

School Improvement Grants

Application for FY 2014 New Awards Competition

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

Fiscal Year 2014

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

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Granite School District	Applicant's Mailing Address: 2500 South State Street Salt Lake City, Utah 84115-3110
LEA Contact for the School Improvement Grant Name: Mitch <u>Nerdin</u> . Position and Office: Director, Resource Development Contact's Mailing Address: 2500 South State Street, Salt Lake City, Utah 8415-3110 Telephone: 385-646-4574 Fax: 385-646-4555 Email address: mnerdin@graniteschools.org	
LEA Superintendent or Charter School Director (Printed Name): Dr. Martin Bates	Telephone: 385-646-4523
Signature of the LEA Superintendent or Charter School Director  X _____	Date: December 18, 2015
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 FY 2014

GRANITE SCHOOL DISTRICT APPLICATION

A. SCHOOLS TO BE SERVED:

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) ¹	INTERVENTION MODEL
South Kearns	490036000262	Priority		Turnaround
West Lake Junior	490036000272	Priority		Turnaround

B. DESCRIPTIVE INFORMATION:

- (1) For each priority and focus school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the specific needs each school has identified.

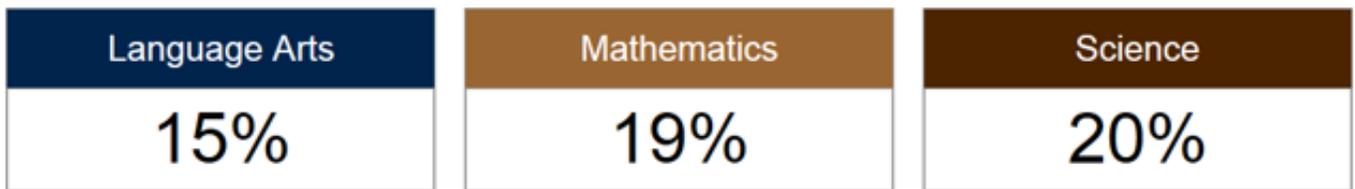
1.a. Achievement Data

Students at South Kearns Elementary School have participated in Utah's SAGE Tests. In 2015, of all students tested, 15% were proficient in language arts. Only 19% of all test takers were proficient in mathematics. Students with disabilities is the lowest performing subgroup in language arts with less than 5% scoring at a proficient level and the lowest performing in mathematics with only 6.5% proficient. The Hispanic/Latino subgroup performed below the school number in language arts with 9.7% proficient. The Caucasian subgroup was the highest performing population in mathematics with 26.9% scoring proficient. The Economically Disadvantaged subgroup was two points behind the Whole School in language arts with 13.1% proficient and virtually equal to the Whole School in mathematics with 18.9% proficient. This makes sense due to the high percentage of students qualifying for free or reduced lunch, 83.6%.

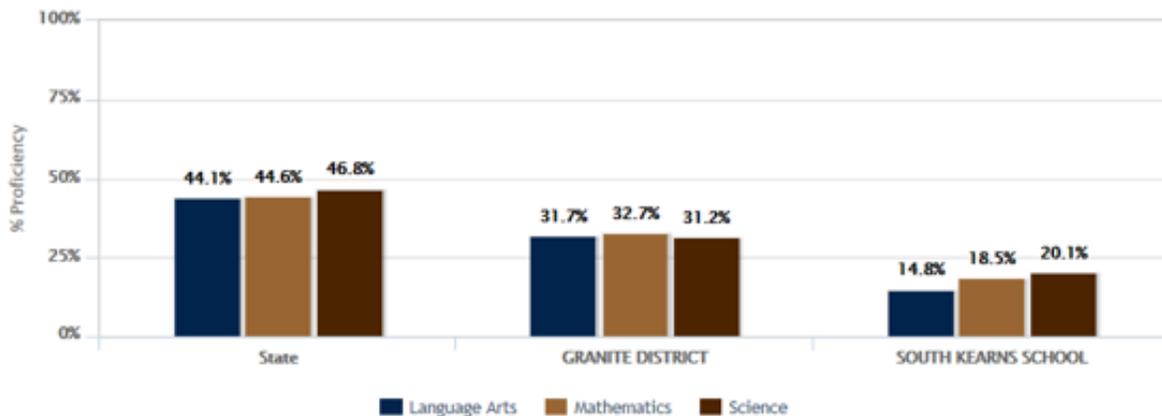
African American, American Indian, Asian and Pacific Islander subgroups had a representation less than 10. English Learners were able to score proficient at a rate of 5.5% in language arts and 9.5% in mathematics. This is nine points behind the Whole School in language arts and in mathematics.

In the chart below is a comparison of the aggregate proficiency rates for students from South Kearns Elementary, Granite School District and the State of Utah. South Kearns has far fewer students achieving proficiency on state assessments than the district or state. Language arts rates are 17 points behind the district and 29 points behind the state rates. Mathematics scores are also behind the district and state, 14 points and 26 points respectively. These achievement results add to the reason the Utah State Office of Education has deemed South Kearns in the bottom 5% of lowest performing Title I Schools in the state.

SAGE Results for SOUTH KEARNS SCHOOL



2015 SAGE % Proficient



1.b. Trend Data

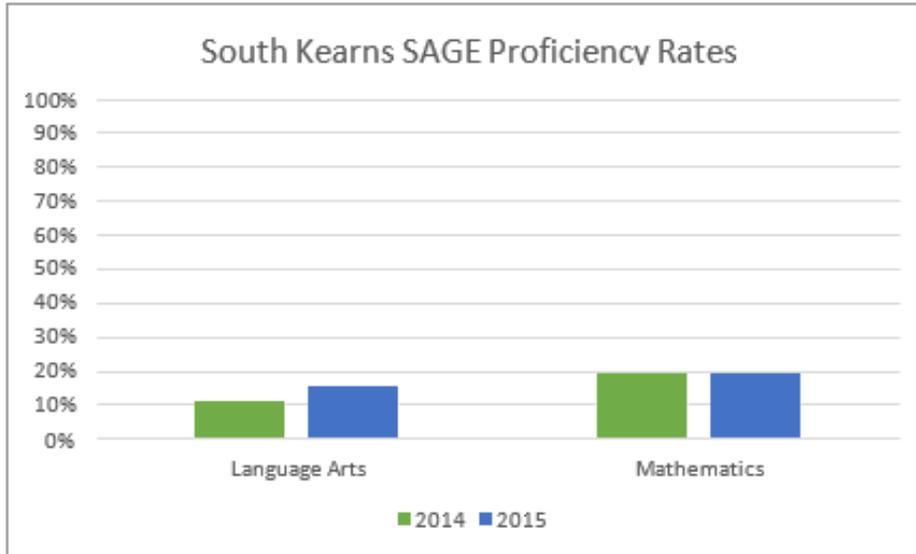
The state of Utah moved away from the Criterion Reference Test (CRT) in 2014 in favor of the SAGE exams. This change in format eliminates the ability to compare trend data beyond 2014. The test formats are very different and scores are not comparable.

Below is a chart outlining the scores for all students as well as the listed subgroups for the school years 2014-2015 in Language Arts and Mathematics.

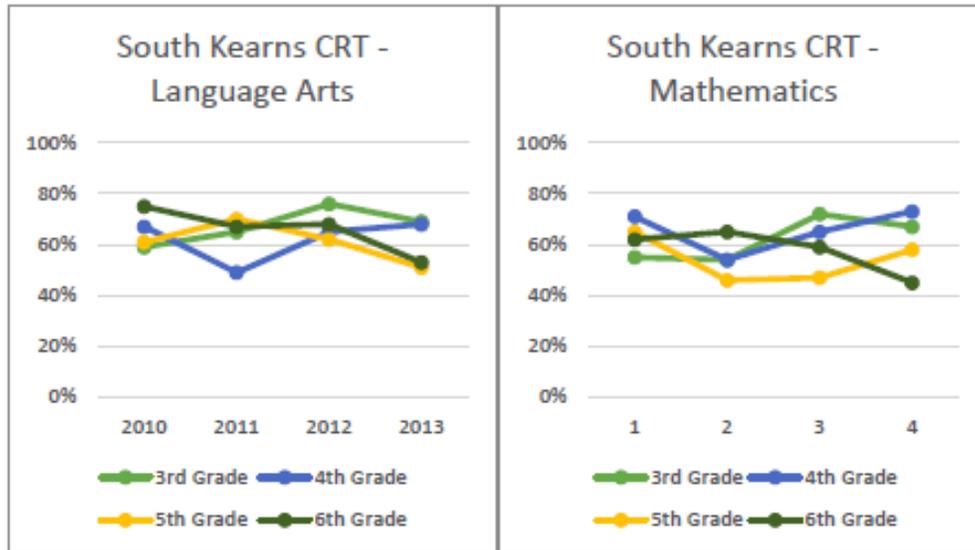
South Kearns Elementary	SAGE	
Language Arts	2014	2015
All Students	11%	15%
Asian	N<10	N<10
African American	N<10	N<10
American Indian	N<10	N<10
Caucasian	16%	24%
Hispanic/Latino	8%	10%
Pacific Islander	N<10	N<10
Economically Disadvantaged	11%	13%
Students with Disabilities	≤5%	≤5%
English Learner	6%	6%
Mathematics		
All Students	19%	19%
Asian	N<10	N<10
African American	N<10	N<10
American Indian	N<10	N<10
Caucasian	32%	27%
Hispanic/Latino	10%	14%
Pacific Islander	N<10	N<10
Economically Disadvantaged	19%	19%
Students with Disabilities	≤5%	7%
English Learner	8%	10%

Scores over time have stayed considerably low. Language arts scores have remained in the lower teens over the two year period. Mathematics scores have also remained steadily low. The Asian, African American and American Indian populations are less than ten and are therefore not considered in the reporting as a sub-group. The Hispanic/Latino sub-group has improved slightly in both curricular areas from year to year. They experienced a two point increase in language arts and four points in mathematics. Economically Disadvantaged student sub-group has gained slightly over time as well, 2 points in language arts and even in mathematics. Students with Disabilities as a group have also remained steady on the language arts measurement. They experienced a similar increase in mathematics, at least 2 points. English Learners continue the almost even trend, with no change in language arts and a two point improvement in mathematics.

Below is a chart of the Whole School scores over the last two years in both language arts and mathematics. There appears to be a trend in both mathematics and language arts. The scores remain very low year after year.



Below are two charts that display, by grade, the percent proficient of students who took the language arts and the mathematics CRT tests during 2010 - 2013. These trend graphs help to illustrate the trends in the school. The graph shows that the school was not doing too poorly over those four years with the CRT measure. The one concern is in sixth grade. There seems to be a steady decline over time in both tested subjects.



The contrast in scores from the CRT to the SAGE is stark. The school dropped more than 45 points when comparing proficiency rates. The tests are not meant to be compared. Nonetheless, the new testing format illustrates that the school has low achievement in terms of rigor.

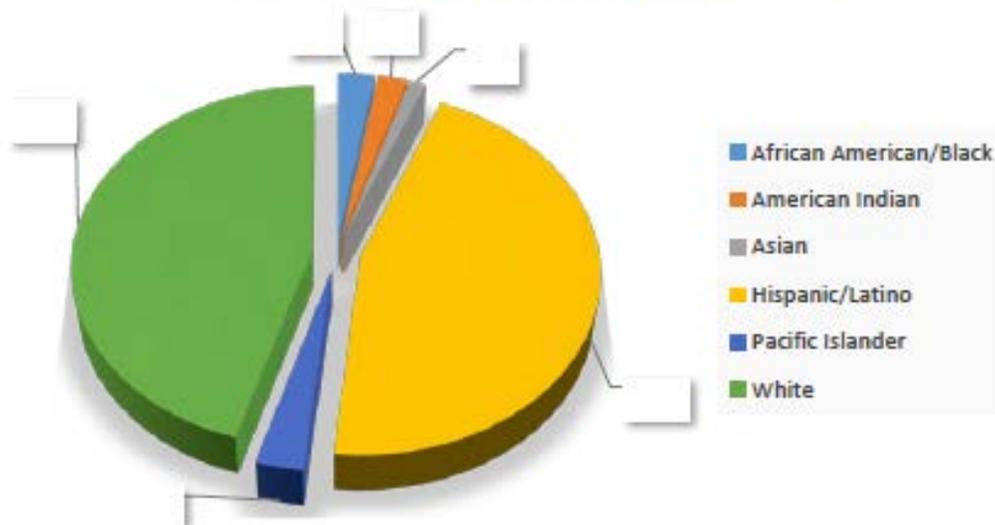
1.c. Demographic Data

Below are charts that outline the enrollment breakdown for the student body at South Kearns Elementary for the 2015 school year.

Total Students Enrolled	414	100.0%
African American/Black	11	2.7%
American Indian	9	2.2%
Asian	5	1.2%
Hispanic/Latino	188	45.4%
Pacific Islander	12	2.9%
White	187	45.2%
English Language Learners	130	31.4%
Socio-Economic Status	346	83.6%
Student with Disabilities	60	14.5%
Female	216	52.2%
Male	198	47.8%

South Kearns Elementary School serves students in Pre-K through 6th grades. The school's enrollment is 414 students. With the school's mobility rate at 19%, the enrollment numbers fluctuate often. Of the students enrolled at the school, 84% qualify for free or reduced price meals with 70% qualifying for free meals and the other 14% qualifying for reduced price meals. Fifty-five percent of the student body are students of color. Forty-six percent of the students are Hispanic/Latino, 1% are Asian, 3% are African American, 2% are American Indian and 3% are Pacific Islander. Thirty-one percent of the students at South Kearns Elementary are English Language Learners. Nearly 15% of students at South Kearns are Students with Disabilities. A little more than half the population of students is female.

South Kearns Enrollment - 414



1.d. Contextual Data

South Kearns Elementary is located in the Kearns township on the west side of the Salt Lake Valley. South Kearns Elementary faculty and staff work to serve a diverse student population in this K-6 school. Thirty-one percent of the students come from homes where a language other than English is spoken regularly. Thirty-nine percent of the students have Spanish as their native language. Many other world languages are spoken as the primary language for the students at South Kearns.

The mobility rate is at 19%. Mobility and poor attendance work hand in hand to create untenable learning outcomes for certain students. The average daily attendance is 94%. However, 27 students have missed ten or more school days.

In an effort to engage community, the school has forged many relationships with businesses and service institutions. These community partners work with South Kearns and the students to increase the needed resources as well as provide opportunity for increased learning supports and experiences for the students. The list of community partners includes:

United Way

The school has implemented periodic parent/family nights. These activities each vary in focus such as literacy, math, and highlighting the different cultures represented in the student population. .

The school community council meets monthly. They have a few parent members who are dedicated to their elected position and represent the parent population with enthusiasm. There is not a representative portion of the community council from the ethnic student population.

During the 2014-2015 school year student behavior issues were mainly handled at the school level. The teachers referred to the office students for discipline 1416 times. Parents were contacted on 40 occasions. Only 7 students were suspended for a portion of the day in which the negative behavior was manifest.

1.e Teacher Information

Below is a chart of the teaching staff at South Kearns Elementary. All staff members are highly qualified. Seven of the 19 teachers have obtained a graduate degree. The average teacher has only worked at South Kearns for less than 5 years. The range is 1 year to 19 years. Turnover is extremely high with 68% of the staff being new to South Kearns in the last five years. Only two teachers, 11%, have worked at South Kearns for more than 15 years.

South Kearns Elementary Teacher Qualifications and Experience				
Grade Level	FTE	Highly Qualified	Years Experience	Highest Degree Obtained
KINDERGARTEN	1	Yes	10	Bachelor
KINDERGARTEN	1	Yes	1	Master
GRADE 1	1	Yes	10	Bachelor
GRADE 1	1	Yes	2	Master
GRADE 1	1	Yes	1	Bachelor
GRADE 2	1	Yes	2	Bachelor
GRADE 2	1	Yes	2	Bachelor
GRADE 3	1	Yes	8	Bachelor
GRADE 3	1	Yes	3	Master
GRADE 3	1	Yes	1	Bachelor
GRADE 4	1	Yes	1	Bachelor
GRADE 5	1	Yes	19	Master
GRADE 5	1	Yes	17	Master
GRADE 5	1	Yes	3	Bachelor
GRADE 5	1	Yes	1	Bachelor
GRADE 6	1	Yes	4	Bachelor
SpEd	1	Yes	2	Bachelor
SpEd	1	Yes	6	Master
Coach	1	Yes	4	Master

Teacher attendance at South Kearns Elementary included 179 days absent with an average of 9.4 days including a combination of sick, personal and professional leave per teacher. Sick leave only accounts for 20% of all absences Personal leave accounts for 24% and professional leave at 45%. The range of absences is from three days on the low end to 21 days on the high end.

1.f Administrator Information

Granite School District has elected to implement the Turnaround intervention model in conjunction with this application. The district has replaced the current principal. The district has appointed Debbie Koji as the new principal. Debbie Koji holds a Bachelor of Science and a Master of Education degree from the University of Utah. She has an Elementary Education license and an endorsement in Educational Leadership and Policy and ESL. Mrs. Koji taught for 10 years before becoming an Elementary School principal. She has served as a principal at Silver Hills and Diamond Ridge schools within the Kearns network of schools. She has been very successful as an administrator in the Granite School District. Her school has done very well over time on state assessments. Her school proficiency rates place her in the 78th percentile in the district. She is well above the average. Her scores compare very well with state rates. Teachers, under instructional leadership, provide above average instruction and intervention supports.

1.g. Effectiveness of Instructional Programs that have been implemented

South Kearns has worked to comply with district direction. The school teaches the assigned and approved curriculum with the approved anthology or textbook. The pedagogical strategies and overall instructional program differed from teacher to teacher and from the tenure of changing administration. Four or five years ago, the end of level CRT data seems to indicate that the instruction was much more effective. The data on that test over time indicates that 60-70% of students were able to demonstrate proficiency. Now, with the increased rigor of the SAGE test coupled with a lot of teacher turn over, the scores have changed quite a bit. When the scores are broken down by grade level and teacher, a much more detailed picture emerges. The school has an overall proficiency score in the mid to high teens. However, there are three teachers, two in sixth grade and one in fourth, that had less than five percent of student reaching proficient. Obviously, these teachers were not effective in their instruction. The strategy of leaving the instructional program up to teachers has proven ineffective and unfair. Allowing teachers to decide to follow unproven strategies at the peril of student achievement is ineffective.

1.h. Analysis of family and community needs

South Kearns is located in the Southwest portion of our district in the Kearns Township. That area has historically been an area with a great deal of poverty. The school boundary is located in a portion of the community that was originally an army base. This is important only that it helps to understand the home and neighborhood design that leads to an influx of families from a low socio-economic status. Over 79% of the students qualify for free and reduced lunch. This is a direct cause of the small homes and the poorly designed neighborhood. The army base in the 1930s was trying to create housing for its soldiers. They did not take into account the impact of the poorly designed community on families and children. When you see the South Kearns area on a plat map it is easy to see that there are homes and streets and nothing else. There is no open space. There are not parks or libraries or churches or gathering places. It is small homes and narrow streets. This is only the aesthetics of the community that help to describe the larger picture.

South Kearns has a population that is working hard to make ends meet. This increases the difficulty parents and the community as a whole have with helping their students with their education. Community support in the school is low. Few parents come out to family engagement activities. Parent-teacher conferences are poorly attended as well. Homework is completed with low frequency. Parents want the best for their students and desire to have a good school. The current strategies have not been successful in getting the parents involved effectively. The growing population of Spanish speaking families have not found the school to be an easy place to get help. Few faculty speak Spanish and little more than translating a few fliers into Spanish is done to enhance communication.

1.i. Effectiveness of prior school reform efforts

In the Spring of 2015 South Kearns Elementary School was designated as a Focus School. The school underwent an appraisal and began its reform efforts in earnest working with the external provider that is solely employed by the district to work with Title I Focus schools. In November 2015, a School Improvement Plan was submitted to Utah State Office of Education. The Plan documented that the school's efforts would focus in the following areas:

Under each focus area, or "Strategy", from our School Improvement Plan, the following are action steps that have been implemented. Some items overlap between categories.

- 1) Informational text and writing
 - a. CFA Creation
 - b. Collaborative assessment based on a common rubric
 - c. PD – Close Reading
 - d. Support by Coaching Cycles

- e. PLC work
- 2) Essential Standards in Mathematics
 - a. Unwrapping Standards
 - b. Identifying essential concepts
 - c. Collaboratively focus on Rigor
 - d. PLC work
- 3) College going culture
 - a. Refer to students as scholars
 - b. Daily pledge of affirmation to college going ideals
 - c. Hallway decor is focused on Colleges
 - d. College Thursday (T-shirt logo day)

This work began as a result of the school becoming a FOCUS school in the Spring of 2015. Not enough time has elapsed for these changes to take effect. The test scores used to designate the school as a PRIORITY school were a result of school and teacher action prior to these reform efforts.

1.j. SIG Intervention model selection

School Selection

South Kearns Elementary has been a Title I school as well as a Focus School. The Title I department of the USOE has identified South Kearns as in the lowest 5% in terms of achievement of all Title I Schools in the state. Based on the thorough analysis of all of the achievement data, the school district is applying for a School Improvement Grant (SIG) for South Kearns Elementary.

Intervention Model Selection

Granite School District has elected to implement the Turnaround intervention model in conjunction with this application for the School Improvement Grant.

Rationale for Intervention Model Selection

This School Improvement Grant application requires the LEA to choose one of six intervention models to be implemented using the funding from the grant as well as all other funds available to the LEA for the school. The school Closure, Whole School Reform and the Restart as a charter school models are not practical options for the school district nor the families and students served at South Kearns Elementary. The Early Intervention model has many components that are already firmly begun in the school. The school has a pre-school as well as all day Kindergarten for its most at-risk students. The Transformational model is not being chosen only in favor of the Turnaround model's requirement to reconstitute the staff. Granite School District intends to not only replace the principal, but also reconstitute the entire staff. This will ensure that the new principal will be able to begin with the establishment of a new vision. All staff will agree to work at the school with this new vision in mind. This new vision will entail, among other things, the work required to ensure that student achievement increases for all students at the school. Teachers at South Kearns Elementary will demonstrate a willingness to work to increase tier I instructional effectiveness by maintaining fidelity to the core, participating in professional development and implementing new strategies in their practice, actively engaging in high functioning professional learning communities, by reflecting about their practice and inform that reflection with frequent data study from both summative and formative data sources and work within a multi-tier system of support to ensure all students learn at high rates.

The Turnaround model will enhance the school district's ability to make the necessary changes in terms of teacher and principal effectiveness, instructional effectiveness, schedules and community involvement as well as the flexibility to operationalize the reform plans and ensure there is support for sustainability of the improvement efforts.

- (2) **For each Priority and Focus school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention model.**

2.a. School Administrators

This school improvement grant has been written in concert with current and future administration of the school. The principals have been involved in writing and providing different portions of the information needed for the application. The current principal is aware of her role and has been instrumental in orchestrating opportunities for input from various stakeholders.

The new principal is being selected prior to the due date of the grant. The intent is to name the new principal of South Kearns quickly to afford her plenty of time to help write the grant, lead pre-implementation efforts and become very familiar with the community and adjust this comprehensive plan to fit her style of leadership. It is imperative that the new principal have ownership of this plan and visualize how she will be able to bring it to fruition. This is valued so much that the school board agreed to an aggressive and early timeline so that the new principal could be named in time to add to the grant application.

The new principal will be involved in all aspects of the planning required for turnaround reform of the school. The principal will lead staffing changes as well as all other aspects of pre-implementation. The principal in concert with the leadership team and school community council will guide the planned expenditures from the new SIG grant, existing Title I budget, School LAND Trust funds as well as the district capital and maintenance and operations budgets.

2.b. Teachers

The Granite School District has already begun efforts to reconstitute a faculty at the school. The Granite District Administration met with the existing faculty to garner feedback about the SIG grant. At that time, an outline of the grant requirements was reviewed and discussed. Feedback was considered from the current faculty and has helped inform this application. The decision has been made to not only replace 50% of the staff, but to completely reconstitute the staff. This will require all staff to reapply for their positions if they wish to stay. District administration will continue to meet collectively and individually with all existing staff to determine their specific intentions regarding employment at South Kearns. Staff members who are not selected to remain at South Kearns in support of the reform efforts will be placed in positions elsewhere in Granite School District.

All teachers hired to work at South Kearns Elementary will have a unified vision, to transform the school and improve student achievement rates as measured by the SAGE exams. This will be a vision that these teachers will help implement in concert with the new principal, the district staff, and the external provider.

2.c. Parents

On December 10, 2015, all parents of students attending South Kearns Elementary were invited to an information meeting about the School Improvement Grant and the tenets of the reformation models. Feedback was generated from this meeting to help inform the model selection and the strategic steps needed to successfully implement the Turnaround model. South Kearns will continue to work tirelessly to include parents in an ongoing strategic way. The school will involve parents in the reform process in the follow ways:

- Increase parent participation in school vision development, implementation.
- Communicate with parents about opportunities to support the school's goals and vision.
 - o Improvements will be made to the digital methods of communication like websites, email and social media as well as to the school newsletters, phone calls and announcements to enhance the communication with parents

- Invite parents to volunteer their talents in the school in ways consistent with strategies outlined to achieve school goals.
- Provide on-going opportunities for training of parents in planning and decision making processes, priorities, goals, and initiatives.

2.d. The School Community Council

On December 9, 2015, the South Kearns Community Council met to discuss the School Improvement Grant opportunity. The council provided feedback as a discussion was held about model options and the requirements of the Turnaround model. This council will act as the School Improvement Parent Liaison Board. The council will meet monthly and includes teachers, administrators and parents. The council will be responsible for providing valuable communication to all faculty members, parents and the community concerning school improvement activities and results.

The school will hold an annual Title I meeting at the beginning of each year to cover topics concerning Title I and the SIG. At the first Parent-Teacher conference of the year, parents and teachers will review the School Improvement Plan and Parent Involvement Policy. Finally, working through the SCC, the school will provide periodic Language Arts/Math Literacy evenings for all stakeholders in the South Kearns community.

The broader community has also been included throughout the grant writing and planning process. The local teacher association, government officials and strategic business and community partners have all been consulted and have weighed in on the selection of the Turnaround model as well as the plans for improvement. The United Way continues to be a valuable partner going forward to bring about shared goals of improved academic outcomes for all students. Their aggregate resources, and specifically the time and effort of assigned personnel will continue to add to the unified partnership the school has with them in helping the school and the community at large.

2.e. The process through which the Board of Education will be engaged to ensure success

The Granite School District Board of Education is in full support of all that will be required throughout the School Improvement Grant timeline and beyond. Members are very supportive of efforts to make improvements and are excited by the prospects of helping the school make necessary changes and increasing student achievement. These improvements will bring anticipated student achievement gains. The board has two goals:

1. Increase achievement for every student
2. Enrich and increase parent and community engagement

This school improvement process is consistent with the Board goals and will enhance South Kearns's ability to achieve these goals for the students and community it serves.

The Board is working with District Administration and Human Resources, Teaching and Learning, Assessments, Evaluation and Resource Development departments to meet the demands of the School Improvement Grant as well as efforts to bring lasting change to the school. The board has accelerated timelines for administrative appointments so that the new principal could be appointed with time to provide insight and expertise in the development of the SIG application. The board has allowed for bonuses and incentives to be awarded to the administration and faculty to augment the successful recruitment and retention efforts. Ongoing favor will be granted to the school with regards to teacher placement during the tenure of the grant. The Board will provide every effort to allow the SIG school preferential treatment with staffing concerns.

- (3) **The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the Turnaround model.**

3.a&b. The fidelity and success of implementation steps required by the Turnaround model

a. Replace the principal

The district committed to the action steps of the Turnaround model regardless of being awarded the grant. In an effort to identify the new principal early enough to allow for participation by her in the entire grant process, the district decided to appoint the new principal on December 1, 2015. The district administration reviewed achievement data and community approval when working to identify candidates for South Kearns. Also, administrators were required to demonstrate a will to work in a school with many needs, most of all being poor academic success. The district chose a veteran principal who has been successful in two other schools in the Kearns area. The new principal has been successful at improving academic success as demonstrated by assessment results as well as parent support and confidence. She has 15 years of experience working in roughly the same demographic area. She has a passion for the community and more so for the students in the community. She believes all students can learn and demonstrate achievement at high rates. She has been successful at acquiring high test scores. More importantly she has acquired the confidence of the community, parent groups and the teachers. She will be an asset to the school and the overall Turnaround initiative at South Kearns.

b. Provide LEA support to the new principal

The district has made some major adjustments to practice that are intended to provide additional support to the new principal of South Kearns. The new principal will be freed from her current assignment on January 19th. This means a new principal will take over for her at her previous school. This will allow for the principal to have all of her time dedicated to the work of developing in detail the new vision and plan for the school. It also allows for the time necessary to completely reconstitute the instructional staff.

Another support that was exciting to the new principal is the opportunity to create from scratch her entire staff. This support allows for a singular vision to be embraced by the administration as well as every teacher. They will each be selected to work at the school already knowing what the expectations are for the school, the grant and the work required.

The district is creating a Turnaround committee. This committee of district personnel will be uniquely and keenly focused on helping principals to turnaround the achievement rates of their schools. This committee will be able to rally increased district support in any area or from any department or division in the district. This connection will provide unprecedented support to the school and the principal.

c. Grant greater flexibility to the principal (e.g. staffing, calendars, budget)

Staffing flexibility will be the highest it has ever been in our district. It is extremely rare for a school to be able to hire an entirely new staff. This flexibility is not a one-time event. The school will get preference during all successive years of the grant when hiring new or additional teachers.

The principal will be afforded autonomy to devise strategic uses of the Title I budget. She, working with her leadership team, parents and the community will be able to adjust those funds to

meet the needs demonstrated by the students. As fast as needs change, there will be the ability to be flexible in adjusting budgets to meet those needs.

The principal will be able to adjust aspects of the calendar that are possible. This is most evident in terms of extra days for professional development. Some leeway may also be afforded in the daily schedule and of course the master schedule.

d. Locally develop and adopt competencies to screen existing staff

The principal will work with district teaching and learning specialists to develop the criteria required to judge a teacher's capacity to be successful. Aspects of that rubric will require each candidate to be vetted by an application, special endorsements (Reading, ESL, etc.), existing achievement data, classroom observations, reference checks, etc. The emphasis uniquely available in this timeline is the classroom observation. The principal will have the time and the application process is already underway. This means the vetting can take place in the next couple of months which allows for the observation. This is much earlier than other school who have to wait until the springtime.

e. Identify and replace 50% of the existing staff, using locally adopted competencies

The principal has been studying achievement data. All existing staff will be required to affirmatively apply in order to stay at the school. The principal will select only the candidates that are believed to demonstrate a capacity to help all students learn. There is no expectation that a minimum percent of teachers get to stay at the school. Instead, the entire staff will demonstrate in interviews, application documents and during classroom observations as well as existing achievement data that they have what it takes to be successful.

f. Implement strategies to recruit, place, and retain staff

The district will approve an additional \$600 stipend for all teachers who are hired to work at South Kearns. In addition to the stipend, each teacher will have the ability to earn thousands of extra dollars for attending professional development as well as performance incentives. This additional money might help during recruitment.

The principal will create many opportunities to celebrate small wins or short term gains. This emphasis on recognizing success and celebrating it is key to retention. Teachers who are selected to work at South Kearns are in for difficult and hard times. This work of turnaround is arduous. Money is not enough to motivate during those hard times. Rather, seeing and feeling success is the key.

The plans for this school encompass a resolve to invest in teachers. This school will value each teacher and will invest in helping each teacher to develop, hone and increase their capacity for excellence. Teachers will recognize the benefits of working at South Kearns because their practice will improve so much that they see massive improvements in student achievement. The satisfaction of teachers will be a result of the work environment that values them and is willing to provide the resources and skills needed to do the job.

g. Select and hire new staff

As teacher quality is the single most important variable impacting student learning, the entire certified staff at South Kearns will be reconstructed. Current certified staff members will need to reapply if interested in remaining at South Kearns. Recruiting top teachers throughout the school district will begin with a video teaser to generate interest followed by an application process including interviews and observations. All applications will be screened through interviews and observations focused on the following major teaching competencies: 1) A commitment to high

achievement for all students. 2) Analytical, data-driven, and results oriented teaching. 3) Understand, respect, and support diverse family cultures, values and beliefs. 4) Supportive and willing to build a culture of collaboration and teamwork. 5) Has or is willing to develop deep content and pedagogical knowledge and skills.

h. Provide ongoing job-embedded professional development

Professional development will be a key component in the successful turnaround of South Kearns. This must be provided outside of student instructional hours so as not to impact critical teaching time. Contract hours will be extended to allow up to 2.5 hours of professional development monthly during the school year with at least 1 week of additional professional development during the summer months. All professional development will be driven by student achievement data; teacher/consultant identified needs, and linked to our teacher evaluation process. Through the data monitoring process teachers will identify student needs, reflect on their own skill set, and then identify needed professional development to support perfecting their craft. With monthly opportunities for professional development the leadership team will organize meaningful trainings to support instruction throughout the life of this grant.

i. Adopt a new governance structure

School quality is driven by three sets of actors in a school community: students, parents and faculty (teachers and principals). Understanding this, governance at South Kearns will be built around all three actors. A School Community Council will be established with parents, teachers, and school administration in order to gather input and support for needed changes. A school leadership team with representation from pre-school, primary, intermediate, and upper grade levels, as well as the related service providers (social worker or psychologist and interventionists), community support liaison and the principal will meet monthly to guide decisions on professional development, data study, and community needs. This school leadership team will also work in collaboration with the external providers to build and maintain a positive learning environment where students can perform at high levels.

j. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level

Based on the current Dibel's and SAGE data a reading intervention program will be implemented that allows for increased time, intensity and focus for struggling students. Alphabetic recognition and phonemic awareness will be developed using Early Reading Intervention and strategies from Jill Jackson and Beverly Tyner. Following this base, in grades 1-6 interventions materials from Open Court Reading along with Read Naturally will be used intensely working in a small group setting with a trained intervention teacher. These intervention materials have been aligned to district provided Language Arts materials which support the Utah Core Standards and will supplement the whole classroom instruction. A new district provided Language Arts program that has been vetted by a selection committee based on its' alignment to the Utah Core Standards and will be implemented beginning in the 2016-2017 school year. Supplemental materials such as Words Their Way and Step Up to Writing will also be utilized throughout the school allowing for consistency in instruction. District provided Go Math materials will be utilized as the base for math instruction. Curriculum maps have been developed by district specialists to help teachers understand areas of strengths within the program and how it aligns to the Utah Core Standards. To supplement instruction, Spatial Temporal Math (ST Math) will be used throughout the school. ST Math provides a game-based visual math instruction component that will support the diverse needs of the school population and is aligned to the Utah Core Standards. By using Go Math and ST Math in tandem, teachers will have multiple approaches to rely on to build depth of understanding by all students on Core objectives.

k. Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students

A tracking system will be developed that will allow for monitoring all students' progress towards mastery. This will include the tracking of mastery specific to Core content objectives through common formative assessments, through the Granite semester and quarterly benchmark assessments, through Dibel's monthly progress monitoring as well as Dibel's benchmark scores, and through SAGE summative data. However, this tracking system will only be useful if teachers know and understand how to analyze the data and apply the information in their daily classroom instruction. Therefore, this would be a starting point for training prior to our first year of implementation. Additionally, students will be provided with a data book that allows for individual tracking of their own progress.

l. Establish a schedule and implement strategies that increase learning time for students

A master schedule will be established that protects instructional time for all students. The school day will be increased for students by 15 minutes daily. A two hour afterschool program will be available by invitation for struggling students. The teacher work day will include time to identify struggling students and time to create and implement interventions. This will allow for teacher preparation time daily with Friday early release days to become professional development, data study, and PLC time.

m. Provide appropriate social/emotional and community oriented services and supports for students

Support services through a social worker/psychologist will be available full time. This support person will work in connection with the United Way of Salt Lake coordinator who is housed at the school. By having this team approach, student needs connected to an academic setting can be addressed by a trained professional and family and home needs can be supported through the United Way coordinator. South Kearns will also house a Parent-Family Center. Our support personnel will work to encourage community members to access the services they provide. As part of our work with Education Direction (our external provider) home visits will also be conducted by a team from the school including the classroom teacher. By building this support base early on, we hope to see that student social/emotional needs are addressed helping them to be able to focus on their academic learning.

3.c. Steps already taken by the district that align with SIG Turnaround model

The district has already appointed the new principal. The faculty is already aware of the changes in staff for next year. The job posting for the new staff is already posted on the human resources web page. The district has already identified a double layer of external support. The district SST Leader, Kami Alvarez is in place and keen to support the school. Education Direction is the name of the entity identified to be the external support provider.

3.d. Timeline for implementation of the Turnaround model

- Replace the principal
 - December 1, 2105
- Provide LEA support to the new principal
 - December 1, 2105 – Duration of the grant
- Grant greater flexibility to the principal (e.g. staffing, calendars, budget)
 - December 1, 2105 – Duration of the grant
- Locally develop and adopt competencies to screen existing staff
 - December 1, 2015 – January 2016
- Implement strategies to recruit, place, and retain staff
 - December 1, 2015 – Duration of the grant

- Select and hire new staff
 - January, 2016 – March 2016
- Provide ongoing job-embedded professional development
 - June 2016 – Duration of the grant
- Adopt a new governance structure
 - August 2016
- Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level
 - December 1, 2015 – Duration of the grant
- Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
 - August 2016 – Duration of the grant
- Establish a schedule and implement strategies that increase learning time for students
 - December 1, 2015 – Duration of the grant
- Provide appropriate social/emotional and community oriented services and supports for students
 - August 2016 – Duration of the grant

3.e.f. SMART goals for the state’s SAGE assessment in Reading/language arts and Mathematics

- **The percentage of students below proficient in Math, as measured by SAGE, will decrease by 10%.**
- **The percentage of students below proficient in English Language Arts, as measured by SAGE, will decrease by 10%.**

South Kearns - SMART Goals - SAGE					
	2017	2018	2019	2020	
English/ Language Arts	25%	33%	40%	46%	
Mathematics	25%	33%	40%	46%	

3.g. Measurement of progress on the leading indicators

The district is developing a Turnaround committee. This committee will meet twice monthly to discuss specifically South Kearns. In that standing meeting, the data on the leading indicators will be reviewed. It is an elementary school. The committee will be focused on the data for those indicators which pertain to an elementary. Some of the data is annual. Some of the data is ongoing. The committee will discuss the ongoing data each meeting and that discussion with the data will inform supports decisions. The annual data will be reviewed when it is timely and as is necessary.

3.h. The District will provide ongoing consultation with all relevant stakeholders

The Turnaround committee will ensure that relevant stakeholders remain informed and involved in South Kearns Turnaround efforts. The community will stay involved mostly through the community council. However, as data is reviewed, the committee will work to enhance community involvement as the data indicates it has or is waning. The teachers union will be included as is necessary in discussion to enhance success. Specifically, teachers will remain included through the PLC process as well as through representation on the school leadership team and the community council. Parents will be involved in a much broader way. The home visit project and the plans to enhance parental involvement will keep parents knowledgeable and involved. The broader community will stay involved as folks like the United Way continue to work closely with the school in the day to day efforts of school improvement.

- (4) Actions the district it has taken, or will take, to determine its capacity to provide adequate resources and related support to each applicant school in order to implement, fully and effectively, the required activities of the Turnaround model on the first day of the first school year of full implementation.**

4.a. The district staff assigned to support implementation of the school intervention model

The Granite School District Superintendent has assigned Assistant Superintendent Mike Fraser to oversee School Accountability Services. Mr. Fraser's division is charged with oversight for all schools and their ability to effectively educate students. School Accountability Director Jon Adams is specifically assigned to oversee South Kearns Elementary. In concert with School Accountability, two other divisions will add support to the reform efforts at South Kearns: Teaching and Learning Services as well as Educator Support and Development. The Teaching and Learning division will provide curricular support through specialists in language arts, mathematics, special education, and English language learning. The Educator Support and Development division is charged with supporting new teachers through induction and provides support through federal programs and other grant opportunities. These three divisions will work in tandem with School Accountability Services to ensure South Kearns has the support necessary to make the required changes and improve student learning.

The individuals listed below serve on the District Improvement Steering Committee (DISC) which is in effect the district support team for South Kearns Elementary:

Assistant Superintendent School Accountability, Mike Fraser
School Accountability Director, Jon Adams
Assistant Superintendent Teaching and Learning, Linda Mariotti
Student Assessment Director, Dr. Rob Averett
Curriculum and Instruction Director, Mary Alice Rudelich
Special Education Director, Noelle Converse
Educational Technology Director, Patrick Flanagan
Educational Equity Director, Charlene Lui
Assistant Superintendent Educator Support and Development, John Welburn
Human Resources Director, Donnette McNeill-Waters
Research and Evaluation Director, Todd Braeger
Teacher/Administrator Induction and Intervention Director, Leslie Bell
Resource Development Director, Mitch Nerdin

4.b. The qualifications and relevant experience of the assigned district staff related to prior successful school improvement efforts

Each of the people cited above have excellent skills and experience in working with schools in a support role and has expertise specific to their title. All will work in conjunction with the school to implement the reform and intervention plan. All will work in collaboration with the School Accountability Director, Jon Adams. His position enables him to organize the district resources and seamlessly provide LEA support to the school. He is uniquely qualified to provide the kind of support needed for a reform effort like this one.

As a teacher and school administrator, Jon Adams has worked in three Title I and several diverse populated schools. As an educator for 22 years, he knows the dedication, leadership and on-going improvement needed to provide positive change in ensuring continuous academic and social growth.

As an administrator, he had the opportunity to blend a diverse student body and created a "can-do environment" setting high expectation for staff, students and himself. As a team, test scores rose by 40 percent.

Mr. Adams also had an opportunity to open a new elementary school in the Granite School District. The district's audit of the new school earned excellent ratings in categories of measurement.

Jon Adams currently is an elementary school director, supervising 21 schools and administrators. He continues to provide solutions in order to make positive changes needed in a variety of community environments.

4.c. The fiscal resources (local, state and federal) that will be committed to ensure full

Existing state, federal and other grant budgets will be used to fund most of the reform efforts. These budgets will fund the summer school and the extended day opportunities for the students. Existing budgets will be used to provide educator and learning support coaches. All of the technical assistance from the district will be funded using existing budgets.

Granite School District is committed to the South Kearns Elementary School improvement project and will support their efforts during grant funding as well as look to the future with a project sustainability plan. The district resources used for funding during the project will continue once grant funding is over to ensure project sustainability.

1. Significant Title I funds to the school sites
 - a. Granite School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2015-2016, the formula Per Pupil Amount extra for South Kearns Elementary school was \$980. The District will maintain that level of commitment.
2. Intervention Time during the School Day
 - a. Additional staff may be hired using Title I funds to provide support to students during the school day. This support will target students who did not demonstrate proficiency on weekly formative assessments. Additional time with a classroom teacher will be provided to the student with focus on learning key concepts found in the Utah Core Standards.
3. Instructional Coaches
 - a. Out of the Title I allotment, Granite District provides for additional FTE to fund an Instructional Coach at South Kearns Elementary School. This commitment is expected to continue. The school will have the additional resources to place additional teachers where needed as demonstrated by student proficiency rates.
4. Reading Coaches
 - a. With the use of Reading Achievement Program funds, reading coaches are provided at South Kearns Elementary School. South Kearns receives a 0.5 FTE for this support.
5. Before and After School Program
 - a. 21st Century, United Way and Title I funding will be used to extend the learning day for South Kearns students. Students will participate in activities that are designed to augment learning in the classroom and serve as an intervention for students not understanding tier I instruction or an extension for those who have demonstrated proficiency on essential key concepts.
6. Summer School
 - a. Title I funds will be used to extend the learning time into the summer months. This will again enhance learning outcomes as well as combat regression due to the extended time away from the classroom.

4.d. Rationale for not applying for a SIG grant for all Priority Schools

The Granite School District has four schools identified in 2015 as Priority Schools. The district chose to apply for the SIG grant for two of the four schools. This choice was made for only one reason. That reason does not demonstrate a lack of capacity to serve all Priority schools. The district realistically did not believe that the state

would give more than two SIG grants to Granite due to lack of funds and the rank order of the two schools which are not being targeted in this application. Given the time crunch of the SIG grant application process and the school calendars, the district had to move ahead with the hiring processes to align with the replacement of the principal and the reconstitution of the staff. These requirements of the grant are cumbersome and had to take place prior to the announcement of the SIG awards. Therefore, the district was unwilling to make these kinds of changes in more schools without a reasonable expectation of receiving additional funds for those schools through the SIG grant. For this reason alone, the district chose to apply for two of its four Priority schools.

- (5) The district has taken the following steps to recruit, screen, and select external providers to ensure their quality, and will regularly review and hold accountable such providers for their performance.**

The Granite School District has had five Title I FOCUS schools up until Fall 2015. Each of these schools is required to contract with an external provider to receive additional technical support during and throughout school improvement efforts. This resulted in the district evaluating economies of scale and determining the best use of time and resources was to hire, at the district level, a School Support Team (SST) Leader that could provide the external support required by FOCUS and PRIORITY designation. This maximizes the use of the dollars needed to support these schools in that hiring a person to serve multiple schools is much more inexpensive than contracting with a separate person, company or entity. In addition, it was determined that much more time would be offered to each school with a person hired to solely support these schools as the SST Leader.

Granite School District posted for a School Support Team Leader to work as the external provider to the FOCUS and PRIORITY Schools. The Utah State Office of Education supported the decision and indicated that the requirement was that the SST Leader must be external to the school, but not necessarily external to the district. In the posting we listed the SST Leader qualifications as outlined by the USOE as well as experience working with similar demographics as are represented in our schools. The district was fortunate to find Ms. Kami Alvarez. She has had many opportunities to work as a teacher and administrator in Title I schools throughout the State of Utah and in other states. She spent time in the San Juan School District as an administrator. We found that to be compelling experience as their student population rivals ours for high poverty, low achievement and other at-risk factors. Additionally, she served as a professional development specialist in Arizona. This uniquely qualified Ms. Alvarez as someone with experience and expertise at working with diverse populations and supporting teachers as they worked to improve their instruction toward improving student achievement results.

Additionally, this year is the launch year for SB235, the state School Turnaround Program. This program involves South Kearns. The program requires that the school work with a state identified "Expert" to provide technical assistance throughout the 3 years of that program. These experts are paid by the state. South Kearns convened a committee and arduously screened the applicants from the state vetted providers. The school was looking for a company who understands the unique characteristics of South Kearns and has experience working with similar schools and demographics. The school not only went to the state provided presentation night for companies to inform schools of their offerings, but the school went much deeper. All the companies were forwarded a list of district and school specific questions and needs. The companies were invited to then present specifically to the school in Granite School District. The providers were required to present the evidence-based strategies they use in their school improvement efforts. South Kearns had parent and employees present to evaluate the presentations and find a best fit. The schools and district pushed for information about the capacity to serve the schools. Additionally, a rigorous evaluation of references was conducted. The school selected in November 2015, to work with Education Direction. Their answers and the evidence they provided about prior work was overwhelming and sufficient to justify the selection. This is a local company that has 15 years of experience working with schools all over the country in efforts to improve academic student outcomes. Education Direction has a detailed school appraisal protocol that will be aligned with the state Title I process and

yet go deeper. From this appraisal, the company will begin to work with the school in identifying strengths and weaknesses. The next step will be to develop a well thought out, unique and appropriate plan that will target high leverage strategies that will ensure high growth in terms of student achievement results. South Kearns has high poverty and a large Spanish speaking population. Education Direction has experience working with both demographics and has had success in other schools with similar at-risk factors, if not the same. This company will be working alongside Ms. Alvarez to support the school. She will work continuously with them to ensure a comprehensive alignment to both district and state Title I requirements.

The director of Title I, Mitch Nerdin, will head a Turnaround committee of district personnel. This committee will be charged with ensuring that the supports provided by Education Direction and Ms. Alvarez are aligned to district goals and initiatives, is strategic and timely, and most importantly is having the desired effect. This committee will provide accountability for the district in its evaluation and review of the work performed by these consultants. The committee will meet at least monthly with the sole purpose of reviewing the work of school improvement at South Kearns. Data, both formative and summative, will be analyzed in this meeting to verify and monitor the success of the external providers as well as the overall school improvement efforts.

The cost of the district SST Leader, Kami Alvarez is being paid with Title I funds. The cost of the Turnaround external provider, Education Direction, is being paid for by the state of Utah.

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

6.a. A list of other financial resources that will support the intervention model

- Existing budgets and resources from the Maintenance and Operations (M&O) budget at Granite School District
- Existing Title I budget dedicated to South Kearns Elementary School
- Grant funding from the United Way
- Early Intervention funding from the State of Utah

6.b. A description of how these funds will support the goals of the school improvement project

Existing M&O district funds will continue to fund the day to day operations of the school. Teachers, administrators, itinerant and permanent support staff as well as district support staff will all continue to be funded with existing LEA funds.

The Title I budget will be reallocated to align with the tenets of this school improvement, intervention plan. Funds from the Title I budget will be used to create a master schedule that allows for interventions during the day. The school day will be extended by way of Title I funds. Parent outreach will be facilitated through Title I. Some professional development opportunities are afforded teachers using Title I funds. The bulk of the increased focus on learning will be facilitated by the reallocation of the Title I funds.

Grant funding from the United Way and State of Utah is used to offer Full-Day Kindergarten, Summer School, Parent outreach and involvement as well as help unify the community in the reform effort. These funding sources will continue to provide needed resources to increase the offerings to students as well as improve community engagement in the school.

6.c. A description of how LEA personnel will collaborate to support school reform.

The School Accountability Director will coordinate with all LEA personnel as well as the external provider to provide comprehensive technical assistance to the school. The School Accountability Director can communicate

with all district personnel through the District Improvement Steering Committee (DISC). Representatives from all departments in the school district sit on that committee. Curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel all will be included in school improvement and monthly informed and recruited for needed support via the DISC committee. The DISC committee will enable the LEA to properly be informed and respond to needs at the school. Professional Learning Communities will be the practical method used to organize the reform efforts concerning educator practice. Granite School District has established five non-negotiables, known as the Granite Way. The purpose of the Granite Way is to guide the work of teachers in schools. These five aspects of the teaching and learning process are embedded into the work PLCs do. Technical assistance will be centered on these five areas:

1. Fidelity to the Utah Core Standards
2. Use of the Instruction Framework
3. Use of district provided tools and assessments
4. Active participation in a high functioning PLC
5. Implementation of a school-wide Multi-Tiered System of Supports (MTSS)

As has previously been discussed, Granite District has developed curriculum maps that help teachers ensure they adhere to the Utah Core Standards and that students are exposed to the breadth of the core. This tool is effective technical assistance to ensure teachers maintain fidelity to the core.

The Granite School district Instructional Framework will guide the work of the PLCs and includes the pacing guides, lesson design template and other components which will guide the PLC through the process of answering four questions; 1. What do we want students to know? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. What will we do for students who already know it? The lesson design template ensures all lessons include direct instruction, guided practice, informal and/or formal formative assessment, independent practice and appropriate interventions and extensions. Technical assistance will be focused on ensuring explicit instruction occurs with a focus on learning for all students.

The district provides excellent quarterly benchmark assessments. These assessments will enhance the school's ability to understand to what degree students are learning in time to make necessary adjustments and ensure that all students learn at requisite levels.

As issues or problems that impede learning arise, the district will provide assistance in the creation and implementation of an adequate Multi-Tiered System of Support. This structure will enhance the school's ability to provide resources and interventions for students with academic, social/emotional, or any other need which may prevent the student from achieving at a high rate.

The district and the external provider will work together to provide technical assistance. This assistance will come through professional development, coaching and an observation feedback protocol. The emphasis of the coaching will be providing feedback on aspects of tier I instruction. This instruction feedback loop will enable the teachers to enhance their reflective practice regarding the explicit instruction model, frequent formative assessment and tier I interventions like small group and differentiation. The school will also receive support for tier II instruction and interventions. The district will identify best practices and resources to help manufacture a master schedule that will enable the school to offer tier II interventions during the regular school day. Students will be served based on weekly formative assessment data. The Student Assessment Director will assist in providing prompt results and data production of the formative assessments. Teaching and Learning will provide assistance in production of common formative assessments that address the core and meet the needs of the students at South Kearns Elementary. Best practice will guide the creation of interventions at all tier levels. Some of those interventions will include extended day, summer school, extra-time during the school day as well

as increased focus on learning throughout the school community. PBIS will enhance this focus. The district will guide technical assistance for all aspects of school reform.

(7) The district has taken, or will take, the following actions to modify its practices or policies, if necessary, to enable it to implement the Turnaround model fully and effectively.

7.a A list of practices and/or policies that may serve as barriers to successful implementation

- Regular hiring practices
- Communication
- Teacher Incentives
- Implementation Fidelity

7.b. Proposed steps to modify identified practices and/or policies to minimize barriers

Regular Hiring Practices

The Granite School District decided to write a School Improvement Grant for two of the four Priority schools identified this year. One of the main reasons for not writing an application for all four is the desire and belief that the Turnaround model has the best hopes for pervasive and rapid improvement. This model requires the replacement of the principal as well as at least 50% of the staff. The district intends to completely reconstitute the instructional staff. This will require the new principal to hire every staff member for the next school year. Even existing staff who wish to stay will have to apply and then be chosen by the new principal. Since the district became committed to the model, many practices around hiring had to be modified. The first change was the timing of the administrative change. In order to include the new principal in the grant application formation, the new principal was appointed on December 1. This is many months sooner than is normally the practice. Also, in an effort to afford the principal the time to reconstitute the staff under a new vision, the principal has been freed from their previous assignment as a principal of another school. The new principal will have an office at the district. From there she will begin the process of hiring an entire staff and formulating the new school vision in detail. This costs resources for salary. However, the district needed to make this change in practice for the initiative to have the best chance for success. Additionally, the timeline for hiring for the proposed SIG schools has been accelerated. The change in practice will allow South Kearns to hire before all other schools. The principal will have the time to not just interview but to also observe and truly vet each candidate who applies. Also, this process is happening now and will be long underway prior to the announcement of the SIG award. This was decided to move forward regardless of the SIG award to ensure success. These changes in hiring are a substantive departure from current practice and demonstrate a real commitment to the success of the model.

Communication

During the development of this grant application, communication barriers have been addressed and plans put in place to continue to foster appropriate conversations that will enhance the district's ability to improve South Kearns Elementary School. This has been done through collaborative efforts with all representatives of the District Improvement Steering Committee, the Granite District School Board and the Granite Education Association. Granite School District believes existing barriers to school reform can and will be overcome.

Teacher Incentive Bonus

Incentive bonuses based on student achievement may have potential barriers. To address the barriers, the Assistant Superintendent of School Accountability will continue to lead the collaborative efforts to work with the Board of Education, Granite Education Association, and Granite District Administration to address the barriers.

Implementation Fidelity

The School Support Team will be actively involved in monitoring and supporting the schools as they undergo transformation. The School Support Team will submit monthly reports to the Granite School District throughout the duration of this grant by way of the Turnaround committee. The USOE will be called on for technical support and monitoring as well. The External Providers will give an outside, objective view of the process and make any recommendations for improvement.

7.c. A procedure is in place to identify and resolve future issues related to practices and/or policies

The Granite School District Improvement Steering Committee (DISC) is effectively situated to resolve problems and find solutions to barriers as they arise. The committee is compiled of key district leadership who understand district policy as well as practice in the field. The School Accountability Director will be able to present problems or barriers to this committee which can brainstorm solutions and represents the full resources of the district. This District Turnaround committee can create solutions to ensure that full implementation is effectively achieved and South Kearns makes the necessary improvements in student achievement.

7.d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes

Assistant Superintendent Mike Fraser sits on DISC. He has developed a very good working relationship with the leadership of the Granite Education Association. As barriers present themselves involving personnel or the negotiated agreement, he is very well positioned to act as liaison with the GEA to find solutions to the barriers that may impede full implementation of the school improvement efforts.

Parent concerns will be handled at the school level when possible. If required, the School Accountability Director again can use the resources of the district to resolve concerns and remove barriers to success.

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

8.a. Identify how the district will provide leadership and support to South Kearns

The Granite School District Superintendent has assigned Assistant Superintendent Mike Fraser to oversee School Accountability Services. Mr. Fraser's division is charged with oversight for all schools and their ability to effectively educate students. School Accountability Director Jon Adams is specifically assigned to oversee South Kearns Elementary. In concert with School Accountability, two other divisions will add support to the reform efforts at South Kearns: Teaching and Learning Services as well as Educator Support and Development. The Teaching and Learning division will provide curricular support through specialists in language arts, mathematics, special education, and English language learning. The Educator Support and Development division is charged with supporting new teachers through induction and provides support through federal programs and other grant opportunities. These three divisions will work in tandem with School Accountability Services to ensure South Kearns has the support necessary to make the required changes and improve student learning.

Mitch Nerdin, Title I Director, will head the Turnaround committee. This committee will comprise of key personnel from all three district divisions to have oversight of the school improvement efforts at South Kearns. This committee will work in tandem with the SST Leader, Kami Alvarez as well as the "expert" providers, Education Direction. The Turnaround committee will hold external providers as well as school leadership accountable. Fidelity to the grant and the Turnaround model will be paramount. Ultimately, the committee will

work to ensure that the students at South Kearns are able to demonstrate increased academic learning by higher assessment outcomes.

8.b. Identify the district staff assigned to support implementation of the Turnaround model

The individuals listed below serve on the District Improvement Steering Committee (DISC). The members who are highlighted will sit on the Turnaround committee:

Assistant Superintendent School Accountability, Mike Fraser

School Accountability Director, Jon Adams

Assistant Superintendent Teaching and Learning, Linda Mariotti

Student Assessment Director, Dr. Rob Averett

Curriculum and Instruction Director, Mary Alice Rudelich

Special Education Director, Noelle Converse

Educational Technology Director, Patrick Flanagan

Educational Equity Director, Charlene Lui

Assistant Superintendent Educator Support and Development, John Welburn

Human Resources Director, Donnette McNeill-Waters

Research and Evaluation Director, Todd Braeger

Teacher/Administrator Induction and Intervention Director, Leslie Bell

Resource Development Director, Mitch Nerdin

Instructional Coach Mentor, Stacey Lowe

Instructional Coach Mentor, Thom Olsen

Instructional Leader Mentor, Marijean Woolf

Reading Coach Mentor, Karen Robinson

8.c. Identify the qualifications and relevant experience of the assigned District staff related to prior successful school improvement efforts

Each of the people cited above have excellent skills and experience in working with schools in a support role and has expertise specific to their title. All will work in conjunction with the school to implement the reform and intervention plan. All will work in collaboration with the School Accountability Director, Jon Adams. His position enables him to organize the district resources and seamlessly provide LEA support to the school. He is uniquely qualified to provide the kind of support needed for a reform effort like this one.

As a teacher and school administrator, Jon Adams has worked in three Title I and several diverse populated schools. As an educator for 22 years, he knows the dedication, leadership and on-going improvement needed to provide positive change in ensuring continuous academic and social growth.

As an administrator, he had the opportunity to blend a diverse student body and created a “can-do environment” setting high expectation for staff, students and himself. As a team, test scores rose by 40 percent.

Mr. Adams also had an opportunity to open a new elementary school in the Granite School District. The district’s audit of the new school earned excellent ratings in categories of measurement.

Jon Adams currently is an elementary school director, supervising 21 schools and administrators. He continues to provide solutions in order to make positive changes needed in a variety of community environments.

8.d. Describe how the district will provide ongoing technical assistance to make sure South Kearns is successful

The School Accountability Director will coordinate with all LEA personnel as well as the external provider to provide comprehensive technical assistance to the school. Professional Learning Communities will be the practical method used to organize the reform efforts concerning educator practice. Granite School District has established five non-negotiables that guide the work of teachers in schools. These five aspects of the teaching and learning process are embedded into the work PLCs do. Technical assistance will be centered on these five areas:

1. Fidelity to the Utah Core Standards
2. Use of the Instruction Framework
3. Use of district provided tools and assessments
4. Active participation in a high functioning PLC
5. Implementation of a school wide MTSS

As has previously been discussed, Granite District has developed curriculum maps that help teachers ensure they adhere to the Utah Core Standards and that students are exposed to the breadth of the core. This tool is effective technical assistance to ensure teachers maintain fidelity to the core.

The Granite School district Instructional Framework will guide the work of the PLCs and includes the pacing guides, lesson design template and other components which will guide the PLC through the process of answering four questions; 1. What do we want students to know? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. What will we do for students who already know it? The lesson design template ensures all lessons include direct instruction, guided practice, informal and/or formal formative assessment, independent practice and appropriate interventions and extensions. Technical assistance will be focused on ensuring explicit instruction occurs with a focus on learning for all students.

The district provides excellent benchmark assessments. These assessments will enhance the school's ability to understand to what degree students are learning in time to make necessary adjustments and ensure that all students learn at requisite levels.

As issues or problems that impede learning arise, the district will provide assistance in the creation and implementation of an adequate Multi-Tiered System of Support. This structure will enhance the school's ability to provide resources and interventions for students with academic, social/emotional, or any other need which may prevent the student from achieving at a high rate.

The district and the external provider will work together to provide technical assistance. This assistance will come through professional development, coaching and an observation feedback protocol. The emphasis of the coaching will be providing feedback on aspects of tier I instruction. This instruction feedback loop will enable the teachers to enhance their reflective practice regarding the explicit instruction model, frequent formative assessment and tier I interventions like small group and differentiation. The school will also receive support for tier II instruction and interventions. The district will identify best practices and resources to help manufacture a master schedule that will enable the school to offer tier II interventions during the regular school day. Students will be served based on weekly formative assessment data. The Student Assessment Director will assist in providing prompt results and data production of the formative assessments. Teaching and Learning will provide assistance in production of common formative assessments that address the core and meet the needs of the students at South Kearns Elementary. Best practice will guide the creation of interventions at all tier levels. Some of those interventions will include extended day, summer school, extra-time during the school day as well as increased focus on learning throughout the school community. PBIS will enhance this focus. The district will guide technical assistance for all aspects of school reform.

8.e. Describe how the district will collaborate with an experienced, USOE-approved SST Leader to support school Turnaround

Ms. Kami Alvarez will function as the SST Leader at South Kearns. She will work with the Turnaround experts, Education Direction. This company will be working alongside Ms. Alvarez to support the school. She will work continuously with them to ensure a comprehensive alignment to both district and state Title I requirements.

The director of Title I, Mitch Nerdin, will head a Turnaround committee of district personnel. This committee will be charged with ensuring that the supports provided by Education Direction and Ms. Alvarez are aligned to district goals and initiatives, is strategic and timely, and most importantly is having the desired effect. This committee will provide accountability for the district in its evaluation and review of the work performed by these consultants. The committee will meet at least monthly with the sole purpose of reviewing the work of school improvement at South Kearns. Data, both formative and summative, will be analyzed in this meeting to verify and monitor the success of the external providers as well as the overall school improvement efforts.

(9) The district will meaningfully engage families and the community in the implementation of the Turnaround model on an ongoing basis.

9.a. Family and Community Engagement

Community parent meetings will be held during the pre-implementation year focused on building understanding of the grant process and school needs. Following this meeting a parent survey regarding areas of concern or areas of strengths will be taken. From this data a plan will be developed to honor traditions that have been established while determining ways to address areas of concern. This plan will be shared with all stakeholders, including the School Community Council, PTA, community support agencies, staff, and parents. To keep parents informed on an on-going basis a monthly newsletter will be posted online on the school webpage or sent home to those without internet access. This newsletter will include updates on overall school progress following quarterly benchmark testing, information regarding the Utah Open Enrollment process, a calendar of upcoming activities such as school family nights (literacy, math, and science) or health and welfare support services that are available. The school will also utilize the district communication system which allows us to send reminders via phone or text messages regarding important events happening at the school. Additionally, as home visits are completed, each family will be encouraged to register for a parent portal account and will be registered for notification of student grading issues such as missing assignments and failing scores. For parents without internet access, teachers will send weekly progress reports home with the students.

9.b. School Administration Engagement

The Turnaround committee will work closely with the accountability director to ensure the administration is hard at work and engaged in the process. The principal will work with the External provider on an at least weekly basis. The principal will be engaged as they are leading the entire process. Nothing in the school improvement process will happen without involvement and engagement from the administration.

9.c. Teacher Engagement

Teachers will work with a coach at least weekly throughout the term of the project. Teachers will remain engaged as each individual teacher will work with a grade level PLC. They will meet weekly with the PLC to review formative data and make instructional decisions based on that data. Teachers will also be involved in the different leadership teams. Teachers will be involved and included in all decisions made about goals, professional development and focus and direction of the school. Data about progress will be shared in email communication from the principal and the external providers.

9.d. Granite School District Board of Education Engagement

The Turnaround committee will work to inform the District senior leadership. The Superintendency works closely with the school board. They meet twice monthly. In those meetings, as well as informal conversations,

the school board will be kept apprised of the progress of the school improvement efforts at South Kearns. As the school makes expected gains on the SAGE toward SMART goals, those gains will be communicated to the school board for celebration.

(10) The LEA must describe how it will sustain the reforms after the funding period ends.

10.a. A list of the ongoing supports needed to sustain school improvement

The district has the capacity and commitment to realign existing resources to sustain the components of this initiative that prove successful. At present, we believe sustainability will require realignment of existing supplemental financial resources (including Title I, Title II, Title III, and local school improvement funding) at South Kearns and at the district office to fully support elements of the Turnaround that prove effective including the use of these funds to support additional instructional time. This application avoids the hiring of additional staff that would not be sustainable at the conclusion of the funding period.

A central part of the technical assistance and professional development provided to administrators is to identify and strengthen procedures necessary to sustain the reform. The training and support for the administrators to identify key activities which improve student achievement and effectively use the existing procedures to leverage improved performance will continue to benefit the school and the district as we work to sustain and replicate the reform components.

- Achievement bonuses are not sustainable without additional resources and act at this stage as enticements to the skilled teachers needed to determine the components of the reform that are viable and meaningful to increased focus and attention on improving the culture and commitment to increasing student achievement results.
- Having the staff in place to allow the implementation of the other activities and the district's ability to demonstrate the critical nature of willing teachers committed to student success is essential.
- The on-going, job-embedded professional support for teachers will result in better skilled and reflective teachers able and experienced in the constant review of student achievement to guide shifts in practice needed to improve achievement.
- The ability of instructional coaches to support teachers in improving practice will inform coaching and professional development efforts well beyond the three years of funding available through this grant.

Moreover, the focus and resolve necessary to fully execute the components of this reform provide the district the opportunity to revisit and revise policies and procedures that impede the implementation of practices that better support student achievements and knowledge and experience that will impact the work of the organization well beyond this funding. Attention to the findings of the evaluation of both the implementation and outcomes of this initiative will be incorporated into the future practices of key decision makers throughout the district. Thus, capacity will be built at the teacher, administrative, and district levels which will be shared widely through ongoing professional development, improvement plans, leadership meetings, and hiring and evaluation processes.

10.b. A description of how the district will continue to support the continued school improvement process

A Turnaround committee is being created at the district level to support South Kearns specifically through the school improvement process. The director of Title I, Mitch Nerdin, is the chair of that committee. His position over Title I will ensure the focus on school improvement will continue well beyond the funding of the SIG. Mitch Nerdin also sits on the aforementioned DISC committee. His position again allows for coordination with the Accountability Director and all other leaders in the district that oversee programs and departments that will

have continued interest and concern with South Kearns in the future. This will include and is not limited to curriculum coordinators for reading/language arts, mathematics, assessment, Title I, Title III/ESL, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel. The expectation is that this Turnaround committee will stay in place and continuously function as the body that works to ensure lowest achieving schools get the support needed to make necessary changes and improvements. The Turnaround committee is not only being created to support the schools during the SIG grant, but also it is a new and needed reorganization of district personnel to support our lowest achieving schools.

10.c. A description of anticipated funding from local, state and federal resources committed to meet the needs of continued school improvement

Granite School District is committed to the South Kearns Elementary School improvement project and will support their efforts during grant funding as well as look to the future with a project sustainability plan. District resources used for funding during the project will continue once grant funding is over to ensure project sustainability.

1. Significant Title I funds to the school sites
 - a. Granite School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2013-2014, the formula Per Pupil amount extra for South Kearns Elementary school was \$980. The District will maintain that level of commitment.
2. Intervention Time during the School Day
 - a. Additional staff will be hired using Title I funds to provide support to students during the school day. This support will target students who did not demonstrate proficiency on weekly formative assessments. Additional time with a classroom teacher will be provided to the student with focus on learning key concepts found in the Utah Core Standards.
3. Instructional Coaches
 - a. Out of the Title I allotment, Granite District provides for additional FTE to fund an Instructional Coach at South Kearns Elementary School. School LAND Trust dollars is used, as stated in their plan, to provide additional staff for the interventions in the school. This commitment is expected to continue. The school will have the additional resources to place additional teachers and paraeducators where needed as demonstrated by student proficiency rates. These coaches and additional personnel will sustain the programs created that will lead to supporting struggling students such that many more achieve high levels of proficiency.
4. Reading Coaches
 - a. With the use of Reading Achievement Program funds, reading coaches are provided at South Kearns Elementary School. South Kearns receives a 0.5 FTE for this support. This supports the new reading intervention program at the school.
5. Before and After School Program
 - a. United Way and Title I funding will be used to extend the learning day for South Kearns students. Students will participate in activities that are designed to augment learning in the classroom and serve as an intervention for students not understanding tier I instruction or an extension for those who have demonstrated proficiency on essential key concepts.
6. Summer School
 - a. Title I funds may be used to extend the learning time into the summer months. This will again enhance learning outcomes as well as combat regression due to extended time away from the classroom.

10.d. Written assurance from the Superintendent that he will continue to support the school improvement process after the funding period ends

See Attached

10.e. Written assurances that the School Board will continue to support the school improvement process after the funding period ends

See Attached

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

Open Court Reading® will be the base of our literacy intervention program at this time. What Works Clearing House states that *Open Court Reading*® was found to have potentially positive effects on general reading achievement and comprehension for beginning readers. Working with this as our base program, students will be tested using Dibel's. Students scoring below benchmark will then be given the Core Phonics survey. From this data students will be identified for a reading intervention class that will be utilizing *Early Reading Intervention*® (ERI®) in kindergarten and first grade, the *Open Court Reading*® Intervention program, and Read Naturally in all other grades. What Works Clearing House reports *Early Reading Intervention*® was found to have potentially positive effects on alphabets and comprehension and that *Read Naturally*® was found to have potentially positive effects on general reading achievement and mixed effects on reading fluency. In addition to these academic components, Accelerated Reader will be used to motivate and support reading efforts. *Accelerated Reader* was found to have mixed effects on comprehension, and potentially positive effects on general reading achievement as cited as part of the What Works Clearing House studies. As our district is in the process of adopting a new Language Arts program, adjustments may be made if components from the newly selected program are research based and proven to have the same or better outcomes.

A schoolwide positive behavior program that is currently in year 2 of its implementation will continue at South Kearns as this has been established throughout the community. This program was developed using the Positive Behavior Intervention Supports (PBIS) model. Positive Behavior Interventions and Supports is a system approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. It consists of core elements that are integrated into the organizational system with administrators and behavior specialist, working as a team. The Syntheses of School-wide PBIS from Mental Health Institute recognizes that most experts in the field agree that school-wide PBS is in its infancy; however, results of PBS are very promising.

Another evidence based strategy that will be established at South Kearns is a Multi-Tiered System of Support beginning with the leadership team that will delve deeper into school data and drive training decisions. This team will be the link between grade level professional learning communities. This team is comprised of a primary, intermediate and upper grade level teacher as well as an intervention teacher and a representative from support services. An MTSS team will also be established where teachers can present individual student concerns and gain intervention ideas and supports for students not making progress. This team will be comprised of regular education, special education, support personnel and the principal. The MTSS team will work closely with all teachers in developing and implementing a school-wide system of support. This support system will ensure no student is falling too far behind. More so, it will ensure that all students gain the requisite knowledge and skills to become proficient. The system of support allows the community of teachers to work cohesively to answer all problems, concerns and needs. It also ensures that the focus is maintained on academic success and not derailed by the crisis of the day. A Student Support Team (SST) will also be established. This team will consist of special education and support personnel as well as the principal. Each of these components will support Tier 1 classroom instruction which is the base of a good education.

As a supplement to our district wide math program, South Kearns will begin using MIND Research Institute’s Spatial Temporal Math (ST Math). WestEd measured the impact of *MIND’s ST Math*® program in a study of 209 second through fifth grade classrooms and found an effect size across multiple grades in California to be 0.47 – well beyond the federal What Works Clearinghouse criteria of 0.25 for a “substantively important” effect. Additionally, multiple case studies, in many states, have been conducted and the results show that in Title 1 with minority populations the program is having a meaningful and critical impact.

Granite School District currently has Optional Extended Kindergarten (OEK) in all Title 1 schools. This will also continue at South Kearns. In addition to OEK, Granite School District supports through our district Educational Equity department, the use of Sheltered Instruction Observation Protocol (SIOP) and WiDA English Language Proficiency Standards. Teachers who are selected to be a part of the reconstituted staff must be trained or willing to be trained in the effective use of each of these strategies.

(12) The district will monitor achievement at South Kearns and the implementation of the Turnaround model.

12.a.b. The district will establish annual SMART goals on the State’s assessments in both reading/language arts and mathematics

South Kearns - SMART Goals - SAGE					
	2017	2018	2019	2020	
English/ Language Arts	25%	33%	40%	46%	
Mathematics	25%	33%	40%	46%	

The school is establishing these as minimum SMART goals for each year on the SAGE assessment. The school will be monitoring and predicting results on the SAGE throughout the year as it works with formative assessment results on a weekly basis. The district requires the school to use benchmark assessments that continue to provide a mechanism to monitor the percentage of students who are proficient.

At the end of each year, the Turnaround committee, working closely with the school, will be anxious to get that year’s summative assessment result from the state SAGE scores. Emphasis will be given to look at proficiency as well as growth scores. Teachers, grade levels and the school will be monitored by the Median Growth Percentile. This measurement will indicate the areas of instructional strength and weakness. This post assessment will help make course corrections for future years.

12.c. The district will measure progress on the leading indicators as defined by Addendum C

The new principal will oversee the completion and submittal of the leading indicators. Those data strands are readily available through the staff evaluation process conducted by the principal, through review of the Board approved calendar, by way of the creation and implementation of the School Improvement Plan, and by the time and attendance sheets Human Resources maintains for each teacher at the school.

12.d. The district will evaluate the effectiveness of the reform strategies being implemented

The Educator Support and Development Division has developed an appraisal process which provides feedback at multiple times during a single year. That protocol will provide some feedback to the district regarding the success of this reform effort.

At least three times a year, benchmark assessments will be administered to the students. These assessments will provide data to inform the analysis of effectiveness of the programs and reform efforts.

As part of this grant, the School Leadership Team will continue to supply Granite School District and USOE with quarterly progress reports for the duration of this grant.

The Turnaround committee will be the most involved in the monitoring of the implementation effectiveness. This committee will be looking at the key indicators, the benchmark data as well as formative assessments to ensure improvement. Course correction will be made immediately upon reveal of data inconsistent with expected growth outcomes.

12.e. The district will monitor student achievement by individual teacher/classrooms

The school will use a variety of assessments to gauge student performance, both formative and summative. Progress monitoring, common formative assessments, benchmark assessments, SAGE, UALPA, DWA as well as indicators such as office referrals, attendance, safe school violations, and attendance rates will be used to conduct an annual needs assessment.

DIBELS data is used conscientiously at South Kearns Elementary. Regular data meetings determine student interventions and instructional improvements. PLC teams will develop and utilize common formative assessments to determine mastery of essential standards and to provide timely, targeted interventions for students who need extra help in reading.

As mentioned, the Turnaround committee will review school data throughout the year and provide any needed assistance to help the school stay on track. The committee will meet twice monthly with specific agenda items to monitor that deal directly with student achievement.

12.f. The district will monitor South Kearns frequently

At least twice monthly, the school will be involved in technical assistance meetings which will also serve as monitoring visits from the district. These experiences will allow the school to talk about its efforts and evaluate success and areas for improvement. These meetings will continue to provide an avenue for the creation and evaluation of 30 day plans. This will ensure that South Kearns will be taking active steps in the reform and improvement process. This monthly planning and review will allow the School Accountability Director to monitor and understand any unaddressed needs. The Director can then report back to the district DISC committee to rally additional resources or support.

12.g. The district will use the following monitoring strategies

- 30 day plans
- Principal interviews
- Walk-throughs
- Teacher observations
- Formative assessments

- Benchmark assessments
- Leadership team meetings
- Summative evaluations
- Data on the leading indicators reviewed monthly
- Systemic school appraisal conducted twice annually

12.h. If student achievement results do not meet expected goals, the district will assist the school in identifying and implementing strategies to improve outcomes

A system of ongoing evaluation of the reform and necessary plan revisions will become part of the culture at both the school and district levels. PLC teacher teams as well as the school as a whole will set and adjust short-term SMART goals and make any necessary plan revisions. The School Support Team and External Consultants will monitor and ensure that South Kearns maintains a rigorous system of self-evaluation and a commitment to plan implementation.

All efforts to implement the reform strategies will support the South Kearns learning community in meeting expected goals. As the reform is implemented, ongoing monitoring of success and necessary adjustment will be critical to make the requisite gains. It is imperative to the success of the reform efforts that the district increase the involvement of district leadership, has direct conversations about transformational change, improve the intentional supervision of teacher performance, and increase instructional time and the school year via summer school. It is anticipated that these efforts will apply the necessary pressure to make clear that the intention of the reform is to increase the achievement of students. If the school does not meet the goals, district leaders will continue to work with the school community to further strengthen the implementation efforts. This may include modifying the school day, shifting the focus of professional development, and being creative about student groupings for Tier I, II, and III instruction. As we know the greatest factor in student achievement is the teacher; failure to meet the expected goals may necessitate removing ineffective teachers. District support will be provided to South Kearns’s administrative team to follow the determined process for removing a teacher reviewed here:

- Teachers and administrators participate in a collaborative intervention plan designed to improve teaching ability.
- Participation in formal remediation will follow if the teacher fails to improve after the implementation of the intervention plan.
- Refutation to comply with administrative direction may result in termination.
- Continued failure to improve student achievement following ample professional assistance may result in the teacher being removed and replaced.

(14) The district intends to use the 2016 year of its School Improvement Grants award for planning and other pre-implementation activities for South Kearns. A description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the Turnaround model.

Family and Community Engagement

Community meetings will be held to keep community members informed and connected to their school. A winter meeting was held that focused on current school performance, the model selected for School Improvement and the steps being taken to develop the school plan. In the early spring parents and students will be surveyed to gauge the needs of the school and to better understand the traditions they hold sacred. From this information a plan to address the social, emotional, and academic needs while honoring their traditions will be established. This information will be shared through multiple avenues. All notices of meetings or community

services available will be sent to parents through students, phone call and email systems and on social media. Additionally family events will be planned that focus on academic learnings such as math and literacy. Building parent understanding and support for the academic increases at the school will be a critical factor for our success.

Rigorous Review of External Provider

A rigorous screening of possible external providers was conducted through the district in connection with the school principals. From this screening, Education Direction was selected to support South Kearns. This selection was made due to the ability to work as a network with other area Title 1 schools to improve achievement. This overlap will help each of these schools identify needs specific to their school and to identify needs which are consistent throughout the Kearns Network of schools. By addressing those overlapping needs we can be better prepared for the many students who transition between our area schools. The school principal will monitor and report on the support being provided to the district Title 1 director during monthly meetings. This support should be focused on specific school and network needs and show that it is making an impact on student achievement.

Staffing

In order to establish a new vision for South Kearns, Granite School District has selected the Turnaround model which will allow for the staff to be fully reconstituted. This requires that all staff currently at South Kearns to reapply for their positions if they wish to stay. Teachers from throughout the district will also be encouraged to apply for positions in the hope to gather experienced, dedicated teachers who support the vision of change for South Kearns. All applications will be screened through interviews and observations focused on the following major teaching competencies: 1) A commitment to high achievement for all students. 2) Analytical, data-driven, and results oriented teaching. 3) Understand, respect, and support diverse family cultures, values and beliefs. 4) Supportive and willing to build a culture of collaboration and teamwork. 5) Has or is willing to develop deep content and pedagogical knowledge and skills.

Instructional Programs

A new district provided Language Arts program that has been vetted by a selection committee based on its' alignment to the Utah Core Standards will be implemented beginning in the 2016-2017 school year. To supplement this instructional program, a reading intervention program will be implemented that allows for increased time, intensity and focus for struggling students. Alphabetic recognition and phonemic awareness will be utilized using Early Reading Intervention materials along with strategies from Jill Jackson and Beverly Tyner. In grades 1-6 intervention materials from Open Court Reading along with Read Naturally will be used intensely while working in a small group setting with a trained intervention teacher. These intervention materials will be aligned to district provided Language Arts materials which support the Utah Core Standards and will supplement the whole classroom instruction. Other materials such as Accelerated Reader, Words Their Way and Step Up to Writing will also be utilized throughout the school allowing for consistency in instruction and motivation to read and write. District provided Go Math materials will be utilized as the base for math instruction. Curriculum maps have been developed by district specialists to help teachers understand areas of strengths within the program and how it aligns to the Utah Core Standards. To supplement instruction, Spatial Temporal Math (ST Math) will be used throughout the school. ST Math provides a game-based visual math instruction component that will support the diverse needs of the school population and is aligned to the Utah Core Standards. By using Go Math and ST Math in tandem, teachers will have multiple approaches to rely on to build depth of understanding by all students on Core objectives. To allow time for instructional planning and aligning

curriculum to State standards, PLC time will be provided approximately 2 times per month. Additionally, teachers will be compensated monthly for 2.5 hours of data discussion time and 2.5 hours of professional development. These specific times will allow for horizontal as well as vertical collaboration between teachers.

Professional Development and Support

As the South Kearns staff is being reconstituted, building a culture around the school vision will become critical. This will begin prior to school starting in August. A training week will be conducted that will include team building and trainings focused on relationship building, community needs, student performance data, and instructional materials that will be utilized. This will be the kick-off and on-going training will be provided as the year progresses and data is monitored. A master schedule will be developed that will allow for common planning time, mentoring, and outside consultation times.

Preparation for Accountability Measures

As part of a teacher’s Professional Growth and Evaluation process, teachers will be encouraged to set and meet individual goals focused on improved teaching skills leading to higher academic achievement. Student mastery of State Standards will be tracked per grade level by teachers and also by students with an individual data book. Common formative assessments will be utilized by all grade levels as well as district mandated benchmark testing. State SAGE testing will also be given and the data analyzed for growth. This multi-level approach to data will give all stakeholders the needed information to support success and adjust where needed.

Costs associated with each of these pre-implementation activities will be included in the budget worksheet. (See Section C.)

- (18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.**

SIG Timeline - South Kearns				
Model Requirement	Evidence and Data Sources	Activities	Responsibility	Milestones (Dates)
Replace the Principal	Board Report	Appointed	Mike Fraser	1-Dec-15
	Board Report	Principal working for South Kearns	Mike Fraser	19-Jan-16
	Board Report	Principal Official Start	Mike Fraser	1-Jul-16
Provide LEA support to the new principal	Board Report	Appoint early	Mike Fraser	1-Dec-15
	Job Posting	Allow selection of staff	Mike Fraser	Mar-16
	Agendas	Turnaround Committee	Mitch Nerdin	Dec-15

Grant greater flexibility to the principal	Job Posting	Staffing	Mike Fraser	Ongoing
	Title I plan	Autonomy with Budgets and Plans	Mitch Nerdin	Ongoing
	School Calendar	PD Calendar	New Principal	Spring each year
	School Schedule	Master Schedule	New Principal	Spring each year
Locally develop and adopt competencies to screen existing staff	Hiring Rubric	Establish teacher criteria	New Principal	Jan-16
Replace 50% of the existing staff	Job Posting	Require all staff to reapply	Mike Fraser	Nov-15
	Job Posting	Hire new staff	New Principal	Mar-16
Implement strategies to recruit, place and retain staff	Job Posting - Recruitment Communication	Recruit	HR Dept	Mar-16
	Job Posting	Hire new staff	New Principal	Mar-16
	Staff Retention rates	Retention	New Principal	Ongoing
Select and hire new staff	Job Posting	Hire new staff	New Principal	Mar-16
Provide ongoing job-embedded professional development	School Calendar	Design/Implement PD	New Principal and Teacher Leaders	Spring each year
Adopt a new Governance structure	New Teams	Develop new leadership teams	New Principal	Spring 16
Use data to identify and implement an instructional program that is research-based	Reading Program	Implement a Reading Program	New Principal	Fall 16
	Math Program	Implement a Math Program	New Principal	Fall 16
Promote the continuous use of data to	PLCs	Create PLCs	New Principal	Fall 16
	Master Schedule	Provide PLC time	New Principal	Fall 16

inform and improve instruction	PLC Deliverables	PLC use data	New Principal and Teacher Leaders	Ongoing
	SAGE data	Teacher improve practice	New Principal - External Providers	Summers
Establish a schedule that increases learning time for students	Master Schedule	Increase daily class time	New Principal	Fall 16
	School Calendar	Develop After School Program	New Principal	Fall 16
	School Calendar	Develop After Summer Program	New Principal	Spring 17
Provide social/emotional and community oriented services for students	School Calendar	Home Visits	New Principal and Teachers/Staff	Ongoing
	Job Posting	Full-time social worker	New Principal	Fall 16
	Parent Center	Parent Center	Assigned Staff	Existing
Planning/pre-implementation activities that will lead to successful implementation of Turnaround	New Principal	Hire and place new principal	Mike Fraser	1-Dec-15
	Job Posting	Replace Staff	New Principal	Mar-16
	Open Houses	Communicate with Parents	New Principal and Teachers/Staff	Spring 16
	School Calendar	Train new staff	New Principal and External Provider	Jun-16

C. BUDGET:

LEA BUDGET FOR SOUTH KEARNS						
Expenditures	Year 1 Budget (Pre implementation)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability)	Five-Year Total
Salaries						
New Principal (0.5 FTE)	56,591.00					56,591.00
School Social Worker/Psychologist (.05 FTE)		30,000.00	30,000.00	30,000.00		90,000.00
Reading Interventionist (1.0 FTE)		60,000.00	60,000.00	60,000.00	60,000.00	240,000.00
Language Arts Instruction/PLC Goal (20 Teachers @ \$500 Each)		10,000.00	10,000.00	10,000.00		30,000.00
Language Arts Instruction/School Goal (20 Teachers + Principal @ \$500 Each)		10,500.00	10,500.00	10,500.00		31,500.00
Mathematics Instruction/PLC Goal (20 Teachers @ \$500 Each)		10,000.00	10,000.00	10,000.00		30,000.00
Mathematics Instruction/School Goal (20 Teachers + Principal @ \$500 Each)		10,500.00	10,500.00	10,500.00		31,500.00
Professional Development Summer (20 Teachers for 5 on 8 hr days @ \$20 per hr = \$1,200 Each)	24,000.00	24,000.00	24,000.00	24,000.00		96,000.00
Professional Development Monthly (20 Teachers for 20 on 2.5 hr @ \$30 per hr = \$1,500 Each)		30,000.00	30,000.00	30,000.00		90,000.00
Home Visit Program (20 Teachers for 2 on 6 hr days @ \$50 per hr = \$200 Each)		7,200.00	7,200.00	7,200.00		21,600.00
Home Visit Program (1 SW/ Psych for 40 on 6 hr days @ \$50 per hr = \$700 Each)		7,200.00	7,200.00	7,200.00		21,600.00
Subtotal	74,591.00	185,000.00	185,000.00	185,000.00	60,000.00	639,591.00
Benefits						
New Principal (0.5 FTE)	15,003.21					15,003.21
School Social Worker/Psychologist (.05 FTE)		9,300.00	9,300.00	9,300.00		27,900.00
Reading Interventionist (1.0 FTE)		18,600.00	18,600.00	18,600.00	18,600.00	74,400.00
Language Arts Instruction/PLC Goal (20 Teachers @ \$500 Each)		3,100.00	3,100.00	3,100.00		9,300.00
Language Arts Instruction/School Goal (20 Teachers + Principal @ \$500 Each)		3,255.00	3,255.00	3,255.00		9,765.00
Mathematics Instruction/PLC Goal (20 Teachers @ \$500 Each)		3,100.00	3,100.00	3,100.00		9,300.00
Mathematics Instruction/School Goal (20 Teachers + Principal @ \$500 Each)		3,255.00	3,255.00	3,255.00		9,765.00
Professional Development Summer (20 Teachers for 5 on 8 hr days @ \$20 per hr = \$1,200 Each)	7,440.00	7,440.00	7,440.00	7,440.00		29,760.00
Professional Development Monthly (20 Teachers for 20 on 2.5 hr @ \$30 per hr = \$1,500 Each)		9,300.00	9,300.00	9,300.00		27,900.00
Home Visit Program (20 Teachers for 2 on 6 hr days @ \$50 per hr = \$200 Each)		2,352.00	2,352.00	2,352.00		6,956.00
Home Visit Program (1 SW/ Psych for 40 on 6 hr days @ \$50 per hr = \$700 Each)		2,352.00	2,352.00	2,352.00		6,956.00
Subtotal	23,123.21	57,250.00	57,250.00	57,250.00	18,600.00	213,773.21
Contract Services						
Professional Development Presenters	15,000.00	15,000.00	15,000.00	15,000.00		60,000.00
Subtotal	15,000.00	15,000.00	15,000.00	15,000.00	0.00	176,836.00
Educational Programs						
Accelerated Reader - STAR		7,000.00	7,000.00	7,000.00		21,000.00
3T Math	40,500.00	4,500.00	4,500.00	4,500.00		54,000.00
Subtotal	40,500.00	11,500.00	11,500.00	11,500.00	0.00	75,000.00
Supplies						
Accelerated Reader - Library	4,500.00	250.00	250.00	250.00		5,250.00
Professional Development	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
Subtotal	9,500.00	5,250.00	5,250.00	5,250.00	0.00	25,250.00
Sub-Total	\$162,734	\$274,100	\$274,100	\$274,100	\$78,600	\$1,063,634
Indirect Costs						
2.42%	3,957.68	6,633.22	6,633.22	6,633.22	1,962.12	25,739.46
Subtotal	3,957.68	6,633.22	6,633.22	6,633.22	1,962.12	25,739.46
Total All Costs	\$166,691.68	\$280,733.22	\$280,733.22	\$280,733.22	\$80,562.12	\$1,089,373.47

D. ASSURANCES:

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus 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.
- Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- Ensure that each Priority and Focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Utah State Office of Education required assurance:

- Conduct a school appraisal using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders is available upon request of USOE staff.



Board of Education

Terry Bawden, President

2500 S. State Street

Salt Lake City, UT 84115-3110

December 18, 2015

Brad C. Smith
State Superintendent of Public Instruction
Utah State Office of Education
250 E. 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Superintendent Brad Smith,

As president of the Granite School District Board of Education, I support the school improvement plans for South Kearns Elementary and West Lake Junior High as outlined in these applications. The Board will support the practices described in the applications for these two schools. We understand the required elements of the School Improvement Grant (SIG) Turnaround Model as outlined in the LEA assurances document. These assurances have been signed off by the Superintendent of Schools for the Granite School District.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Terry Bawden". The signature is fluid and cursive, with a long horizontal line extending to the right.

Terry Bawden
President, Granite School District
Board of Education



December 18, 2015

Brad C. Smith
State Superintendent of Public Instruction
Utah State Office of Education
250 E. 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

Superintendent Brad Smith,

Granite School District is submitting School Improvement Grant applications for South Kearns Elementary School and West Lake Junior High School. The schools each experience a high rate of poverty, have a very diverse student population, and both are identified as Title I schools, priority schools and turnaround schools.

Granite School District is committed to the changes that are needed to promote student achievement at the schools. I assure the district's support to the projects by committing our resources in both personnel and program funding so the projects as well as program have sustainability once the grant funding is over. The South Kearns and West Lake School Improvement efforts have the support of our local teacher association in addition to the district's commitment. Association representation has been a part of the projects' planning process. The principal at both schools will be replaced. We have selected strong principals to lead the reform efforts. These new principals will work with our district to involve the community in the process of school improvement.

Goals for student achievement in language arts and mathematics have been established as part of the reform process. The projects will include incentive based bonuses for teachers as their students reach target scores on SAGE. The learning day will be extended and instructional hours will be increased. Tier 1 instruction will be targeted for improvement and more time and resources dedicated to interventions. A summer program will also be established for students who are identified as needing additional help. Targeted professional development will be used to build capacity and support staff. Granite School District will use its resources through its Curriculum Department, Assessment Department, Special Education Department, and Resource Development Department to ensure success in both schools.

Granite School District is dedicated to these projects and will comply with all the requirements of SIG funding as well as accountability for program results. Grant funding is critical to the turnaround intervention model that will be implemented at South Kearns Elementary and West Lake Junior High. I request your consideration to fund the South Kearns Elementary and West Lake Junior High improvement projects.

Sincerely,

A handwritten signature in blue ink, appearing to read "M. Bates", is written over a light blue circular stamp.

Martin W. Bates, J.D., Ph.D.
Superintendent

Addendum C

What are the leading indicators that will be used to hold schools receiving SIG funds accountable?

The following metrics constitute the leading indicators for the SIG program:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high school, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Chronic absenteeism rates;
- (8) Distribution of teachers by performance level on an LEA's teacher evaluation and support system; and
- (9) Teacher attendance rate.

SIG Revisions 2016

South Kearns Elementary

Please provide additional information about the math program that will be implemented, including Tier 1 instruction as well as math interventions.

South Kearns will be utilizing the 2015 Go Math Edition in all classrooms. Each lesson follows a 5 E format which supports instructional goals from the Utah Core State Standards for Mathematics. Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. This lesson structure allows students to build on prior knowledge and experience and construct meaning at a deeper level. All teachers will be trained extensively on the effective use of the 5 E format in order to provide students with quality tier 1 instruction. To supplement this instruction and help make it more visual, math manipulatives will be utilized, when possible, building from concrete to abstract thinking. Additionally Spatial-Temporal (ST) Math will be used within each classroom. This program is a visual math instruction supplement that was created to boost math comprehension and proficiency through visual learning. During class instruction time, teachers will integrate the use of ST Math in a variety of ways. ST Math can be projected on the interactive white board for all students to see as teachers work step by step through a visual representation of a concept. It can also be used individually by students as a support or review of a concept once formal instruction has taken place. These math games can be played individually during small group math rotations, as homework component that can be assigned individually, or an enrichment and challenge for higher achieving students. The ST Math software games are interactive and help students make connections between visual representations to symbolic representations of math concepts. This instructional software will scaffold the learning as the games gradually increase in difficulty and is language-independent so all students can succeed; a plus for our English Language Learners. Utilizing common formative assessments weekly, teachers will be able to monitor student learning and quickly adjust to meet their needs. Students needing further instruction will then be strategically grouped based on this data to receive additional teacher support during established math rotation times. In addition to the common formative assessment, data from the ST Math embedded assessments will be analyzed monthly to determine areas of concern. District provided pre and post benchmark tests will also allow for teachers to monitor progress towards higher achievement in math.

Please provide additional information about the literacy program that will be implemented, including Tier 1 instruction as well as the intervention program.

The Language Arts program at South Kearns Elementary will consist of two major components. The first component focuses on quality Tier 1 instruction. All teachers will be given new or refresher training on the use of each of the 5 key areas of reading: phonemic awareness, systematic explicit phones, fluency, vocabulary, and comprehension which make up the foundation to the SRA Imagine It! Reading program. Tier 1 instruction will consist of whole group and small group instruction. During whole group students will be instructed on the following components: foundational reading skills, word study, comprehension and writing with an emphasis on grammar and spelling. Close reads will also be utilized to support

reading comprehension and writing during whole group instruction. This focus on close reads will allow our students to learn to access complex text through collaborative conversations with text dependent questions. Small group instruction will be designed by classroom teachers to support the academic reading needs of their students or to provide deeper challenges to those students who are showing high achievement.

The second component will be centered around Tier 2 instruction that focuses on intervention. All students will be given a Dibel's benchmark test at the beginning of the school year. Any student in grade 2-6 who is not at benchmark will then be tested using the Core Phonics Survey. This data will then be analyzed to determine the intervention needed to improve their reading. Identified students will be scheduled into a reading intervention classroom with a certified intervention teacher and a para-professional. If students are also served on an Individualized Education Plan for reading, the special education teacher will also push in for a portion of this time to support their IEP goals. This class is held to a maximum of 16 students in order to truly individualize their instruction. Based on their testing data, the focus would likely begin with phonics and move to a fluency or comprehension focus. These groups are adjusted as skills are achieved with the ultimate goal to have the students return to their homeroom class for small group instruction with the teacher.

During intervention time the 16 students would be further grouped, based on the individualized skills needed. Students would then rotate between multiple support personnel within the intervention room. The intervention teacher will focus on the specific identified skills that are lacking during one of the rotations. During another rotation a trained para-professional would focus on areas such the Fry Sight Words and Fry Phrases allowing the students supervised support as they practice these commonly used words. If students within the group are on an IEP, the resource teacher would also serve them during a rotation to meet their IEP goals and get an additional dose of phonics reading support. The intervention teacher and the resource teacher will collaboratively plan the intervention sequences needed. All intervention lessons will be accompanied by a homework packet that is reviewed nightly and supports the content focus for that week. At the end of each week, a common formative assessment will be given to test the skills taught that week along with a few questions from the prior week to identify if skills are being maintained. Additionally, Dibels progress monitoring will be completed each week.

Once students are proficient on phonics, as determined by the Core Phonics Survey, but are not reaching proficiency levels on Dibels due to fluency or comprehension/retell components, they will be placed in a reading intervention class with a fluency/comprehension focus. Group rotations similar to the phonics groups continue. The intervention teacher will work on fluency and comprehension based short readings from sources such as 6-minute solution, Read Naturally, and NEWSLEA. Reading intervention teachers will collaborate with the classroom teachers to pull stories that support the current class content and are on the correct Lexile Level. Students will read the story provided daily, retell important facts focusing on correct sequencing, and answer varying levels of comprehension questions. Our goal is to bridge the gap these struggling students have by learning to annotate the text and develop answers or inferences based on their annotations in order to succeed with the deeper rigor now seen on SAGE. Additionally, the resource teacher will also push in for IEP students and support comprehension and vocabulary. This double dosing in a small group setting helps build confidence and

skills as students are given multiple chances to practice fluency and retell as well as time to discuss each story and key vocabulary. A para-professional will also continue skill support with Fry phrases if student data shows this is still a need. Weekly Dibels progress monitoring will continue as well as weekly reading homework packets with new short 1 minute readings each night. Additionally, common formative assessments will be given every few weeks to track success of comprehension skills that have been taught.

Kindergarten intervention will begin with a pretest of letters and sounds. After reviewing the data and teacher feedback, small intervention groups will be formed. The Beverly Tyner program will be utilized. This program focuses on segmenting, letter and sound recognition as well as oral language and handwriting. Informal assessments are given at the end of each week. After the five week program, the students are given a post test. Some students will repeat the program, some are regrouped, and some are exited. This program is repeated until the student can segment, recognize letters, sounds, and produce the letter in writing upon hearing the sounds or letter name.

All students in first grade will participate in a 20 minute small group push-in where trained para-professionals, the reading intervention teacher and the regular classroom teacher, and possibly the resource teacher if students are qualified with an IEP. Students will have a phonics based reading packet including a decodable book, a fluency timing, as well as a set of 5 Fry sight words that is determined based on testing data. These groups are flexible and are adjusted as students develop reading skills. A few students needing additional support will be given a second dose in a small group pull out with the reading intervention teacher adding an additional instructional support.

Provide a description of the structure for the PLC's.

The Professional Learning Community structure will be integrated on many levels at South Kearns beginning with our shared School Turnaround Leadership Team (STLT). This team will be comprised of a representative from each grade as well as a representative from support personnel such as intervention/ special education, and our social worker or psychologist. This team will meet with Education Direction personnel one to two times a month to collaborate, problem solve, and make decisions through shared leadership. Decisions will be based on schoolwide data and information gathered from the grade level Collaborative Teacher Teams. The grade level Collaborative Teacher Teams (CTT-PLC) will determine essential learning outcomes, create common formative and summative assessments, and plan and implement interventions and extensions for student learning continually analyzing the effectiveness of Tier 1 instruction based on student outcomes. This on-going cycle will take place on a unit-by-unit basis. Look at data, design or modify instruction, determine intervention and extensions needed, and jointly map the curriculum to see that the Utah State Core Standards are taught. Success or areas of concern will then be shared back with the STLT team to allow short term goals and training decisions to be based on current school needs in order to meet the schoolwide SMART goals.

To accommodate the time for this type of Professional Learning Community structure our master schedule will include a 45 minute weekly time for grade level teachers to meet during the school day.

Additionally, on Friday after students are released, another 45 minute session will be provided at least twice per month. Also, in connection with our twice a month planned professional development time, teachers will also be given at least 45 minutes of the 2.5 hours to discuss and find ways to integrate new knowledge into their instruction. This schedule will allow all grade level teachers to have a minimum of 1.5 hours weekly to perform PLC duties.

All PLCs will also be required to complete the Granite School District “Working Together Summary” during each session. This accountability format lends itself to help teams and the administration to keep track and stay on focus to student needs. The 5 questions they answer as discussed include 1) What do we want our students to learn over the next several weeks? 2) What will we take as evidence that students have learned it? 3) How will we plan effective Tier 1 instruction? 4) How will we respond when students do not achieve mastery? 5) How will we respond when students have already reached mastery? This information is then shared with the principal and the district. This data can then guide our School Transformation Team with decisions that can impact further achievement.

Add additional details regarding the rationale and awarding of the teacher incentives.

The Turnaround model that was selected requires that the staff at South Kearns be reconstituted. Wanting teachers who have an internal desire to help a struggling school with deserving students was the ultimate goal but realistically we knew that adding the possibility of financial incentives might help build a larger candidate pool from which to select. Having a base of quality experienced teachers while keeping the focus on student achievement seemed one way to entice the type of teachers needed. The teacher incentive is tied to the school’s SMART goals. In grades 3-6 the Collaborative Teacher Team (CTT) which serves as the grade level PLC must meet the school SMART goal standard which is tied to the SAGE summative assessments for English/Language Arts and Mathematics. In kindergarten, first and second grade our English/Language Arts incentive will be tied to the Granite School District reading growth goal which is the average growth goal over the last 5 years + 2%. The Mathematics incentive for grades 1 and 2 will focus on the SAGE Formative Pre - Post test scores. To meet their incentive goal these grades must achieve an average of 30% growth between the pretests and post tests. Kindergarten math growth will be based on the district kindergarten post assessment math questions. Our goal would be to have an average of 4.5 grade wise when divided by the number of questions and the number of students.

School wide incentives are based on the same school SMART goal standard. If grades 3-6 meet those standards, all teachers regardless of grade level will receive the incentive. Having a schoolwide incentive allows for ownership of all students with all involved in building a team unity for success for all.

Please describe in more detail the specific role that Education Direction will play in the school turnaround efforts at South Kearns (i.e., the tiered systemic approach to district, principal, and teacher coaching cycles).

Education Direction has been selected as the External Provider for South Kearns during the pre-implementation year as well as the first two years of implementation. Kami Alvarez has been assigned to support the school as the School Support Team Leader.

During the pre-implementation year, Education Direction will be conducting a full appraisal and needs assessment to better understand the community, the current state of affairs, as well as some of the pitfalls the current staff and administration have experienced. This data will better help the new principal and the external provider as well as other teacher leaders to begin to create a plan to guide the school toward improvement.

The district, with the guidance of Education Direction, will be reorganizing coaching and collaboration as well as communication and support between district resources, school leadership and grade-level teacher teams. This will become a three-tiered model of support to ensure that student achievement is improved. The efforts will be to create policy and guidance that enabled practice. It will also allow for practice to inform policy and guidance. The cycle will open doors of communication at all levels to truly improve outcomes for students.

The district will create a District Turnaround Team (DTT). They will be charged with: 1. Leading district-wide turnaround efforts; 2. Monitor progress for each turnaround school; 3. Allocate and coordinate resources. South Kearns will create or refine a school leadership team comprised of the principal, instructional coach and grade level teachers. This leadership group will become the School Leadership Team (STT). They will be charged with: 1. Leading school-wide turnaround efforts; 2. Monitor progress of each PLC and classroom; 3. Allocate and coordinate resources. Each of the teachers at South Kearns will be part of a grade-level PLC collaborative team. They will be charge with: 1. Monitoring progress of each student; 2. Identifying and implementing responsive, evidenced-based instructional strategies. The school will develop 30 day plans each month that will be monitored and informed by the DTT. Progress will be monitored and reported by and to the DTT. The STT will work to implement the action plans and monitor student achievement data. PLCs will be enhanced by the oversight of the STT.

This cycle will ensure that implementation is occurring with fidelity and the requisite resources. It also ensures that the focus remains always on improving student achievement. The two data stream will be from implementation and student achievement. Reports and resources will focus on improving each of those two variables until goals are reached and then bigger goals will be established.

Please clarify why South Kearns moved from Focus to Priority school status.

South Kearns Elementary was identified as a Focus School during the 2014-2015 school year. The Focus schools list was generated based on the last two years of CRT data. That year the Utah State Office of Education identified schools very late into the year. The school underwent the appraisal and re-wrote the plan during the last portion of the school year and into the summer. During this year, 2015-2016,

the school began to implement its new Focus plan. However, very early in the fall the USOE identified a new list of Priority and Focus schools. South Kearns was identified based on the last two years of SAGE data as a Priority school. The data was generated during the last two years before implementation of a the newly revised Focus school plan. The school was identified as Focus using data from an old accountability measure (CRT) from the years 2012 and 2013. The school was identified as Priority using the new accountability measure (SAGE) from the years 2014 and 2015. The school had little ability to positively affect the SAGE data after becoming a Focus school. That being said, the same reason the school was identified as a Focus school initially remained the reason for becoming a Priority school. The Turnaround model will address concerns and promises to provide the needed interventions and support to improve student achievement.