

School Improvement Grants

**Application for FY 2013 New Awards Competition**

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

Fiscal Year 2013

CFDA Number: 84.377A

**Utah LEA Application**



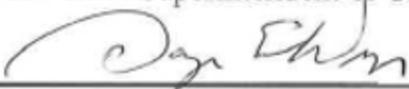
U.S. Department of Education  
Washington, D.C. 20202

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

Paperwork Burden Statement

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## UTAH 2013 SCHOOL IMPROVEMENT GRANT (SIG)

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

**STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2013**

**LEA APPLICATION: REQUIREMENTS**

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

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

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

**PART 1: DESCRIPTIVE INFORMATION**

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

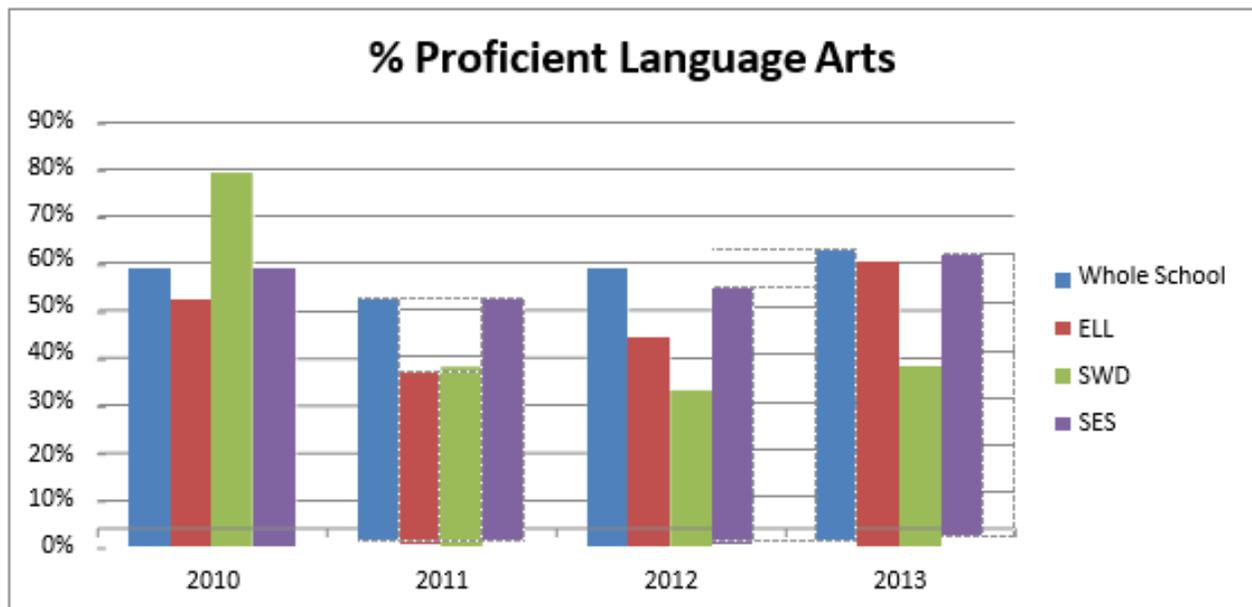
**A. The LEA has analyzed the needs of each Priority School identified in the LEA’s application and has selected an intervention for each school.**

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

### Montezuma Creek Elementary School

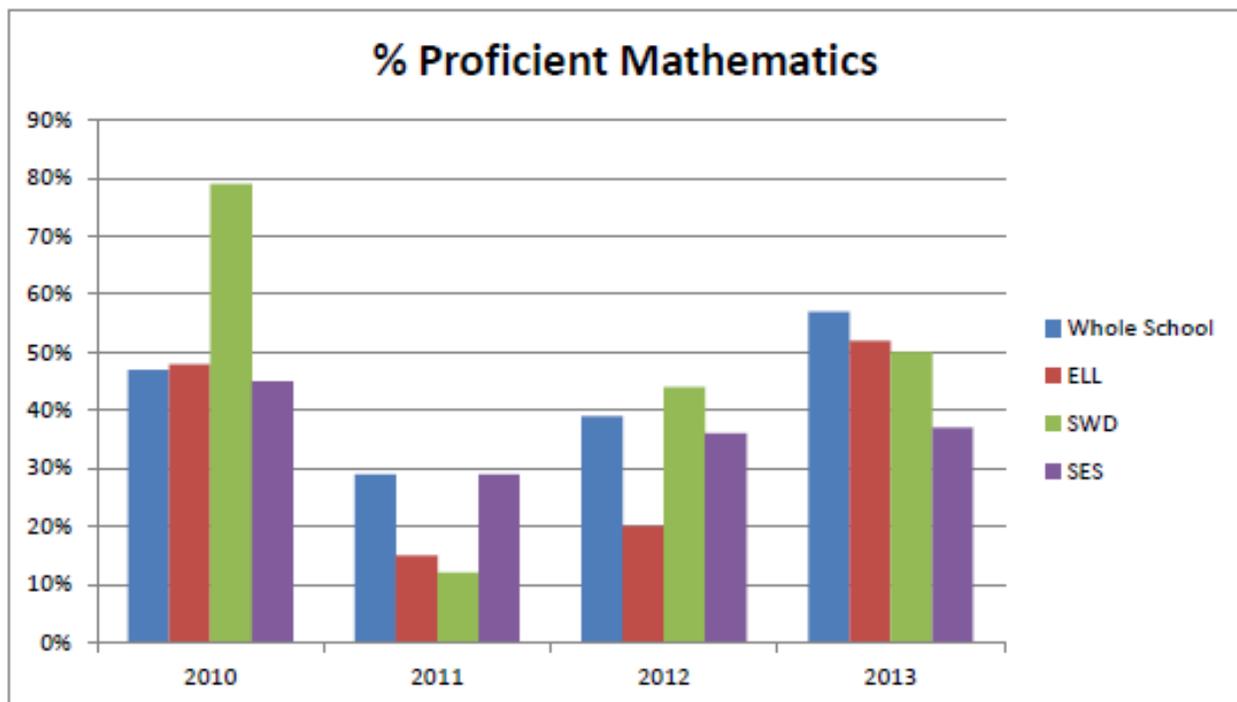
The students at Montezuma Creek are 98% American Indian and 86% low-income. This results in minimal differences in these subgroups when compared to the Whole School scores. While 2013 showed improvement of 4% in Language Arts and 18% in Mathematics from 2012, the school was still designated as in the bottom 5% of Utah Title 1 schools. SWD lag substantially behind for Language Arts, but not as far for Mathematics.

	% Proficient Language Arts			
	2010	2011	2012	2013
Whole School	59%	52%	59%	63%
ELL	52%	37%	44%	60%
SWD	79%	38%	33%	38%
SES	59%	53%	55%	62%



% Proficient Mathematics				
	2010	2011	2012	2013
Whole School	47%	29%	39%	57%
ELL	48%	15%	20%	52%
SWD	79%	12%	44%	50%
SES	45%	29%	36%	37%

Whole School  
ELL  
SWD  
SES



# MONTEZUMA CREEK SCHOOL

2012-13

Grades PK-6

**SAN JUAN DISTRICT**

Grades Tested: 03-06

**Address:**  
 BOX 630  
 MONTEZUMA CREEK, UT 84534

**Phone:** (435) 678-1261

**Principal:** Boyd Silversmith

**Number of Teachers:** 12

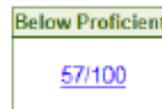
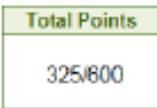
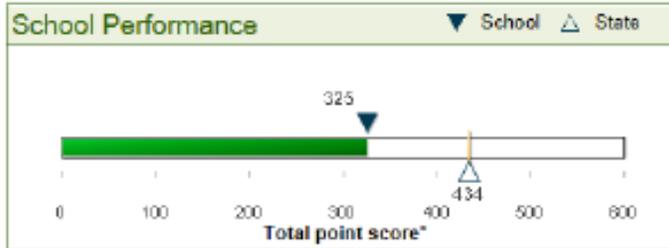
**Enrollment:** 202

**Minority:** 99%

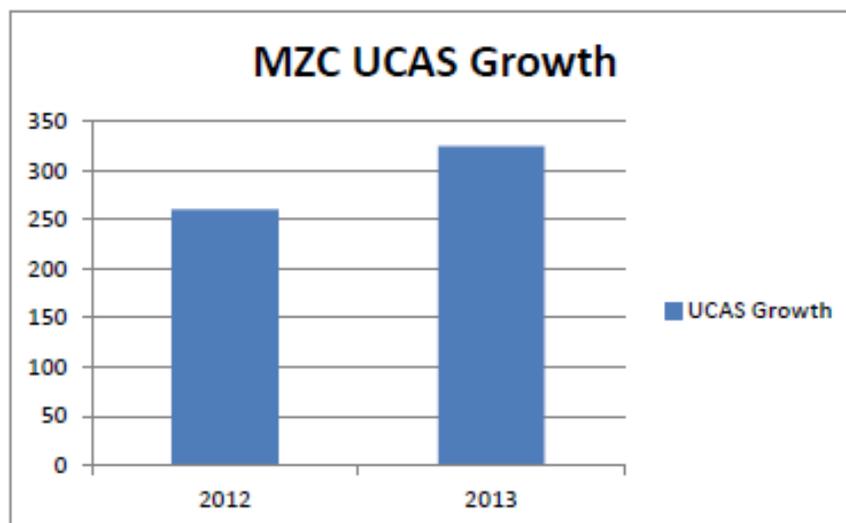
**English Learners:** 53%

**Low Income:** 87%

**SWD:** 9%

\* Includes schools that do not have a 12th grade as well as the 1st-8th grade population of K-12 schools.



Montezuma Creek gained an overall 65 points out of a possible 600 on the Spring 2013 UCAS report, or an 11% gain. We believe this growth is due to the positive direction of the schools' FOCUS improvement plan. However, the added support and of a School Improvement Grant (SIG) project would allow the school to accelerate their progress.

## School Grade

SAN JUAN DISTRICT

MONTEZUMA CREEK SCHOOL

Grades PK-06

**Overall**    343/600    57%    D  
                          Points            Percent            Grade

Proficiency		Points Earned
	Language Arts	64/100
	Mathematics	58/100
	Science	42/100
Total Proficiency		164/300

Growth		Points Earned
All Students	Language Arts	25/50
	Mathematics	33/50
	Science	31/50
Below Proficient	Language Arts	26/50
	Mathematics	32/50
	Science	32/50
Total Growth		179/300

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

<b>Montezuma Creek Elementary School</b>											
<p>The Navajo Nation Department of Head Start 2010 report states that:</p> <p><i>The economy of the Navajo Nation is comparable to that of a third world country. High unemployment rate, lack of income, paved roads, modern housing and amenities, lower education level, high poverty rate, an historic lack of communication infrastructure are just a few examples of the problems faced by the Navajo people.</i></p> <ul style="list-style-type: none"> <li>• <i>The Unemployment rate on the Navajo Nation is almost 11 times more than in the United States,</i></li> <li>• <i>Per Capita Income on the Navajo Nation is 4.59 less than the rest of the United States,</i></li> <li>• <i>The Navajo Nation has the worst poverty rate in the United States (56.1 percent), and</i></li> <li>• <i>No less than 60 percent of Navajo Nation monies is spent in off-reservation communities,</i></li> <li>• <i>Only 15% of Native households have computers,</i></li> <li>• <i>Only 22% of Navajo households have telephones,</i></li> <li>• <i>Only 47% of Native households on all Four Corners reservations have telephones, while</i></li> <li>• <i>94% of American households have telephones.</i></li> </ul> <p>30.4% of San Juan County’s adult population do not have a high school diploma, the lowest percentage of all counties in the state, and about half of the adults on the Navajo reservation do not have a diploma. All these factors contribute to the low achievement and cycle of hopelessness in reservation schools. Montezuma Creek Elementary School mirrors these same challenges.</p> <p>Montezuma Creek Elementary is located on the Navajo Nation and the demographics for students are indicative of the challenges faced by this disenfranchised population. One third of the students are considered homeless by the federal McKinney definition, and half are classified as English Language Learners (ELL). High rates of poverty are also characteristic of the area and the school.</p> <p>These remote communities struggle to access services available in more urban areas. Jurisdiction boundaries often prohibit supportive and prompt social service and law enforcement response. Since many homes lack internet and phone services as well as experience cultural and language barriers, schools often encounter difficulty communicating effectively with parents. Furthermore engaging them in the quest for higher student academic achievement can be challenging.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tbody> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <td style="padding: 2px 10px;"><b>Enrollment</b></td> <td style="padding: 2px 10px;">235</td> </tr> <tr style="background-color: #e0f2f1;"> <td style="padding: 2px 10px;"><b>Ethnicity-Navajo</b></td> <td style="padding: 2px 10px;">98%</td> </tr> <tr> <td style="padding: 2px 10px;">ELL</td> <td style="padding: 2px 10px;">50%</td> </tr> <tr style="background-color: #e0f2f1;"> <td style="padding: 2px 10px;"><b>Poverty (SES)</b></td> <td style="padding: 2px 10px;">86%</td> </tr> <tr style="border-bottom: 1px solid black;"> <td style="padding: 2px 10px;"><b>McKinney Homeless</b></td> <td style="padding: 2px 10px;">33%</td> </tr> </tbody> </table>		<b>Enrollment</b>	235	<b>Ethnicity-Navajo</b>	98%	ELL	50%	<b>Poverty (SES)</b>	86%	<b>McKinney Homeless</b>	33%
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<b>McKinney Homeless</b>	33%										

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

## Montezuma Creek Elementary School

Montezuma Creek's average daily attendance is 91%, with a startling 67% of students missing 10 days or more during the school year (26% higher than the District average and 36% higher than the State average).

Student Summary Information	School		LEA		State	
Enrollment Count	202		3064		601408	
Average Daily Attendance	91%		94%		95%	
Students Absent >= 10 days	136	67%	1,270	41%	187,477	31%
Mobility Rate	10%		10%		9%	

85% of students ride the bus to attend school, with the farthest distance one way 34.1 miles. Most students spend more than an hour every day riding a bus to get to school. The distance students live from the school makes parent communication/involvement, transportation, supervision, and afterschool programs challenging.



CENTER FOR THE SCHOOL OF THE FUTURE

## Montezuma Creek Elementary School

Montezuma Creek, UT

April 01, 2013



# Progress Report

### Signal Analysis Legend

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

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

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



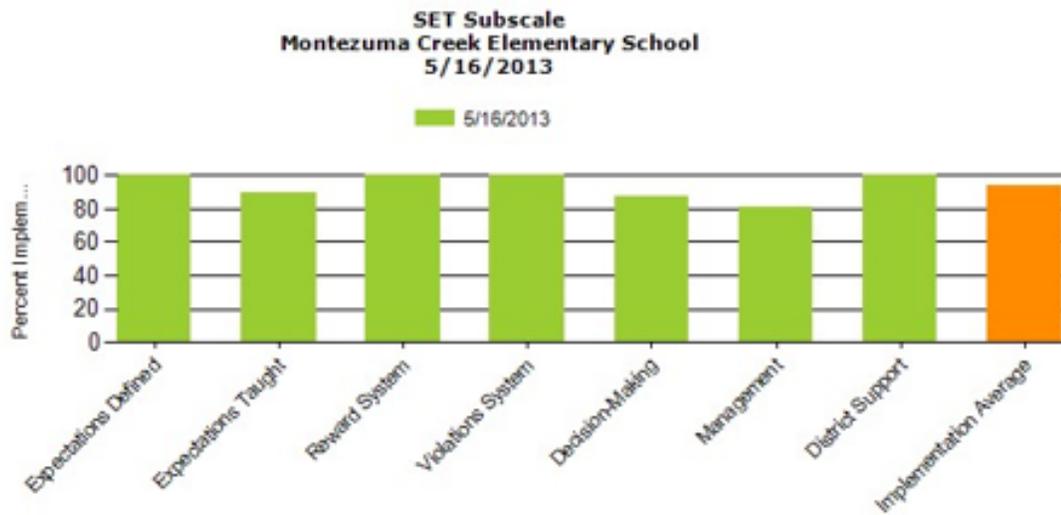
The ISQ summary chart shows parents viewing the school with a typical outlook and students gauging their overall experience to be Superior and Instructional Quality, Exemplary. The teachers rate Teacher Excellence as Superior and Instructional Quality an Opportunity to Improve, which shows a disconnect with how they view their performance and what they believe the Instructional Quality (which they deliver) is. They are also a bit critical of School Leadership and Resource Management, while the other groups range from Typical to Superior.

**School Discipline:**

Montezuma Creek is evaluated each year by a team led by District Ed. Psych. Vernon Hatch. Their School-Wide Evaluation Tool (SET) score is summarized below. The school is making a concentrated effort to implement a Positive Behavior Intervention and Supports (PBIS) approach to discipline.

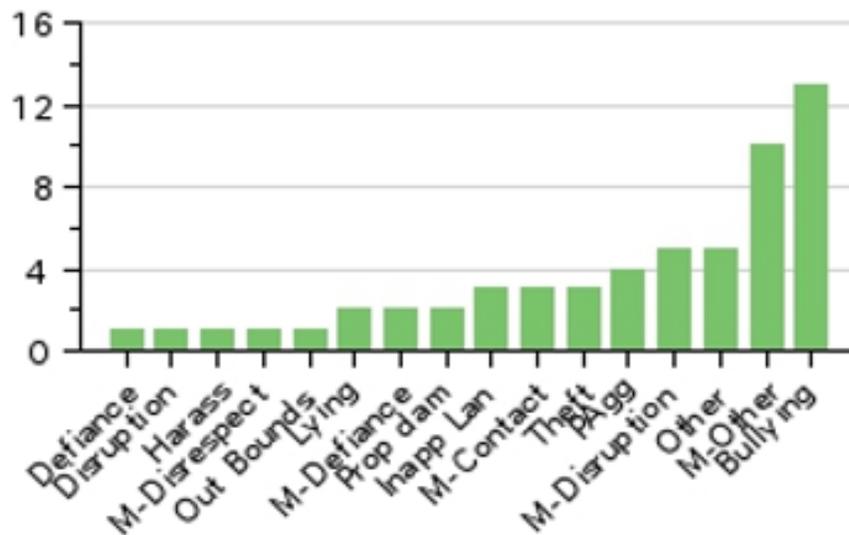
**School-Wide Evaluation Tool Subscale**

<b>Montezuma Creek Elementary School</b>	<b>San Juan School District</b>
NCES ID: 490090000534	
Montezuma Creek, Utah	
<b>Date Completed: 5/16/2013</b>	
<b>Implementation Status: Pre</b>	



	Expectations Defined	Expectations Taught	Reward System	Violations System	Decision-Making	Management	District Support	Implementation Average
5/16/2013	100.00%	90.00%	100.00%	100.00%	87.50%	81.25%	100.00%	94.00%

### Referrals By Problem Behavior



This chart shows behaviors referred to the office between August 15, 2013 and January 31, 2014. Bullying is by far the most referred behavior. The school is implementing an Olweus Bully Prevention program and is making a concerted effort to change this behavior.

### Average Referrals Per Day Per Month



Referrals have dropped the past two month, perhaps showing some progress with the school's improvement with implementing their PBIS and OLWEUS training.

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

Montezuma Creek Elementary School								
Montezuma Creek Elementary Teacher Information								
Teacher	Assignment	Turnover Rate	FTE	HQ FTE	Attend.	Level of Ed.	Yrs of Exp	Evaluation
CA	5th grade	New position	1.00	1.00	99%	BACH	3	In Progress
JA	6th grade		1.00	1.00	94%	BACH +30	7	Proficient
SB	Kinder	New position	1.00	0.00	60%	BACH	6	In Progress
PB	2nd grade		1.00	1.00	89%	BACH +30	10	Proficient
IB	3rd grade		1.00	1.00	95%	BACH +30	23	Proficient
SJ	SpEd		1.00	1.00	92%	BACH	18	
GL	1st grade	New position	1.00	1.00	96%	BACH +15	8	In Progress
DP	1st grade	New position	1.00	1.00	99%	MASTER	17	In Progress
NS	4th grade		1.00	1.00	89%	MASTER +30	4	Proficient
GS	Hert. Lang		1.00	1.00	93%	BACH +15	20	
MS	2nd grade	New position	1.00	1.00	98%	BACH	1	In Progress
IT	Kinder		1.00	1.00	92%	BACH +30	22	
<b>Average</b>		<b>42%</b>		<b>92%</b>	<b>91%</b>	<b>BACH +23</b>	<b>12</b>	

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

**Montezuma Creek Elementary School**

Boyd Silversmith is in his second year as principal at Montezuma Creek and qualifies as a new principal hired to lead school transformation. While the previous principal was well-regarded, he was not local and did not have plans to remain at the school long term (was only at the school for one year). As a local Navajo administrator, Mr. Silversmith has much to offer. We anticipate he will remain long-term; he knows and understands the Navajo culture and language; he knows the families and the politics of the area.

The Montezuma Creek Community is somewhat difficult for an outsider to win trust and respect. Just a few weeks ago, Montezuma Creek experienced a massive carbon monoxide poisoning incident where all students and staff were exposed and 150 treated, many with life-threatening symptoms. Mr. Silversmith showed great leadership in this emergency and this event has helped established him with the community as their principal. We believe that with continued support, Mr. Silversmith will be the transformational leader the school needs.

The Superintendent has assigned the Elementary Supervisor, Ron Nielson, as Mr. Silversmith's mentor. While Mr. Nielson supervises all elementary schools in the district, he will be expected to spend

a minimum of 1 full day each week at the school to assist Mr. Silversmith to implement School Improvement Plans, set high standards and develop teachers' instructional effectiveness and capacity. Mr. Silversmith has shown a willingness to grow and a desire to do what is necessary to become a Transformational Leader.

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

**Montezuma Creek Elementary School**

The school's FOCUS plan has shown some gains the first year. The school gained 2%, from 62%-64% in Language Arts proficiency this past year. While this is a slight gain, the school has **gained an impressive 20% in Mathematic proficiency: from 38%-58%**.

Also encouraging is that the school was 4% higher in Language Arts than their AMO target for 2013 and have almost met the Mathematics target of 59% for 2016.

	Proficiency Rate	# of Tests	Points	Links
<a href="#">Language Arts</a>	<a href="#">64%</a>	99	55/86	<a href="#">Gap Report</a> <a href="#">AMO Report</a>
<a href="#">Mathematics</a>	<a href="#">58%</a>	99	49/86	<a href="#">Gap Report</a> <a href="#">AMO Report</a>

**Language Arts Test**

**Mathematics Test**

Target AMO	2012	2013	2014	2015	2016	2017
All Students	56%	60%	64%	68%	72%	76%
American Indian	56%	60%	64%	68%	72%	76%
Economically Disadvantaged	56%	60%	64%	68%	72%	76%
English Learner	50%	55%	59%	64%	68%	73%

Target AMO	2012	2013	2014	2015	2016	2017
All Students	35%	41%	47%	53%	59%	65%
American Indian	34%	40%	46%	52%	58%	64%
Economically Disadvantaged	36%	42%	48%	53%	59%	65%
English Learner	31%	37%	43%	49%	56%	62%

The district and school believes that the substantial support of a SIG project could accelerate their progress so they would no longer be considered a Priority or FOCUS school.

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

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

### Montezuma Creek Elementary School

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

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

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

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

This information must include the following:

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

### Montezuma Creek Elementary

#### **Strategy 1.A: Replace the principal who led the school prior to commencement of transformation model.**

Boyd Silversmith has been appointed to be the Transformational Principal and is in his second year of administration at Montezuma Creek. (see above section A1-F for details). The school began an improvement process last year and is seeking additional support in order to accelerate that transformation.

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

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

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

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

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

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

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

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

The School Principal, Instructional Coach, Lead teachers and classroom teachers will be rewarded for increased student achievement (meeting the School Improvement SMART goals) on several levels:

Total Performance Bonus Possible			
	Language Arts	Mathematics	Total
Principal	\$3,000	\$3,000	\$6,000
Instructional Coach	\$2,500	\$2,500	\$5,000
Lead & Classroom Teachers	\$2,500	\$2,500	\$5,000

Break-out of Performance Pay:

School-Wide Performance Bonus			
	Language Arts	Mathematics	Total
Principal	\$3,000	\$3,000	\$6,000
Instructional Coach	\$2,500	\$2,500	\$5,000
Lead & Classroom Teachers	\$750	\$750	\$1,500

Team Level/PLC Performance Bonus			
	Language Arts	Mathematics	Total
Principal	\$0	\$0	\$0
Instructional Coach	\$0	\$0	\$0
Lead & Classroom Teachers	\$750	\$750	\$1,500

Individual Teacher Classroom Performance Bonus			
	Language Arts	Mathematics	Total
Principal	\$0	\$0	\$0
Instructional Coach	\$0	\$0	\$0
Lead & Classroom Teachers	\$1,000	\$1,000	\$2,000

Please note that Lead teachers will be eligible not only for the Performance Bonus, but will be placed at the top of the District's salary schedule and will have an annual \$5,000 housing stipend should they choose to live in district housing in Montezuma Creek.

San Juan School District takes seriously the charge to fairly evaluate and remove ineffective teachers. The Utah Measurement of Instructional Effectiveness (UMIE) will be a comprehensive instrument for evaluating teacher effectiveness.

Formative measures such as structured classroom walkthroughs, collaborative team coaching data and formative student assessment data will assist administration in identifying ineffective educators. Educators who consistently don't earn their Performance Pay bonus will be looked at closely and likely be determined ineffective.

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

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

1. Innovations Education will provide 36 days of onsite job embedded support using Collaborative Team Coaching that will focus on improving student engagement and rigor using the peer coaching approach. The IE consultant teaches, models, and then guides teachers as they learn to give constructive feedback and support to each other to improve instruction. IE collects data on not only their visits, but teacher and administrative follow-up classroom visits. IE will also provide 6 days of onsite monitoring visits and 6 days of Administrative Coaching/Training.

2. In the spring of 2015, the District will apply for Montezuma Creek to be accepted for Cohort 12 (year 2 of the SIG plan), University of Virginia Partners in Leadership in Education Program (UVA-PLE). This highly respected and successful training will provide two years of school leadership training. District administration is currently involved in Cohort 11 and will be guiding the school with the UVA principles during all three years of the grant.

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

3. Montezuma Creek’s full-time Instructional Coach has been training during the Reading First Initiative and has substantial reading, data and coaching knowledge. She will be used to: support the Lead Teachers and their teams, to gather and organize needed data, and to assist the principal with implementing the Driven by Data model of using District Benchmark information to conference with teachers in Deep Data Dives, assist teachers in developing 6 week reteaching plans and observing and helping teachers effectively implement those plans.
4. The Superintendent has assigned the Elementary Supervisor to spend a minimum of 1 day per week onsite at Montezuma Creek. His role is to primarily mentor the principal, but he also provides onsite training for all staff in all areas of school improvement.

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

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

Montezuma Creek has had serious difficulty over the years attracting and retaining high quality staff (note 42% turnover rate). While we have hired some excellent teachers, they are too few in number and rarely stay for more than a couple of years, due to the challenges of living in such a remote area. We have seen the students at Montezuma Creek achieve high academic success in a few classrooms, only to drop back as they enter a less effective teacher(s)’ classroom the succeeding years.

*Kim Marshall notes in “Rethinking Teacher Supervision” that the quality of instruction is the single most important factor in student achievement....Robert Marzano, Tony Frootier and David Livingston have built on this work in their book, Effective Supervision: Supporting the Art and Science of Teaching. They note that ‘achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers’ How much better? Enough, as it turns out, to instigate game-changing improvement. Data suggests that low-socioeconomic status (SES) schools that can offer students three consecutive years of strong teaching close the achievement gap, correcting for a host of external factors. --Paul Bambrick-Santoyo, Leverage Leadership.*

The focus of this SIG application is to recruit and retain 4 Lead Teachers, who will not only provide quality instruction in their own classroom, but also mentor a team of 2-3 other teachers in order to duplicate their effective teaching practices.

We wish to structure the Lead Teacher bonus support in a way that enhances the likelihood of hiring and retaining for 5 years these quality teachers and mentors. Lead Teachers will be placed at the top of the District’s Licensed Salary Schedule regardless of present position. They would remain at that level as long as they are working as a Lead Teacher. Each year they would be paid at that rate that includes the negotiated raise on the schedule. \$60,000 of the SIG budget would be set-aside to offset the

increased expense of this placement. The district would match 1:1 this expense. In years 4 and 5, the District would continue this practice and would re-prioritize budgets to sustain this plan, providing we are seeing the increased student achievement we anticipate.

As we want to encourage these successful teachers to live in the community, we are providing a \$5,000 a year housing stipend for Lead Teachers who choose to live in District subsidized housing.

Lead teachers are also eligible to earn the \$5,000 Performance Pay bonus as the other classroom teachers.

Year	Lead Teacher	Housing Stipend (if live in District Housing)	Performance Pay
1	Placed at top of District Salary Schedule- Masters'+30 = \$62,957	\$5,000	\$5,000
2	% of negotiated raise on salary schedule	\$5,000	\$5,000
3	% of negotiated raise on salary schedule	\$5,000	\$5,000
4	% of negotiated raise on salary schedule	\$5,000	\$5,000
5	% of negotiated raise on salary schedule	\$5,000	\$5,000

We believe that an innovative and concerted marketing effort will need to be made to ensure that advertising reaches qualified candidates. Methods will include:

- Teachers to Teachers website
- Newspaper stories/ads—Desnews, SLTribune, Navajo Times, AP etc.
- Education Weekly-hard and/or emagazine-Blog
- Job Central website
- Social Media Campaign-Facebook, Twitter, Blogs, Linked In
- District Finder's Fee-\$500 finding fee to be paid out to district employee if they refer a hired candidate.
- Top ten Teacher blogs and District blog
- Develop District video/slideshow and link to YouTube, Blogs etc.

**Measuring changes in instruction**

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

1. **Walkthrough data** based on the District's Instructional Norms gives instructional leaders opportunities to coach and conference with teachers about their practice.
2. **Collaborative Team Coaching protocols** developed by Innovation Education allow administration and teachers to collect data on student's engagement, opportunities to

respond, and positives to correctives. This data is collected monthly and shared with teachers as they reflect about their instruction and support each other in improvements.

3. **District Benchmark Assessments** will allow teachers to gauge their students' progress toward Utah's new, challenging Core Curriculum. The data will enable administrators and other instructional leaders to engage in "Deep Data Dives" with teacher, develop reteaching plans. Furthermore, instructional leaders will follow-up with additional observations and offer guidance/encouragement.
4. **SAGE end of year State Tests** will give summative data to both the teacher and administration about the effectiveness of instruction.
5. **UMIE Teacher Evaluation instrument**, based on Utah Effective Teaching Standards, will give both formative and summative data.

### **Comprehensive Instructional Reform Strategies**

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

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

This model includes:

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

The district has worked with teachers and administrators to identify district-wide Essential Standards and District Benchmarks -<http://sjsd.org/cap> . (See attachment #1). Teachers and administrative committees will be working each summer to revise and improve these Essential Standards Pacing Guides and their accompanying assessments.

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

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

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

Data that informs instructional decisions for differentiation includes:

**Formative student measures:**

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

**Interim measures:**

- District Benchmark Assessments-Deep Data Dives

**Summative measures:**

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

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

The District is committed to an ongoing process of **training** school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the necessary adjustments in instruction and student support to maximize student progress. “Driven by Data” will not only be a process for working with Benchmark data, but a philosophy of the school to continuously reflect and improve using data.

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

San Juan School District requires all elementary teachers to hold an ESL endorsement. The district has increased SIOP and WIDA training the past two years. Montezuma Creek faculty participated in WIDA training with a certified WIDA trainer on Friday, October 4, 2013. This training gave teachers the skills to differentiation Tier 1 instruction. The following visuals explain basic structures for ELL differentiation.

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

## Planning for ELL Differentiation Using WIDA Standards



# Tier 1—Implementing Differentiation for ELL

## Receptive (reading, listening)

### SIOP/Sheltering

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

## Productive (speaking, writing)

For focused academic language development

### Common Core Performance Standards

### Scaffolding

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

Imagine Learning software is available for teachers to use to differentiate instruction for ELL students. Teachers have a complete set of Rigby “On Our Way” curriculum materials to help support their instruction of ELL students. We anticipate having the ELlevation software <http://ellevationeducation.com/> in place by fall of 2014 that will give schools good ELL student status and progress information.

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

## SPECIAL EDUCATION GROWTH AND RENEWAL 2013-14

### Training Strands: Online SPED Manual/IEPPRO

### UPIPS PIP/CAP

### Preschool Curriculum

### SEGAR Implementation Plans

### Assistive Technology

### Differentiated Instruction/Visible Learning Strategies

### K-12 Curriculum Strands:

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

**ECSE Curriculum Strands:**

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

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

**Behavior Support Strands:**

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

Montezuma Creek has developed a systematic intervention support system for all students that addresses in a timely, targeted way learning gaps.

Student behavior instruction followed a Tiered model supported by UTMSS/PBIS. The SWIS management software gives the school the data points needed to provide behavioral interventions.

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

Montezuma Creek has a solid technology foundation upon which to build future supports and interventions. The school is committed to continue to evaluate and upgrade hardware and software as well as teacher and student competency to maximize student progress toward school goals.

**Technology Currently Available Includes:**

- Smart Boards in every classroom
- 2 computer labs and student computers in classrooms
- Pilot IPOD project in 6<sup>th</sup> grade

**Software Includes:**

- Waterford <http://www.waterfordearlylearning.org/>, early learning practice and interventions for grades K-2
- Discovery Education <http://www.discoveryeducation.com/> engaging, standards-aligned media for classrooms
- National Geographic <http://education.nationalgeographic.com/education/?ar a=1> and FOSS <http://www.fossweb.com/for-teachers> Science videos/programs
- iReady <http://www.i-ready.com/> adaptive assessment and resource for student interventions
- VMATH Live <http://www.vmathlive.com/login> mathematics practice and competition
- Ticket to Read <http://www.tickettoread.com/> reading practice and competition

- Edutype <http://www.edutyping.com/> keyboarding practice
- Accelerated Reader <http://www.renlearn.com/ar/> reading motivation program
- Road to Success <http://www.rtsutah.com/> reading motivation program
- Mastery Connect <https://www.masteryconnect.com/> PLC management tool
- Metris <http://www.metrislearning.org/> PLC management tool
- Netsafe [http://www.netsafeutah.org/parents/parent\\_videos.html](http://www.netsafeutah.org/parents/parent_videos.html) computer safety program

**Training/Support**

- 2 teachers trained to be Smart Board leaders and support for all teachers
- Theresa Wilson, from the Southeast Service Center provides teachers with onsite training and support for all technology.
- Rob Henderson is the IT specialist who is assigned to be at Montezuma Creek half time. The District provides ongoing training for both administration and teachers.

**Future technology support:**

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

**Learning Time And Community-Oriented Schools**

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

Montezuma Creek will extend their school day, Monday-Thursday from 8:00-3:00 to 8:00-3:30. This will allow for 30 minutes of additional instruction over 141 days, or 70.5 additional hours each year. Certified teachers will use the additional 30 minutes to remediate and extend students' understanding of Essential Core Standards for Language Arts and Mathematics and provide needed enrichment opportunities. Interventions and enhancement activities will be data driven. Teachers meeting in weekly collaborative groups, both PLC's and school level teams, will analyze data to identify student needs, develop interventions and assign student groups.

We anticipate that every 2-3 weeks the concept focus will need adjustment as teachers strive to provide timely, targeted and flexible student support to master Essential Core Standards. During the school's 4 day summer retreat, procedures, expectations, and specific schedules will be developed to ensure the extended time is well-functioning and effective. Administration and teachers will monitor

students' progress on a weekly basis.

Students at Montezuma Creek will be invited to participate in two week long summer camps:

- Camp Einstein, <http://www.deseretnews.com/article/865570907/Son-of-late-Utah-Rep-Bill-Orton-honored-for-work-with-impooverished-youth-in-Southeastern-Utah.html?pg=all> focuses on building students' knowledge and love of science.
- Math and Language Arts Camps, would be developed with a similar approach to Camp Einstein.

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

Montezuma Creek has a **full-day Kindergarten** as well as **pre-school programs**. They will extend their day 30 minutes Monday-Thursday in order to give students and teachers additional time for Tier 1 instruction, re-teaching and interventions. Improving school climate and engaging families and communities will be a major focus of the school. Mechanisms to accomplish this will include:

- Enhanced parent communication-regular Celly text messages, monthly newsletter, updated website, marquee information, TV marquee in foyer of the school.
- The Superintendent has begun the process of holding regular "Conversation with Superintendent Wright" evenings. This allows parents to express concerns and gives the District opportunity to gauge school climate and effectiveness.
- The School Community Council and Indian Education Committee meetings will be engaged in supporting the SIG plan and school goals.
- The school will have access to a weekly online survey-edPlus to monitor school climate improvement.

#### **Operational Flexibility And Sustained Support**

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

**Description:**

**Operational Flexibility**—Montezuma Creek Elementary will have the flexibility to determine:

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

guidelines required by the District and State.

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

The Board of Education supports Montezuma Creek with a lower student teacher ratio of 1:19 for Kindergarten; 1:21 for grades 2-3, and 1:23 in grades 4-6.

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

The chart below details the level of LEA support for Montezuma Creek. The Elementary Supervisor, Ron Nielson will have the primary responsibility for principal mentorship, school plan implementation and teacher improvement. Lynnette Johnson will provide additional school plan support.

**Internal Partner/Provider  
LEA Support Staff**

**San Juan School District Board of Education**

**Superintendent Douglas E. Wright**

- Supervision of all District personnel
- Oversight of curriculum and programs
- Developing and implementing policies
- Development of vision and direction for District
- Oversight for School Plan Implementation

**Ron Nielson, Elementary Supervisor/Curriculum Director**

- Supervision of instruction
- **Principal supervision and mentor (minimum 1 day per week onsite)**
- **Monitors SIG implementation**
- Supervision of teacher evaluation
- School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.

**Lynnette Johnson, Student Services Director**

- Monitors Title 1 programs, including SIG
- Monitors SIG reports and accounts for expenditures
- School Support Team member for: Title I SPI; SIG grant and San Juan School District ABC Framework.

**Anthony Done, Special Education/Assessment Director**

- Supervision of required assessments.
- School Support Team member for: SIG grant and San Juan School District ABC Framework.
- Facilitates UBI and OWELUS training and implementation

<p>Clayton Long, Bilingual and Title III Director</p> <ul style="list-style-type: none"> <li>• Provides support for Bilingual and ELL instruction</li> <li>• School Support Team member for: SIG grant and San Juan School District ABC Framework.</li> <li>• Facilitates Indian Education Parent Committees</li> </ul>
<p>Kit Mantz, Human Resource Director</p> <ul style="list-style-type: none"> <li>• Chairs the District Evaluation Committee</li> <li>• Oversees all job actions</li> <li>• School Support Team member for: SIG grant and San Juan School District ABC Framework.</li> </ul>
<p>Vernon Hatch, District Ed. Psychologist/UBI Coordinator</p> <ul style="list-style-type: none"> <li>• Trainer for Utah Behavior Initiative</li> <li>• Provides weekly on-site support and coaching for UBI</li> </ul>
<p>Bonnie Purcell, Reading Specialist</p> <ul style="list-style-type: none"> <li>• Support for all literacy instruction/programs</li> <li>• Gives classroom teacher support</li> <li>• Oversees literacy professional development</li> </ul>

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

Montezuma Creek Elementary School			
<p>The District has adopted research based initiatives that will support the transformation. This model will provide the framework for Montezuma Creek's SIG Intervention program. While all schools in the district are expected to move in this direction, the SIG resources will allow Montezuma Creek to receive intense, professional support to accelerate student performance results.</p> <p><b>San Juan School District ABC (SJSD/ABC) Framework</b> (<i>See attachment #2</i>).</p> <p>This ABC model addresses three key elements of school improvement: Academics, Behavior and Coaching.</p> <p>Each element of the framework includes a 3 Tiered model for instruction and interventions. Academics and Behavior are focused on <u>student</u> supports. Coaching is directed toward <u>teacher</u> growth and interventions.</p>			
	Tier 1	Tier 2	Tier 3
<u>Academics</u>	Guarantees <u>all</u> students' access to the Core Curriculum. Every student is expected to be taught Tier 1 by a Highly Qualified and Highly Effective teacher. Tier 1 instruction is focused on	Students who do not master standards are given timely, targeted, directed interventions, rather than remediation. This is a flexible group for instruction that is determined on an on-	Interventions for a small group of students who do not respond to Tier 2 interventions. Tier 3 is more intense and can be longer term such as Special Education or

	<p>guaranteeing students master "Essential Standards". These standards are derived from the State Core and are determined by teacher PLC teams to have endurance, leverage and prepare students for the next level. Teachers develop and give "Common Assessments" in order to determine student mastery of these Essential standards.</p>	<p>going basis by PLC teachers reviewing Common Assessment data in order to make instructional and intervention decisions.</p>	<p>ELL support.</p>
<u>Behavior</u>	<p>A support system and prevention instruction for all students. All students are taught the expectations for school behavior and given on-going instruction and support.</p>	<p>A system of behavior interventions for a lower percentage of students (up to 15%) who need additional support in order to be successful in school.</p>	<p>For a small percentage of students (3-5%) who need intense support and interventions. This may include Special Education services, ELL instruction, therapeutic counseling, interagency family support etc.).</p>
<u>Coaching</u>	<p>A system of training and support for <u>all</u> teachers. Reflective coaching and PLC teams offer each teacher a peer system of support. Support in the form of professional development opportunities as well as administrative feedback and evaluation are provided for all teachers. Monthly, onsite Professional Development will be provided by Innovations Education/School Support Team Leader using a very successful, structured process that allows for modeling and regular data collection. Teachers are supported as they improve their instruction.</p>	<p>An increased level of support for teachers who are identified as in need of improvement. This support usually involves District and/or consultant specialists who implement demonstration/team teaching, structured observation and goal setting. Teachers are given notice at this level that improvement is needed in order to not progress to Tier 3.</p>	<p>Involves teachers who are not responding positively to Tier 2 intervention. These teachers are involved in Progressive Discipline and if significant improvement is not documented they are recommended to the Board of Education for non-renewal or dismissal</p>

The District is firmly committed to successful implementation and on-going support of the ABC Framework. Each dimension of the model is defined by a convincing body of research that meets Federal expectations. As the research behind the model is solid and the District is already committed to supporting the model, Montezuma Creek Elementary's Transformation Model is compatible with the SJSD/ABC Framework.

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

Academic Achievement

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

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

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

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

The PLCs are an important framework for the Academic improvement. Properly implemented, PLCs can dramatically increase student achievement by empowering teachers to collaboratively focus on essential standards, common assessments and provide targeted, timely tiered interventions. The well-known Response to Interventions (RTI) model is definitely a part of the PLC process; however, the RTI 3-Tiered Intervention process is strengthened with the addition of PLCs as a structured way for teachers to improve instruction and provide tiered interventions. **An expectation of SIG schools is that teachers and school leaders are given increased governance. The PLC process allows for a "tight/loose" system of decision-making where within explicit parameters, teachers and principals have much more autonomy for their students.** The District administration is trained and committed to this process.

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

Positive Behavior Supports (PBS) is a Research Based approach to improving student behavior, which in turn improves student achievement. The **Utah Behavior Initiative (UBI)** (*see attachment #6*), is a State sponsored project that incorporates PBS. The Behavior element of the SJSD/ABC Framework is grounded in the PBS tenets. Montezuma Creek Elementary began their UBI program three years ago, and is having good success in implementation. A system of Positive Behavior Supports is an expectation for all schools in the district, especially for schools in need of improvement.

#### **Coaching**

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

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

As we implemented the Professional Learning Community process, PLC's began to identify Essential Standards and develop formative assessments. During the 2012-13 school year, the Superintendent directed that for Language Arts and Mathematics a district-wide set of Essential

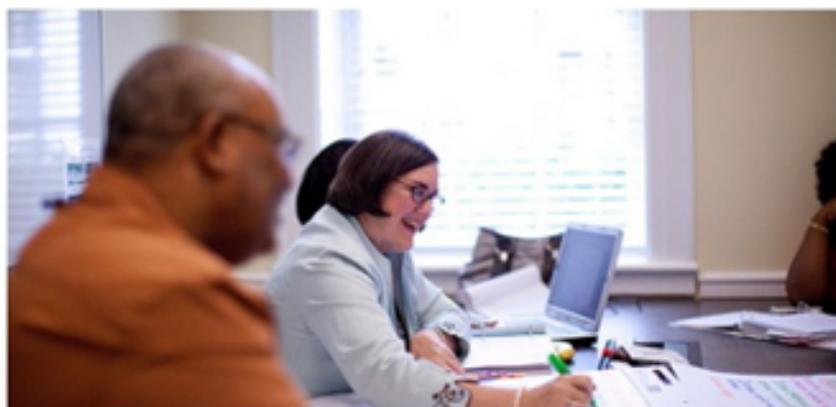
Standards, Pacing Guides and Benchmark Assessments be developed and implemented K-12. (*See attachment #1*). Using prior PLC work, teacher and administrative committees the district has established these standards and assessments. This is an evolving, continuous process that the district has improved and is committed to.

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

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

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

## Partnership for Leaders in Education



### Data-Driven Decision-Making

2 of 4

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

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

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

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

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

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

### Montezuma Creek Elementary School

*O = Ongoing*

*A = Annual*

*# = Year*

*Blue = Pre-implementation*

MONTH													
TASK	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	RESPONSIBLE
1.Recruit/Advertise for Lead Teachers							'14	'14					Elementary Supervisor, Human Resources
2.Interview/Hire Lead Teachers								'14	'14				Superintendent, School Board, District Admin.
3.Orientation/Training Lead Teachers-4 days										'14			Elementary Supervisor, Principal, School Support Team Leader
4.Staff Retreat Training/Orientation-4 days											A		Elementary Supervisor, Principal
5.Review and set school SMART goals											A	A	Elementary Supervisor, Principal Teachers
6.PLC/Team Meetings-Weekly	O	O	O	O	O	O	O	O	O			O	Elementary Supervisor, Principal
7.District Benchmark Assessments		A		A		A		A					Elementary Supervisor, Student Services Director, Assessment Director, Principal
8.Deep Data Dives		A		A		A		A					Elementary Supervisor, Principal, Instructional Coach
9.Reteach standards not mastered		A		A		A		A					Elementary Supervisor Teachers, Principal, Instructional Coach
10. Extended Day-Mon-Thurs	O	O	O	O	O	O	O	O	O			O	Principal, Teachers
11. Collaborative Team Coaching-External Partner Support	O	O	O	O	O	O	O	O	O				Principal, Teachers External Partner-Innovations Education
12. Apply for UVA			'14	'14									Superintendent

													Elementary Supervisor
13. UVA Leadership Training					'16					'15			Superintendent, University of Virginia
14. Evaluation-School Support Team Leader & Quarterly Reports			A			A			A			A	Elementary Supervisor, Principal, SST-Innovations Ed.
15. USOE Site Visits-Technical Assistance			A						A				SEA-Title 1 SIG LEA-Title 1 Director, Elementary Supervisor, Principal
16. Annual Plan Review/Updates/Revisions										A	A		LEA-Title 1 Director, Elementary Supervisor, Principal, SST Leader
17. Parent SIG Orientation		'14											Principal, Teachers
18. Parent Involvement Activities/Training-Monthly	O	O	O	O	O	O	O	O	O				Principal, Teachers

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

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

<b>Montezuma Creek Elementary School</b>
With the rapidly changing assessment picture for the State of Utah, setting specific SMART goals using the new SAGE and possibly changes in the UCAS system is a bit problematic. However, we are

committed to setting goals that are both challenging and attainable.

Montezuma Creek will show a 10% or better gain each year in student proficiency for both Reading/Language Arts and Mathematics. The State anticipates that the new SAGE will be much more rigorous and all schools are expected to drop in proficiency rates from the 2012-13 CRT scores. So, the 2013-14 SAGE proficiency scores will be the baseline upon which we will gauge the 10% improvement-SMART goal for each year.

For the school year 2014-15, a 10% gain in proficiency compared to the 2013-14 scores, as well as a 10% increase for the 2015-16 and 2016-17 school years will be the target goal.

The second SMART goal will be that the school’s UCAS score is high enough to remove Montezuma Creek from the not only the Priority list of lowest performing 5% of schools, but from the FOCUS list of lowest performing 15%.

As the State is in transition between the CRT’s and SAGE and is also reviewing the UCAS system, the District will ensure that we review and revise our goals to ensure the SMART goals are rigorous enough to exceed the State criteria for Priority and FOCUS status. When the State has been able to establish and release information about new criteria/score points to determine Priority and FOCUS status, the District will work with Montezuma Creek to establish a **concrete UCAS SMART goal** for each of the three years.

	<b>2014-15 Montezuma Creek SMART Goal-Average Proficiency</b>	<b>2015-16 Montezuma Creek SMART Goal-Average Proficiency</b>	<b>2016-17 Montezuma Creek SMART Goal-Average Proficiency 2016-17</b>
<b>Language Arts</b>	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE
<b>Mathematics</b>	10% gain in proficiency from 2014-15 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE	10% gain in proficiency from 2015-16 scores as measured by SAGE

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

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

<b>Montezuma Creek Elementary School</b>			
A series of meetings have been and will be held to gain support and input from relevant stakeholders. The table below summarizes the meetings that helped frame this proposal:			
<b>Plan Objective</b>	<b>Date</b>	<b>Stakeholders</b>	<b>Location</b>
Overview with school staff	1/10/14	District/School Admin. MZC staff	School Parent Room

and requesting involvement			
Overview with School Community Council & requesting input	1/14/14	District/School Admin. SCC Committee	School Parent Room
Extended Time Curriculum Details	1/17/12	District/School Admin. MZC staff	School Parent Room
Job Description/Details for Lead Teacher Position	1/21/14	District Admin	SJSD Exe. Board Rm.
Marketing of Lead Teacher Details	1/23/14	District/School Admin	SJSD Exe. Board Rm.
Incentive Plan Details	1/24/14	District/School Admin. MZC staff	School Parent Room
Incentive Package for Lead Teacher Details	1/27/14	District/School Admin	SJSD Exe. Board Rm.
Incentive Package for Lead Teacher Details	2/11/14	School Board and public	Montezuma Creek (Whitehorse HS)
Interview Process for Lead Teacher Details		District/School Admin	SJSD Exe. Board Rm.

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

#### Stakeholders Consultation/Implementation

<b>Faculty</b>	Weekly PLC, Team and Faculty Meetings
<b>Parents</b>	Initial SIG Orientation Dinner Monthly
<b>District Admin</b>	Weekly-onsite mentoring Bi-Monthly-District Exe. Mgs
<b>School Board</b>	Bi-annually School Report Director's Reports

- b. 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).

#### Montezuma Creek Elementary School

The School Board has been consulted about the SIG application and in particular about the innovative approaches to building incentives for Lead Teachers, during the December 2013 and February 2014 Board Meetings and is supportive of the plan. (*See Assurances Letter p.50*). The Elementary Supervisor outlined the plan and requested Board support.

The Board has committed to working with the Superintendent, Elementary Supervisor and school to make reasonable and legal allowances to support the intent of the grant. The Board will continue throughout the 3-year span of the grant to have access to required reports as well as an annual Board

report made by the principal who will detail the school's progress and any needed revisions or requests for support. The Board has committed to supporting the direction of the grant with whatever resources are available after the 3-year cycle has ended.

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

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

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

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

### **Montezuma Creek Elementary School**

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

The Superintendent has assigned the **Elementary Supervisor** to spend a minimum of 1 day a week to provide intense onsite mentoring support for administration and teachers ensuring the SIG plan is implemented fully and successfully.

This Director will specifically support:

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

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

The **Superintendent and District Directors** will provide weekly wrap-around support that will

include mentoring administration, helping problem-solve, ensuring implementation of the SIG plan and UVA model and analyzing data to ensure the school makes good progress toward Transformation. (See attachment #3).

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

<b>Montezuma Creek Elementary School</b>															
<p>San Juan School District is committed to focusing necessary fiscal resources in order to ensure successful implementation of the SIG Transformational Plan.</p> <p>The District will provide the following fiscal resources to support the implementation of this application:</p> <ul style="list-style-type: none"> <li>• Federal funds—Title 1, Title IIA, IDEA, Title III, Title IV.</li> <li>• State funds—Enhancement for at-Risk Students, Trustlands, SB230-5805</li> <li>• District funds—Lower student/teacher ratio. Technology, Transportation</li> <li>• Subsidized teacher housing and maintenance</li> </ul> <p>The Board is committed to using necessary district resources in years 4 and 5, to continue any successful initiative that is developed during the 3 year SIG grant.</p> <p style="text-align: center;"><b>Montezuma Creek Combined Budgets</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Title 1-7801</th> <th style="text-align: center;">At-Risk 5335</th> <th style="text-align: center;">Trustlands carryover</th> <th style="text-align: center;">Trustlands -5420</th> <th style="text-align: center;">Foundation</th> <th style="text-align: center;">SB 230 - 5805</th> <th style="text-align: center;">TOTAL</th> </tr> </thead> </table>									Title 1-7801	At-Risk 5335	Trustlands carryover	Trustlands -5420	Foundation	SB 230 - 5805	TOTAL
	Title 1-7801	At-Risk 5335	Trustlands carryover	Trustlands -5420	Foundation	SB 230 - 5805	TOTAL								
<b>BUDGET Available</b>	\$76,270	\$35,324	\$19,000	\$13,500	\$2,000	\$33,800	\$179,894								
Salary	\$47,847	\$26,357	\$4,000	\$8,253		\$22,700	\$86,457								
Benefits	\$12,360	\$2,208	\$1,120	\$688		\$1,900	\$16,376								
Contract Services	\$13,100	\$2,081	\$4,000	\$1,500			\$20,681								
Travel							\$0								
Supplies	\$463	\$4,678	\$10,000	\$3,100	\$2,000		\$20,241								
Subs	\$1,000	\$0					\$1,000								
Parent Involve.	\$1,500	\$0					\$1,500								
Indirect Costs	-														
<b>TOTAL</b>	<b>\$76,270</b>	<b>\$35,324</b>	<b>\$19,120</b>	<b>\$13,541</b>	<b>\$2,000</b>	<b>\$24,600</b>	<b>\$146,250</b>								

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

### **Montezuma Creek Elementary School**

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

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

These measures include:

Academic

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

Plan Evaluation

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

Other measures

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

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

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

Inviting parents to learn about the school’s SIG plan and goals and involving them as active, supportive partners in the effort, is a priority. The fall of 2014, the school will hold a SIG Parent Orientation Meeting. To ensure a good turnout and positive support, the school will provide a catered evening meal along with information. We anticipate 80% of 2 parent families will attend as well as Montezuma Creek’s faculty and staff.

Parents and students will be informed about the school’s goals during fall activities, including the annual SIG parent orientation evening. During Parent/Teacher conferences and SEP meetings, parents will learn about their student’s progress toward these goals. Data boards and other methods of publication will keep stakeholders informed about school progress.

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

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

### **Montezuma Creek Elementary School**

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

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

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

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

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



## DISTRICT GOALS

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

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

## Montezuma Creek Elementary School

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

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

When student achievement results do not meet expected goals, the LEA will support the principal to identify the barriers and provide timely, targeted support including: Instructional Coach and Instructional Leader (both Principal and Elementary Supervisor) support to improve Tier 1 instruction, more appropriate interventions, parent contacts, and District level problem solving in executive staff meetings. The school will be expected to monitor student data and problem solve in PLC and school leadership meetings.

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

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

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

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

### Montezuma Creek Elementary School

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

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

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

#### Turnaround Model:

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

#### Transformational Model:

- Replace the principal who led the school prior to commencement of Transformational Model
- Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement
- Identify and reward school leaders, teachers, and other staff who have increase student achievement; remove those who have not done so
- Provide staff ongoing, high quality, job-embedded professional development
- Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)
- Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards

- Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review, UMTSS model, additional supports for students with disabilities and English language learners)
- Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners
- Use and integrate technology-based support and intervention as part of the instructional program
- Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)
- Secondary Schools only: Improve student transitions from middle school to high school
- Secondary Schools only: Increase graduation rate through a variety of methods
- Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate
- Establish schedules and strategies that provide increased learning time
- Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools, extended or restructured school day, approaches to improved climate and school discipline, full day or pre-kindergarten)
- Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting)
- Ensure that the school receive ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization) e.g. new governance arrangement, weighted per pupil budget formula

Restart Model:

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

Closure Model:

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

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

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

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

- a. If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a **demonstrated record of success and the expected services** that the contractor will provide;
- b. A **narrative description** to support external provider contracts, if applicable; and
- c. The LEA is required to use an **experienced School Support Team Leader** who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff.

### **Montezuma Creek Elementary School**

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

The Innovations Ed team includes four former school administrators and two teacher specialists who all have elementary and secondary school level experience. All team members have expertise in assessing the school's learning environment and coaching the administrator as she/he changes the culture of the school through a turnaround model.

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

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

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

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

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

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

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

<b>Montezuma Creek Elementary School</b>
<p><b>Alignment of Responsibilities:</b></p> <p>San Juan School District and Innovations Ed. have developed a work responsibilities guidance document that clearly specifies: the roles and responsibilities of Innovations Ed., including: scope of work, days of site visits, consultant fees, and reports/data to be provided. Also detailed is a description of the LEA administration's roles and responsibilities, including lines of supervision, expected communication channels and interface with Innovation Education. (<i>See attachment #4</i>).</p>

<b>Differentiation between Innovations Education (External Provider) and LEA Roles &amp; Responsibilities</b>		
	<b>Innovations Education (IE)</b>	<b>LEA-District Leadership</b>
SIG Monitoring Visits	Organize and lead monitoring visit(s).	Participate in monitoring visit(s). <i>Elementary Supervisor</i>
Support Visits	Provide school with a minimum of 8 on-site support visits	Provide a minimum of weekly on-site support. <i>Elementary Supervisor</i>
Initial Contact	Help coordinate with LEA and School Administration initial school staff training/orientation for SIG as well as Innovations Ed.'s support role	Collaborate with Innovations Ed. and building principal for initial staff training/orientation. Lead the discussion about SIG requirements. <i>Elementary Supervisor</i> <i>Student Services Director</i>
Oversight of Transformational Requirements	Support of required Transformational Model activities. Communication with LEA regarding implementation progress.	Supervision of required Transformational activities. <i>Elementary Supervisor</i> Ensuring SIG compliance. <i>Student Services Director</i> Communication with IE regarding implementation progress.
Quarterly SIG Reports	Provide school admin with technical assistance with interpreting data and inputting required information into USOS's Tracker system. Ensure reports are filed on time.	Review reports and provide schools with support in filing reports. <i>Elementary Supervisor</i> <i>Student Services Director</i> Direct line of authority to ensure timely and accurate reports. <i>Elementary Supervisor</i>
On-site Professional Development-Collaborative Team Coaching	Provide teachers and school admin., training to ensure a research-based and quality Collaborative Team Coaching experience.	Attend initial training and monitor classroom instruction using the training and data provided by IE. <i>Elementary Supervisor</i>
Coaching Monitoring Log	Completed monthly - Sent to LEA and school Leadership within the week following end of the month - Filed on I-drive and posted in the LEA file cabinet on ALEAT	Completed monthly - Ensure school admin sends to Innovations Ed. and school Leadership within the week following end of the month <i>Elementary Supervisor</i>
<p><b>Accountability:</b> San Juan School District Administration (LEA Support &amp; Principal) and Innovations Education will analyze data and confer monthly during on-site visits (school support and professional development), while generating the USOE required quarterly report, and annually when summative assessments data is available in order to monitor school progress and effectiveness of support.</p>		

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

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

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

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

#### **External Provider Capacity:**

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

ii. The Innovations Ed team includes four former school administrators and two teacher specialists who all have elementary and secondary school level experience. All team members have expertise in assessing the school's learning environment and coaching the administrator as she/he changes the culture of the school through a turnaround model.

iii. Each of the team members has experience administering, interpreting, and developing improvement goals from formal and informal perception surveys of stakeholders. The information from perception surveys is invaluable in increasing parental involvement and building community partnerships.

iv. The team includes members who are experienced in identifying Turnaround Leader Competencies (Spencer and Spencer, 1993), developing highly-effective leadership improvement plans, and coaching for implementation. This includes helping leaders create the systems and framework to develop continual improvement in schools.

The Innovations Ed team has multiple years of experience in analyzing qualitative and quantitative data and identifying performance gaps. Each member has conducted multiple appraisals in schools. During these appraisals, each member has been required to collect data from state assessment reports, school assessment data, classroom observations, and stakeholder interviews. The collected data were then analyzed and reported to the school principal, principal's supervisor, and staff. This reporting process has demanded a high level of clarity in reporting the findings of the analysis and helping the staff use the data in developing their improvement plan.

Each member of the Innovations Ed team has had multiple years' experience observing

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

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

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

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

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

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

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

### **Montezuma Creek Elementary School**

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

**1. Policies and procedures related to teacher evaluations.** As the teacher evaluation process and performance pay will be tied to student achievement, District policies and procedures will need to be reviewed and possibly revised. The Board of Education reviews policies on a monthly basis and is actively engaged in ensuring that State policy and law are reflected in District policy. The new State UMIE evaluation tool will guide our process. The Association has worked well with the District in the past and will continue to be an active stakeholder in this process.

**2. Increased school/teacher governance.** The District has invested heavily in forming the SJSD/ABC Framework which sets in motion Professional Learning Communities. These collaborative teams give teachers a voice and a structure to make significant decisions about the instruction and support for students. Montezuma Creek Elementary has considerable latitude to determine their school schedule that will allow for student interventions and other necessary structures for increased student achievement. Montezuma Creek’s extended time will enhance the Transformation effort.

**3. Policies and procedures related to performance pay.** The District has successfully used performance pay as part of a 4-6 Math Initiative and previous SIG plan at Bluff Elementary. The Board is supportive of this concept. The LEA Support team will work to ensure the bonuses are fair and are administered in a way that improves teacher moral and brings staffs together toward a common goal, rather than dividing teachers. This will be accomplished through performance pay for—a) language arts and math teachers; b) whole staff based on total school gain of student proficiency.

**4. Implementation Fidelity.** The LEA Support Team will be actively involved in monitoring and supporting Montezuma Creek Elementary as they undergo transformation process. The USOE will be called on for technical support and monitoring as well. The External Evaluator will give an outside, objective view of the process and make any recommendations for improvement. Innovations Education will give regular onsite and distance communication training and feedback.

While we have addressed some barriers by holding a series of planning meetings on school, district and Board levels, we understand that implementation of this innovative approach will likely have some barriers especially:

1. Retention of Lead Teachers. We believe the additional salary, prestige and intrinsic reward of helping Transform the school and help students will keep teachers in place. We will be keeping close to each of these teachers and try to support them with any issues they have remaining at the school.
2. Retention of regular classroom teachers. Many teachers believe that our reservation schools are where they get their “start” so they can move up to one of our more successful Northern schools as soon as possible. The District will monitor teachers closely and find ways to encourage teachers to stay at Montezuma Creek.

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

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

1. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
  - a. A list of the **ongoing supports** needed to sustain school improvement after the funding period ends;
  - b. A description of the anticipated local, state, and/or federal **resources that will be committed** to meet the needs identified above and support continued implementation of the model(s) chosen;
  - c. The **written assurance from the district superintendent** or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding; and
  - d. The **written assurance from the local school board** that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding.

## Montezuma Creek Elementary School

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

**BILL BOYLE**  
*School Board President*

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



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

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

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

February 11, 2014

Dear School Improvement Grant Review Committee:

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

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

Sincerely,

Douglas E. Wright  
Superintendent, San Juan School District

Bill Boyle  
President San Juan School District School Board

:

Ongoing supports to sustain school improvement includes:

1. Funds for Lead Teacher salary schedule
2. Funds for Lead Teacher housing stipend
3. Performance Pay funding.
4. Extended time and summer school support
5. Ongoing Professional Development support
6. Software to manage student data including: District Benchmark reports, progress monitoring, iReady for upper grades, and SWIS.

To ensure Montezuma Creek can sustain successful school improvements, all funds available will be analyzed to ensure they are targeted and effective. Both school and District sources potentially could be re-directed including: Title I, Enhancement for At-Risk Students, Title IIA, and General Fund.

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

## Part II: BUDGET

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

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

<b>Montezuma Creek Elementary School</b>
<b>BUDGET NARRATIVE</b>
<b><u>SALARIES</u></b>
<b>Performance pay-- teachers</b> Pay is figured @ \$5,000 a year possible for each teacher (13 total), including Lead Teachers and Instructional coach. $\$5,000 \times 13 = \$65,000$ <b>\$195,000 Total three years.</b>
<b>Performance Pay--principal</b> \$6,000 per year <b>\$18,000 Total three years</b>
<b>Lead Teacher Expense:</b> The District will place Lead Teachers at the top of the District salary schedule (\$62,957) regardless of present steps and lanes. The SIG budget will allow for \$60,000 to help offset the additional expenses this will involve. The District will match this \$60,000.  <b>\$60,000</b> to offset Top of Salary Schedule Expense <b>\$180,000 Total three years.</b>

Lead teachers who choose to live in District housing in Montezuma Creek will be given a \$5,000 per year housing stipend.

\$5,000 x 4 = **\$20,000**

**\$60,000 Total three years**

**Extended Day Teacher Expense**

13 teachers @ \$26.50 per hour (30 minutes a day) x 141 days (Monday-Thursday) = **\$24,287**

**\$72,861 Total three years**

**Teacher planning retreat stipends:**

13 teachers @ \$100 per day x 4 days = **\$5,200**

**\$15,600 Total three years**

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

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

1 substitute for 10 days @ x 7 hours per day @ \$14.03 per day = \$982

Total **\$5,106**

**\$15,318 Total three years**

**BENEFITS @ 32%**

**Teachers Performance Pay**

\$20,800 per year

**\$62,400 Total three years**

**Performance Pay Principal**

\$1,920 per year

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

**Lead Teacher Top of Salary**

\$19,200 per year

**\$57,600 Total three years**

**Lead Teacher Housing Stipend**

\$6,200 per year

**\$19,300 Total three years**

**Lead Teacher Orientation/Training (4 days)**

\$640 first year only

**Substitutes (8.3%)**

\$423.79 per year

**\$1,271 Total three years**

**CONTRACT SERVICES:**

**Innovation Education**

Onsite Days for Montezuma Creek			
Year	PD & Admin Coaching	Quarterly Site Visits	Total Days
1	14	2	16
2	12	2	14
3	10	2	12

Office and Travel Days for Montezuma Creek						
Year	Quarterly Reporting	TRACKER Support	Total Office Days	Total Project Days	Total Travel Trips/Days @ \$2,200	TOTAL DAYS
1	2	2	4	20	6	26
2	2	2	4	18	5	23
3	2	2	4	16	4	19

**IE Consultant Fee**

\$16,000 year 1 for 20 days @ \$800 per day

\$14,400 year 2 for 18 days @ \$800 per day

\$12,800 year 3 for 18 days @ \$880 per day

**\$43,200 Total three years**

**IE Travel Expenses**

\$350 per day travel time year 1 x 6 days = \$2,100

\$350 per day travel time year 1 x 5 days = \$1,715

\$350 per day travel time year 1 x 4 days = \$1,400

**\$5,215 travel time Total three years**

Hotel @ \$120 per night

Food @ \$20 per day

Mileage @ .56/mile = \$598

\$11,666 Year 1 total travel expense

\$10,266 Year 2 total travel expense

\$8,800 Year 3 total travel expense

**\$30,732 Total travel expense**

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

**\$50,000 Year 2 of SIG grant**

Participation in UVA costs approximately \$80,000 per school. We anticipate USOE will continue to support this initiative by providing some of the expense that has been offered previously. If USOE cannot contribute, we will need to revise the budget accordingly.

**PARENT/COMMUNITY INVOLVEMENT:**

**SIG Orientation Parent Meeting**

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

\$3,500 first year

**\$ 3,500 (estimate 376 parents -80% of 2 parent families + faculty & staff @\$8-9 per plate dinner)****Parent Involvement Supplies-Communication & Monthly Parent Involvement/Training Mtgs.**

\$3,300 each year

**\$9,00 Total three years****PROFESSIONAL LEARNING BOOKS/SUPPLIES**

\$2,500 two years; \$2,498 last year

**\$7,498 Total three years****TOTAL DIRECT COSTS****\$780,871**

Indirect costs @ 2.45%

\$19,131.34

**TOTAL ALL COSTS****\$800,002**

<b>Montezuma Creek Elementary SIG Budget</b>				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Grand Total</u>
<b>Salaries</b>				
Performance Pay - Teachers (13 @ \$5,000)	\$65,000	\$65,000	\$65,000	\$195,000
Performance Pay-Principal	\$6,000	\$6,000	\$6,000	\$18,000
Lead Teacher Top of Salary Schedule Expense	\$60,000	\$60,000	\$60,000	\$180,000
Lead Teacher Housing Payment (4 @ \$5,000)	\$20,000	\$20,000	\$20,000	\$60,000
Extended Day 13 @ \$26.50 per hr 141 days	\$24,287	\$24,287	\$24,287	\$72,861
Lead Teacher Orientation/Training (4 days)	\$2,000			
School Planning Retreat 13 @ \$100 x 4 days	\$5,200	\$5,200	\$5,200	\$15,600
Substitutes PD Peer Coaching	\$5,206	\$5,206	\$5,206	\$15,618
<b>SUBTOTAL</b>				<b>\$557,079</b>
<b>Benefits- @ 32%</b>				
Performance Pay-teachers	\$20,800	\$20,800	\$20,800	\$62,400
Performance Pay-principal & coach	\$1,920	\$1,920	\$1,920	\$5,760
Lead Teacher Top of Salary Schedule Expense	\$19,200	\$19,200	\$19,200	\$57,600
Lead Teacher Housing Bonus (4)	\$6,400	\$6,400	\$6,400	\$19,200
Extended Day 13 @ \$26.50 per hr 141 days	\$7,771	\$7,771	\$7,771	\$23,313
Lead Teacher Orientation/Training (4 days)	\$640			
School Planning Retreat 13 @ \$100 x 4 days	\$1,664	\$1,664	\$1,664	\$4,992
Substitutes PD Peer Coaching (@ 8.3%)	\$432	\$432	\$432	\$1,296
<b>Subtotal</b>				<b>\$68,160</b>

<b>Contract Services-External Partners</b>				
Innovative Education/School Support Leader	\$16,000	\$14,400	\$12,800	\$43,200
Innovation Education Travel Expenses	\$11,666	\$10,266	\$8,800	\$30,732
University of Virginia (UVA-PLE)		\$50,000		\$50,000
edPlus Survey	\$2,000	\$2,000	\$2,000	\$6,000
				\$0
<b>SUBTOTAL</b>				<b>\$129,932</b>


<b>Parent/Community Involvement</b>				
Annual SIG Orientation Parent Mtg.	\$3,500			\$3,500
Parent Involvement Supplies	\$3,000	\$3,000	\$3,000	\$9,000
<b>SUBTOTAL</b>				<b>\$12,500</b>

<b>Supplies</b>				
Professional Learning Books	\$2,500	\$2,500	\$2,498	\$7,498
Afterschool/Extended Time Supplies	\$2,000	\$2,000	\$1,700	\$7,498
<b>SUBTOTAL</b>				<b>\$13,198</b>

<b>Total Direct Costs</b>	<b>\$348,786</b>	<b>\$383,146</b>	<b>\$325,080</b>	<b>\$780,869</b>
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\$19,131.29

Indirect Costs @ 2.45%

<b>TOTAL ALL COSTS</b>				<b>\$800,000</b>
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The USOE will use the Utah 2013 LEA SIG Review Checklist page 12 to review this requirement.

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

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

<b>Montezuma Creek Elementary School</b>		
<p>The District will provide the following fiscal resources to support the implementation of this application:</p> <ul style="list-style-type: none"> <li>• Federal funds               <ul style="list-style-type: none"> <li>○ Title 1-salaries for aides and materials for interventions, professional development, enhanced technology support</li> <li>○ Title 11A—professional development, class-size reduction</li> <li>○ IDEA-services for Students with Disabilities</li> <li>○ Title III-supports for ELL students, professional development</li> </ul> </li> <li>• State funds               <ul style="list-style-type: none"> <li>○ Enhancement for at-Risk Students-interventions, software and tutoring at-risk students</li> <li>○ Trustlands-academic support for language arts and mathematics</li> <li>○ SB230-5805-reading personnel in primary grades</li> </ul> </li> <li>• District funds—Lower student/teacher ratio. Technology, Transportation</li> <li>• Subsidized teacher housing and maintenance</li> </ul> <p>All listed funds/programs contribute to the <b>goals of increased student achievement and school reform</b> as they support students and teachers in core academic areas.</p>		
<b>Program</b>	<b>Amount</b>	<b>Support</b>
<b>Title 1</b>	<b>\$76,270</b>	<b>Additional full-day Kindergarten teacher</b>
<b>Title 1 FOCUS-transition to SIG</b>	<b>\$41,715</b>	<b>IE Consulting % of Instructional Coach salary</b>

<b>Enhancement for At-Risk</b>	\$35,324	Interventions for students – language arts and mathematics
<b>Senate Bill 230</b>	\$33,800	Interventionists
<b>IDEA</b>	District Budget	SpEd teachers, Supplies, Professional Development
<b>Title III</b>	District Budget	PD-WIDA, SIOP ELL materials
<b>Trustlands</b>		Academic support for language arts and mathematics
<b>District General Funds</b>	District Budget	Foundation program/facilities + Teacher Housing, Lower Student/Teacher ratio, Technology

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

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

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

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

3. USOE will ensure that all activities proposed by the LEA receiving the SIG award are allowable expenditures to assist the LEA and school(s) in preparing for full implementation when the 2014-2015 school year begins. USOE has developed a Checklist to review the pre-implementation activities proposed by LEAs as a feedback resource to the LEA. This page of the Checklist will not be added to the overall score of the LEA application as this section is optional. The activities listed below are intended to be examples only. The focus of the activity should be its relationship to the needs of the school and the intervention model chosen for the school. Examples of allowable pre-implementation activities:

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

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

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

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

**Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

**Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

**Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

**Other Allowable Activities to be described by the LEA**

"Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Montezuma Creek Elementary School
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<b>Pre-implementation Activities Include:</b>
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1. Recruit/Advertise for Lead Teachers
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2. Interview/Hire Lead Teachers
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3. Orientation/Training Lead Teachers-4 days
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4. Staff Retreat Training/Orientation- 4 days
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### PART III: ASSURANCES

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

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

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

Utah State Office of Education assurances:

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

#### Waivers:

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

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

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

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