrades and/or project related modifications necessary within the school.

- The Connections Office will work closely with the Eagle View Principal to ensure after school and summer programs are aligned with the regular school programs and are well attended.
- The Transportation Department and the Ute Tribe will work together so bus service can be provided for all school activities.
- The Curriculum Director will research, evaluate and prepare curriculum recommendations to ensure Eagle View curriculum adheres to District and State Core standards. He will recommend and assist with ordering instructional materials, technology and supplies designed to meet educational needs at Eagle View. He will coordinate the training of teachers on new methods for using the instructional materials and curriculum. Finally, the Director will coordinate student testing and monitor student progress in meeting the math and reading goals.

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

Uintah School District has established a budget for Eagle View that supports the original vision for the school and critical operations that were planned as part of the school reform effort. Unfortunately, because of reductions in funding over the past two years, necessary budget cuts have reduced funding that had been previously identified to assist in this effort. Consequently, the reforms prioritized and budgeted for in this application such as expanded professional development, improved technology, and auxiliary personnel such as the pre-kindergarten teachers and the Next-Step Home-School Liaison/Teacher cannot be funded through the district.

District staff has and will continue to work with Eagle View to identify additional funding opportunities that can be dedicated to its school improvement. Working closely with partners and community stakeholders the District and Eagle View have been able to obtain the following additional funding sources to support several components of the intervention model. These include:

- District funding- Funding for halftime school counselor, additional teacher, increased instructional supplies and technology.
- State of Utah - imagine Learning licensing for ELL software
- Ute Tribe- Funding for 3 tribal tutors for academic interventions, 4 teachers to extend calendar for summer school, transportation for two extended day bus routes in conjunction with 21" CCLC, and 1 full time teacher to reduce class size; funding for one third of the salary of the Home-School Liaison/Teacher; replacement costs of the iPads to be used in the middle grades
- Northeastern Counseling Services - In-kind support through collaboration on school referrals for student counseling services
- Indian Health Services - Provision of dental services, possibility for vision screening and support of itinerant nurse and psychiatric services

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

Response:

Uintah School District and Eagle View will continue their efforts to meaningfully involve the community in the school improvement initiatives. Both the District and the school work closely with several formal stakeholder groups including the Ute Tribe. These groups will be regularly updated on school improvement efforts and given the opportunity to participate in discussions on all aspects of the program. These groups and the process for involving them include:

Parents and Community members - The District and Eagle View want parental support for policies and educational philosophy. We understand it is most important that parents and the community are able to express their concerns and suggestions. For these reasons, parents will be continually informed through regular school newsletters, personal contact by the Home-School Liaison/Teacher and teachers .and quarterly parent meetings. School events and happenings will be shared, school improvement progress reviewed, and opportunity will be given to parents to advise the school on what they believe is in the best interests of their children. Our goal is for the District, school, and parents/community maintain open and positive communication that results in a cooperative school improvement effort.

Student Council - A Student Council was developed last year and hasan eventual goal to provide student feedback to the Leadership Team. They meet regularly to review student issues and have implemented a suggestion box for students and parents.

School Community Council - The Council includes five members that represent the five geographic areas served by the school that span a35 mile area. They currently meet quarterly, but have recently proposed to meet monthly to discuss all matters related to the school activities. They are involved in decisions about specific school programming, use of funds, have some budgetary responsibilities, and are actively involved in staff development plans, students needs, overall school performance. The School Community Council is also the Title ICommittee.

Ute Nation - The Ute Nation has a parallel structure within their government that includes a Tribal Education Committee. With over 68%of our students being members-of the Ute Nation, it is important to work closely with the Tribe to ensure we are working together to improve our youth. The Principal attends their meetings and is often asked or requests to be heard by the Committee. He also meets weekly with Chair to discuss school issues and activities. The Ute Tribe members also oversee the Title VI Committee.

All potential changes to the school and its reforms will be made in collaboration of the School Community Council and Ute Tribal Education Department.

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

Response:

The Governing Board supports Eagle View as part of the overall guidance of policy and direction of the District as a whole and as needed to address particular issues that affect the school. The Uintah School District Board is organized so at least one school board member represents Eagle View Elementary. In addition, the Board meets monthly and twice a year schedules its meetings at Eagle View (25 miles from the District offices) to outreach to the community and encourage community participation.

The past and continued support of the Governing Board are demonstrated by the actions it took to implement the Transformation Model of reform, the hiring of the principal and staff, its mandate to the Superintendent to initiate the school improvement plan, and its support for the reforms by allocating additional resources (staffing, instructional materials, technology) to Eagle View which the other schools do not receive. Because Eagle View has been engaged in a comprehensive school reform initiative, the District practices and policies required to support the intervention strategies were reviewed by the Superintendent, Principal, and Governing Board to ensure thereforms could be .implemented as planned.

At this time, there are no District policies or practices that would impede the reform. As unique situations are identified, the Governing Board will work with District Administration and the school to modify or give flexibility to policies or practices which are needed for successful school reform.

Finally, the Governing Board receives monthly reports on school progress from the Principal, Director of Curriculum, and Superintendent. It holds the Superintendent and Principal accountable for Eagle View Success.

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

Response:

The project evaluation targets student outcomes" namely the successful mastery of-rigorous standards and improved student behavior that will result in improved attendance and conduct. These goals and data indicators are described on pages 17 and 18 of the application. In addition to reporting on the progress in attaining these goals, the evaluation will also assess project status and quality so that leadership can analyze the modifications which may be required and can make data driven decisions.

Our planned use of the Logic Evaluation Model through a Continuous Improvement Management Systems approach accomplishes this. It provides leadership the tools to analyze the sequence of actions that describe Eagle View's reforms. Accordingly, the evaluators will design the Logic Model to analyze the strategies and activities associated with each intervention (Academic, Professional Development, and Family and Community Support) according to five criteria:

- *Assumptions:* The beliefs stakeholders have about the Transformational Model and school reforms, the people involved, and the context as it pertains to how the Model will and actually does work;
- *External Factors:* The environment in which the Eagle View's SIG exists including the variety of external factors that interact with and influence the project;
- *Input:* Resources, contributions, investments that go into the reforms);
- *Outputs:* Activities, services, events and products that reach people who participate or who are targeted; and
- *Outcomes as compared to our goals:* Impact of the school improvement efforts on our students,

By using the Logic Model leadership will be able to determine how inputs (investments) link to results and outcomes.

As part of the Logic Evaluation Model, the Eagle View School Improvement Project will utilize a Continuous Improvement Management Systems approach to evaluate on-going implementation and overall effectiveness of its comprehensive plan, programs, and strategies. The evaluation will incorporate formative and summative indicators to determine the extent to which the program attains its stated goals and objectives. All objectives will be unprejudiced and easily measured. Both quantitative and qualitative data will be used to measure success. To ensure there is no bias, the outside evaluator will supervise all evaluation procedures and end (>f year reporting,

This approach provides feedback on performance and the extent to which the project has been implemented as planned. It also incorporates the systems to periodically monitor progress, determine the quality of activities, and calculate the extent to which the project is being operated within budget. Leadership will receive the needed information to ascertain whether activities are being instituted as planned and what if any program modifications may be needed. CIMS monthly staff reports and the evaluators quarterly and annual reports are designed to complement each other as they evaluate project

status and implementation issues, project quality, and project impact as defined by the objectives and outcomes.

The Monthly Status Reports will be submitted by the Principal. These reports will outline: (a) activities/tasks that were to be accomplished during the previous month; (b) responsible staff, (c) status of activities and extent activities were within budget; (d) summary of successes and concerns; and (e) solutions to identified problems and next steps.

Indicators of success will be monitored on a quarterly basis. The Quarterly Assessments of Progress will be due within ten days of the close of the quarter. It will describe the work accomplished during the quarter, assess program quality by comparing implemented activities to the research-based practices; describe problems encountered, solutions, any substantive deviations from the work plan; and assess progress in achieving benchmark indicators.

Finally, an Annual Evaluation report prepared by the external evaluators will be due within forty five days of the end of each project year. This report will include: project summary, results defined through both a qualitative & quantitative analysis; & critique of implementation.

To ensure there is no bias, SWECA, an outside evaluator, will supervise all evaluation procedures and prepare the annual and quarterly reports. As part of its responsibilities, SWECA will designate time to review with staff and the community evaluation components, the effectiveness of project strategies, and alternative project directions. This ongoing and open communication will allow all participants in the program to assist in the successful implementation of the improvement plan.

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

Uintah School District will monitor student achievement which has the capacity to disaggregate and analyze student achievement by individual teachers and classrooms. The Director of Curriculum will be responsible for providing to the Principal the teacher/classroom reports. The Principal will use the student data when evaluating staff and discussing student goals and change efforts with individual teachers. He will also use this data when he leads staff through the review and goal setting process during his monthly and quarterly meetings and annual end of year reviews. Through his facilitation, staff will identify discrepancies between current and desired outcomes, set and prioritize goals to help close the gap, develop improvements and monitor strategies aimed at accomplishing the goals. Analysis of student data will also provide the information for the principal to ensure that staff development needs are addressed and in alignment with school improvement.

Student achievement information will also be provided to the external evaluators. The analysis of the data will be included in their quarterly and annual reports.

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

Response:

Uintah School District is committed to success at Eagle View. The reforms will be closely monitored monthly, quarterly, and annually to assess progress and measure success in meeting the established achievement goals and objectives. Consequently, management will receive the required information to ascertain whether activities are being instituted as planned, success is being realized, and whether program modifications are needed. Based on the recommendations of school staff, the Superintendent can authorize changes to the improvement plan. He also has the authority to redirect resources, make staffing changes, and obtain additional resources to address weakness and needs.

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.***

Response:

Not applicable.

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

***a. Chooses to contract with external providers:***

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

Response:

Uintah School District has established partnerships with several external providers to support Eagle View's activities in the school improvement program. These have included

- LearningKeys: Assistance in curriculum mapping and preliminary use of data walks in the classroom;
- Solution Tree: Products and training related to Professional Learning Communities and Response to Intervention models; and
- Turn Around School-No Excuses University: Assistance and training in school reform efforts for at-risk schools

These providers, all of which are nationally known for their accomplishments in their respective areas, have worked with Eagle View for the past two years to establish a foundation of success.

Additional partners will be identified throughout the program years as further targeted needs are identified by the school staff in collaboration with the District Office. However, the final decision regarding the need to contract with new providers will be made by the Superintendent and Principal based on the internal and external evaluations of the school reforms. Working in collaboration with school staff they will identify needs and potential providers. Contracting for providers will be the responsibility of the Business Office which will adhere to state and district procurement policy and practices,

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

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

Response:

As Eagle View enters the next phase of the Transformational Model and associated reforms, leadership and staff have proposed working with four additional external providers who, beginning in SY 2011-2012, would further develop the staff, advance Eagle View programs, and ensure accountability. Each has expertise and a documented record of success in the areas proposed for work in Eagle View. These include:

- Utah State University TEAL (Teacher Education and Leadership) for professional development  
Record of success:  
The School of Teacher Education and Leadership (TEAL) <https://www.teal.usu.edu/> is one department in The Emma Eccles Jones College of Education and Human Services (CEHS). "The School of Teacher Education and Leadership houses undergraduate and graduate teacher

education programs. It is committed to providing exemplary programs for teachers, supervisors, curriculum specialists, and other professionals pursuing careers in education." CEHS has a reputation for innovation and productivity. With a land grant mission, it has long been committed to quality teaching, outreach, and generating new knowledge. A few indicators of its success in teaching, service, and research are:

- o Ranked by U.S. News and World Report in the top 2% of prestigious graduate schools of education in the U.S. for the past decade.
- o Home of the Emma Eccles Jones-Center for Early Childhood Education, a dynamic and innovative program for the 21st century under the supervision of Dr. D. Ray Reutzel. <http://www.cehs.usu.edu/ors/pdf/files/0708annualreport.pdf>
- o Home of seven academic departments and top producer of early childhood, elementary, and special education teachers from Utah's public institutions.

The expected services:

Utah State University faculty from the School of Teacher Education and leadership (TEAL) supported by Eagle View Master Teachers/Coaches will conduct a year-long graduate level study that engages Eagle View grade 3-8 teachers in a more in-depth process of learning, building, and mastering pedagogy skills and content knowledge. The formal training will be supported by individual classroom observation and coaching aimed at working with teachers on specific, situational problems they encounter as they try to implement new techniques in their classroom practices. The training and graduate work will continue in subsequent years so these instructional practices are institutionalized.

- Utah State University- Contract with the University for services of Dr. Ray Reutzel  
Record of success:  
Dr. Reutzel is USU's Center for Early Childhood Education's Endowed Chair and Director. He is a Distinguished Professor of Early Childhood Education in the Elementary Education Department.

The expected services:

Dr. Ray Reutzel of Utah State University to facilitate the improvement of Eagle View early childhood education K-2 programs, in-service teachers in early childhood instructional strategies, and prepare a cadre of Pre-K-2 literacy coaches

- Southwest Educational Consulting Associates (SW.ECA) to act-as External Evaluator and Management-Consultant.  
Record of success:  
SWECA has worked closely with Uintah School District during the past three years to develop afterschool and school based initiatives. It also worked with other school systems (primarily rural schools supporting those that primarily educate Native American youth), colleges, and Indian Tribes to improve schools and educational programs. Its consultants have over 75 years of experience in facilitating school improvement, managing programs, and evaluating both schools and programs. Using a CIMS approach, SWECA's schools and school districts have transitioned from not making AYP to making AYP, being recognized as Blue Ribbon schools, and school programs being nationally recognized. SWECA will assign as the lead evaluator/consultant, Mr. Michael Hughes, who has over thirty years of administrative and evaluation experience with schools similar to Eagle View.

The expected services:

SWECA will conduct an evaluation that focuses on the extent to which the goals are met and

assesses project status and quality so that leadership can analyze the modifications which may be required and can make data driven decisions. The evaluation will incorporate formative and summative indicators to determine the extent to which the program attains its stated goals and objectives. SWECA will monitor the project and provide quarterly and annual evaluation that assess project quality and impact.

In addition, Uintah School District proposes to contract with School Support Team Leader Dr. Rich Moore and his facilitation team to conduct/facilitate appraisals of Eagle View Elementary School

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

Response:

Uintah School District provides assurance that an appraisal of Eagle View Elementary School will be conducted immediately using the USOE Title I System of Support Handbook tools. The appraisal is scheduled to be conducted by Dr. Rich Moore and his facilitation-team, an approved experienced School Support Team Leader, who is external to the LEA, Dr. Moore has been recommended to Eagle View by the Principal of Lapoint Elementary School. Uintah School District is committed to Eagle View success. Therefore, in addition to his facilitation team, Dr. Moore will be supported in conducting the appraisal by Uintah School District Superintendent Mr. Mark Dockins and Maser Elementary School Principal Mr. Leonard Sullivan. Both Mr. Dockins and Mr. Sullivan are approved by the State of Utah as School Support Team Leaders. Their expertise are school administration (Mr. Dockins) and budgeting, data analysis and fiscal experience, improvement planning in a school or program (Mr. Sullivan).

**2. Choose not to contract with External providers**

- a. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook Tools. This appraisal must be conducted in conjunction with an experienced School Support Team Leader who is external to the LEA. The SST Leader will assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>***

Response:

Not applicable.

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

- 1. The LEA SIG application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications include the following:***
- a. A list of practices and/or policies that may serve as barriers to successful implementation;***
  - b. Proposed steps to modify identified practices and/or policies to minimize barriers;***
  - c. A procedure in place to identify and resolve future issues related to practices and or policies;***

Response:

Because Eagle View has been engaged in a comprehensive school reform initiative, the District practices and policies required to support the intervention strategies were reviewed by the District and Eagle View Principal to ensure the reforms could be implemented as planned. At this time, there are no District policies or practices that would impede the reforms.

As unique situations are identified, the Governing Board will work with District Administration, legal counsel, and the school to modify or give flexibility to policies or practices which are needed for successful school reform. Study sessions will be held to review the issues/requested changes at which time the Board can assess the need for the change, implications, and benefits. It is planned that the Governing Board can and will take action unless the proposed policy change is in violation of state or Federal law. Action to revise policies or practices will take place at regular Board meetings which will also allow for community input.

Finally, it is the expectation of the Governing Board that the Superintendent and Principal are responsible for Eagle View success. They are accountable to the school Governing Board and appraising the Board of any policy or practice that may affect success so the Governing Board can take the necessary action to remove and/or address the barrier(s).

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

Response:

Eagle View Elementary promotes active participation from school staff, students, parent, and community in all aspects of our school. We work closely with several formal stakeholder groups which have been established through the school and collaborate closely with the Ute Tribe. These groups will be regularly updated on school improvement efforts and given the opportunity to participate in discussions on all aspects of the program. These groups include;

**School Board**- As part of the Uintah School District Board, one school board member represents Eagle View Elementary, They meet monthly and come out to Eagle View twice a year (25 miles from the District offices), as part of their Impact Aid community meetings. The Principal regularly reports on school progress to the Board. The Board supports the school as part of the overall guidance of policy and direction of the District as a whole and as needed to address particular issues at the school.

**School Leadership Team**-This group includes four teachers elected by their peers that represents K-2, 3/4, 5/6, and 7/8 grade groupings; the special education teacher; a classified staff representative; and the school Principal and Assistant Principal. They meet twice a month to review student data, discuss strategies for school improvement, and share information.

**Uintah County Education Association**- The current President Elect and the past President of the Association are members of the School Leadership Team. They communicate with their members regarding the school reforms and share with the principal any concerns or recommendations.

**School Community Council**-The Council includes five members that represent the five geographic areas served by the school which has a 35 mile attendance area. They currently meet quarterly, but have recently proposed to meet monthly to discuss all matters related to the school activities and reforms. They are involved in decisions about specific school programming, use of funds, have some budgetary responsibilities, and are actively involved in staff development plans, students needs, overall school performance. The School Community Council also serves as the Title J Committee.

**Student Council**-A Student Council was developed in School Year 2010 and has its mission to provide student feedback to the Leadership Team. They meet monthly to review student issues and have implemented a suggestion box for students and parents.

Ute Nation -The Ute Nation has a parallel structure within their government that includes a Tribal Education Committee. With 68% of our students being members of the Ute Nation, it is important to work closely with the Tribe to ensure we are working together to improve our youth. The Principal attends their meetings and is often asked or requests to be heard by the Committee. He also meets weekly with Chair to discuss school issues and activities. The Ute Tribe members also oversee the Title VI Committee.

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

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

- i. A list of ongoing supports needed to sustain school improvement after the funding period ends;***
- ii. A description of the anticipated resources that will be committed to meet the needs identified above;***
- iii. The written assurances of the superintendent/charter school leader and the local school board that continued support will be provided.***

Response:

On page 19 in response to question B1, the District and School leadership outlined its support for the school's Transformational Model and associated reforms. The District is also committed to sustaining the reform efforts beyond the funding period. The design of our program will allow for the development of a strong internal infrastructure that will continue to support teacher/administrative leadership through the development and use of assessment and evaluation models, strengthening of our professional learning communities, increased teacher/ administrator skill knowledge and continued support of our community and school councils. While most of these activities are school based and controlled by school leadership and staff, the success of Eagle View requires on-going support from the District Business Office to include Food Service and Building Maintenance, Personnel, Technology, Student Services, and Curriculum. We will also identify additional potential funding sources to support any efforts that cannot be incorporated into our yearly operating budget.

The Superintendent has pledged to work with school staff to identify additional resources required to sustain the reforms. He also oversees all District operations and will ensure the school receives necessary support from the Central Offices. He has assigned District Departments to work with Eagle View to build the infrastructure required to reach and maintain the reforms. Specifically:

- The Business Office staff will continue to work closely with school staff to maintain budget goals through periodic budget review sessions and ongoing communication. Any purchases made for the program will be reviewed by the Business Office to ensure adherence to purchasing protocols. The Business Administrator will work with the Principal and Food Service and Maintenance to ensure that meal service is appropriate and the facilities are clean and in good repair.
- Human Resources will continue to oversee the recruitment of qualified teachers and staff for the program. They will assist in the development of advertising for the positions to be filled, provide necessary orientation information to new staff hired, and assist in any personnel related issues that arise throughout the project.
- District Information Technology and Facilities staff will support any upgrades deemed necessary by the school.
- The Connections Office will continue to work closely with the Eagle View Principal to ensure after school and summer programs are aligned with the regular school programs and are well attended.
- The Transportation Department and the Ute Tribe will continue to work together so bus service can be provided for all school activities.

- Student Services will work closely with the Principal to provide the adult programs, safe school supports and healthy students activities, including coordinating with public agencies and community groups so identified student health and welfare needs are addressed.
- The Curriculum Director will research, evaluate and prepare curriculum recommendations to ensure Eagle View curriculum adheres to District and State Core standards. He will recommend and assist with ordering instructional materials, technology and supplies designed to meet educational needs at Eagle View. He will coordinate the training of teachers on new methods for using the instructional materials and curriculum. Finally, the Director will coordinate student testing and monitor student progress in meeting the math and reading goals.

Written assurance by the superintendent and the local school board that continued support will be provided is attached to the application.

## Part II: BUDGET

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

- A. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tierland Tier II school identified in the LEA is application as well as to support-school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). Quality budgets include the following:**
- 1. The LEA provides a budget for each of the three years of the grant;**
  - 2. For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);**

Response:

The following three year budget is submitted as part of the Uintah School District SIG application. It funds those activities that have been prioritized by Eagle View leadership and staff. The budget was prepared in cooperatio 11 with Central Office leadership to ensure that the proposed services are cost efficient, .address needs and fund activities for which the District and its partners are unable to support.

<b>School Improvement Grant</b>
<b>Eagle View Elementary</b>
<b>SY 2012-2014</b>
<b>For Budget Period Ending June 30, 2014</b>
<b>Four BELIEFS which are basis for Eagle View School reforms</b>
1. The single most important component of a successful school is the effective classroom teacher (Reference Marzano, <i>Highly Effective Instruction and Supervision</i> )
2. The most cost effective intervention is high quality instruction by an effective classroom teacher.
3. Not all students are alike. Therefore, teachers must use a differentiated instructional approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas.
4. Eagle View must focus on providing a highly quality education and extending the learning to the home. Its partners, working with Eagle View, can strengthen and empower families to have a positive impact on their children's development.
<b>Based on our Beliefs, Student Needs, and Weaknesses at Eagle View, Uintah School District proposes the following educational reforms.</b>

Eagle View School will institute comprehensive reforms that emphasize rigorous and appropriate curriculum aligned to state academic standards; extended learning time; involved parents and community; and high quality of instruction that focuses on differentiated instruction through the Response to Intervention model. Critical elements of the reform include:

1. Teachers working extended hours (summer, quarterly, monthly in-services in addition to weekly grade level and monthly staff meetings. Using a data-based decision making approach teachers will review and refine the curriculum and screen and monitor student progress and the placement of students. These sessions will also be dedicated to intense professional development lead by Eagle View Literacy and math Coaches and by Dr. Ray Reutzel (PreK-2) and Utah State University-TEAL (grades 3-8).
2. Institute RTI (Response to Intervention model) that incorporates data-based decision making to screen and monitor student progress and three levels of prevention: Tier I: Good "First Teaching" (high quality instruction by highly effective classroom teachers); Tier II: more intense learning through small group instruction by classroom teacher, after school tutoring, and supplemental curriculum, and Tier III: intensive intervention support/tutoring from a highly qualified specialist.
3. Partnership with Utah State University for yearlong intensive professional development from USU-TEAL Professional development will be provided by USU faculty and Eagle View Master Teachers/Coaches through a year-long graduate level study that will continue in subsequent years so teachers are engaged in a more in-depth process of learning, building, and mastering pedagogy skills and content knowledge. The formal training will be supported by individual classroom observation and coaching aimed at working with teachers on specific, situational problems they encounter as they try to implement new techniques in their classroom practices. Our goal is to develop a "community of practice".
4. Working with partners, extend learning through after-school, summer and at home programs.
5. Staffing Eagle View with a highly qualified teacher who will provide intensive Tier III instruction/tutoring and act as a permanent substitute teacher. Hire a highly qualified teacher who will act as the Home-School Liaison/Teacher in the Next-Step Program. He/she will work to reduce the number of suspensions and work with parents of students who are suspended so school work is maintained.
6. Instituting grade specific interventions:
  - Pre-K – Grade 2: In addition to RTI, implement Early Childhood Education and family literacy, Waterford lab for Tier III instruction; Contract with Dr. Ray Reutzel of USU to facilitate development of Pre-K-Grade 2 initiatives and train staff.
  - Intermediate grades: In addition to RTI, implement Looping of Grade 3 and 4 teachers; Reduce the absenteeism and work with parents of students who are absent so school work is maintained.
  - Middle Grades: In addition to RTI, implement increased use of technology through iPads to enhance instruction and extend learning into the home, provide students with skills needed in high school and continuing education, and extend learning time through long distance education programs.

School Improvement Grant				
Eagle View Elementary				
SY 2012-2014				
For Budget Period Ending June 30, 2014				
	Year 1	Year 2	Year 3	Total
<b>I. PERSONNEL</b>				
<b>Master Reading Teachers</b> (six @ one per grade K-5) All will hold reading endorsements. Teachers will act as a Literacy Support Team and coach teachers in "good first teaching strategies" also known as RTI Tier I instructional strategies. As Literacy Coaches these teachers will lead monthly teacher trainings, support and reinforce summer and special professional development provided by Utah State University-Teal, and provide timely support (Johnny on the Spot) individual teachers. Each Master Teacher will receive a \$4,000 stipend for what is projected to be 148 hours per year @ \$27 per hour of additional work that will occur before and after the regular school day.	24,000	24,000	24,000	72,000
<b>Master Mathematics Teachers</b> (two, one for grades 1-5 and one for grades 5-8). Each will hold Math Endorsement. Teachers will act as a Math Support Team and coach teachers in "good first teaching strategies" also known as RTI Tier I instructional strategies. Accordingly, these teachers will lead monthly teacher trainings, support and reinforce summer and special professional development. Each Master Teacher will receive a \$4,000 stipend for what is projected to be 148 hours per year @ \$27 per hour of additional work that will occur before and after the regular school day.	8,000	8,000	8,000	24,000
<b>Extended School Calendar and School Day Personnel Costs (ten days per teacher).</b> Expand teacher schedule by 10 days per year for evaluation, planning, and professional development. Budgeted 27 teachers @ \$27 per hour per teacher.	58,320	58,320	58,320	174,960
<ul style="list-style-type: none"> <li>• Five days in June to evaluate previous year progress and plan future school year.</li> <li>• Two days in August to review plans and prepare for regular school schedule and pre-service.</li> <li>• Three days during regular school year (1 day fall, winter and spring) for in-school training sessions.</li> </ul>				
Note this is not part of extended learning programs for students that are funded through 21 <sup>st</sup> CCLC and Ute Tribe.				

<b>Summer School Teachers.</b> Employ twenty (20) teachers to conduct 16 days of summer school (Monday - Thursday) during the month of June from 8 AM to 12 noon. First week of summer school will be coordinated with the planned week of teacher evaluation of the previous school year programs and planning for the upcoming year. All students identified for Tier II and III interventions will be required to attend summer school. 20 teachers @ 16 days @ 4 hours per day @ \$27 per hour.	34,560	34,560	34,560	<b>103,680</b>
<b>Afterschool program.</b> Classroom teachers (10) to provide one hour of Tier II and III learning activities after school 4 days per week, 28 weeks during the school year. This program will be coordinated with Eagle View's after school enrichment programs. 10 teachers @ 1 hour per day @ 4 days per week # 28 weeks @ \$27 per hour.	30,240	30,240	30,240	<b>90,720</b>
<b>Early Childhood Education Teachers (2 FTE)</b> Certified teachers to instruct prekindergarten classes targeted at early intervention efforts with children ages 4-5. Classes staffed at ratio of 12-1. In addition to preschool classes, teachers are responsible for conducting family literacy activities for families of young children. Teachers budgeted at \$35,000 each plus employee benefits @ district rate of \$17,500 per teacher.	\$70,000	\$70,000	70,000	<b>\$210,000</b>
<b>Teacher Assistant (1 FTE)</b> to support Early Childhood Education Teachers. Budgeted at district rate of \$10 per hour. Total \$14,800	14,800	14,800	14,800	<b>44,400</b>
<b>Home-School Liaison/Teacher (1 FTE)</b> to instruct an alternative education class titled Nest-Step and develop and implement an outreach plan for at risk students aimed at improving attendance and reducing suspensions, work with parents to address issues that may arise, work to improve parent/community relations, follow-up on concerns regarding individual students, identify potential needs of our students and families. Ute Tribe has allocated \$15,000 (\$10,000 salary and \$5,000 for benefits) for the position, SIG grant responsible for remaining salary (\$20,000) plus benefits.	20,000	20,000	20,000	<b>60,000</b>
<b>PERSONNEL TOTAL</b>	<b>259,920</b>	<b>259,920</b>	<b>259,920</b>	<b>779,760</b>
<b>2. EMPLOYEE BENEFITS</b>				
Benefits for staff budgeted at Uintah School District rate of 50% of salaries for full time employees.	129,960	129,960	129,960	<b>389,880</b>
<b>Employee Benefits Total</b>	<b>129,960</b>	<b>129,960</b>	<b>129,960</b>	<b>389,880</b>

<b>3. TRAVEL (out of state)</b>				
Team of teachers (5) to visit Turn Around School-No Excuses University program.	4,600	4,600	4,600	13,800
• Airfare @ \$400 per person (\$2,000)				
• Per diem and incidentals @ \$90 per day times 3 days = \$270 per person (\$1,350)				
• Lodging, 2 days @ \$125 per day = \$250 per person (\$1,250)				
<b>TRAVEL TOTAL</b>	<b>4,600</b>	<b>4,600</b>	<b>4,600</b>	<b>13,800</b>
<b>4. EQUIPMENT</b>				
<b>Waterford Early Learning Labs (2).</b> Both labs include Waterford Early Reading Program™ and the Waterford Early Math and Science™ program. Students will receive individualized lessons in comprehensive reading, math, and science. Labs were originally funded by District and modest improvements are required. Based on a review by the Principal in consultation with Waterford Learning Labs, upgrade the software (\$12,000) and hardware (\$14,000). Modest continuing expenses are budgeted for in years 2 & 3.	26,000	6,000	6,000	38,000
<b>iPads for Grades 6-8. (125)</b> Provide each 6-8 <sup>th</sup> grader a I-Pad that will be used as text, for homework and they and parents can communicate with school electronically. iPads are to be used in class and at home during the school year to replace textbooks, allow students to correspond with teachers and turn in papers and homework assignments, and preserve a record of student work in digital portfolios. Note funds budgeted in year one for 7th graders (45 iPads) as part of pilot. Program will be continued as 7th graders promoted to 8th grade and expanded to grades 6 and 7 (80 iPads, forty each grade) in year two. Budget includes associated teacher training. Ute Tribe will pay for replacement iPads so students can keep iPads at end of 8 <sup>th</sup> grade. Budgeted at \$1,000 each, includes associated teacher training on use of iPads.	45,000	80,000		125,000
<b>EQUIPMENT TOTAL</b>	<b>71,000</b>	<b>86,000</b>	<b>6,000</b>	<b>163,000</b>
<b>5. SUPPLIES</b>				
No cost, district will provide all supplies	0	0	0	0
<b>SUPPLIES TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>6. CONTRACTUAL</b>				
<b>Utah State University TEAL (Teacher Education and Leadership)</b> Six hours of Professional Development Courses for Graduate Credit. Courses will prepare teachers (with emphasis on grades 3-8 teachers) to identify gaps in literacy instruction and in-service them on research-based effective strategies in literacy (particularly comprehension) instruction. Classes will be offered 3 hours per week for 30 weeks. Coaching will be provided to teachers during the school day by the Master Teachers/Literacy coaches and USU faculty using a supervised coaching model. Contracted amount includes Initiation, books, and follow-up by USU faculty.	30,000	30,000	30,000	<b>90,000</b>
<b>Utah State University</b> Contract with the University for Dr. Ray Reutzel to prepare Pre-K-3 literacy coaches and facilitate the improvement of Eagle View early childhood education K-2 programs. Budgeted at ten days @\$1,500 per day plus \$1,000 for travel expenses.	16,000	16,000	16,000	<b>48,000</b>
<b>School Support Team Leader.</b> Contract with Dr. Rich Moore and his facilitation team to conduct/facilitate an appraisal of Eagle View Elementary School. Dr. Moore will conduct his appraisals twice a year (fall and spring). He will be supported by two Uintah School District administrators, Superintendent Mr. Mark Dockins and Maser Elementary School Principal Mr. Leonard Sullivan. Both Mr. Dockins and Mr. Sullivan are approved by the State of Utah as School Support Team Leaders.	6,000	6,000	6,000	<b>18,000</b>
<b>Southwest Educational Consulting Associates.</b> External Evaluator and Management Consultant. Conduct on-site assessments, prepare quarterly and annual evaluation reports, and advise Advisory Board and Management Team. Budgeted at 42 days of service.	42,000	45,000	38,541	<b>125,541</b>
<b>CONTRACTUAL TOTAL</b>	<b>94,000</b>	<b>97,000</b>	<b>90,541</b>	<b>281,541</b>
<b>8. OTHER</b>				
<b>Mileage Transportation Reimbursement</b> for Home-School Liaison/Teacher @ District rate of .485 per mile. Projected to be 6 185 miles.	3,000	3,000	3,000	<b>9,000</b>
<b>Summer School Transportation</b> To run 4 buses approximately 700 miles/day for summer school classes, extended school programs, and extracurricular activities. Ute Tribe will match costs from Tribal funds.	20,000	20,000	20,000	<b>60,000</b>
<b>OTHER TOTAL</b>	<b>23,000</b>	<b>23,000</b>	<b>23,000</b>	<b>69,000</b>
<b>9. DIRECT CHARGES TOTAL</b>				
	<b>582,480</b>	<b>600,480</b>	<b>514,021</b>	<b>1,696,981</b>

10. INDIRECT CHARGES @.0325	18,898	19,483	6,673	45,485
TOTAL	601378	619,963	530,694	1,742,466

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

Response:  
Not applicable.

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

Response:  
Uintah School District has budgeted \$94,000 in year one, \$97,000 in year two, and \$90,541 in year three for a total of \$281,541 for purchased professional services. The proposed providers bring an expertise to Eagle View that address staff needs, creates the infrastructure for success and builds sustainability so the reforms will be continued after the period of School Improvement grant funding.

Included in the contractual services are services by Utah State University, School of Teaching and Learning to provide sustained professional development, assistance by Dr Ray Reutzel to facilitate the development of Eagle View's pre-K-early childhood education programs, funds for a school Support Team Leader and his facilitation team, and SWECA to conduct the external evaluation and facilitate the continuous improvement management reviews.

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

Response:  
The budget provides a description for all costs. All budgeted items are also justified in the application narrative and aligned to the priorities that are to be addressed through the school reforms.

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

Response:  
Program evaluation costs are budgeted at approximately 7.5% of the total budget and are sufficient to fund both the external evaluation components and the associated monitoring that will be conducted by the evaluations.

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

Response:  
Not applicable.

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

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

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

Response:

Uintah School District has established an operating budget for Eagle View that supports the efforts being taken as part of its comprehensive reform effort. The budget, which totals \$2,745,378 for SY 2011 (the SY 2012 budget is still being developed) includes local funds, state aid, and federal funds such as Title I, Title IIA, JOM, Indian Education and Impact Aid. Unfortunately, as was experienced the past two years, necessary budget cuts have eliminated funding that had been previously identified to assist in this effort. District staff however will continue to work with Eagle View to identify additional funding opportunities that can be dedicated to its school improvement

.In addition to school operating funds, the District has supported Eagle View's efforts by working closely with partners and community stakeholders to identify additional funding sources that support various components of the intervention model. These sources, annual amounts and purpose include:

Source	Description	Reform Goal	Amount
District funding	Funding for half time school counselor, additional teacher, increased instructional supplies and technology	1,2,3,4,5	\$80,000
	Superintendent and Principal assisting with School Support team (\$10,000); Additional assistance by Director of Curriculum (\$8,000) ; additional support by Personnel and Business Services Departments (\$8,000) ; Support from Connections project (\$7,000)	1,2,3,4,5	33,000
Ute Tribe	Funding for part-time school counselor	5	15,000
	Funding for 3 tribal tutors for academic interventions, 4 teachers to extend calendar for summer school, transportation for two extended day bus routes in conjunction with 21 <sup>st</sup> CCLC, 1 full time teacher to reduce class size, funding for one third of the salary of the Home-School Liaison/Teacher; replacement costs of the iPads to be used in the middle grades	1,2,3,4,5	150,000
Northeastern Counseling Services	In-kind support through collaboration on school referrals for student counseling services	1,2,4,5	20,000
Indian Health Services	Provision of dental services, possibility for vision screening and support of itinerant nurse and psychiatric services	1,2,4,5	\$25,000
<b>Total</b>			<b>\$323,000.00</b>

The Principal, working with the District Office develops the school budget. Consequently, the budget and services from the partners are planned based on the planned school reforms and priority needs.

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

Response:

As has been emphasized throughout the application, Uintah School District is committed to the success of the efforts at Eagle View Elementary. As indicated in the response to question 2 in part 1 of this application, the Superintendent will oversee all reforms and work to ensure the school has the resources needed to implement the reforms.

The Business Office staff will work closely with school staff to maintain budget goals and be responsible for procurement of services, supplies, and needed equipment. Human Resources staff will oversee the recruitment of qualified teachers and staff for the program and assist in any personnel related issues that arise throughout the project. District information technology and facilities staff will support any necessary upgrades and/or project related modifications. The Connections Office will work closely with the Eagle View Principal to ensure after school and summer programs are aligned with the regular school programs and are well attended. The Transportation Department and the Ute Tribe will work together so bus service can be provided for all school activities.

Finally, the Curriculum Director will research, evaluate and prepare curriculum recommendations to ensure Eagle View curriculum adheres to District and State Core standards. He will recommend and assist with ordering instructional materials, technology and supplies designed to meet educational needs at Eagle View. He will coordinate the training of teachers on new methods for using the instructional materials and curriculum. Finally, the Director will coordinate student testing and monitor student progress in meeting the math and reading goals.

All District services report to the Superintendent who will be responsible that the District offices and personnel collaborate with Eagle View and the planned student achievement is realized.

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

Response:

Not applicable.

PART III: ASSURANCES

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

*The LEA must assure that it will—*

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;*
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;*
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and*
- The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.*
- Report to the SEA the school-level data required under section III of the final requirements.*
- The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>*

#### PART IV: WAIVERS

Not Applicable

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

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

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



# Uintah School District

## Board of Education

Allen A. Huber, President • Perry P. Taylor, Vice President  
Rodney S. Anderson, M.D., Member • James F. Allen, M.D., Member • K. Mark Caldwell, Member

February 29, 2011

Ms. Ann G. White  
Title I School and District Improvement  
Utah State Office of Education  
250 East 500 South  
PO Box 144200  
Salt Lake City, Utah, 84114-4200

Dear Ms. White:

We confirm our support for Uintah School District's application for the Eagle View Elementary School Improvement Grant and assure you that Uintah School District will do all it can to ensure Eagle View's success and both the District and Governing Board will provide continued support so Eagle View can properly implement the Transformational Model and associated school reforms. We are proposing a comprehensive reform that strives to improve instruction, institute a rigorous curriculum aligned to the state standards and is appropriate for our students, extend the school day, involve parents, and collaborate with our partners so our students have a community of support.

The need is significant. Eagle View's Principal, Rob Stemmer, and his staff have made significant strides that have resulted in improved academic achievement since they opened the school when the District instituted the Title J Transformation Model. However, Eagle View students continue to perform below their peers at the national, state and district levels.

Eagle View teachers and staff are motivated about the proposed reforms and the impact they will have on their students. We are also excited and will assign District staff and resources to support the school reforms. We are also committing to hold the staff and District accountable for improved achievement. The Superintendent will closely supervise the reforms and meet regularly with Mr. Stearmer to ensure our plans are being implemented and the desired results achieved. As Superintendent, Mr. Stearmer reports to me and I to the Governing Board. We will all be held accountable for the improvements.

Once again, we look forward to being a part of that process. We pledge that this is a priority of the district and we will work hard to make sure the needed reforms are properly implemented and we realize success.

Sincerely,



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Mark Dockins  
Superintendent



---

Allen Huber  
President, Uintah School District  
Governing Board

Mark Dockins, Superintendent • J. Randall Upton, Business Administrator  
635 West 200 South • Vernal, UT 84078-3099  
435.781.3100 • 435.781.3107 fax  
www.uintah.net



"Success for Every Student"

MEMORANDUM OF AGREEMENT

JULY 1, 2011-JUNE 30, 2014

Creating a relationship of mutual benefit between Uintah County School District (USO) and the partners Identified below, we enter into this Memorandum of Agreement on the date last set forth by the signatories.

With the support of available funding, Uintah School District will institute the school reforms that will result in improved instruction, increased rigorous curriculum, and extended learning opportunities that will result in high quality academic assistance, enrichment, and learning opportunities for students and their families who attend .Eagle View Elementary School. The reforms will.Cause the school to be appropriately staffed and be of sufficient size scope and quality to meet students' needs.

The Partners fully support Uintah School District's application for a School Improvement Grant to support the educational reforms proposed for Eagle View. To this end, the Partners are committed to the activities listed in the school improvement grant application. Working together, will undertake the school reforms, make the successful, and improve the quality of education for all Eagle View children. The success for these projects comes from a sincere desire on the part of all involved to make the school a safer and better place for the students.

Agency: Uintah School District

Mark Beckins Date 3-1-11  
Mark Beckins, Superintendent

Agency: Ute Tribe Education Department

Antonio Arce Date March 2, 2011  
Antonio Arce, Ute Tribe Education Director

Agency: Utah State University Education Department

Dr. Martha Dever Date 3-1-11  
Dr. Martha Dever, Department Head, T.E.A.L.

Agency: Eagle View School Community Council

Jason Rasmussen Date 3/2/11  
Jason Rasmussen, President

Agency: Uintah School District Board Member

Alfon Huber Date 3 May 2011  
Alfon Huber, President

Agency: Eagle View Elementary School

Robert Stearnet Date 3-1-11  
Robert Stearnet, Principal

Agency: Utah County Education Association

Laura Ahrensbrak Date  
Laura Ahrensbrak, President-Elect

USU: Uintah Basin Regional Campus

Dr. Doyl Edwards Date March 1 2011  
Dr. Doyl Edwards, Dean of USU UBRC



February 28, 2011

Mr. Mark Dockins  
Superintendent  
Uintah School District  
635 West 200 South  
Vernal, UT 84078

Dear Mr. Dockins,

The staff of Eagle View K-8 Elementary School and the Uintah County Education Association fully support the District's application for a School Improvement Grant to support the educational reforms proposed for Eagle View.

Working with Mr. Stearmer, we have demonstrated the ability and capability to take on new projects and make them successful. The success for these projects comes from a sincere desire on the part of all involved to make the school a safer and better place for the students.

We are confident you will find the staff of Eagle View to be very thorough in the planning and development of the plans and committed to success.

Sincerely,

Uintah County Education Association and Eagle View Elementary School Staff

*In Honor*  
Margaret Lumbach  
Janalee Furtle  
Jeri Hansen  
Tamara Sankusley  
Sandra H. McKee  
Matilola Yaprof  
Mr. [unclear]

*Not a Member*  
Annette Reynolds  
Julie Gabriel  
Patricia Markley  
Yvonne Ahrensback  
Terisa Valley  
Aimee [unclear]  
Cody [unclear]



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(435) 722-2247

Elizabeth Hayslett  
Lita Bartle  
Lorann Brough  
Lanah Jones  
Kedra Stewart  
Janis Alverson  
Ma Arrison  
Donna Makro  
Sue Ann Baker  
Eulene N. Root  
Pamela Hansen  
Laura Wain  
Marilyn Betts  
Viv Allen  
Lawrence Billmie  
Rosale Clark  
Kathleen Edger  
Annij Deuker  
Bakyl Gilley  
Virginia Koyka

Nella Arnold  
Dale Day  
Michael Angster  
Rose Nelson  
Kathleen Powell  
Susan Parker  
Becky Hardinger  
Diana Murray  
Ann Churchill  
Mimi Kate Kufesi  
Janet  
Angela  
Kara Gordon  
M. Dean  
B. Morris

**School Improvement Grant  
Eagle View Elementary  
SY 2012-2014  
For Budget Period Ending June 30, 2014  
Four BELIEFS which are basis for Eagle View School reforms**

1. The single most important component of a successful school is the effective classroom teacher (Reference Marzano, *Highly Effective*)
2. The most cost effective intervention is high quality instruction by an effective classroom teacher.
3. Not all students are alike. Therefore, teachers must use a differentiated instructional approach to teaching and learning that gives students
4. Eagle View must focus on providing a highly quality education and extending the learning to the home. Its partners, working with Eagle

**Based on our Beliefs, Student Needs, and Weaknesses at Eagle View, Uintah School District proposes the following educational**

- Eagle View School will institute comprehensive reforms that emphasize rigorous and appropriate curriculum aligned to state academic
1. Teachers working extended hours (summer, quarterly, monthly in-services in addition to weekly grade level and monthly staff meetings.
  2. Institute RTI (Response to Intervention model) that incorporates data -based decision making to screen and monitor student progress and
  3. Partnership with Utah State University for yearlong intensive professional development from USU-TEAL Professional development will be
  4. Working with partners, extend learning through after-school, summer and at home programs.
  5. Staffing Eagle View with a highly qualified teacher who will provide intensive Tier III instruction/tutoring and act as a permanent substitute
  6. Instituting grade specific interventions:
    - PreK-Grade 2: In addition to RTI, implement Early Childhood Education and family literacy, Waterford lab for Tire III instruction; Contract
    - Intermediate grades: In addition to RTI, implement Looping of Grade 3 and 4 teachers; Reduce the absenteeism and work with parents of
    - Middle Grades: In addition to RTI, implement increased use of technology through IPADs to enhance instruction and extend learning into the

<b>School Improvement Grant</b>				
<b>Eagle View Elementary</b>				
<b>SY 2012-2014</b>				
<b>For Budget Period Ending June 30, 2014</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
<b>1. PERSONNEL</b>				

<p>Master Reading Teachers (six @ one per grade K-5) All will hold reading endorsements. Teachers will act as a Literacy Support Team and coach teachers in "good first teaching strategies" also known as RTI Tier I instructional strategies. As Literacy Coaches these teachers will lead monthly teacher trainings, support and reinforce summer and special professional development provided by Utah State University-Teal, and provide timely support (Johnny on the Spot) individual teachers. Each Master Teacher will receive a \$4,000 stipend for what is projected to be 148 hours per year @ \$27 per hour of additional work that will occur before and after the regular school day. Revised 8.16.11. District will assign content area specialists to Eagle View to provide training and coaching. Therefor reduce modify positions to reflect additional support beyond contract by six school leadership team members @ \$1,000 per year for each member.</p>	6,000	6,000	6,000	18,000
<p>Master Mathematics Teachers (two, one for grades 1-5 and one for grades 5-8). Each will hold Math Endorsement. Teachers will act as a Math Support Team and coach teachers in "good first teaching strategies" also known as RTI Tier I instructional strategies. Accordingly, these teachers will lead monthly teacher trainings, support and reinforce summer and special professional development. Each Master Teacher will receive a \$4,000 stipend for what is projected to be 148 hours per year @ \$27 per hour of additional work that will occur before and after the regular school day. Revised 8.16.11. District will assign content area specialists to Eagle View to provide training and coaching. Redirect money to professional development.</p>	-	-	-	-
<p>Extended School Calendar and School Day Personnel Costs (ten days per teacher). Expand teacher schedule by 10 days per year for evaluation, planning, and professional development. Budgeted 27 teachers @ \$27 per hour per teacher. Revised 8.19.11. District will fund seven days of training throughout the school year and summer. Adjust training from SIG budget to 84 hours of training per teacher @ 27 teachers @ \$27 per hour.</p>	61,236	61,236	61,236	183,708

<p>&gt; Five days in June to evaluate previous year progress and plan future school year. Revised 8.16.11 Budget for only one day in year one</p>				
<p>&gt; Two days in August to review plans and prepare for regular school schedule and pre-service.</p>				
<p>&gt; Three days during regular school year (1 day fall, winter and spring) for in-school training sessions. Revised 8.19.11. District will provide four days of work beyond contract for in-service and school improvement activities during the school year. Therefore, reduce school year training to 6 hours of training per month for ten months (60 hours).</p>				
<p>Note this is not part of extended learning programs for students that are funded through 21<sup>st</sup> CCLC and Ute Tribe.</p>				
<p>Summer School Teachers. Employ twenty (20) teachers to conduct 16 days of summer school (Monday - Thursday) during the month of June from 8 AM to 12 noon. First week of summer school will be coordinated with the planned week of teacher evaluation of the previous school year programs and planning for the upcoming year. All students identified for Tier II and III interventions will be required to attend summer school. 20 teachers @ 16 days @ 4 hours per day @ \$27 per hour.</p>	34,560	34,560	34,560	<b>\$103,680</b>
<p>Afterschool program. Classroom teachers (10) to provide one hour of Tier II and III learning activities after school 4 days per week, 28 weeks during the school year. This program will be coordinated with Eagle View's after school enrichment programs. 10 teachers @ 1 hour per day @ 4 days per week # 28 weeks @ \$27 per hour.</p>	30,240	30,240	30,240	<b>\$90,720</b>

Early Childhood Education Teachers (2 FTE) Certified teachers to instruct prekindergarten classes targeted at early intervention efforts with children ages 4-5. Classes staffed at ratio of 12-1. In addition to preschool classes, teachers are responsible for conducting family literacy activities for families of young children. Teachers budgeted at \$35,000 each plus employee benefits @ district rate of \$17,500 per teacher. Revised 8.16.11. Revised to only one teacher in year one based on projected enrollment. Continue with two teachers in years two and three.	\$35,000	\$70,000	\$70,000	\$175,000
Teacher Assistant (1 FTE) to support Early Childhood Education Teachers. Budgeted at district rate of \$10 per hour. Total \$14,800	\$14,800	\$14,800	\$14,800	\$44,400
STEP Up Teacher (1 FTE in year one) to provide tier one high quality instruction to approximately 20 at risk students in lieu of suspensions. Professional development of classroom and content teachers on effective instruction and work of Home School Liaison will allow Eagle View to mainstream students beginning in year two.	\$35,000			\$35,000
Music/Choir teacher (part time extended learning ) Utilize music to affect all domains of learning especially abstract reasoning skills needed for math and science and communication skills for language. Capitalize on culture and interests.	\$10,500	\$10,500	\$10,500	\$31,500
Home/School Community Liaison/Highly qualified counselor (1 FTE) to develop under direction of Project Leadership Team and implement an outreach plan to reduce student suspensions, work with parents to address issues that may arise, work to improve parent/community relations, follow-up on concerns regarding individual students, identify potential needs of our students and families. Ute tribe has allocated \$15,000 (\$10,000 salary and \$5,000 for benefits) for the position, SIG grant responsible for remaining salary (\$20,000) plus benefits.	20,000	20,000	20,000	60,000

New (8.16.11) Training on use of iPads by District technology staff who are assigned to Eagle View. Includes initial two day training at beginning of the school year, monthly training of staff, ongoing individual support, and end year review and planning. Focus is to train teachers in the use of the iPads with their students. Training will include both the pedagogy of using the iPads in the classroom and knowledge of suitable curriculum (\$20,000)	10,000	10,000	0	20,000
New 8.16.11 Data Entry Clerk. One 20 hr per week 1/2 time secretary to collect and input data required for the management of the program in years one and two. ERE 18.32%	13,868	13,868		27,736
<b>PERSONNEL TOTAL</b>	<b>271,204</b>	<b>271,204</b>	<b>247,336</b>	<b>789,744</b>
<b>2. EMPLOYEE BENEFITS</b>				
Benefits for staff budgeted at Uintah School District rate of 50% of salaries for full time employees..	128,668	128,668	123,668	381,004
Benefits for part time staff (half time secretary) @ 18.32%	2,541	2,541	-	5,081
<b>Employee Benefits Total</b>	<b>131,209</b>	<b>131,209</b>	<b>123,668</b>	<b>386,085</b>
<b>3. TRAVEL (out of state)</b>				
SIG Grantee National Conference in years 2 and 3. Team of two, including principal to attend National conference for SIG schools.	0	3,390	3,390	6780
> Registration for two @ \$300 each (\$600)				
> Airfare @ \$500 per person (\$1,000)				
> Ground transportation to and from SLC airport and local car rental \$500				
> per diem and incidentals @ \$90 per day times 3 days = \$270 per person (\$540)				
> Lodging. 3 days @ \$125 per day = \$250 per person (\$750)				

Team of teachers (5) to visit Turn Around School and meet with School Support Leader for two day training in mid year.	5,600	5,600	5,600	16,800
> Airfare @ \$500 per person (\$2,500)				
> Ground transportation to and from SLC airport and local car rental \$500				
> per diem and incidentals @ \$90 per day times 3 days = \$270 per person (\$1,350)				
> Lodging. 2 days @ \$125 per day = \$250 per person (\$1,250)				
New (8.16.11) in state/district travel costs for technology Specialist to travel to Eagle View to conduct iPad training.	1,000	1,000	0	2000
<b>TRAVEL TOTAL</b>	<b>6,600</b>	<b>9,990</b>	<b>8,990</b>	<b>25,580</b>
<b>4. EQUIPMENT</b>				
Waterford Early Learning Labs (2). Both labs include Waterford Early Reading Program™ and the Waterford Early Math and Science™ program. Students will receive individualized lessons in comprehensive reading, math, and science. Labs were originally funded by District and modest improvements are required. Modest continuing expenses budgeted in year 1. Labs will be reviewed by Dr Reutzel, however, based on preliminary study by the Principal in consultation with Waterford Learning Labs, upgrade the software (\$12,000) and hardware (\$6,000) in year 2. Modest continuing expenses (\$6,000) are budgeted for in year 3.	32,000	0	6,000	38,000

I-PADS for Grades 5-8. (180) Provide each 5-8 <sup>th</sup> grader a I-Pad that will be used as text, for homework and they and parents can communicate with school electronically. IPADS are to be used in class and at home during the school year to replace textbooks, allow students to correspond with teachers and turn in papers and homework assignments, and preserve a record of student work in digital portfolios. Note funds budgeted in year one for 7th graders (45 IPADS) as part of pilot. Program will be continued as 7th graders promoted to 8th grade and expanded to grades 6 and 7 (80 IPADS, forty each grade) in year two. Ute Tribe will pay for replacement IPADS so students can keep IPADS at end of 8 <sup>th</sup> grade. Budgeted at \$1,000 each, includes associated teacher training on use of IPADS.				
<b>New 8.16.11 Teacher and principal iPads</b>	21,478			<b>21,478</b>
Year one: 120 iPads @ \$538 each, Bretford PowerSync Cart to sync 30 iPad each (2) @ \$2,600 each or \$3,200; matchbooks for teachers (2) @ \$900 each, Protection plan @ \$366; Sales Tax budgeted @8%	78205.4			<b>78,205</b>
Year One: 60 iPads @ \$538 each, Bretford PowerSync Cart to sync 30 iPad each (5) @ \$2,600 each or \$3,200; matchbooks for teachers (5) @ \$900 each (\$4,500), MacBook Protection plan (purchased in year one) @ 0; Sales Tax budgeted @8%	39,644			<b>39,644</b>
<b>EQUIPMENT TOTAL</b>	<b>171,327</b>	<b>0</b>	<b>6,000</b>	<b>177,327</b>
<b>5. SUPPLIES</b>				
No cost, district will provide all supplies.				
<b>Revised 8.16.11. Budget for iPad training supplies in years one and two.</b>	5,000	1,000	0	<b>6,000</b>
<b>Revised 8.16.11. Budget for teacher training materials and supplies related to in-services by Technology Specialist, Dr. Reutzler, school support team, and on-going school improvement in-services. Advance purchase materials and supplies so they are available at beginning of year 2.</b>	21,358	2,830	7,891	<b>32,079</b>

<b>Revised 8.16.11.</b> Budget funds for materials and supplies required for early childhood classes. Budget \$8,000 in year one to establish classes. Advance purchase materials and supplies so they are available at beginning of year 2. Budget \$3,000 in year 3 for continuing program supplies.	8,000	1,203	3,000	<b>12,203</b>
<b>SUPPLIES TOTAL</b>	<b>34,358</b>	<b>5,033</b>	<b>10,891</b>	<b>50,282</b>
<b>6. CONTRACTUAL</b>				
Training on use of iPads. 148 hours of training (48 hours in summer followed by ten hours per month for ten months @ \$45 per hour to train teachers in the use of the with their students. Training will include both the pedagogy of using the iPads in the classroom and knowledge of suitable curriculum (\$6,600). <del>Deleted (8.16.11).</del> This responsibility will be performed by District Technology staff who can provide more intense and just in time training.	0	0	0	0
Dr Raymond Reutzel, Contract for Dr Raymond Reutzel to prepare Pre-K-3 literacy coaches and facilitate the improvement of Eagle View early childhood education K-2 programs. Budgeted at one day of planning in year one (\$800 daily rate and expenses of \$345.53) and ten days @ \$1,200 per day (\$12,000) plus expenses (\$3,650) in years one - three.	16,799	15,650	15,650	<b>48,099</b>
School Support Team Leader. Contract with Dr Sig Boloz lead/conduct/facilitate an appraisal of Eagle View Elementary School. Dr. Boloz will conduct his appraisals twice a year (fall and spring). Budgeted at 6 days total @ \$1,500 per day plus \$1,000 in airfare for two trips). In year one, he will also participate in 2 day planning session in May (\$3,000 plus airfare \$500) and follow-up 1 day planning session in June(\$1,500 plus airfare \$500). Dr Boloz will conduct the mid year review with leadership team each December-January (budgeted at 2 days@ \$1,500 per day). Dr Boloz will be supported by two Uintah School District administrators, Superintendent Mr. Mark Dockins and Maser Elementary School Principal Mr. Leonard Sullivan. all have been approved by the State of Utah as School Support Team Leaders.	18,500	10,000	10,000	<b>38,500</b>

School Support Team, Additional member. Person will serve on the SST and per Team Leader provide three days of on-site support tentatively in October 2011. Stipend includes estimated travel (\$250), Overnight @ 3 nights (\$360), 4 days of per diem at approved rate of \$34 per day (\$136), and projected consultant fee @ \$100 per hour (\$2,400). Total \$3,200	3,200	3,200	3,200	9,600
Southwest Educational Consulting Associates. External Evaluator and Management Consultant. Conduct on-site assessments, prepare quarterly and annual evaluation reports, and advise Advisory Board and Management Team. Budgeted at 42 days of service.	47,000	47,000	47,000	141,000
<b>CONTRACTUAL TOTAL</b>	<b>85,499</b>	<b>75,850</b>	<b>75,850</b>	<b>237,199</b>
<b>8. OTHER</b>				
Mileage Transportation Reimbursement for home liaison @ District rate of .485 per mile. Projected to be 6,185 miles.	3,000	3,000	3,000	9,000
Summer School Transportation - To run 4 buses approximately 700 miles/day for summer school classes, extended school programs, and extracurricular activities. Ute Tribe will match costs from Tribal funds.	15,551	17,000	17,000	49,551
<b>OTHER TOTAL</b>	<b>18,551</b>	<b>20,000</b>	<b>20,000</b>	<b>58,551</b>
<b>9. DIRECT CHARGES TOTAL</b>	<b>718,748</b>	<b>513,286</b>	<b>492,735</b>	<b>1,724,769</b>
<b>10. INDIRECT CHARGES @.0325</b>	<b>17,791</b>	<b>16,622</b>	<b>15,818</b>	<b>50,231</b>
<b>TOTAL</b>	<b>736,539</b>	<b>529,908</b>	<b>508,553</b>	<b>1,775,000</b>

Approved funding	<b>1,775,000</b>
Difference between approved allocation and budget	<b>0</b>

<b>Original Budget</b>	<b>600,378</b>	<b>618,963</b>	<b>529,694</b>	<b>1,739,466</b>
<b>Difference between original and revised budget represents increased grant award of \$35,534</b>				<b>35,534</b>

**Summary of Changes Between Original and Revised Budgets**

	New budget	Original budget	Difference
<b>Personnel: Add STEP teacher</b>	789,744	779760	-9,984
Budgeted for year one STEP teacher and part time music teacher			
<b>Employee Benefits: ERE</b>	386,085	389880	3,795
ERE associated with STEP teacher			
<b>Travel</b>	25,580	13,800	-11,780
Increased to cover cost to SIG conference in Yrs 2 and 3			
<b>Equipment</b>	177,327	163000	-14,327
iPads are slightly less			
<b>Supplies</b>	50,282	0	-50,282
No change			
<b>Contractual</b>	237,199	278541	41,342
Includes iPod training, increased cost for Ray Reutzell and Sig Boloz, and use of District master teachers/specialist for professional development in lieu of USU			
<b>Other</b>	58,551	69000	10,449
Reduced summer school travel costs.			
<b>Indirect costs</b>	50,231	45,485	-4,746
No change			
<b>Total</b>	1,775,000	1739466	-35,534
<b>Additional funding</b>			35,534
<b>Total unbudgeted</b>			0