

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (ARRA SIG)

Legal Name of Applicant: Eagle View Elementary (K-8)	Applicant's Mailing Address: Rt 2 Box 2468 Roosevelt, Utah 84066
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LEA Contact for the School Improvement Grant

Name: **Robert Stearmer**

Position and Office: **Principal**

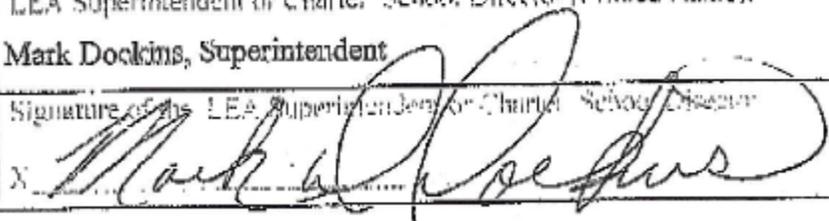
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LEA Superintendent or Charter School Director (Printed Name): Mark Dockins, Superintendent	Telephone: 435-781-3100 ext. 1002
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Signature of the LEA Superintendent or Charter School Director: 	Date: May 7, 2010
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The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.

UTAH STATE ARRA "SIG" GRANT APPLICATION: LEA REQUIREMENTS

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

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

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

Tier I Newly Eligible Schools:

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

Tier II Schools:

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

Tier II Newly Eligible Schools:

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

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

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

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

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

Based on the analysis of the above data:

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

Eagle View Elementary School is a Tier I Newly Eligible School that serves approximately 440 K-8 grade students in northeast Utah. The school formed in 2008 out of NCLB and U-PASS restructuring requirements that consolidated two underperforming schools, W Russell Todd and West Middle schools. It primarily serves the rural communities of Uintah county, including a significant population from the Uintah and Ouray Indian Reservation. Our students are struggling academics in comparison to our District, as well as our State.

Proficiency, Trend data and Demographic information relevant to Language Arts and Mathematics

Currently, 37% of our students score proficient in Language Arts and 31% in Math. Overall, our school has seen a continual drop in student performance over the last five years. Further breakdown of scores show that our Native American students are falling behind the rest of our student population in every subject at every grade level. For example, 4th grade proficiency scores for Language Arts, Math and Science for all students were 16%, 22%, and 14% respectively. For our Native American students, the

same scores were 6%, 13%, and 6%. However, in our first year of improvement, we have seen student growth gains through the use of Northwest Evaluation Association. This is a positive indicator that our efforts are taking effect.

We believe there are several demographic factors that contribute to our students' performance: race, income, and geographic location. It is well known that lower income and minority populations tend to enter the school system underprepared. 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). According to the Utah Department of Community and Culture, 73% of Ute Indian Tribe families are low or very-low income families. Also significant is the fact that 28% of the population speaks a language other than English at home. While this 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. In addition, the promotion and encouragement of outstanding academic achievement is not engrained in our students or their families. With approximately 75% of our students coming from the Reservation, these factors must be addressed. The geographic isolation of the area in a rural, remote area of northeast Utah, contributes to the lack of exposure our students have to a variety of experiences that help to enrich their learning environment that students in larger cities take for granted, such as diverse museums, libraries and other educational institutions.

Contextual data of the school

In addition to academic performance and demographic factors influencing our students' achievement, it is also influenced by their ability to be in class and ready to learn. Our average daily attendance rate this year for the last two years has been 93-94.4%. The ability for our students to get to school can be a challenge. Over 99% of our students rely on school transportation and come from as far as 35 miles away.

Our students' readiness to learn is also impacted by behavioral issues. We saw an increase in suspensions this year for a total of 102 suspensions, ranging in infraction from fights, threats, drugs, weapons, and gang related behavior. Our community has 27 gangs that are active in recruiting and harassing our students. This year, we have had 14 Safe School Hearings, compared to 3 last year and 15 the year before. While the District does have funding for Resource Officers, there are currently none assigned or planned for our school.

Teacher information

Because our school is rural, we are fortunate to have a dedicated team of 27 teachers who want to be at our school. All of our staff is highly qualified. Fourteen of our teachers have been with the school less than five years, ten have been here between 6-15, and three have been with us for more than 15 years. Our teachers are well education with nine holding Masters degrees, and many holding certification in early childhood and ESL, while a few have art, technology, and counseling certifications.

In comparison to our 10 district schools, we do have excessive Paid Time Off (PTO) use when considering staff size. For the last two months, our school accounted for 13.5% of all PTO days used by the district. While we do have some extenuating circumstances leading to that percentage, such as extended leave, we do believe that our rate is too high.

Many teachers commute over one hour each day to come to our school. Our teachers routinely put student needs ahead of their own, as can be demonstrated by their willingness to allow students in the

classroom for unstructured academic time before school starts. Unfortunately, this impacts the teachers' ability to have uninterrupted preparation time.

The District currently utilizes the JPASS Evaluation system for teachers which includes both teacher interviews and assessments. This system is utilized every year for beginning teachers and every three years for tenured teachers; however, can be used more often for teachers with identified performance issues. As part of our comprehensive school reform, many teachers with chronic performance issues were identified and are no longer 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.

Administrator information

Mr. Robert Stearmer, Principal has over 30 years of combined experience in teaching and administration in schools in Utah and Wyoming. Mr. Stearmer has 34 years of experience in public education. He holds a Master's of Science in School Administration and has elementary, middle school and high school administration experience. This experience at schools within our District was especially relevant for this assignment as a K-8 principal. Mr. Stearmer has been part of school progress 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 districts in the School Accreditation process.

Effectiveness of prior school reform efforts.

As noted earlier, Eagle View Elementary was formed less than two years ago in an effort to improve two underperforming schools. While it is early to assess the impact of this change, results on growth rates (NWEA and YPP and DIBELS) for our students are encouraging that we are on the right track. Unfortunately, as part of the budget problems that have 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 and puts our efforts in jeopardy.

Reform efforts prior to our most recent comprehensive reform, have been ineffective due to limited time to implement and engrain new efforts. These efforts have included only partial implementation of staff development and new staff improvement model (iObservations). In addition, identification of needs for Literacy and Math Coaches, a Resource Officer, and extracurricular activities were not funded through the budget. To compound those issues, budget cuts eliminated special District travel stipend for being assigned to a distant school, teachers and staff, professional development, and a myriad of other special programming identified to support our teachers and students.

Over the years, prior to the development of the K-8 school, various administrations have attempted various strategies to "fix" our school. These strategies are often forced from the outside without attention to the very unique circumstances that surround our students. 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.

Identification and rationale for the intervention model chosen for each school

In combination with the efforts that are already underway, Eagle View Elementary will implement the Transformation Intervention Model. This will allow our school to continue its reform efforts by improving our instructional and support strategies for our students to reach academic proficiency.

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

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

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

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

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

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

LEA's capacity to serve all Tier I schools

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 the only Tier I school in the District. LaPoint is a Tier III school that is not applying for support from this program. The district is identified by the National Center for Educational Statistics as a remote (33) district.

Analysis of the achievement data

An analysis of our achievement data, noted in Question 1, indicates that our students and teachers need additional support to enhance academic performance. As is evidenced by Eagle View Elementary's designation as a Tier I Newly Eligible School, a UPASS Progress Score of 133, and comparison of statewide language arts, math and science scores, our school is extremely low performing. In addition, the creation of our school two years ago was a result of persistent low achievement of the former elementary and middle schools.

Analysis of our academic achievement data clearly indicates that our school will benefit from across the board efforts to improve all areas of content mastery. We can see through the demographic breakdown of

performance that our Native American students need additional support to better align with their peers. Without additional academic support, our students will not meet proficiency by 2014 as mandated by NCLB. However, upon further analysis we believe that the achievement of our students is closely tied to the additional factors discussed in Question 1. While our District is able to provide the technical support necessary to run a traditional school, the unique circumstances of our school are not adequately addressed through centralized services. Our students come from a culture that does not support advanced academic achievement and can result not only in low performance, but also an attitude that school is not important and/or achievable for our students. Our families have a low percentage of adults with higher education degrees, indicating at-home assistance may be difficult to obtain and perpetuates a feeling of ambivalence towards education and success. This oftentimes leads to behavioral issues that further interfere with creating a safe learning environment for our students. We believe that teachers are typically not trained to teach students at-risk of academic failure and our teachers need to tools to identify what works for our students.

LEA personnel available to provide technical assistance/Ability to recruit and retain

The Uintah School District is committed to the success of the efforts at Eagle View Elementary. As such, it acts as the centralized fiscal and hiring agent for the project and has many years of experience managing complex federal and state grant programs. The business staff will work closely with program 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 Services 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. The District currently manages over 250 teachers. District information technology and facilities staff will support any necessary upgrades and/or project related modifications necessary within the school. The Superintendent will provide support to the administrative staff at the school and assist in identification of additional resources for successful implementation. Additional support from the Curriculum Director will be available as well.

Our District has the ability to recruit and retain teachers and administrators district wide; however, Eagle View Elementary has used incentives in the past that are no longer available due to budget reductions. Fortunately, our school recruits and retains teachers and staff that are highly committed to our mission and to our students.

Established partnerships with outside consultants

The Eagle View Elementary School has established partnerships with several outside consultants as part of the comprehensive school reform effort. While the District provides some curriculum and development support, the need at our school is so strong that outside consultants were identified in line with comprehensive school reform goals to best address each and provide in-depth support for those efforts. It should be noted that many of these partnerships were initiated in the first year of reform efforts at our school and were eliminated due to budget cuts last year. These include:

Professional Development/Classroom Management

Learning Keys: An organization that has provided Eagle View with assistance in curriculum mapping and preliminary use of data walks in the classroom. Continuing efforts will focus on those data walks and further development of classroom assessment tools for teachers that link with school improvement goals.

Solution Tree: An organization that provides both products and training related to Professional Learning Communities and Response To Intervention models. Continuing efforts will focus on better use and development of Eagle View's use of PLC time and RTIs in developing our students.

Literacy Development

Foundation for Comprehensive Early Literacy Learning: An organization that supports teacher development in literacy instruction. This training is focused on PK-3rd grade and 3-8th grade programming (Comprehensive Early Literacy Learning and Extended Literacy Learning). Continuing efforts will be used to further develop teacher skills to improve literacy development at all grade levels and, ultimately, improve language arts proficiency.

Comprehensive Reform Efforts

TurnAround Schools Institutes: An organization that specializes in providing administrators and teachers with strategies in reform efforts. In reviewing the school's comprehensive reform plan, the strategies identified through this organization aligned with ours and are specific to at-risk students. Continuing efforts will focus on the full implementation of these strategies and training associated with them.

Behavior Coaching

Conscious Classroom Management: An organization that provides literature and coaching on an approach to behavior modification that focuses on both the student and the teacher/administrator. It includes an evaluation of trigger actions that can be modified to improve student reaction. Continuing efforts will focus on additional training for teachers/administrator in classroom use of this approach.

Availability and willingness to commit additional funds to interventions models

Eagle View Elementary has developed an operating budget that supports the efforts being taken as part of our comprehensive reform effort. Unfortunately, as we experienced this year, school budget cuts have eliminated funding that had been previously identified to assist in this effort. Our staff and District staff will continue to identify additional funding opportunities that can be dedicated to our school improvement.

In addition to school operating funds, Eagle View has worked closely with our partners and community stakeholders to identify additional funding sources that support various components of the intervention model. These sources include:

Title IV, through Ute Tribe – Funding for part-time school counselor

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 21st CCLC, and 1 full time teacher to reduce class size

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

Ability of the LEA to ensure that quality interventions can be effectively and fully implemented

The administration of Eagle View Elementary and the Uintah School District is committed to the full and effective implementation of the school improvement program. In developing the plan, we identified appropriate and achievable goals that are in line with our existing comprehensive school reform efforts and will provide the resources and time necessary for our teachers, staff and students to achieve those goals. In order to best implement the program, we have described in Question 3 our strategies for intervention, our program partners, and strategies for successful implementation. In addition, our project evaluation design is based on a Continuous Improvement Management system linked to the intended goals, objectives and outcomes. The principles of Continuous Improvement Management will be used to clearly establish goals, define objectives, manage quality and continuously assess improvements in student performance and teacher skills. As part of the review efforts, time will be designated to discuss

evaluation components, the effectiveness of project strategies, and alternative project directions with relevant stakeholders. This ongoing and open communication will allow all participants in the program to assist in the successful implementation of the improvement plan.

- (2) The LEA must describe actions it has taken, or will take, to—
- Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.

Design and implement interventions consistent with the final requirements

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 second year of comprehensive school reform. As part of this reform, the school was created through the combination of two previously underperforming schools. Those Principals were replaced by the current Principal, Mr. Robert Stearmer. In addition, an Assistant Principal was hired last year. 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 identified an informal assessment system that supplements the existing District performance evaluation system (JPASS). This assessment system, iObservation, incorporates classroom observations that allow for a more individualized approach to identify skill building needs for our teachers and administrators. We anticipate that this assessment system will provide more 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. This process will include data walks, evaluation of existing student data trends, and other feedback systems currently in place. We have heard through our teachers that they want information that will help them teach our students how to take the information they know and apply it in critical-thinking and comprehension. Through this process we will work with the District to include the assessment system as a component of the teacher evaluation system.

Instructional and Support Strategies

In our first year of comprehensive reform, we worked with consultants that assisted in the curriculum mapping and assessment in line with Utah Core Curriculum standards and focused on our needs for academic improvement. In order to move to the next level of implementation, our efforts on instructional and support strategies include professional development that focuses on classroom management and assessment, skill development and content focused improvement. While we have identified many areas for immediate attention, our efforts in continually assessing the school improvement program will allow for identification of what is working and what needs improvement/change based on student performance. These efforts include both the actual development opportunities as well as the time for teachers to access

the training and time within the school day to collaborate. Following is an outline of the types of activities planned:

Professional Learning Community and Response To Intervention Models – Currently our teachers use both PLC and RTI to build team collaboration, support of each other, review student data trends and identify areas for improvement. They meet once a week at grade level. Additional training related to these models will further develop our teachers’ ability to make the most of this time, provide early intervention for students in need and know how to better support each other.

Extended calendar days for professional development and Substitute teachers – Currently our school does not have the resources to fund in-service professional development activities. By extending the school calendar and utilizing substitute teachers, we will be able to address this critical need without impacting student learning time. The regular school calendar training will utilize a split day approach that will allow 2 groups of teachers to receive small group training for half of a day and come together after student release as a larger group to complete the group training.

Endorsement support – Currently our school does not have the resource to fund endorsement programs. By supporting reading endorsement for our teachers, we will be improving literacy development for our students.

Arts Reinforcement of Core Curriculum – Substantial research exists that promotes the use of arts to reinforce core academic learning and the use of alternative presentation of curriculum and standards to reach at-risk. We believe by including opportunities to experience arts at school, students will both have the experience to encounter art in their daily lives and engage in learning in a new way. To promote this effort we will hire one arts teacher who will have responsibility for working with regular day teachers to integrate arts into their core curriculum as well as offer arts instruction to our students.

While all of these strategies address teachers in the existing K-8 structure, and additional strategy we will incorporate is the development of a pre-K program. This will allow for 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 throughout their time with us. Currently there is no pre-K program in the area that employs certified staff.

In addition to the academic and management based support for our teachers and administration, we propose an additional support strategy that will improve the overall learning environment of our school.

School Resource Officer – As described in the contextual data section, our school has severe behavior issues and the potential for continued issues at our school through gang interference and increase drug and alcohol use. The less time our teachers and administrators must spend dealing with behavior issues and the potential for them to be afraid to deal with behavior issues, the better. Hiring a full-time School Resource Officer will ensure that our students and members of the community engaged in illegal activities know that those behaviors will not be tolerated at our school or with our students.

Home/School Community Liaison – In order to address parent involvement in our students’ academic success, the Liaison will work to build the trust and support of our school community. The person will be responsible for developing an outreach plan for parent relations as well as identify potential needs of our students and families. This person will make positive home visits in partnership with the administration and teachers regarding homework, meeting with the courts, attendance, health concerns, in addition to making contact with home schooled students.

Time and Support

We have identified additional time and support for our teachers in instructional and support strategies above and feel addition of time and support for our students is critical. While geared toward the student, many of the support strategies identified here will also benefit our teachers with their instructional strategies and have the result of improved academic achievement. These strategies include:

Extended learning time for students – Our students schedule is at least partially dictated by transportation needs. Because some of our students live as far as 35 miles from the school, 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 may 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 in 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. The school 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.

Recruit, screen, and select external providers, if applicable, to ensure their quality

As discussed in Question 2, we have established partnerships with several external providers that will continue to support our activities in the school improvement program. The providers support the school with intensive targeted interventions in professional development focusing on classroom management and assessment, Response to Intervention, literacy development, behavior coaching, overall school reform efforts and evaluation. While the District supports our efforts the amount of professional development and assistance needed at our school to address our areas of improvement go beyond the capacity of staff that supports over 250 teachers annually. The District Business Office has and will play a critical role in the development of all purchasing agreements associated with the contracts. Additional partners may be identified throughout the program years as additional targeted needs are identified.

Professional Development/Classroom Management

Learning Keys: An organization that has provided Eagle View with assistance in curriculum mapping and preliminary use of data walks in the classroom. Continuing efforts will focus on those data walks and further development of classroom assessment tools for teachers that link with school improvement goals.

Solution Tree: An organization that provides both products and training related to Professional Learning Communities and Response To Intervention models. Continuing efforts will focus on better use and development of Eagle View's use of PLC time and RTIs in developing our students.

Literacy Development

Foundation for Comprehensive Early Literacy Learning: An organization that supports teacher development in literacy instruction. This training is focused on PK-3rd grade and 3-8th grade programming (Comprehensive Early Literacy Learning and Extended Literacy Learning). Continuing efforts will be used to further develop teacher skills to improve literacy development at all grade levels and, ultimately, improve language arts proficiency.

Comprehensive Reform Efforts

TurnAround Schools Institutes: An organization that specializes in providing administrators and teachers with strategies in reform efforts. In reviewing the school's comprehensive reform plan, the strategies identified through this organization aligned with ours and are specific to at-risk students. Continuing efforts will focus on the full implementation of these strategies and training associated with them.

Behavior Coaching

Conscious Classroom Management: An organization that provides literature and coaching on an approach to behavior modification that focuses on both the student and the teacher/administrator. It includes an evaluation of trigger actions that can be modified to improve student reaction. Continuing efforts will focus on additional training for teachers/administrator in classroom use of this approach.

Program Evaluation

Southwest Educational Consulting Associates, Inc: An organization that provides program evaluation design and implementation services. The organization has experience in working with schools in various degrees of school improvement. Continuing efforts will focus on evaluation design and imp

Align other resources with the interventions

Eagle View Elementary has developed an operating budget that supports the efforts being taken as part of our comprehensive reform effort. Unfortunately, as we experienced this year, school budget cuts have eliminated funding that had been previously identified to assist in this effort. Our staff and District staff will continue to identify additional funding opportunities that can be dedicated to our school improvement.

In addition to school operating funds, Eagle View has worked closely with our partners and community stakeholders to identify additional funding sources that support various components of the intervention model. These sources include:

Title IV, through Ute Tribe – Funding for part-time school counselor

State of Utah - Imagine Learning licensing for ELL software

21st CCLC – Supports extended day learning opportunities for our students and their families

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 21st CCLC, and 1 full time teacher to reduce class size

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

Modify its practices or policies, if necessary

Because our school is already working on a comprehensive school reform initiative, the existing school practices and policies are in line with and supplemental to the intervention strategies identified through that reform effort. As noted earlier, we will work with the District as we identify unique situations that require a change in policy or practice from the District policies/practices and request flexibility in addresses those situations.

Sustain the reforms after the funding period ends

The District and School leadership is 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. We will also identify additional potential funding sources to support any efforts that cannot be incorporated into our yearly operating budget.

- (3) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Assume announcement date of May 21, 2010

Already complete: Replacement of Principal, replacement of 30% of staff, identification of evaluation/assessment system, curriculum mapping and assessment

May/June

Review project with teachers, staff, and partners

June

Recruit and hire Project Director and other staff/teachers

Develop and finalize contracts

Organize Leadership Council meeting, Review project activities & responsibilities

Begin evaluation development, including assessment instruments

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/data walks), 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.

Our annual goals are consistent with our school improvement plan and focus on academic achievement of our students, 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.

Goal: Meet NWEA growths goals and improve CRT reading scores 10% each year

Activities: Professional development opportunities, increased student performance assessment and data use, literacy coach, early intervention, targeted academic programming, extended learning activities

Measurements: UPASS proficiency (yearly), student data collected, such as software tracking, data walks, teacher evaluation, NWEA, YPP and DIBELS (weekly/monthly/quarterly)

Goal: Meet NWEA growths goals improve CRT math scores 10% each year

Activities: Professional development opportunities, increased student performance assessment and data use, math coach, early intervention, targeted academic programming, extended learning activities

Measurements: UPASS proficiency (yearly), student data collected, such as software tracking, data walks, teacher evaluation, NWEA, YPP and DIBELS (weekly/monthly/quarterly)

Goal: Reduce the number of behavioral referrals by 25% in each year.

Activities: Professional development opportunities, specifically Conscious Classroom Management, Resource Officer, Home/School Liaison

Measurements: Behavioral referrals to Assistance Principal, Suspensions, Safe School Hearings

Goal: Increase and maintain average daily attendance rate at 95% or better.

Activities: Development of teachers to provide engaging/relevant classroom environment through professional development, Resource Officer, Home/School Liaison

Measurements: Average daily attendance rate

Goal: 100% Teacher Implementation of skill development activities

Activities: Professional development opportunities, Teacher/Administrator assessment training and tools, Extended calendar

Measurements: iObservation use, Data walks, Professional development activity attendance, Teacher self analysis

- (5) 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.

Not Applicable. Eagle View Elementary is a Tier I school.

- (6) 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.

Not Applicable. Eagle View Elementary is a Tier I school.

- (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.

Eagle View Elementary promotes active participation from the school and community in all aspects of our school. We work closely with several formal stakeholder groups established through the school and in conjunction 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 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.

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 Community Council – The Council includes five members that represent the five geographic areas served by the school that span a 35 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 I Committee.

Student Council – A Student Council was developed this year and has an 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.

Ute Nation – The Ute Nation has a parallel structure within their government that includes a Tribal Education Committee. With over 75% 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.

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

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

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

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

School Improvement Grant

Eagle View Elementary

SY 2011-2013

For Budget Period Ending June 30, 2013

	Year 1	Year 2	Year 3	Total
1. PERSONNEL				
Project Leadership Team (8) is to plan and manage the school improvement efforts and report to the principal and coordinates services with all contractors and stake holders (1,500 stipend year one, 1,000 year two, 500 year three)	12,000	8,000	4,000	24,000
Extended School Calendar and School Day Personnel Costs. Extend teacher schedule by up to 5 days and incorporate 3 days of in-school training sessions each year. (27 teachers) The 21st Century Grant and Ute Tribal Education partnering in this component	42,480	42,480	42,480	127,440
Preschool Class (1 FTE) Certified teacher to provide 2 - half-day preschool classes targeted at early intervention efforts with our incoming kindergarten students.	57,740	57,740	57,740	173,220
Literacy Coach: (.5 FTE) Provide support to teachers and students in need of additional literacy development. Plan, conduct individual interventions (the district provides the other .5 to make this 1 FTE)	31,400	31,400	31,400	94,200
Performing Arts Teacher (1 FTE) Provide instruction and curriculum support in integrating arts into core curriculum, also teach students in the various art forms.	62,950	62,950	62,950	188,850
Home/School Community Liaison (1 FTE) Develop and implement an outreach plan for parent relations as well as identify potential needs of our students and families.	57,745	57,745	57,745	173,235
Resource Officer (1 FTE) Assist and guide school staff in intervention with behavioral issues, communicate with families and other partner agencies related to disciplinary issues.	57,540	57,540	57,540	172,620
PERSONNEL TOTAL (Fringe costs included)	321,855	317,855	313,855	953,565

3. TRAVEL (out of state) - Airfare, per diem and lodging for Leadership team to attend trainings related to school reform efforts. (Airfare 500, 2 days Lodging 300, Per diem 100 = 900/person)	7,200	7,200	7,200	36,000
TRAVEL TOTAL	7,200	7,200	7,200	36,000
4. EQUIPMENT	0	0	0	0
EQUIPMENT TOTAL	0	0	0	0
5. SUPPLIES				
Computers - (72) To fully implement the RTI interventions currently in place update on computers and headphone replacement in years 2 and 3. (700/computer, 42/headset)	35,100	3,150	3,150	41,400
SUPPLIES TOTAL	35,100	3,150	3,150	41,400
6. CONTRACTUAL				
Learning Keys Provide teacher evaluation system that aligns with school improvement plans, for use first as skill development	22,000	12,000	6,000	40,000
External Evaluator and Management Consultant. Southwest Educational Consulting Associates, Conduct on-site assessments, prepare quarterly and annual reports, and advise Advisory Board and Management Team.	37,500	37,500	37,500	112,500
Conscious Classroom Management Related needs for implementation of behavior management approach.	7,500	4,000	1,200	12,700
Turn Around School-No Excuses University Services include review, assistance and training in school reform efforts for at-risk schools.	9,000	2,400	0	11,400
CONTRACTUAL TOTAL	76,000	55,900	44,700	176,600
8. OTHER				
Summer School Transportation - To run 4 buses approximately 700 miles/day for summer school classes.	20,000	20,000	20,000	60,000

Training Registrations - Training fees for use of Learning Keys and Conscious Classroom Management, 5 day training for teachers, and 2 day Conscious Classroom Management for paraprofessionals	43,990	43,990	43,990	131,970
OTHER TOTAL	63,990	63,990	63,990	191,970
9. DIRECT CHARGES TOTAL	504,145	448,095	432,895	1,399,535
10. INDIRECT CHARGES @ .0325	16,385	14,563	14,069	45,485
TOTAL	520,530	462,658	446,964	1,445,020

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

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

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

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

- Extending the period of availability of school improvement funds.

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

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

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