

Salt Lake City School District Application for ARRA School
Improvement Grant

Revised June 4, 2009

PART 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for an ARRA School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

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

- **The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement).**
- **Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement).**

Glendale Middle

Though Glendale is a Tier II school, student achievement is lower than two of the district's Tier I schools. Student achievement at Glendale has generally declined over the last four years in both language arts and mathematics. Achievement for all students tested in language arts slid from 65% in 2006 to 55% in 2008. Language arts proficiency improved slightly in 2009, up to 57% percent of all students tested. Students who attend Glendale for a full academic year reach proficiency at only slightly higher rates than the combination of stable and mobile students. The percentage of students reaching proficient is lowest in the 6th grade and increases to 61% in 7th grade and 67% in 8th grade. This pattern is true for the 2008 CRT results as well. Students with disabilities had smallest percentage of students scoring proficient at 17%. Among other student groups, English learners had the lowest rate of proficiency in language arts (49%), followed by students identified as Native American (50%) and students identified as Hispanic (54%). Of the 212 students who were enrolled continuously for grades 6, 7 and 8 experienced an increase in the percentage of proficient students moving from 53% in 6th grade to 55% in 7th grade and up to 69% in 8th grade.

Student achievement in mathematics is considerably lower than in language arts, falling from 78% of students proficient in 2006 to only 28% of students reaching the proficient level in 2009. Achievement in the Caucasian and Asian student groups is better than for other student groups. Students who are Asian or Caucasian who reach proficiency is still below 50%. A dismal 15% of students with disabilities, 19% of English learners, 24% of students who are Hispanic and 22% of African American students reach proficiency in mathematics. Among students eligible for free or reduced price meals, only 27% reached proficient on the 2009 CRTs. Every student group except students identified as Native American experienced a reduction in the percentage of students scoring at or above a sufficient level on the CRT. Students enrolled in Math 7 went from 55% proficient to 21% proficient and students in Pre-Algebra dropped from 58% proficient to 17% proficient. Of the 176 students who were enrolled continuously for grades 6, 7 and 8 and took a mathematics CRT, 53% scored proficient in 6th grade, 68% in 7th but only 22% in 8th grade.

Student achievement in science, though still low, has improved over the last two years with 41% of FAY students at proficient in 6th grade, 38% in 7th grade and 42% in 8th grade. All student groups improved between 2008 and 2009 except SWD and students identified as Pacific Islanders. Of the students who participated in science CRTs, 205 had been continuously enrolled for 3 years. Of these students 31% were proficient in science in 6th grade, 37% in 6th grad and 43% in 8th grade.

Northwest Middle

In language arts, students with disabilities achieve proficient scores at lower rates than do other groups of students. Though performance on the language arts CRT was fairly stable overall from 2008 to 2009, English learners, Asian, African American and Pacific Islander student groups saw a decline in the percentage of students who scored at a proficient level. Students identified as Caucasian had the highest rate of proficiency with 82% of Caucasian students reaching proficient compared to 65% of students who were Hispanic, 57% of students who were African American and 74% of students who were Pacific Islanders. While language arts achievement is below satisfactory, student rates of proficiency at Northwest are similar to students' proficiency at the feeder elementary schools. A total of 284 students who were in 8th grade in 2009 had remained enrolled at Northwest for two consecutive years. Of those 284 students, 61% had a proficient score on their 6th grade language arts CRT, 66% scored at proficient in 7th grade and 67% scored proficient on their 8th grade CRTs. The percentage of students who had stable enrollment over 3 years and scored at proficient did increase.

Student achievement in mathematics is less adequate with only 34% of all students tested reaching the proficient mark. The percentage of students scoring at a proficient level in every student group except the African American group and students with disabilities dropped substantially between 2008 and 2009. Only 16% of 8th grade students who were enrolled at Northwest over time scored at proficient compared to 79% of those same students scoring proficient when in the 7th grade and 56% of those same students scoring proficient in the 6th grade. Additionally, student achievement in mathematics is lower at Northwest than at the feeder elementary schools. This is particularly pointed when comparing the proficiency rates of 8th grade students at Northwest to overall proficiency at the feeder elementary schools. Student achievement in mathematics is very low and has declined significantly over the past 2 years. Student achievement in mathematics is also substantially lower than math achievement in the feeder elementary schools. Of particular note, students enrolled in re-algebra in the 8th grade are exceptionally low and the decline in 8th grade pre-algebra rate of proficiency is substantial, from 61% proficient to 24% proficient in 2009. Students enrolled in Algebra went from 76% proficient in 2008 to 24% proficient in 2009.

Science scores at Northwest also declined. The difference in the performance of 7th grade students is much better than the performance of 8th grade students with 55% of 7th graders achieving proficient and 35% of 8th grade students reaching that goal. All student groups had fewer students scoring at a proficient level in 2009 than in 2008. Of the 277 students continuously enrolled for both 7th and 8th grade, 46% scored at a proficient level when they were tested in the 6th grade, 57% tested proficient when they were in the 7th grade and only 36% scored at a proficient level in the 8th grade.

Appendix 1 contains complete student achievement results for language arts, mathematics and science including trend data, performance by student group and performance by grade or course for each of the four schools. Scores from the District Direct Writing Assessment are included in Appendix 1 as well.

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

- Both of the schools included in this application have very large percentages of students who are eligible for free or reduced price meals. Additionally, all four schools have large numbers of students who speak, as their first language, a language other than English. Most often, the student's first language is often the language spoken in the students' homes.

Glendale Middle serves students in grades 6, 7 and 8. The total enrollment is 782 with 84% of students eligible for free meals and an additional 11% eligible for reduced price meals. 53% of Glendale students are English learners. The most common home languages of students at Glendale are Spanish, Tongan and Somali. Students with disabilities make up 17% of Glendale's enrollment. A total of 1,005 students enrolled at Glendale for some portion of the 2008-2009 academic year. Of those, 702 (70%) remained enrolled for the entire academic year. Average daily attendance at Glendale is reported to be 97%.

Northwest Middle has an enrollment of 813 students in grades 7 and 8. The percentage of students eligible for free or reduced price meals is 87% with 71% of the student population eligible for free meals and 16% eligible for reduced price meals. The average daily attendance at Northwest during the 2008-2009 school year was 97%. Students with disabilities account for 15% of the enrollment of Northwest. The most common languages spoken in the homes (other than English) of Northwest Middle students are Spanish, Vietnamese and Bosnian. A total of 48% of students are English learners.

The percentage of students identified as English language learners is declining and the vast majority of students identified as English learners are performing at the intermediate level of proficiency. Very few students are categorized as emergent or pre-emergent according to the most recent administration of the UALPA. Specific support for language acquisition in addition to high quality instruction in the Core subjects will likely benefit the large numbers of intermediate students.

Mobility at Northwest is high. During the 2008-2009 school year, 930 students were enrolled at Northwest for at least some time. Of those students, 659 (71%) remained enrolled for longer than 160 days.

Appendix II contains additional demographic information including a full demographic profile of both schools. Also included in Appendix II are tables detailing student English proficiency levels (as measured by UALPA) and any change in student proficiency between 2008 and 2009 for individual teachers by course. .

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

The community of Salt Lake City is the home of a unique population. Over the past several years we have seen an influx of people from ethnic minority communities that have permanently changed the landscape of our city. In fact, Utah has the second fastest growing Latino and Hispanic population in the country. Within the district, 20 of our 37 schools are Title I schools. The district is the most diverse district in the state of Utah. Within certain neighborhoods of the district over 95 % of the students live in poverty. We have over 90 different spoken languages/dialects, largely due to the high concentration of refugee families in the area, among other groups. With this diversity comes a significant set of socioeconomic challenges.

Due to the current political climate and unresolved immigration issues, many of the Latino/Hispanic families in Salt Lake City live in fear. Children are told to never answer the door. Parents are afraid to answer some questions about income and job status truthfully on school forms. Racial profiling is not uncommon in the city. People of an ethnic minority status are often followed in stores as though suspected of stealing. Most often school is viewed as a safe place for students and families though encouraging parent involvement in the governance of the school is difficult.

Glendale Middle is located in west central Salt Lake City. Fifty-three percent of the students speak Spanish at home, thirty three percent speak English and fourteen percent other languages. The community has a significant Latino/Hispanic and Pacific Islander population. In the past there have been some incidents of hostility between these two communities. The Department of Justice has intervened to help the community build relationships and “spirit.” Members of the community have also filed complaints to the Office for Civil Rights against the Salt Lake City School District for not providing adequate instruction or academic support for English learners. Many positive changes have come from these complaints and key community members remain vigilant with regard to equity of student access to education. At a recent facilitated dialogue with families from Glendale and Edison, families reported they would like to have more communication with the schools. A few parents present indicated that they felt discriminated against at the school.

There is one community center that is loved by the families of Glendale. The Sorenson Multicultural Center offers classes, provides a swimming pool, a gym and computer lab to families in the community. While the Glendale and Edison communities feel ownership of this facility, other community engagement is not demographically representative of the community. Like all other parts of the city, there is an underrepresentation of ethnic minority groups in civic and government leadership roles, including leadership roles at the schools. Outreach to these communities is lacking by city government to include them in decision making processes. The schools also reach out to parents to include them in decision making roles at the school. Parents’ willingness to participate is improving but is not yet representative of a full partnership between the schools and the students’ families.

Forty-nine percent of **Northwest Middle School** students come from homes where Spanish is

the primary language. Forty one percent of the students speak English as their native language. Another ten percent speak home languages other than English or Spanish. The area is a lower, mixed income area. There are few, if any, enrichment programs outside the school that do not require a family to drive several blocks. As with most of Salt Lake City, there is little ethnic minority representation on the School Community Council and the city community council. There is little civic engagement for various reasons but it is clear there is little outreach from local government. Complaints were filed with the Office for Civil Rights questioning some disciplinary decisions of the administration. At this time, these complaints have either been dismissed or are pending a response. Community leaders from both the Latino/Hispanic and black communities met with and without school administrators to discuss disciplinary actions. Community members feel that the climate at Northwest Middle school is negative and not supportive of their student's education. Students who attend Northwest Middle attend West High. Over the last five years, approximately 37% of students who enter West High School from Northwest graduate from West four years later.

Parent teacher conferences at both schools are reasonably well attended. Parents attend school performances at high rates but have difficulty participating as volunteers or assistants in the school due to inadequate ability of the school to provide interpretation on a day-to-day basis. Instructional material is often not available to parents at home to support their students. Efforts to increase parent involvement at these schools are frequently inclusive of some sort of offering of food. This tactic has worked for schools in the past though the district has asked schools to better focus on engaging parents as partners rather than as recipients or observers and to ensure that there is a clear educational benefit to planned parent activities. Neither school is yet at a point where parents feel welcome in the role of full collaborators in their students' educational success.

Student attendance at both schools is respectable but all of these schools struggle with student tardiness. It is not uncommon for principals and assistant principals to make wake-up calls, provide alarm clocks or even to travel to students homes to escort the student to school. Schools have instituted sign in sheets for parents bringing students late, tardy tickets for older students, letters and calls to students' homes and meetings with both parents and students. None the less, tardiness remains a problem for several students in all grades.

Student suspensions at the two middle schools are higher than in other middle schools in the district even when taking into consideration the size of the schools. Table 1 shows out-of-school suspensions for the last two academic years for all middle schools in the district. Of particular concern is the massive rise in "other suspendable offenses" at Northwest Middle. This increase coincides with the change in school administration and seems to contradict teacher input that the administration is unsupportive of efforts to discipline students.

	Middle Schools							
	Offenses End of Year Count 2007-	Total Suspension Count End of Year Count 2007-2008						
Northwest	8	9	11	28	8	9	161	178
Glendale	16	2	121	139	4	14	144	162
Hillside	9		43	52	13	0	49	62
Bryant	8		31	39	1	7	36	44
Clayton	2		48	50	7	3	31	41

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

A total of 42.3 FTE are assigned to teach at **Glendale Middle** school. Across all assignments, 90% of classes are taught by teachers who meet the highly qualified standard. Of classes taught by teachers who are not highly qualified, language arts, reading and fine arts account for most of these non-highly qualified assignments. A large percentage of teachers assigned to Glendale have been at the school for five years or less (66%). Teachers who have been at Glendale for 6-15 years make up 24% of the licensed staff and 11% have been at Glendale for 16 years or more. Teacher absences are high compared to other non-Title 1 middle schools in the district. Since the beginning of school, teachers at Glendale have missed a total of 3,569 hours or an average of approximately 84 hours per teacher. The range of teacher hours missed is from 8 hours to 201 hours. Teacher absences attributed to teacher sick leave is 54% of the total hours missed. Teacher participation in professional development or meetings accounts for 30% of the total and 16% of teacher absence is attributable to teachers taking days off for personal reasons other than illness.

Of Northwest Middle's 35.1 FTE, 57% have been at Northwest for 5 years or less, 32% have been at Northwest for 6-15 years and 11% have taught at Northwest for 16 years or more. Across all Core assignments, 85% of classes are taught by teachers who meet the definition of highly qualified. The classes most often by non-highly qualified teachers are Science and Reading though there are several language arts and mathematics classes taught by teachers who are not highly qualified. Too many of these classes are scheduled to provide instruction to students who are learning English. Teacher absences are high at Northwest, particularly absences attributable to teachers out of the building at professional development or meetings. Collectively, Northwest teachers have missed a total of 3,580 hours (equivalent to 447.5 days); 1,231 hours or 34% of teacher absences are because teachers were out of school attending meetings or professional development. Another 1,818 hours (51% of the total) were missed due to teacher personal or family illness and 1,231 hours of personal leave have been taken by teachers. Averaged across all teachers, the total absences would be 81.4 hours per teacher. The actual range of hours missed by teachers is from a low of 3 hours to a high of 286 hours.

SLCSD requires all teachers to earn an ESL endorsement within the first three years of their employment with the district. All teachers at Northwest and Glendale are in compliance with that requirement. Teachers who were hired before the inception of ESL endorsement training have fulfilled district requirements to participate in training on multicultural awareness and understanding. All teachers to whom this requirement is relevant are in compliance. No student who is identified as an English learner can receive language arts or ELD instruction by a teacher who does not have an ESL endorsement. Assessed Core courses provided for English learners are taught by teachers who are ESL endorsed. All SLCSD teachers are licensed.

Detailed information on teacher tenure, highly qualified status and teacher absenteeism is included as Appendix III.

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

No administrator in either Glendale or Northwest has been assigned to their respective school for more than two years and four of the six are new to the district as well. The principals at both of the middle schools are still on provisional contracts and will not be returning to their current assignments for the 2010-2011 school year.

Through the use of funding available through the American Reinvestment and Recovery Act (ARRA), SLCSD has been able to hire and place an additional assistant principal at each of the Title 1 middle schools. The addition of these additional administrative staff has facilitated a substantial increase in the amount of time that administrators can spend observing instruction and providing guidance and feedback to teachers. Principals and assistant principals are also able to spend considerable additional time working with teachers in professional collaborative sessions and professional development aimed at analyzing student work and building teacher capacity to provide targeted and effective instruction. The district believes strongly that the increase in these instructional leadership behaviors will have a positive impact on teaching and learning with an acknowledgement that the effort is still in the early phases of implementation. The district will continue to identify funding sources to continue this support for schools.

School administrators are formally evaluated annually using district developed tools. Principals are evaluated by district School Support Directors. Assistant principals are evaluated by the school principal. The tools used to evaluate principals and assistant principals are discussed in greater detail later in this application. The evaluation of school administrators includes a measure of the extent to which each school's School Improvement Plan has been implemented as written and approved though the evaluation does not currently include direct accountability for student achievement. The need to revise this system of evaluation to include a measure of student achievement is also discussed later in this application.

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

Since the inception of No Child Left Behind, both of the schools included in this application have been identified as not making AYP at least once. Glendale transitioned into NCLB as a school already identified as “in need of improvement” and did not make AYP in 2009 and Northwest entered improvement status based on the results of the 2009 CRTs.

Glendale implemented the Success For All program ten years ago. The program was never well implemented and was ultimately discontinued. Every teacher at Glendale was assigned to teach a reading class in an effort to establish a schoolwide focus on reading support for students. This strategy did not include training for teachers on the selected materials and teacher’s lack of professional background or education was evident in the fact that student achievement did not improve. District professional development in mathematics has been substantial but the teachers at Glendale have been unwilling to fully implement materials and strategies, preferring to maintain individual teacher control over the curriculum, instruction and instructional pacing. Students are not well known by all staff and student advisory efforts have been rejected by the faculty.

Northwest Middle moved to a block schedule a few years ago and incorporated a structure of grade level student teams. The school also incorporated a 45 minute period in which all teachers taught reading. Originally, the school had no common reading materials and proposed a plan where teachers would develop curriculum materials and provide training for all staff. The school abandoned the latter part of this plan in favor of purchasing a single program and making materials available to all teachers. Sadly, the purchase and distribution of the common materials was incomplete and poorly handled resulting in several classes not having adequate material, some classes having no material and some material being inappropriate to the students. Teachers’ use of the “literacy” period was not always well used and was regularly inconsistent with the original intent of the schedule. Teacher professional background and training was not well suited to the plan. Participation in professional development to implement the program was inconsistent and insufficient. The block schedule also resulted in students receiving mathematics instruction only every other day and for an amount of time insufficient to the demands of the Core. Student teams were too large to allow for meaningful connections with students.

Generally speaking, both schools have experienced difficulty with previous reforms due to teacher resistance, inadequate professional expectations and support, a lack of teacher preparation, a lack or misuse of instructional time, teacher turnover and hesitant follow-through on the part of administrators well fed by teacher reluctance to change.

Based on a thorough analysis of the data sources listed above, the LEA must:

- **Identify the intervention model chosen for each school.**

The district has chosen to implement the Transformation model in both Tier I and Tier II schools included in this application. Using the checklist included as part of the Decision Making Tool developed by the Center on Innovation & Improvement and made available by the Utah State Office of Education, the right fit for all four of the schools included in this application is either the

Turnaround or Transformation model. School closure is not a practical option. While Utah law permits local school boards and the state charter school board to authorize charter schools, subject to state board of education approval, the law also limits the number of new Charters and the limits annual increase in statewide charter school enrollment capacity to 1.4% of the total number of Utah school district enrollment in the previous school year. The formation of a charter school as a restart model is not possible given the current cap on schools and charter school enrollment.

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

The key differences among the schools the district is applying to reform has to do with which students are low performing and the length of time the school has been a low-performing school. Both of the two middle schools will be best served by implementing the Transformation model.

Having reviewed the requirements of both the Turnaround and Transformation models, our understanding is that the two models are more similar than they are different. The most significant differences between the two models is the percentage of staff that must be removed from the school and the requirement to develop a “rigorous, transparent, and equitable evaluation systems for teachers and principals” that uses multiple data sources including student achievement and is developed with both teachers and principals.

The district is opting to implement a transformation model based on a review of published research on successful turnaround models of reform which asserts that the replacement of a large percentage of staff is not common and not necessary to implement an effective turnaround reform. The requirement to immediately replace 50% of a school’s teaching staff appears to be inconsistent with published research and therefore ill-advised. The district has every intention of replacing staff in all four of these schools and will begin to do so before the start of the 2010-2011 school year. The percentage of teachers who are replaced may ultimately reach or even exceed the 50% mark. However, the data currently available confirm that each of these schools has pockets of both strong and weak teachers indicating that the set minimum percentage of 50% may not be appropriate in each of these schools.

Additionally, the district believes the revision of our current systems of evaluation to include a strong measure of accountability for both teachers and principals for improved student achievement to be in the best interest of our employees, students and communities. The district’s decision-making model (Shared Governance) and employee evaluation procedures are fully consistent with the requirements that evaluation tools be transparent and equitable and based on multiple data sources. The district has also taken, and expects to continue, steps to make the use of such an evaluation system effective by hiring additional administrative support at both the school and district levels. These steps include the hiring of assistant principals (new and additional) and the structuring of the School Support Division of the agency under the direct supervision of the Associate Superintendent. This division has not been specifically tasked to act as a “turnaround” section but has been assigned to supervise and support schools and school stakeholders, and is therefore well-positioned to provide the “ongoing, intensive technical assistance and related support from the LEA” required as part of the

transformation model. The transformation model is both indicated for these schools and is sustainable at the conclusion of the ARRA-SIG categorical funding.

Based on the fiscal support necessary to implement a transformation model in the two schools discussed in this application, the district will not have the funding necessary to implement a reform model at either East High School or Highland High School but would like to be considered for additional funding to support school reform at these to Tier II schools should additional funding become available. Additionally, the district will strive to include the principals of un-funded Tier II and Tier III schools in professional development designed to increase the availability and capacity of turnaround and transformation skilled principals. The district is committed to improving teaching and learning in all ARRA-SIG identified schools and hopes to secure additional funding to do so as those funds become available.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEA's application.

- **Identify the LEA staff assigned to support implementation of the school intervention model;**

The reform model implementation funded through this grant will be under the direct supervision of the Associate Superintendent. Two School Support Supervisors currently assigned to supervise schools throughout the district, will be assigned, one to each school, to provide direct and intensive support to the schools implementing the transformation model. Each supervisor will have their current assignments and responsibilities modified to allow not less than 25% percent of their job assignment to be support for the funded schools. These supervisors report directly to the Associate Superintendent and have considerable knowledge of the schools for which funding is being requested. These supervisors act as the immediate overseer for building principals and have established strong relationships with the administration, teaching and support staff and community members of each of these four schools. Additionally, these supervisors have deep knowledge of district policies and procedures including the Written Agreement between the Salt Lake City School District and the Salt Lake Teachers Association and the district's Shared Governance decision-making protocol. The significance of this understanding is critical to changing the current expectations and instructional quality prevalent in these schools and is discussed in detail later in this application.

Within the district, other departments and sections will play important roles relative to the implementation of the intervention model.

The role of the Evaluation, Assessment and Accountability department will be to provide data needed to inform the implementation and any need for adjustment to practice throughout the implementation period. A skilled set of data and assessment personnel already present in the district will be tasked with assisting the schools to collect, organize, analyze and utilize student

achievement that is formative, interim and summative and made available to teachers, administrators and district technical assistance staff specifically to inform and differentiate instruction and instructional material. Data gathered and organized by this department will also be used to monitor the success of individual teachers, grade level teams and whole school teams at improving student achievement. Teacher level data indicating student growth by subject and assessment will be used as a critical piece of teacher and principal evaluation. Teacher reports are already produced and the district has ready access to a wide range of student achievement data. This department will have the additional role of providing records of student achievement and progress on leading indicators needed for reporting and monitoring of school progress.

The role of the Curriculum and Instruction department will be to increase coaching support for the participating schools, to assist schools to select, secure and use research-based curricular materials and instructional strategies, to provide focused and relevant job-embedded professional development aligned with the school's instructional program and designed with school staff to ensure effective teaching. The leadership and staff in the Curriculum and Instruction department have developed curriculum maps that ensure curriculum is vertically aligned from one grade to the next and aligned with State academic standards. This department's role will also include assisting schools to identify and effectively use formative and interim assessments that are well aligned to the Core curriculum. Full-time reading/language arts and mathematics academic coaches will provide in-class modeling, co-teaching, observation and feedback to teachers and will provide material and guidance for professional dialogue and teacher collaborative learning and will create structures and expertise within each school to facilitate the continuous review of student work and improved and individualized instruction.

The role of the Human Resources department will be to prioritize the hiring and placement of high quality teaching staff in reform schools which may include early recruiting and selection of staff for these schools. The Human Resource Executive Director will have a primary role in working with the teachers association to negotiate the content of Written Agreement to allow school autonomy in filling vacancies and assigning staff. As needed, the Human Resource department may have the role of preparing and executing individual teacher contracts. A crucial role of this department will be to train and provide on-going technical assistance to principals and district administrators to fully understand the content of district human resource policies and procedures and applicable law. Human Resources will provide support for school and district administrators to correctly and effectively use the employee evaluation systems to fairly and equitably hold teachers and principals accountable and to appropriately structure job-related assistance aimed at improving performance. The Human Resources section will have a key role in revising the teacher and principal evaluation systems to include measures of student achievement.

The chief role of the School Support section (which houses Title I) will be to act as the lead office for implementation of the reform model in each of the selected schools. This section will be responsible to prioritize the time and activity of the School Support Directors to provide intensive support and oversight for the selected schools. This section, led by the Associate Superintendent, will also have responsibility to secure or design professional development and

assistance for school administration, to assist in the revision of employee evaluation systems to include student achievement as a measure of employee performance, to develop a pool of potential turnaround and transformational leaders, to mentor principals and to act as the primary liaison between the reform schools and all other partners and to bolster principals to effectively use the teacher expectancies and to support teachers to reform their current activity and hold all school staff accountable for practices that improve student achievement. Directors will regularly communicate and problem solve with the school administration, observe and monitor school implementation of the reform model, communicate with key stakeholder groups (including district departments, the Superintendency, the Board and the Salt Lake Teachers Association) to ensure each participating school has adequate operational flexibility and backing to fully execute the reform model. As mentioned, the School Support section also houses Title 1 and will take a lead role in completing all reporting requirements and ensuring compliance and accountability for this undertaking.

Other departments with supportive roles include Special Education (individualized and differentiated instruction, Tier III interventions, access to the Core for all students, professional support for teachers and administrators, academic and behavioral coaching), Student Services (positive behavioral interventions and support, school climate, support structures for students who are homeless or who are refugees), Educational Equity (equitable access and outcomes for students, English language acquisition support, family and community engagement, culturally relevant pedagogy) and Internal/External Communication (family support, volunteers and ongoing mechanisms for family and community engagement.).

The leadership of each supporting department will meet together at least monthly to discuss school progress and challenges and to formulate school specific support or intervention.

- **Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts.**

SLCSD is fortunate to have an administrative team that is highly educated, experienced and well qualified to provide support to schools implementing this reform effort. The district's location in the capital city enables us to select from a large pool of potential administrators helping to ensure a highly qualified district administrative and supervisory staff. The district's location also allows continuous interaction with the University of Utah enabling district staff to regularly participate in educational opportunities aimed at improving both knowledge and skill.

School Support: This team is under the direct supervision of the Associate Superintendent who has had extensive experience at all levels of the district. School Support staff have advanced degrees in education, administrative licenses and wide experience in working with schools and federal programs All School Support administrators were successful school and/or program administrators prior to being selected to work in a supervisory role with schools. In the past four years, each member of the School Support team has participated in successful intervention efforts designed to improve student achievement in schools who have failed to make AYP. No school with an assigned AYP team has failed to exit improvement after the two required years and the vast majority of schools identified as on "alert" having failed to make

AYP for a single year have made AYP in the subsequent year-avoiding “improvement” status altogether.

Evaluation, Assessment and Accountability: SLCS D recognized the need to improve the quality and availability of student achievement and program data some years ago. The district houses an entire section dedicated to the collection, organization and presentation of data relevant to student achievement and program and school accountability. District personnel have already created school, grade and teacher level reports and have the capacity to prepare detailed descriptions of student performance. The work of this department positively influences principal understanding of individual school success and continuing challenge, teacher ability to assess the content and quality of their instruction, and district understanding of the progress of its schools. The department has led district-wide school level conversations of student achievement critical to school improvement. Working collaboratively with the district’s Information Systems department, the department’s ability to track student progress by a variety of demographic and programmatic flags has continued to be refined. This department is regularly asked to provide technical assistance and professional development to other districts throughout the state.

Curriculum and Instruction: The Director of Curriculum and Instruction has been recognized at all levels (local, State and national) as an expert educator and authority on mathematics instruction. Under her direction, SLCS D adopted, for the first time, a district wide elementary math program that has allowed for the development and use of curriculum and instructional pacing maps and formative assessments aligned to the state Core curriculum. Her expertise as a master trainer of teachers has enabled the further development of a cadre of academic coaches who have been instrumental in changing teacher practice in the district. Academic coaches have participated as members of school improvement teams for schools not making AYP and have been successful at focusing and enhancing instruction resulting in higher student achievement.

The Executive Director of Human Resources has been a successful school and district level administrator in SLCS D for many years. His knowledge of the Written Agreement and working relationship with the Salt Lake Teachers Association make him uniquely qualified to assist in the negotiations required to provide the school level flexibility necessary to effectively implement the transformation model. He and his staff have had valuable experience in developing and revising employee evaluation systems in a Shared Governance decision-making setting. Additionally, the Executive Director’s and Assistant Director’s deep knowledge of personnel law, policy and procedures have been, and will be, essential to providing assistance and backing to principals as they work to strengthen, replace or remove staff.

- **Describe how the LEA will provide ongoing technical assistance to make sure each school is successful.**

Ongoing technical assistance will be provided by the School Support Supervisor assigned to each school, external partners and district departments supporting the implementation of this reform. School Support staff will have weekly contact with the schools and will be physically

present in classrooms and meetings at the school. The School Support team will work continuously with the stakeholder groups to remove barriers to implementation and to protect the instruction and implementation of the reform model at the school site. The team will enable and assure the wise and thoughtful use of classroom observation and teacher feedback necessary to improving staff and student performance. The team will make certain that what is expected to be done is watched, supported and refined at the school and classroom level. The School Support staff will work with school teams to devise and revise strategies to assist principals, teachers and other staff to enact behaviors that will lead to high levels of accountability. Student achievement data will be reviewed with school faculties at least quarterly and corrections to the implementation of the model will be identified and made throughout the implementation period.

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

SLCSD will commit fiscal resources to hire an additional School Support Supervisor to allow the current supervisors to shift a significant portion of their assistance and attention to the four transformation schools. The district will fully support Language and Culture coaches through the Educational Equity department and will deploy these staff in a manner that provides intensive support for these identified schools. Professional support for academic coaches will be on-going as part of the commitment of the Curriculum and Instruction department and additional time and resources of the Assessment and Evaluation department will be dedicated to the needs of this effort. Approximately 70% of the coaches' salaries and benefits will be paid through other district sources. The district will secure funding to continue the placement of assistant principals beyond the grant.

School, local and federal budgets will be redistributed to directly support the implementation of the transformation model. School Title I, Title III, Highly Impacted. State LAND Trust and local School Improvement budgets will be aligned to meet the requirements of the model's implementation. For the schools involved, this will require a discontinuation of some current programs and a commitment to fully dedicating supplemental and compensatory fiscal and human resources to the success of the model. This will require schools to non-renew contracts with community and private organizations whose services are not directly related to student academic success, reassigning some supplemental staff, redirecting funds previously used to support non-essential hourly staff and carefully assessing requests for materials and supplies for consistency with the school's academic goals.

The implementation of this grant will be tightly coordinated with the district's application for technology (EETT) funding aimed at achieving a 1:1 student to computer ratio, teacher iPads, and classroom sets of iPod Touch will be fully integrated into the reform effort at Northwest Middle School in the two middle schools.

- **Identify the process through which the LEA will involve the school/community.**

The Superintendency has already begun conversations with school SIC and SCC chairs to provide information and secure input from school communities. Upon receipt of the grant, the School Support team will immediately work with the schools to schedule parent and community meetings to provide information to constituents related to the requirements and opportunities inherent to the implementation of the model. Additional opportunities to meet with parents throughout the summer to keep communication and involvement active will be scheduled. The district communication office will post information regularly regarding the development and implementation on the schools' and the district's web pages, the district's Facebook page and through the district's Twitter account. Parents and community members will also have continuous opportunity to communicate ideas and concerns through these same channels.

Each school sends a monthly newsletter to parents. Every newsletter will include a synopsis of the schools activity and the academic progress of students. Each school will schedule and conduct parent meetings to be held at the school or at other locations convenient to parents at least five times during the academic year. The schools will continue their current informal parent meetings and will maintain a focus on student achievement and engaging parents as full partners in the education of their students. The district will continue to provide translation and interpretation services for all parent and community communication.

The School Support team, Educational Equity department and school administration will seek input from and establish a collaborative relationship with community based organizations that play an important role in support of students and families. The External Relations department will continue to secure funding, services and goods that enable parents to support student academic achievement. Community Education will expand parent education classes including English as a Second Language, academic content classes, parenting classes and computer skills classes.

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

The school Board has given their approval for the submission of this application and will fully support the implementation of the activities outlined. No element of this application requires a revision of district policies or procedures. The school Board will receive reports from the School Support department and will participate in the conversations and negotiations for operational flexibility with SLTA as required. The school Board will not take an active role in the day-to-day management and implementation of the components of the grant. The Board will revise district policies that are barriers to the full implementation of the grant as warranted.

- **Describe how the LEA will evaluate the effectiveness of the reform strategies;**

The district will contract with the University of Utah to evaluate the implementation of the reform model and its impact on student achievement. The effectiveness of this effort will be judged by the school and district's ability to implement all aspects of the model, success in negotiating operational flexibility and, most important changes in instruction and student achievement.

The evaluation plan for this reform plan is not yet finalized and will require additional dialogue and planning. Minimally, the evaluation will include data gathering on the implementation of the reform as written at both the district and school level, an analysis of the barriers and challenges to implementation, specific methods and the effectiveness of those methods to address barriers, perceptions of teachers, administrators, families, community members and stakeholders on the effectiveness and shortcomings of the reform, changes in teachers and administrators behaviors relevant to the implementation of the reform, the effectiveness and shortcomings of district support and, most importantly, changes in student achievement. Data and feedback from surveys, observations, student achievement, focus groups and focus groups will be included as part of the evaluation plan. All data necessary to evaluate the outcome of this effort on student achievement will be provided by the Evaluation and Assessment section. Full detail of the evaluation will be forwarded to the USOE immediately upon completion of the plan.

- **Describe how the LEA will monitor student achievement by individual teacher/classrooms; and**

Student achievement by classroom will be monitored through regular classroom observations by the administrative team including the principal, assistant principals and district support. Coaches will work directly with teachers in classrooms and will use information gathered relevant to student achievement and instructional strategies to frame professional dialogue sessions and teacher collaboration. Formative and interim assessments including mathematics benchmarks tests, end of unit assessments, reading and writing assessments (both formal and informal), student placement and leveling tests and English language assessments will be used to guide the content of teacher professional growth sessions and as part of teacher evaluation throughout the school year. The results of student achievement assessments will inform principal and teacher conversations regarding teacher performance. CRT results, by teacher will be used to establish teacher goals and will be foundational to teacher evaluation. Assessed core teachers will have additional data review sessions built into their professional calendar at the end of each quarter to help assure accountability for student achievement is not skirted.

Student achievement data is available and includes student achievement on end of level and end of year tests and formative assessments of student progress toward Core standards. Data are available and will be used to assess the extent to which teachers are effective at improving student achievement, to evaluate the effectiveness of instructional strategies reinforced through professional development and evaluate the relative strength of student materials and interventions. Data Days, opportunities for teacher to formally review student achievement (both reflective and current student achievement) are scheduled at the beginning of each school year and continue as part of teacher collaborative dialogue.

The middle schools are currently using the Gates McGinitie, AMPS and MAZE assessments to monitor student progress. These assessments are administered two to three times per year for students who are reading below grade level and the results are used to place students in reading classes and to identify students in need of additional instructional intervention. As the

decisions regarding instructional materials aligned to state standards are finalized, these assessments may be replaced with more useful or better aligned tools.

CRT results will continue to inform student placement. This district can, and does, prepare reports for schools and teachers detailing overall student achievement and individual student achievement on discrete concepts measured on the CRT. These data are used to assess the content and strength of instruction at each grade levels, for individual teachers, for specific courses and to inform necessary changes to in curriculum, materials and instruction. Conversations about student achievement occur between principals and teachers, between teachers and their colleagues, between teachers and parents and between teachers and academic coaches.

Each school will continue to use “data walls” to post student progress on formative, interim and summative assessments and will use the information to identify strategies that are and are not working to improve student achievement. Identification of students in need of Tier II instructional interventions will be a primary task of teacher professional collaborations and will require the continuous use of student achievement data. The potential for these collaborative conversations to occur multiple times per week as a result of the restructured day (discussed earlier) will facilitate more consistent analysis of student progress and allow for quick implementation of instructional interventions.

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

The LEA budget included in the SIG application demonstrates that the LEA has allocated a reasonable amount for LEA support and school intervention model strategies. Quality budgets include the following:

- • The LEA provides a budget for each of the three years of the grant;
- • For each school included in the SIG application, the budget provides reasonable costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
- • If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes adequate and reasonable costs associated with LEA leadership and support of the school intervention models;
- • The LEA budget includes reasonable costs for purchased professional services to ensure quality consultants to facilitate research-based reform;
- • The budget detail provides sufficient information to support budget requests; and
- • The LEA has considered any costs associated with progamevaluation.

A budget for the major activities is included in Appendix 6.

- **Design and implement interventions consistent with the final requirements.**

Key Components of Proposed Plan

Schools and Models Proposed

Northwest	Transformation
Glendale	Transformation

SIG Goals

- For each year of the grant, all student groups in both schools will meet or exceed requirements for AYP in both mathematics and language arts.
- For each year of the grant, 85% of students who are below proficient on the CRT will improve their scaled score on both the mathematics and language arts CRT by not less than 11 scaled score points.
- For each year of the grant, assessed Core teachers will increase the percentage of students whose proficiency level increases by not less than 10%.
- For each year of the grant, assessed Core teachers will decrease the percentage of students whose proficiency decreases by not less than 10%.
- For each year of the grant, SLCS and the two participating schools will make progress on all leading indicators included in the final regulations of the ARRA-SIG. Specific goals related to each of the leading indicators will be developed prior to the end of June of 2010 as we are able to establish baselines.

Key components of proposed plan

1. **Replace Principals:** The transformation model requires that principals be replaced. Continuing principals will be transferred to schools or other assignments where their talents and abilities will benefit students and the community with a clear statement of confidence in the principal's contribution to the goals and mission of the district.
2. **Movement of Teachers:** Beginning June 2010 and continuing over the course of two academic years, teachers will be transferred who have not, over a period of several years, been successful at improving student proficiency in language arts and mathematics with the population of students at each of the included schools. Additional voluntary transfers will be facilitated for teachers who are not able or willing to implement the full transformation model.

Middle Schools – Northwest and Glendale

- Increases the instructional day for students to 6.4 hours. Provides seven instructional periods of 55 minutes per day with a 4 minute passing time between classes for 177 days. All teachers will teach six of the seven periods giving each teacher 60 minutes during the school day for preparation of instruction and for reviewing, analyzing and recording student work.
- Provides compensation for an additional 12 days of instruction for assessed Core subjects (mathematics, language arts, and science). Additional days will be half days for students with 50% of students attending assessed Core courses during a 3-hour morning session and 50% attending during a 3-hour afternoon session.

- | Increases student instructional time to 1,136 hours for the 177 regular seven period days with an additional 36 hours of instruction in the assessed Core areas.
- Provides 973.5 hours of instruction in non-assessed Core classes.. Assessed Core teachers will provide 1009.5 hours of instruction.
- Establishes a 45 minute period after the regular instructional time for collaborative meetings for subjects and “teams”, faculty meetings, small group meetings or professional development each day. The length of teacher day on-site is approximately 8.5 hours, including a half-hour duty-free lunch.
- Schedules additional classes for reading support, math support, and a separate class for ELD. Extends after school programs to provide enriched curriculum including arts and physical education/activity to accommodate students who are not able to participate in a full range of curricular offerings during the instructional day.
- Provides all teachers with an additional 40 hours of compensation at their per diem rate for planning or to participate in summer or other professional development. All teachers will be compensated for an additional 32 hours of professional development specific to the implementation of the model. Teachers may have the opportunity to be compensated an additional .5 hour productivity for providing additional instruction/intervention to students.
- Provides compensation for teachers of assessed Core subjects for three additional half-days to review student formative assessment data and fine-tune student course placement.
- Increases coaching support to 1.0 FTE for both language arts and mathematics in each of the two transformation school.
- Continues financial support for the second assistant principal at both schools for the second and third years of the grant period (replaces ARRA funding for this purpose).
- Establishes teacher instructional time (working directly with students) of 973.5 hours per year.
- Provides achievement bonuses of 18% of base pay to assessed Core teachers, coaches, and principals if student achievement goals are met.
- Provides achievement bonuses of 9% to non-assessed Core teachers and assistant principals if school goals are met.

District

- Provides funding for one additional School Support Team administrator (SST) and allows the district to assign one SST member to each of the transformation schools to provide increased support throughout the implementation of the model (3 years).
- Provides funding to support collaboration with the University of Utah, Department of Educational Leadership and Policy to provide ongoing professional development, observation, feedback, and technical assistance to school and district administrators working at or with transformation schools.
- Provides funding to support contracts with Dr. Dan Duke, University of Virginia Curry School of Education and Dr. Gary Crow, University of Indiana Department of Education Leadership and Policy Studies to provide professional development, observation, feedback, and technical assistance to school and district administrators working at or with transformation schools.

- | Targets district supported professional development to the specific needs of the teachers in the transformation schools. Provides on-going and enhanced instructional support for all staff working in the two selected schools. Supports and actively assists principals to secure professional growth opportunities for teachers and other school staff.
- Supports the school and district to increase parent and community participation as partners in the education of students. Increases and improves communication with families. Increases school/community partnerships that bolster student achievement.
- Supports principals to fully implement ECAP and provides additional support to principals to gain comfort and confidence in working within accepted human resources procedures, policies, and protocols.
- Obligates collaboration and cooperation with SLTA to negotiate areas of shared governance and the Written Agreement that impact full implementation of the transformation model.
- Necessitates revision of both teacher and principal evaluation systems to include student achievement as one measure of effectiveness.
- Provides funding to support contract with University of Utah Education Policy Center to conduct a thorough evaluation of implementation and outcomes.
- Requires the collection and reporting of data required to evaluate school progress on the “leading indicators” included in final federal regulations.

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

- **Identification of the school(s) for which the LEA is making application;**

SLCSD is making application on behalf of Northwest Middle School (Tier I), and Glendale Middle School (Tier II). With the funding awarded under round 1 of ARRA-SIG competition, the district will implement reforms at Northwest and Glendale Middle Schools. If additional financial resources become available in future years, the district will apply to provide support to other Tier I, Tier II and Tier III schools.

- **Identification of the intervention model for each participating school.**

SLCSD will implement a Transformation Model of reform in both of the funded schools.

- **Sufficient information describing how the LEA will successfully implement each requirement.**

Teacher and school leader effectiveness.

Replace the principal who led the school prior to commencement of the transformation model;

The Superintendency has already had direct conversations with affected school administrators, the chairpersons of the School Improvement Councils (SIC) and the chairpersons of each school informing them that school principals will be replaced. Upon approval of our application,

principals will be replaced as of July 1, 2010. The district has begun work with the Human Resources department to develop a screening tool for prospective replacement principals using the Administrator Competencies outlined by Public Impact and funded by the Chicago Public Education Fund (2008).

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that –

Take into account multiple and diverse data sources, such as student growth, observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement, drop-out, attendance and discipline data and increased high-school graduations rates.

School administrators are formally evaluated annually using district developed tools. Principals are evaluated by district School Support Directors. Assistant principals are evaluated by the school principal. The tools used to evaluate principals and assistant principals outline a set of expected administrative competencies as required for all school level administrators. Principals and assistant principals develop yearly goals in one or more of the administrative competencies during a meeting with their immediate supervisor. Supervisors may suggest or require specific competencies on which administrators will target improvement. Supervisors review annual goals at least twice during each school year with a formal summative evaluation in the late summer of each year. Administrators are informally monitored throughout the year by supervisors and if, at any time, a Supervisor believes an administrator's performance on any administrative competency, whether identified as an individual goal or not, to be unsatisfactory, administrators can be assigned a "needs improvement" designation and will be required to participate in a time-limited collaborative intervention plan designed to improve administrative ability in the identified competency. Failure to improve following the implementation of the intervention plan would result in a plan of formal remediation. Continued poor performance would result in termination.

The evaluation of school administrators includes a measure of the extent to which each school's School Improvement Plan has been implemented as written and approved though the evaluation does not include direct accountability for student achievement. The need to revise this system of evaluation to include a measure of student achievement is discussed later in this application. A list of the Administrative Competencies currently used to evaluate principals appears in Appendix 4.

Teachers are formally evaluated annually by the principal or an assistant principal using district developed tools called the Educator Collaborative Assessment Program (E-CAP). The tools used to evaluate teachers outline a set of expected teaching competencies but do not specifically include improved student achievement as an expectation for a satisfactory evaluation. The evaluation system used in these transformation schools will be revised to incorporate student achievement as a significant factor in teacher evaluation and require, rather than allow, evidence of student achievement to be submitted as a data source by all teachers.

Teachers collaboratively develop yearly goals in one or more of the teacher competencies during a meeting with their administrator in the fall. Administrators may also suggest or require

specific competencies on which teachers will target improvement. Improved student achievement will be included as an expectation for all teachers.

Provisional teachers are assigned a mentor to assist them and administrators conduct at least four conferences with written reports addressing performance each year. Two of the four conferences must include formal observations, with pre- and post-conferences. All teachers share data sources, review progress on their goals, and review the administrator's summative evaluation report at the Spring Collaborative. Evidence of student achievement is currently a required data source for provisional teachers.

In addition, teachers are informally monitored throughout the year by administrators and if, at any time, an administrator believes a teacher's performance on any teaching competency, whether identified as an individual goal or not, to be unsatisfactory, teachers can be assigned a "needs improvement" designation. They will then be required to participate in a time-limited collaborative intervention plan designed to improve teaching ability in the identified competency. Failure to improve following the implementation of the intervention plan would result in a plan of formal remediation. Continued poor performance would result in termination. Continued failure to improve student achievement following ample professional assistance will be removed and replaced.

Are designed and developed with teacher and principal involvement.

The evaluation system for teachers was developed by teachers, teacher specialists, school and district administrators and leaders of the Salt Lake Teachers Association. The school-based administrator evaluation was developed by school and district administrators. With this history of successful collaborative work, we anticipate being able to revise the current evaluation systems with the involvement, collaboration and cooperation of these same stakeholder groups. If approved and funded, revision of both evaluation systems will begin in June, 2010 and work will continue through the summer with the goal of having the new tools ready for Fall Collaborative meetings with teachers and principals in September, 2010. Each system will include transparent, fair and equitable measures of teacher and administrator effectiveness using multiple data sources and will require, rather than allow, measures of student academic growth.

Student achievement data from the previous year's testing will be prepared and distributed to principals and district supervisors for use in setting goals with organizationally subordinate staff.

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

The district plan of implementation includes incentives for teachers and administrators who reach the student achievement goals outlined for each school. Teachers who provide instruction to students in assessed Core subjects will have the potential to be rewarded for achievement of individual and school goals. Teachers in assessed Core areas who meet or

exceed their student achievement goals will receive an achievement bonus equal to 18% of the average base salary for teachers who are similarly positioned across the district. Given research conducted on the influence of performance-based incentives, this percentage is at the lower end of what is reported as sufficient to reward and retain effective teachers. All assessed Core teachers will be eligible for the same dollar amount (anticipated to be approximately \$10,500 per teacher) given the uniformity of student achievement expectations. Individual teacher goals will be based on the percentage of students who improve their proficiency on the end of year CRTs in both language arts and mathematics and the significance of the improvement. The district has been tracking teacher effectiveness based student improvement for the last three years and we are confident in our understanding of historical student achievement and improvement to establish rigorous but reasonable goals for teachers. In grades where comparisons of student achievement from one year to the next are not possible, absolute levels of student performance will be established as goals. The final expected level of student improvement will be established prior to teacher's goal setting meetings in the fall once agreed upon by relevant stakeholders and consistent with revisions to the teacher evaluation system.

Principals and academic coaches will be qualified to receive an achievement bonus equal to 18% of the average base pay for similarly positioned employees across the district. Assistant Principals and licensed staff in non-assessed Core areas will be eligible to receive an achievement bonus equal to 9% of the average base pay for similarly positioned employees across the district.

Among the most critical elements of the district's plan, the assignment of district staff to provide intensive assistance to principals on the consistent and fair use of existing tools is near the top. SLCS D has procedures and protocols to effectively monitor and mediate the activity of school-assigned staff. These tools do not include procedures to monitor the outcome of school activity and accountability and that limitation will be remedied with the revision of principal and teacher evaluation tools. That said, we believe that the full and accurate use of existing tools is essential to school accountability. The current state of teacher resistance to change and insufficient administrative follow-through must be improved. Principals must be much better informed and supported in the use of evaluation tools and the School Support Directors must be consistent in their support of principals to do so. Teachers must be skilled users of curriculum materials and must use planning and professional collaborative time to their advantage. Academic coaches must support teachers to do this and principals must hold teachers accountable for their participation and professional growth. Teachers and principals who fail to improve must be either "coached up" or "coached out" and the Superintendent and Board must be ready to use the transfer tools at their disposal to ensure that failure to achieve reasonable standards and outcomes is not ignored. Teachers who are not highly qualified must not be hired at low-performing schools and the Human Resource Department must facilitate these decisions while prioritizing the needs of the schools eligible for ARRA-SIG funding. Our success will be determined by our ability to remain vigilant in the judicious use of existing procedures and tools. Failure to meet our goals will be analyzed relative to the strength or our actions to use the tools at our disposal.

Provide staff with ongoing, high-quality, job-embedded professional development (e.g., subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure effective teaching and successful implementation of school reform strategies.

Coaching support for mathematics and language arts will be increased to a full-time position in each of the participating schools. Currently these schools have a half-time mathematics and a half-time language arts coach assigned to the school. Coaches will provide daily job-embedded professional development from coaches consisting of demonstration teaching, co-teaching, formal observation and feedback to teachers, large and small group professional development intended to increase teachers declarative and procedural knowledge of subject specific pedagogy, large and small group and individual professional development designed to increase teachers' situational knowledge and skill needed to differentiate instruction for students. Coaches will participate in and lead professional dialogue groups and teacher collaborative sessions. Coaches will support the skillful use of selected materials and will assist teachers across grade levels to vertically align curriculum and instruction and to horizontally align instruction to the core standards. Coaches will also teach district level content area courses in mathematics, reading and language arts. Teachers who attend these courses will earn CACTUS credit that can be used for re-licensure or salary schedule lane change. Coaches will be supported by the content area specialists under the direction of the Director of Curriculum and Instruction. Support for coaches will include bi-monthly coaches' professional development to include instruction and structured experiences intended to improve coaches' skills as facilitators, presenters, content and pedagogical experts and instructional consultants. Coaches will work with the Educational Equity department to better be able to provide support that is appropriate to the students and communities of each participating school. Coaches will also work with the Special Education department to improve their ability to assist teachers to differentiate instruction for students who are not yet proficient. The Evaluation and Assessment department will track coaches' activity and teacher participation in professional development to monitor changes in student achievement and provide feedback on the effectiveness of coaches' activities.

Language and Culture Coaches from the Educational Equity department will work with teachers and administrators to implement curriculum and instruction that is culturally relevant. These coaches will also provide support for teachers to shelter content instruction so that students who are learning English can participate in and benefit from content area instruction. Additionally, these coaches will support teacher implementation of English language development (ELD) materials and instructional strategies during the required daily ELD instructional time. The Educational equity department will also provide professional development and technical assistance to building administrators and staff to increase parent and community engagement with the schools.

Teachers' professional days will be restructured to accommodate daily opportunities to participate in trained teacher collaborative sessions, grade level or department dialogue to align instruction and support for students, team meetings or more inclusive faculty meetings during non-instructional time. Elementary teachers' schedules will be adjusted to ensure a daily one

hour planning period similar to the schedule of teachers at the middle school level. This will be done to ensure consistent opportunity for teachers to plan together after students are excused for the day. Scheduling these professional development and collaborative opportunities at the end of the day allows for multiple groups of teachers to meet together for a variety of professional growth experiences. Additionally, moving a portion of teacher planning to the instructional day allows for coaches and administrators to provide additional support and guidance to teachers who may need extra assistance to acquire or perfect sound instructional practice. Teachers cannot be expected to deliver high quality instruction that is not well planned.

Principals and district administrators will participate in professional development provided by district staff, the University of Utah, Dr. Dan Duke from the University of Virginia, Dr. Gary Crow from the University of Utah and a cadre of national experts on urban school reform. Professional development and technical assistance services will include formal seminars and colloquia, reflection dialogue groups, on-site observations and feedback, and the organization and distribution of relevant administrative tools and published research that supports increased principal effectiveness and enhances the principal's ability to fully implement the model. The Utah Education Policy Center will coordinate and work with additional providers to conduct professional development, on-site observation and feedback and technical assistance for Tier I and Tier II schools

Table 1 Teacher Professional Day – DRAFT

Professional Day	
25 minutes	Available for students and parents 15 minutes before and 10 minutes after school
385 minutes	Instruction and preparation
45 minutes	Collaboration, instructional intervention or meetings
30 minutes	Lunch (duty free)
24 minutes	Passing (not compensated)
455 minutes	Total minutes per instructional day
7 hours 35 minutes	Total hours per instructional day
8 hours 29 minutes	Potential total time on campus daily

Dr. Duke will conduct 12 days of professional development for administrators the content of the professional development provided will include organizational diagnosis (learning as much as possible about the conditions that led to low performance in the first place, quick wins (how to build confidence among staff and community), steps to ensure first year gains (benchmarking student progress and instructional improvement, and steps to sustain success beyond the first

year (focus on other curriculum areas and intervention continuums as well as guidance for

ongoing professional development). Training for the principals will continue during the course of the year along with other kinds of support. Principals will develop 90-day plans in the summer which will be reviewed and critiqued by Dr. Duke and assessed at the end of the first semester, and mid-course corrections with on-site technical assistance are made as needed). Additional training takes place during the summer of year two and three.

Dr. Gary Crow will provide onsite training to district and school staff on effective mentoring for administrators. This training will provide administrators with the information and skills to fully communicate and utilize leadership skills, district policy and procedures and the continued development and support of turnaround and transformational leaders. An overview of the planned professional development regarding mentoring appears below.

Mentoring Training for Salt Lake City Schools and University of Utah Proposal

1. Importance of mentoring training. The two most important components for successful mentoring are mentor selection and training (Sweeny, 2007). Yet most school leader mentoring programs assume falsely that individuals who are principals are necessarily good mentors. Likewise, many mentoring programs forget that mentoring is a two-way process and that mentees need training in how to most effectively use mentoring. Mentoring involves a specific set of skills that are critical for this relationship to be effective, especially in a context of increasingly complex and demanding professions such as the principalship (Crow, 2006)
2. Structure of mentor training
 - a. First year: 3 training sessions for mentors and mentees
 - i. Initial orientation: how to establish and maintain effective mentoring relationships; how to reinforce preparation for leading change in schools; logistics for effective mentoring.
 - ii. Follow-up reinforcement: identify issues and challenges, consultation in solving mentoring problems; formative evaluation from multiple perspectives of how mentoring relationship is developing
 - iii. End of year assessment and strategies for ongoing support.
 - iv. Training for leadership teams (new assistant principal, principal, and mentor principal, faculty members) in peer and co-mentoring processes. Co-mentoring is a process in which individuals on a team rather than relating as master and novice, provide mentoring to each other in different areas in which team members have strengths.
3. Content of mentoring training (Crow & Matthews, 1998)
 - a. What to mentor: 3 roles of mentors
 - i. Professional role (knowledge, skills, behaviors of effective change leadership)
 - ii. Career role (career awareness, procedural awareness, networking, etc.)
 - iii. Psychosocial role (balancing personal and professional, pacing, stress reduction, etc.)
 - b. How to mentor:
 - i. Reflective mentoring
 - ii. Teaching and coaching
 - iii. Storytelling

- iv. Sponsoring
- v. Providing rich experiences
- vi. Giving feedback
- vii. Delegating
- c. Assessment of mentoring
 - i. Multiple perspectives: mentor, mentee, school constituents, district reps.
- 4. Methods of mentor training (Crow & Matthews, 1998)
 - a. Variety of methods including: presentation, demonstration, role plays and other simulations, case studies, etc.

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students.

The instructional day and instructional year will be increased for all teachers in the four schools. Teachers will be compensated for additional days and will be provided with additional paid planning and professional development opportunities. We anticipate the opportunity for a longer contract paid at contract rate will help us to recruit teachers with a record of effectiveness to these schools. An additional achievement bonus will be available for teachers who reach their student achievement goals and to administrators and licensed supportive staff if school goals are met. Principals and assistant principals will also earn an additional job enlargement stipend to compensate for the body of work that will be expected to implement the reform model.

All teachers will have the opportunity to be paid for an additional 40 hours of planning and professional development to be designed at the school or even grade level. An additional 4 days of professional development will be provided to all teachers and an additional 3-half day sessions for language arts and mathematics teachers to assist in school level planning and capacity building, to align curriculum vertically and horizontally and to review and analyze student work and adjust instruction to accommodate continued student success.

Additional instructional days for the two middle schools will be scheduled as 9, 12 and 12 (in years 1, 2 and 3 respectively) 2-session half days scattered throughout the school year and will be required of only teachers providing instruction of the assessed Core (reading, language arts, mathematics and science). Non-assessed Core teachers will not work these days and will not be compensated. Teachers of assessed Core subjects will provide two half days of instruction and students will be scheduled to attend either morning or afternoon sessions. With this approach, instruction in assessed Core areas will increase for students by a total of 2, 60 minute sessions in each of the assessed Core areas. This allows the schools to target the additional instruction to subjects for which accountability will be increased.

The earning potential for teachers who are selected and agree to provide instruction in these schools will be substantial and should help to recruit capable staff to the schools. Our own research on the type and strength of various incentives for teachers identified as having a strong record of improving student achievement confirms that these excellent teachers are likely to accept and appreciate incentives that take the form of a job enlargement than a bonus

that could be perceived by others as arbitrary. Additionally, the current rhetoric in the district indicates that many teachers and administrators are enthusiastic at the prospect of being asked to work in these transformation schools.

Require that teacher and principal mutually consent to staff assignment, regardless of teacher seniority.

This will be accomplished through on-going modification of the current Written Agreement and under the supervision of the Executive Director for Human Resources.

*Comprehensive instructional reform strategies.
Use data to identify and implement an instructional program that is research-based, "vertically aligned" from one grade to the next and aligned with State academic standards.*

The work of the Curriculum and Instruction department, with ongoing contribution from academic coaches, will enable the district to fully implement research-based programs and materials and will support the on-going development of teacher skill. Comprehensive programs for both mathematics and language arts have been identified and are present in both of the elementary schools. Middle level materials are currently being evaluated by district instructional support staff and teachers and will be in place by the beginning of the 2010-2011 school year. Curriculum maps which align the curriculum across and through grade levels have been developed and training on these tools has already begun at the elementary level. Middle level curriculum maps are in development, informed by the mathematics supervisor, secondary math teacher specialists and middle level teachers. Additional tools outlining instructional essentials and providing benchmark assessments to measure student progress toward these essentials are in place for mathematics. Essentials and benchmark assessments for language arts will be completed during the 2010-2011 school year

Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Student achievement data is available and includes student achievement on end of level and end of year tests and formative assessments of student progress toward Core standards. Data are available and will be used to assess the extent to which teachers are effective at improving student achievement, to evaluate the effectiveness of instructional strategies reinforced through professional development and evaluate the relative strength of student materials and interventions. Data Days, opportunities for teacher to formally review student achievement (both reflective and current student achievement) are scheduled at the beginning of each school year and continue as part of teacher collaborative dialogue.

The middle schools are currently using the Gates McGinitie, AMPS and MAZE assessments to monitor student progress. These assessments are administered two to three times per year for students who are reading below grade level and the results are used to place students in reading classes and to identify students in need of additional instructional intervention. As the

decisions regarding instructional materials aligned to state standards are finalized, these assessments may be replaced with more useful or better aligned tools. Reports from this software program are used to monitor student progress.

CRT results will continue to inform student placement. This district can, and does, prepare reports for schools and teachers detailing overall student achievement and individual student achievement on discrete concepts measured on the CRT. These data are used to assess the content and strength of instruction at grade and course levels and for individual teachers and to inform necessary changes to in curriculum, materials and instruction. Conversations about student achievement occur between principals and teachers, between teachers and their colleagues, between teachers and parents and between teachers and academic coaches.

Each school will continue to use “data walls” to post student progress on formative, interim and summative assessments and will use the information to identify strategies that are and are not working to improve student achievement. Identification of students in need of Tier II instructional interventions will be a primary task of teacher professional collaborations and will require the continuous use of student achievement data. The potential for these collaborative conversations to occur multiple times per week as a result of the restructured day (discussed earlier) will facilitate more consistent analysis of student progress and allow for quick implementation of instructional interventions.

Increased learning time and community-oriented schools.

Establish schedules and implement strategies that provide expanded learning time.

The instructional day for students will be increased from 5.5 hours per day to 6.5 hours per day. Short days for students will be eliminated as teachers will have regular planning time scheduled into each day. The longer instructional day will allow for all students to receive ample instruction in the assessed Core areas and provide for schools to include instruction in other areas of the Core essential to student participation and success in school. Students attending these schools will receive instruction in a comprehensive curriculum that includes science, history, the arts, physical education and elective courses.

Both of the participating middle schools will increase the length of instructional periods and will schedule reading classes in addition to language arts classes and mathematics support classes in addition to the regular mathematics classes for students who are not yet proficient. These additional classes will double the instructional time for struggling students. For students scheduled into these classes, enrichment classes including instruction in the arts, physical education, career and technical classes and special interest classes will be offered after school and during the summer months so that no student is denied access to a comprehensive curriculum. These additional classes will be taught by licensed teachers working a flexible schedule.

Teachers may be compensated for an additional 30 minutes per instructional day to provide small group or individual intervention to students who need additional support to be successful at reaching the achievement standards.

Operational flexibility and sustained support.

Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.

Operational flexibility will require negotiations with the Salt Lake Teachers Association (SLTA) to agree upon and make supportive the interpretations of the Written Agreement. Specific areas that we anticipate requiring cooperation and agreement have been identified and include the placement of staff, the development of the school calendar, the inclusion of student achievement as a part of teacher evaluation and the structuring of the instructional day for teachers. It is our goal to collaborate with the SLTA and other stakeholder groups beginning immediately upon receipt of the grant and to continue to communicate and collaborate throughout the implementation of the grant. We believe that what is proposed in this application is within the policies and procedures of the district and that operational flexibility is inherent to a Shared Governance decision-making model. No element of this grant is contradictory to district policies.

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.

SLCSD will work with the USOE to increase our capacity to implement the reform model selected for each of the participating schools. The district will rely on the USOE to allocate sufficient funds to implement the model selected, to provide guidance and additional professional development on best practice for school turnaround and transformation, to assist the district to monitor the selected schools and to provide timely and relevant feedback on the schools' progress toward full implementation of the transformation model and progress on leading indicators and student achievement. SLCSD hopes to benefit from the on-going access of the USOE to the developing research base supporting school improvement and reform, the potential breadth of implementation issues throughout the state and the nation, and the knowledge of federal and state expectations. The district will work cooperatively with the state to evaluate the effectiveness of each school's progress and outcomes and to meet reporting requirements.

The specifics of district and external support are outlined throughout this application

- **The LEA includes a timeline for implementation of the school intervention model to ensure implementation begins in the fall of the 2010-2011 school year.**

General timelines for implementation steps are indicated in the narrative above. Key milestones include the replacement of the Principal before the start of the 2010-2011 school year, administrative professional development beginning during the summer of 2010, revisions to the school schedules during the early summer of 2010, development of a 90-day plan for each school before the beginning of the 2010-2011 school year, meetings with stakeholder groups beginning upon receipt of the grant, selection of middle school research-based curriculum by the beginning of the 2010-2011 school year and execution of contracts with external support partners during the summer of the 2010-2011 school year.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality. The LEA must include in its SIG application sufficient information describing how it will select and contract with proven external providers to support the LEA and the school(s) in the implementation of the intervention model(s). This includes the following:

- **The LEA will declare whether it intends to contract with an external provider.**

SLCSD does not intend to contract with an external provider to manage or oversee the implementation of the transformation model in the two schools funded through this application. The district does intend to establish contracts with external consultants with a history of success in working with schools, and school leaders in particular, to implement turnaround and transformational reform. The district, through the University of Utah Department of Education Leadership and Policy, has already initiated conversations with national turnaround and transformation experts. Upon receipt of the grant, the district will calendar professional assistance with key consultants (listed in the table below) in support of the implementation of the model. SLCSD will also establish a contract the University of Utah Education Policy Center to conduct the evaluation of the district's implementation of the model and the impact for the participating schools.

External consultants were screened and selected based on the existence of a body of relevant and successful work. The selected partners are national experts in the reform efforts required of this grant. The ability of these consultants to support the implementation of the selected model with a high degree of fidelity and to advise the district from a position of wisdom direct personal experience in similar efforts is beneficial beyond measure. The opportunity to benefit from the guidance of such experts promises to strengthen the implementation of the model and increase overall district capacity to support future reform initiatives.

The district staff has participated in individual school reform efforts as part of AYP, school intervention team for the last several years. These efforts have been led by the district's Title 1 Director who has had considerable experience analyzing the needs of schools, conducting thorough needs assessments of schools that appraise school performance based on relevant research on high-performing, 90-90-90 schools, research on the use of student achievement and school process data and leadership characteristics associated with successful schools. District staff has met regularly to discuss school appraisals, become fluent users of appraisal tools, and identify key areas for school improvement and the specific strategies necessary to assist schools not making AYP. The School Support team is specifically structured to provide on-going school and leadership assessments and guidance to schools.

External partners/providers available to assist with transformation and brief description of services they provide and their track record of success.

Partner Organization/External Provider	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Utah Education Policy Center Andrea Rorrer, Cori Groth, and Randy Raphael University of Utah College of Education	N	Y	Education and assistance to principals and other administrators to support implementation of the selected reform model. Services will include formal seminars and colloquia, reflection dialogue groups, on-site observations and feedback, and the organization and distribution of relevant administrative tools and published research that supports increased principal effectiveness and enhances the principal's ability to fully implement the model. The Utah Education Policy Center will coordinate and work with additional providers (listed below) to conduct professional development, on-site observation and feedback and technical assistance for Tier I and Tier II schools. The UEPC will initiate research on the implementation of the model and its effectiveness.	The Utah Education Policy Center has an established track record of providing essential research, evaluation, and technical assistance to administrators, leaders, and policy makers throughout the state and elsewhere in the nation. Additionally, the UEPC has professional relationships with a wide range of nationally recognized researchers and practitioners who have experience and knowledge related to the reform of urban schools, including its affiliation with the College of Education at the University of Utah. Combined, the UEPC team has worked successfully in a variety of settings committed to the reform of education, including roles in school administration, Regional Education Labs, and state and district departments of education. Primary leads for this effort include Drs. Andrea Rorrer and Cori Groth and staff member Randy Raphael. Curriculum Vitae for Drs Rorrer and Groth are included in Appendix 7.
Dr. Gary Crow Indiana University, Bloomington School of Education	N	Y	Professional development, on-site observation and feedback and technical assistance to school and	Dr. Crow is a professor in the Department of Educational Leadership and Policy Studies, specializing in

			<p>district administration on the key components of effective turnaround and transformation reform efforts specific to coaching and mentoring.</p>	<p>educational leadership. Dr. Crow's research focuses on work socialization of school principals and other leaders, school reform, and leadership. He is currently involved in comparative studies of school leaders in England and the U.S. Dr. Crow's research is published in such journals as <i>Educational Administration Quarterly</i>, <i>Journal of School Leadership</i>, <i>Educational Leadership</i>, <i>Educational Management Administration and Leadership (UK)</i>, and the <i>Journal of Educational Administration (Australia)</i>. He has co-authored books on leadership, mentoring, and the principalship and is the co-editor of the <i>Handbook of Research on Leadership Education and the International Handbook on the Preparation and Development of School Leaders</i>. A Curriculum Vita for Dr Crow is included in Appendix 7.</p>
<p>Dr. Daniel Duke, University of Virginia, Curry School of Education</p>	N	Y	<p>Professional development, on-site observation and feedback and technical assistance to school and district administration on the key components of effective turnaround and transformation reform efforts.</p>	<p>Dr. Duke, Curry School of Education, University of Virginia, is a nationally recognized expert on educational change, reform, and turn-around school leadership. Dr. Duke has conducted extensive research about school leadership in Virginia's K-12 public schools to determine what principals do to "turnaround" low performing schools. The data collected by Dr. Duke and his research</p>

				<p>team on the leadership attributes, skills, challenges and successes of newly assigned “turnaround principals” in 19 low-performing elementary and middle schools over four years lead to the development of UVA’s unique Turnaround Specialists Program. Curriculum Vita for Dr Duke is included in Appendix 7.</p>
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- **A narrative description and budget to support external provider contracts, if applicable.**

As part of the agreement between Salt Lake City School District and the Utah Education Policy Center (UEPC), the UEPC will coordinate the other partners to provide technical assistance to the district, principals and other administrators to support implementation of the selected reform model. The annual cost proposal of \$40,000 (\$120,000 over the course of the grant period) will include the planning and delivery of formal seminars and colloquia, including hosting of scholars and practitioners who have relevant experience and expertise, reflection dialogue groups, on-site observations and feedback, and the organization and distribution of relevant administrative tools and published research that supports increased principal effectiveness and enhances the principal's ability to fully implement the model in Tier I and Tier II schools.

Moreover, given the nature of the partnership between the Salt Lake School District and the UEPC, the UEPC will conduct a multi-year, multi-method research on the implementation of the model and its effectiveness. Specifically, the research will focus on four areas of the initiative in the Tier I and Tier II models including: principal practice and effectiveness, the organization and deployment of turn-around schools, the outcomes related to the initiative, and the necessary elements to ensure the sustainability of the initiative and the subsequent outcomes.

The honorarium for Dr. Duke is \$2500 per on-site day. Dr. Duke will provide 8 days of professional development for administrators at both the school and district levels and an additional 20 days of on-site observation, data collection and instructive feedback relevant to the implementation of the reform. Travel expenses including airfare, lodging and meals estimated to be approximately \$1,000 per visit for 7 trips per year.

The honorarium for Dr. Crow is \$2500 for three days of professional development for administrators during the first year of the grant implementation. This amount includes all preparation for the training. Supplies and materials for this training will be an additional \$1,000 and will include instructional materials, DVDs and videotapes. Travel expenses including airfare, lodging and meals estimated to be approximately \$1,000 per visit for 3 trips.

(3) Align other resources with the interventions.

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

An overview of the participating departments in the implementation of this effort has been provided in the response to question two of this application. Department leaders will meet together at least once per month to review progress and refine plans for implementation. Additionally, all supervisors meet to share information and discuss district business twice monthly. The progress and challenges associated with the implementation of the reform at the two participating schools will be included as a regular agenda item for these already scheduled meetings.

School Support Directors will meet with coaches assigned to each of the schools to collect and provide relevant information and to troubleshoot on-going challenges to implementation. School Support will also meet with the staff of the Assessment and Evaluation department at least monthly to ensure data are being collected, organized and provided for participating schools. Intervention teams assigned to provide on-going support to schools that do not achieve AYP will continue to be scheduled each month and the support personnel for the SIG schools will participate in those meetings.

The size of the district administrative office and the physical proximity of district staff facilitate regular communication and collaboration. Regularly scheduled collaborative meetings will continue and the SIG funded schools will be featured prominently on meeting agendas. Additionally, the Associate Superintendent assigned as the lead administrator on this grant oversees all of the departments participating in the implementation of the grant. Having a single oversight structure will result in a well coordinated and collaborative intervention implementation.

- **A list of the financial resources that will support the intervention model (e.g. local, state, federal funds, and other private grants, as appropriate) and a description of how each of the financial resources listed above will support the goals of the school reform effort.**

The table below outlines the current use of supplemental funds at both Northwest and Glendale. A significant percentage of supplemental funding is currently being used to address concerns of student behavior, attendance and to allow the school to provide a more comprehensive curriculum to students. Sadly, these allocations represent an abundance of concern for student behavior and show little institutional confidence in students' ability or willingness to participate in and benefit from more rigorous curriculum and instruction. Little of the funding is currently used to target improvements in instructional practice and does not reflect adequate attention to the core business of teaching and learning. To sustain the transformation model, the use of the se funds will re re-aligned to better meet the components of the reform including support for an increase in teachers specifically dedicated to student instruction in language arts and mathematic, extending the instructional day and year, supporting on-research-based instruction, assessment and student intervention and job enlargement and achievement incentives for successful teachers. The shift in the use of supplemental funding will begin immediately and will b full accomplished before the end of the funding for this grant.

Glendale	School Improvement \$151,684	Title I \$577,869	Highly Impacted \$142,260
	<ul style="list-style-type: none"> • Text books – <ul style="list-style-type: none"> ○ Band (\$7,500) ○ Social St (\$6K) • Resource Officer (\$17K) • 7th and 8th grade Math teachers (\$102,461) 	<ul style="list-style-type: none"> • Text books – <ul style="list-style-type: none"> ○ Reading (\$23K) ○ Science (\$10K) • 7th and 8th grade Math teachers (\$146,990) • Reading Interventionist (\$45,566) 	<ul style="list-style-type: none"> • Colors of Success (\$9,800) • Supplementary materials, manipulative, software, graphing calculators and other

	<ul style="list-style-type: none"> • Staff Development (\$16,686) 	<ul style="list-style-type: none"> • Three 6th grade teachers (\$177,188) • Guest Speakers for House Cup Assemblies (2x500-1000) PBIS (\$1k) • A support staff member in the mail/printing room (\$14K) • Trackers to help increase student attendance (\$33,707) • Staff Development (\$20K) • Supplementary materials, manipulative, software, graphing calculators and other technology (\$50K) 	<ul style="list-style-type: none"> • technology (\$55K) • Trackers and admin staff (\$73,776)
Northwest	School Improvement \$191,340	Title I \$599,294	Highly Impacted \$119,020
	<ul style="list-style-type: none"> • Paraprofessionals <ul style="list-style-type: none"> ○ PT Social Worker (\$25,043) ○ Resource Aide (\$12,521) ○ ISS/Counseling Center 1 FTE (\$20K) • Secretary (\$18,782) 	<ul style="list-style-type: none"> • Teachers <ul style="list-style-type: none"> ○ Reading 3.0 FTE (\$234,682) ○ Math 2.0 FTE (\$156,454) ○ Lang Arts 2.0 FTE (\$156,454) • Non Contract Teachers <ul style="list-style-type: none"> ○ Math P/D (\$4,192) ○ Lang Arts P/D (\$4,192) ○ Reading P/D (\$4,192) • Math Textbooks (\$21K) • Calculators (\$3K) • Contracted Services – U of U students on Math intervention teams (\$4,500K) • Contracted Services - Utah Write (\$9K) 	<ul style="list-style-type: none"> • Teachers <ul style="list-style-type: none"> ○ Science .5 FTE (\$37,240) ○ ELD 1.0 FTE (\$87,227)

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The barriers to successful implementation of interventions are clearly defined.

The most likely barrier to full implementation of the components of the grant will be the current requirements of the Written Agreement. The Written Agreement provides for the renegotiation of elements that impede the implementation of innovative practice provided there is agreement between the SLTA and the district on the terms of any renegotiation. The leadership of SLTA has participated in conversations with the district and has been present during initial information sessions for the Board and each of the two participating schools. The SLTA leadership has given their approval of the expectations of the grant and their commitment to work with the schools to implement the grant. The district's plan to address these potential barriers is our commitment to keep communication with the SLTA open and on-going, to be full transparent with regard to the planned activities associated with the grant and to mediate challenges made to the full implementation of the grant. This promises to be an on-going activity essential to the full discharge of the reform and an activity in which the district is fully able and willing to engage.

Additional barriers may include our ability to move teachers both to and from the school, scheduling of professional development requirements to allow full participation of transformation school teachers in district required professional development and securing support from school communities to support student participation in extended instructional time. At present, the district believes that these barriers will be best handled through the strategic recruitment and ample support for transferring teachers, working with teachers to identify scheduling conflicts and early and frequent dialogue with parents, families and community members regarding the expectations of the reform, the expected benefits to students, changes to historical practice and the essential nature of their support of the reform. Teachers, administrators, parents and families who cannot support the reform will have the option to transfer to another school. The district open enrollment policies and procedures for special permit out-of-area transfers will support the movement of students if necessary. The human resources department and district Superintendency have given their commitment to facilitate teacher transfers both into and out of the participating schools including trading qualified staff with other schools and to involuntary transferring teachers who are not able or willing to meet the expectations of the reform.

District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

Shared Governance is Salt Lake City School District's (SLCSD) process for participatory decision-making. Although it is the exclusive right of the Board of Education to determine the goals and direction of the district, in 1974, the Salt Lake Board of Education agreed to delegate the right to local sites to make some decisions through the use of the Shared Governance process. Shared Governance is based on the philosophy that education is a responsibility of all employees and the community, and that when people work together to make decisions, many advantages accrue. Shared Governance is deeply embedded in SLCSD's culture. Under Shared Governance, district personnel and, at the school

level, members of the community join to make decisions which affect the welfare of students and education.

BOARD

Within the Shared Governance model of decision-making, the Board, teachers and school administrators retain decision making authority as described below. Decisions retained by the board, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine board/district goals and objectives.
- Determine, implement, and revise board policies.
- Develop budgets and allocate funds with consideration given for site-based discretion.
- Establish a standard educational program that includes, at minimum, the state core curriculum.
- Establish expected student performance results, performance standards, and benchmarks.
- Establish accountability and assessment measures (e.g., standardized testing, state mandated testing, and district testing).
- Establish teaching and performance standards.
- Establish evaluation criteria for district employees.
- Provide leadership in gathering and disseminating balanced research data to inform and guide sites as they make decisions about curricula, instructional philosophy, models, materials, and technology.
- Provide assistance and guidance to schools in planning and conducting professional development.
- Adopt school calendars and establish criteria for variances.
- Determine school schedules (e.g., block, trimester, traditional, etc.).
- Seek waivers of state rules and guidelines, when appropriate.
- Establish a process by which sites may seek waivers of district policies and procedures.

SCHOOL ADMINISTRATORS

School administrators are essential to successful site-based decision-making. They serve as instructional leaders in the school and are responsible for its day-to-day operations. They routinely make decisions according to district and school policies and guidelines. In shared governance councils, administrators must provide sufficient information so that all parties may contribute thoughtfully in the decision making process. Many decisions are the sole responsibility of the school administrator; however, decisions involving the formulation of school policy should be made in consultation with the teachers, staff, SIC, and SCC. Decisions and responsibilities allocated to the administrators, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine and support site-specific goals and objectives in cooperation with faculty, staff, SIC, and SCC, in addition to and in alignment with, board/district goals.
- Account for student achievement in the school.

- Develop and manage school budgets with input from teachers/staff, SIC, and SCC and present these budgets to teachers/staff, SIC, and SCC for semiannual review.
- Convene and serve on selection committees making final recommendations for hiring of teachers.
- Evaluate school employees as determined by the district and employee agreements.
- Assign teachers to classrooms or teaching spaces and determine teaching assignments.
- Ensure that shared governance policies and procedures are followed at the school or site.
- Consult with appropriate district leaders, especially members of the school support team when questions or problems arise.

TEACHERS

As instructional leaders, teachers are responsible for developing and implementing programs. They routinely make decisions that affect student learning, the school district's primary mission. Decisions and responsibilities allocated to teachers, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine and support site-based goals and objectives in cooperation with school administrators, other faculty, staff, SIC, and SCC, in addition to and in alignment with the board/district goals.
- Account for student achievement in the classroom.
- Communicate the state core curriculum, while determining delivery standards and selecting appropriate instructional strategies to help students learn.
- Select or develop assessment tools in addition to those mandated by the district and state.
- Inform parents/guardians of the progress achieved by their students.
- Provide input and review expenditures of school budgets.

With this as the current framework for decision making, the majority of decisions needed to fully implement a transformational model will not be impeded. Specific decisions around the determination of site-specific goals selection of materials and strategies, standards for delivery of instruction, communication with and involvement of parents and the community, district staff participation in decision making and the nature of employee evaluations are probable areas that will require larger district or Board involvement. The district and schools will continue to operate within a shared decision-making model to the extent practicable but will reserve authority to modify or negate school-based decisions that allow staff to avoid or delay substantive change, inhibit the identification, placement, recruitment or retention of high quality staff or that impedes full implementation of the selected reform model. Additionally, district support for implementation will include consistent conversation, supportive assistance and guidance with School Improvement Councils (SICs) and School Community Councils (SCCs) to influence and guide decision making within the Shared Governance model.

- **District contractual agreements, including collective bargaining, that affect transformation and how:**

The Written Agreement, negotiated between the Salt Lake City School District and the Salt Lake Teachers Association governs the transfer or removal of staff, the construction and approval process for the school improvement plan, the process for approving the school calendar and the adoption or implementation of instructional programs. The conditions outlined in the Written Agreement require that SICs and faculty members have input in the decision making and that they must approve decisions (through either consensus or ratification). If consensus or ratification is not possible, the process for review and adjudication by the Superintendent is available and will be used.

Points of the Written Agreement that will require additional negotiation and agreement will include the placement of newly hired staff over senior staff, decision processes regarding the school schedule and curriculum, modifications made to the evaluation process of teachers (to include student achievement as a measure of teacher effectiveness), the ability to transfer teachers who are participating in an informal assistance or remediation process, priority to present staff to fill teacher vacancies, and the conditions under which the Superintendent may make an involuntary transfer of teachers. The placement of staff based on seniority will be done only after the needs of the building (as modified by the reform model) are met. As stated in the Written Agreement, "*The District holds teachers accountable for the satisfactory fulfillment of accountability goals and teaching expectancies. The professionally trained teacher is expected to establish standards of student performance, learning environment, student control, teaching strategies and content.*"

(5) Sustain the reforms after the funding period ends.

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

- **A list of the ongoing supports needed to sustain school improvement after the funding period ends;**
- **A description of the anticipated resources that will be committed to meet the needs identified above; and**

Until the district is clear about which elements of this effort are critical to improved student achievement we cannot be certain about what should be sustained. In the current economic climate, the district does not have additional resources to assign to the sustainability effort. What the district does have the capacity and commitment to do is to re-align existing resources to sustain the parts of this initiative that prove successful. At present, we believe sustainability will require re-alignment of existing supplemental financial resources (including Title I, Title II, Title III, Highly Impacted Schools, and local school improvement funding) at low performing schools and at the district office to fully support elements of the transformation 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 administrators to identify key activities to improve student achievement and effectively use the existing procedures to leverage improved performance will continue to benefit the district as we work to sustain and replicate the reform components. Achievement bonuses as incentives are not sustainable without additional resources and act at this stage as enticements to the skilled teachers needed to determine whether the components of the reform are even viable. Having the staff in place to allow the implementation of the other activities is essential and our ability to demonstrate the critical nature of willing teachers committed to student success. Negotiations of elements of the Written Agreement, possible through the receipt of this grant, have the potential to make lasting changes in the procedures governing the evaluation, placement, schedule and expectations of teachers. 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 academic coaches to support teachers to improve 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 achievement; 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.

- **The written assurance that it will provide continued support.**

See Appendix 5

(6) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application by the beginning of the 2010-2011 school year.

June 2010	<p>Replace Principals. Screen incoming Principals using Administrator Competencies and hire replacements.</p> <p>Transfer teachers who have not been successful. Identify and recruit successful teachers.</p> <p>Execute contracts with external providers.</p> <p>Begin revision of teacher and administrator evaluation tools to include measures of student achievement.</p> <p>Revise school calendars and supplemental budgets.</p> <p>Begin negotiation with SLTA on needed flexibility to implement the reform model.</p> <p>Conduct stakeholder collaboration sessions.</p> <p>Communicate requirements of the grant and implement mechanisms for community and stakeholder input.</p>
July 2010	<p>Begin professional development with Dr. Dan Duke</p>

Reassign School Support staff members to provide intensive support to participating schools.

Finalize school calendars.

Hire new School Support staff to enable reassignment of responsibilities.

Develop 90-day plans for each school.

August 2010 Complete middle school curriculum maps.

Continue with professional development.

Fully staff participating schools with new teachers.

Complete revision of evaluation tools.

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

For each year of the grant, all student groups in all four schools will meet or exceed requirements for AYP in both mathematics and language arts.

For each year of the grant, at least 75% of students who are below proficient on the CRT will improve their scaled score on both the mathematics and language arts CRT by not less than 8 scaled score points.

For each year of the grant, assessed Core teachers will increase the percentage of students whose proficiency level increases by not less than 10%.

For each year of the grant, assessed Core teachers will decrease the percentage of students whose proficiency decreases by not less than 10%

For each year of the grant, SLCS and the four participating schools will make progress on all leading indicators included in the final regulations of the ARRA-SIG. Specific goals related to each of the leading indicators will be developed prior to the end of June of 2010 as we are able to establish baselines.

(8) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement beginning with the 2010-2011 school year.

As space is available, principals and assistant principals of Tier III schools will be invited to participate in professional development provided by Dr. Dan Duke and the University of Utah Education Policy Center (including professional development provided by professionals partnering with the University).

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

Not applicable.

(10) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools beginning in the fall of the 2010-2011 school year.

SLCSD has begun consultation with school SICs, SCCs and representatives from the Salt Lake Teachers Association, school principals and assistant principals, district departments and the SLCSD Board of Education. Additional stakeholders with whom consultation must occur include the full faculties of all four schools, families of students attending the four schools, district community based organizations and administrators across the district. External partners, also key stakeholders, have been consulted. Upon receipt of the grant, the district will structure formal consultation opportunities and will provide informal mechanisms for consultation (Twitter, Facebook, email, opportunities for small group conversations and phone conferences) with all stakeholders. Additional collaboration and consultation will occur throughout the summer as the district and our partners revise evaluation documents and negotiate decision making flexibility on behalf of the participating schools.

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

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

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

See Appendix 6.

Program evaluation costs are included in the contract with the University of Utah Education Policy Center.

Salt Lake City School District Application for ARRA-SIG

Appendix I

School Achievement Data
Student Changes in Proficiency by Teacher
School Trend Data
Trend Data by Feeder Pattern – Glendale & Northwest

Salt Lake City School District Application for ARRA-SIG

Appendix II

School Demographic Data
School English Language Acquisition Performance Data -
UALPA
School Mobility Data

Salt Lake City School District Application for ARRA-SIG

Appendix III

Teacher Highly Qualified Status and Tenure Teacher Absence Data

Salt Lake City School District Application for ARRA-SIG

Appendix IV

District Evaluation Tools for School Level Administrators
District Evaluation Tool for Teachers (E-CAP)

Salt Lake City School District Application for ARRA-SIG

Appendix V

Written Assurance of Continued Support

Salt Lake City School District Application for ARRA-SIG

Appendix VI

ARRA-SIG Budget for Years 1, 2 and 3

Salt Lake City School District Application for ARRA-SIG

Appendix VII

Curriculum Vitae for External Partners

Dr. Daniel Duke

Dr. Andrea Rorrer

Dr. Gary Crow

Dr. Cori Groth

Randy Raphael

Appendix I Student Achievement

Percentage of all students proficient on the state standards assessment test by subject and year

Glendale Middle School				
Subject	2006	2007	2008	2009
All Students Tested				
Reading/Language/English	65%	68%	55%	57%
Mathematics	78%	69%	52%	28%
Science	46%	42%	34%	40%
Writing	44%	39%	33%	37%

Northwest Middle School				
Subject	2006	2007	2008	2009
All Students Tested				
Reading/Language/English	67%	71%	70%	67%
Mathematics	62%	69%	67%	34%
Science	40%	52%	46%	44%
Writing	51%	39%	37%	44%

Appendix I Student Achievement

Percentage of students in each subgroup proficient on the state standards assessment test by subject for test year 2009

Glendale Middle School																
Subject	White, non-Hispanic		Black, non-Hispanic		Hispanic		Asian		Pacific Island		Native American		English Language Learners		Special Education	
	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY
Reading/Language/English	71%	71%	62%	67%	52%	54%	69%	69%	66%	68%	53%	50%	47%	49%		
Mathematics	47%	49%	23%	22%	23%	24%	39%	38%	31%	33%	26%	31%	18%	19%		
Science	55%	55%	45%	45%	37%	36%	67%	67%	30%	29%	50%	56%	31%		20%	20%
Writing	44%		45%		33%		45%		41%		50%		15%		7%	

Northwest Middle School																
Subject	White, non-Hispanic		Black, non-Hispanic		Hispanic		Asian		Pacific Island		Native American		English Language Learners		Special Education	
	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY	All	FAY
Reading/Language/English	49%	82%	48%	57%	63%	65%	66%	68%	76%	74%			56%	57%	38%	39%
Mathematics	43%	43%	32%	38%	31%	32%	49%	50%	30%	32%			28%	29%	27%	27%
Science	63%	59%	43%	35%	39%	38%	58%	58%	43%	41%	71%	71%	33%		35%	34%
Writing	52%		18%		41%		47%		73%		33%		21%		20%	

Appendix I Student Achievement

Percentage of students at each grade level proficient on the state standards assessment test for each subject for test year 2009

Glendale Middle School								
Subject	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.	6 th Gr.	7 th Gr.	8 th Gr.
Full Academic Year (FAY)								
Reading/Language/English						48%	61%	67%
Mathematics						36%	21%	
Science						41%	38%	42%

Northwest Middle School								
Subject	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.	6 th Gr.	7 th Gr.	8 th Gr.
Full Academic Year (FAY)								
Reading/Language/English	NA	NA	NA	NA	NA	NA	73%	64%
Mathematics	NA	NA	NA	NA	NA	NA		
Science	NA	NA	NA	NA	NA	NA	55%	35%

Appendix I Student Achievement

Change in student proficiency in mathematics by teacher: 2009

Glendale Middle School								
School	Teacher	Grade	Course	Number of Full Academic Year Students	Number With Proficiency Increase	Percentage with Proficiency Increase	Number With Proficiency Decrease	Percentage with Proficiency Decrease
Glendale	60W	06	Math 6	13	0	0%	9	69%
Glendale	60O	06	Math 6	93	7	8%	60	65%
Glendale	60B	06	Math 6	97	6	6%	59	61%
Glendale	70W	07	Math 7	12	0	0%	9	75%
Glendale	70A	07	Math 7	32	9	28%	11	34%
Glendale	70C	07	Algebra	52	0	0%	41	79%
Glendale	70C	07	Pre Algebra	57	9	16%	39	68%
Glendale	70A	07	Pre Algebra	70	5	7%	46	66%
Glendale	80W	08	Pre Algebra	19	2	11%	9	47%
Glendale	80AA	08	Geometry	20	2	10%	14	70%
Glendale	80AA	08	Pre Algebra	38	0	0%	36	95%
Glendale	80AA	08	Pre Algebra	43	1	2%	29	67%
Glendale	80CC	08	Pre Algebra	53	4	8%	34	64%
Glendale	80CC	08	Algebra	64	4	6%	47	73%

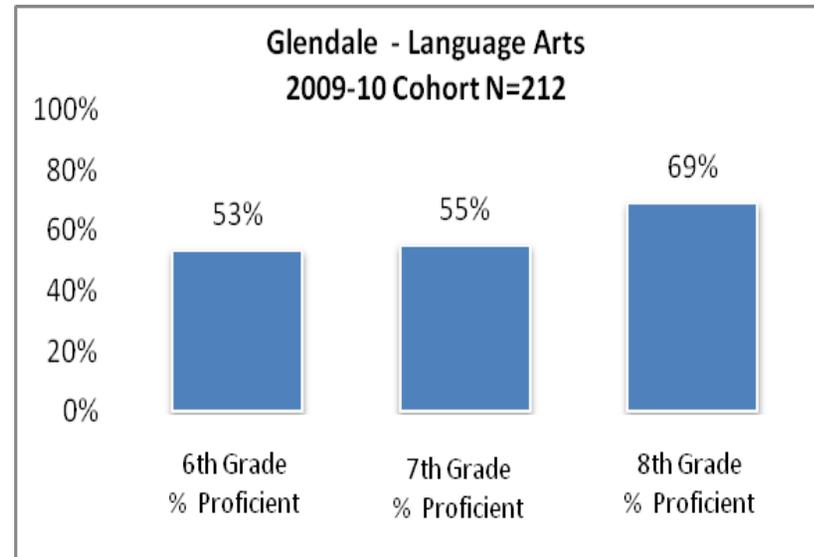
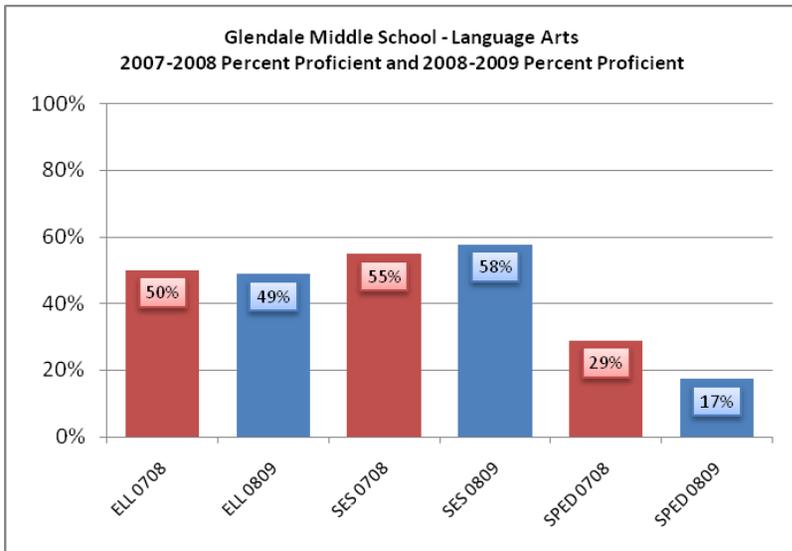
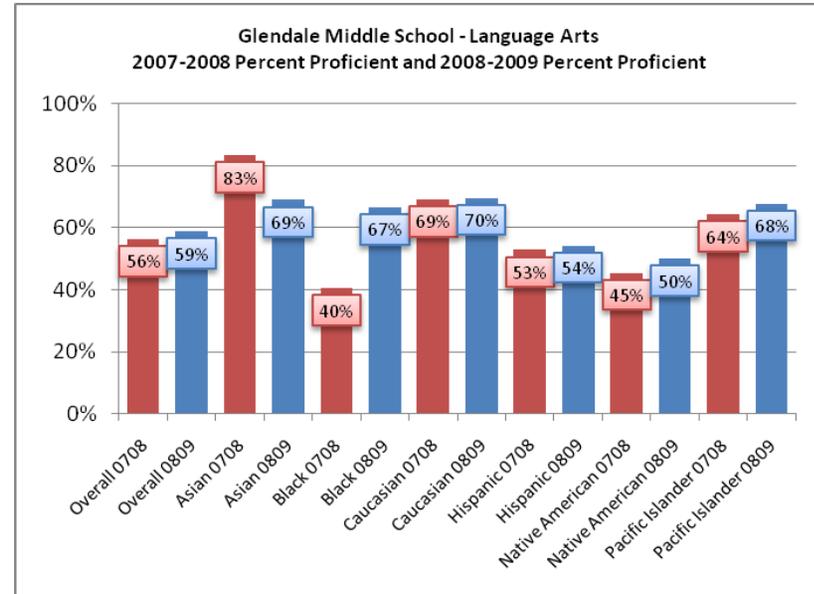
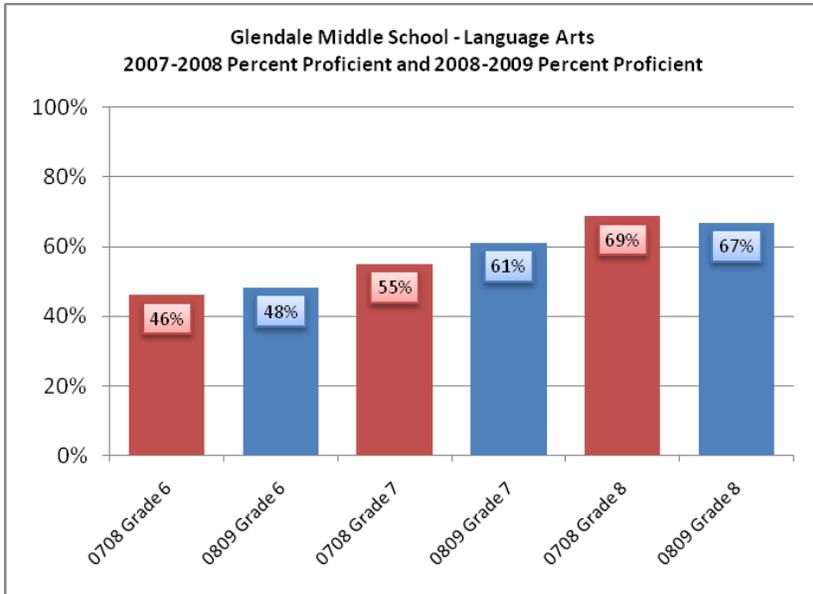
Appendix I Student Achievement

Change in student proficiency in mathematics by teacher and course 2009:

Northwest Middle School								
School	Teacher	Grade	Course	Number of Full Academic Year Students	Number With Proficiency Increase	Percentage with Proficiency Increase	Number With Proficiency Decrease	Percentage with Proficiency Decrease
Northwest	20B	07	Algebra	28	0	0%	24	86%
Northwest	20B	07	Math 7	49	18	37%	12	24%
Northwest	20B	07	Pre-Algebra	74	3	4%	53	72%
Northwest	30L	07	Pre-Algebra	17	4	24%	5	29%
Northwest	30L	07	Math 7	38	30	79%	1	3%
Northwest	50S	07	Math 7	51	31	61%	12	24%
Northwest	50S	07	Pre-Algebra	87	5	6%	64	74%
Northwest	10A	08	Algebra	59	0	0%	56	95%
Northwest	10A	08	Pre-Algebra	77	1	1%	66	86%
Northwest	30L	08	Pre-Algebra	26	2	8%	18	69%
Northwest	40N	08	Geometry	19	0	0%	17	89%
Northwest	40N	08	Pre-Algebra	54	2	4%	45	83%
Northwest	40N	08	Algebra	63	0	0%	63	100%

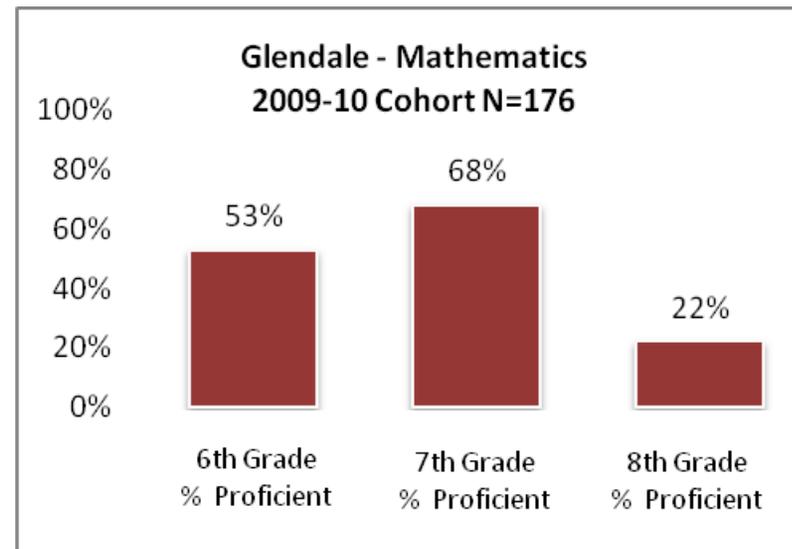
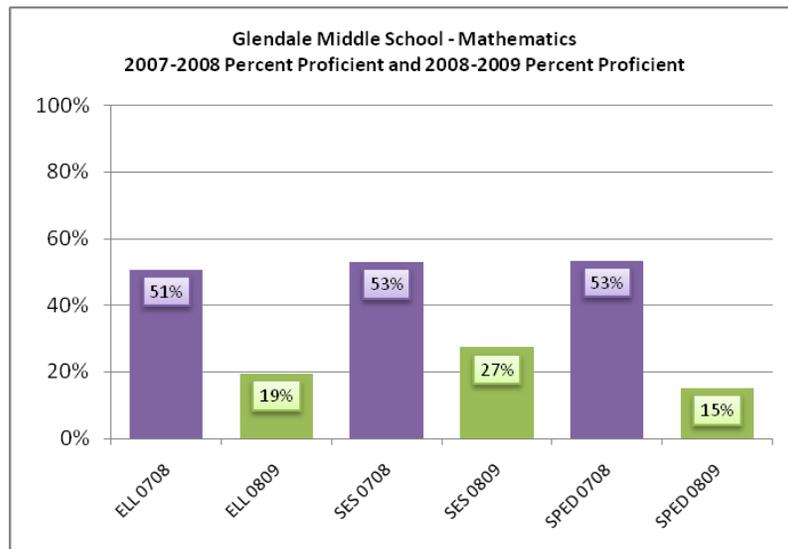
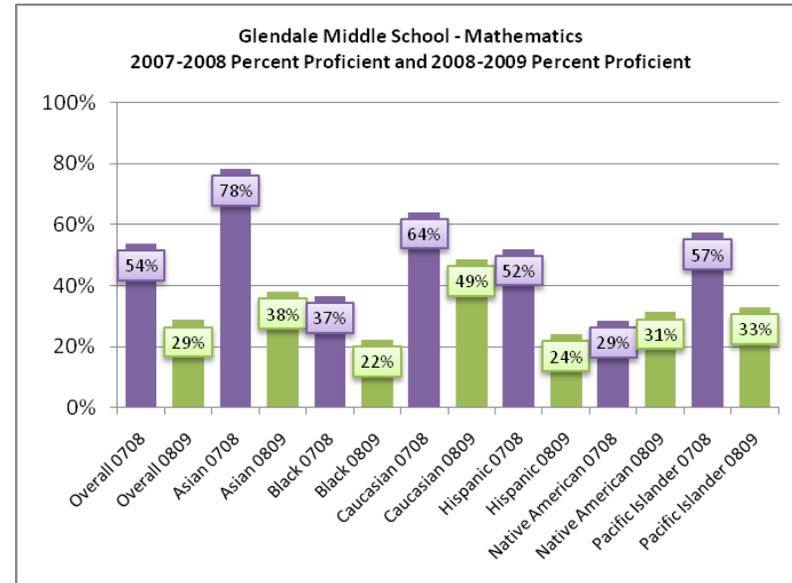
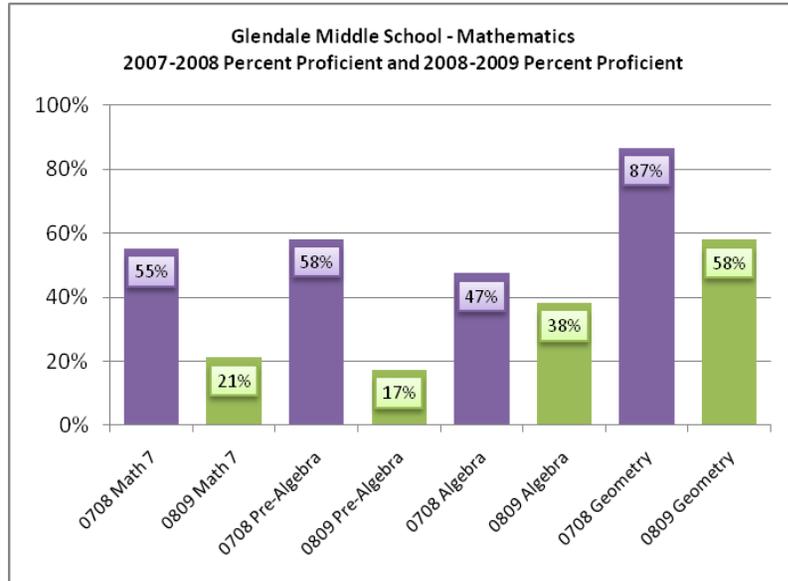
Appendix I Student Achievement

Glendale Student Achievement Trend Data – Language Arts



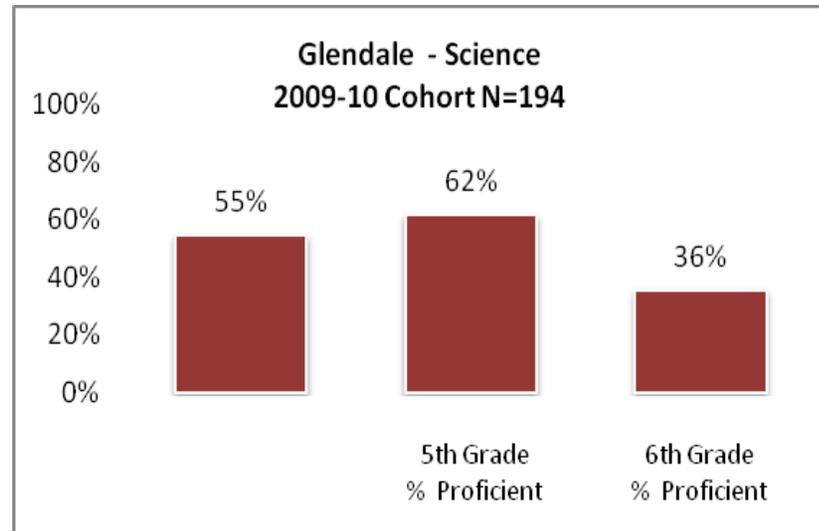
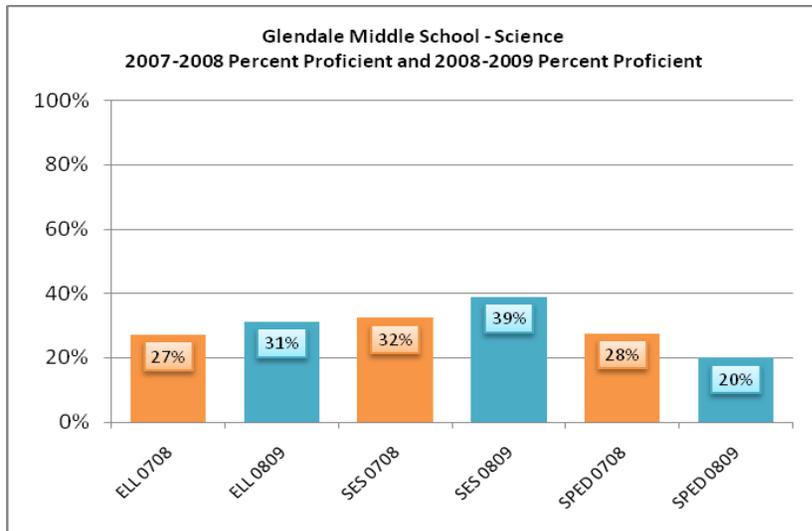
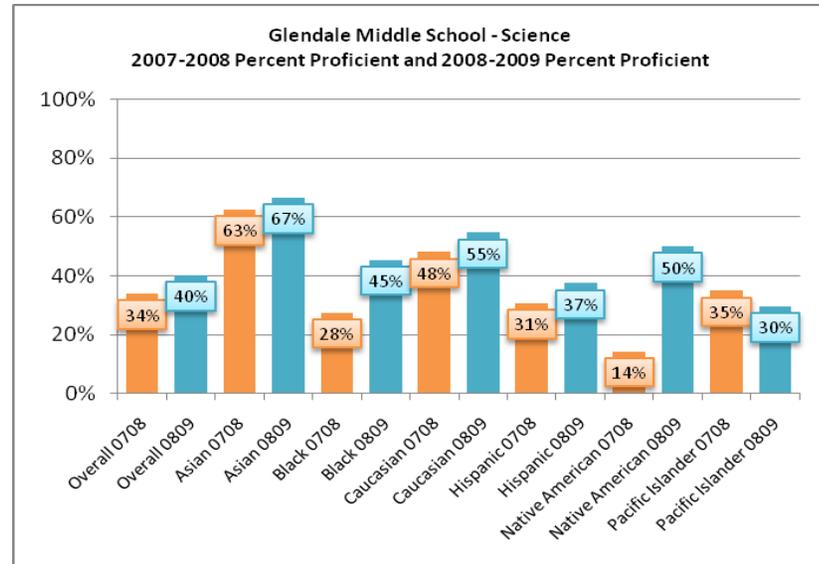
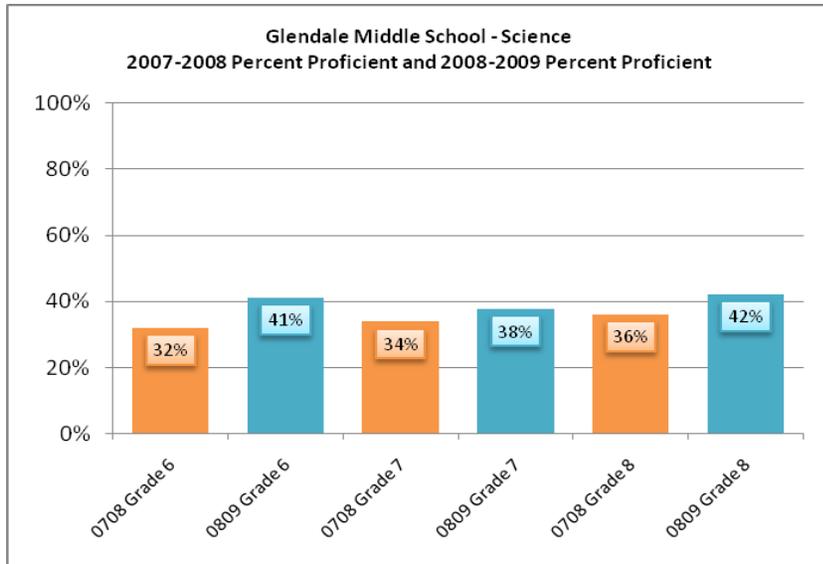
Appendix I Student Achievement

Glendale Student Achievement Trend Data – Mathematics



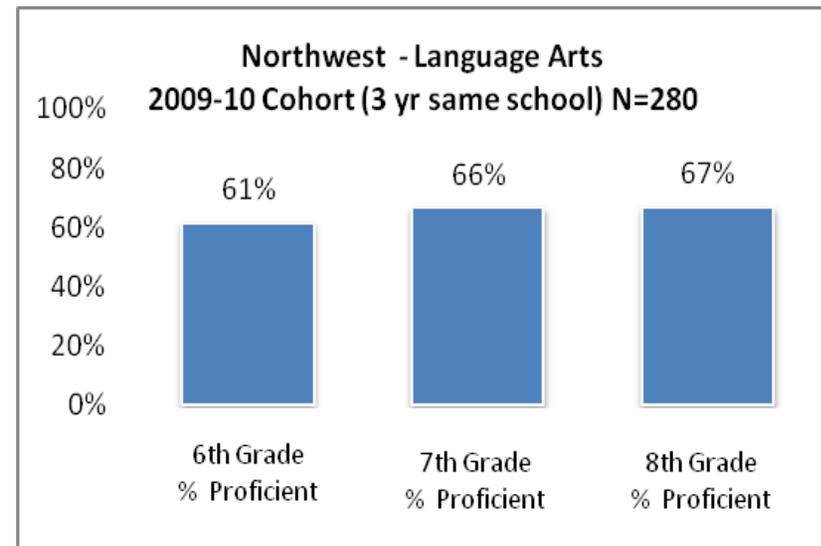
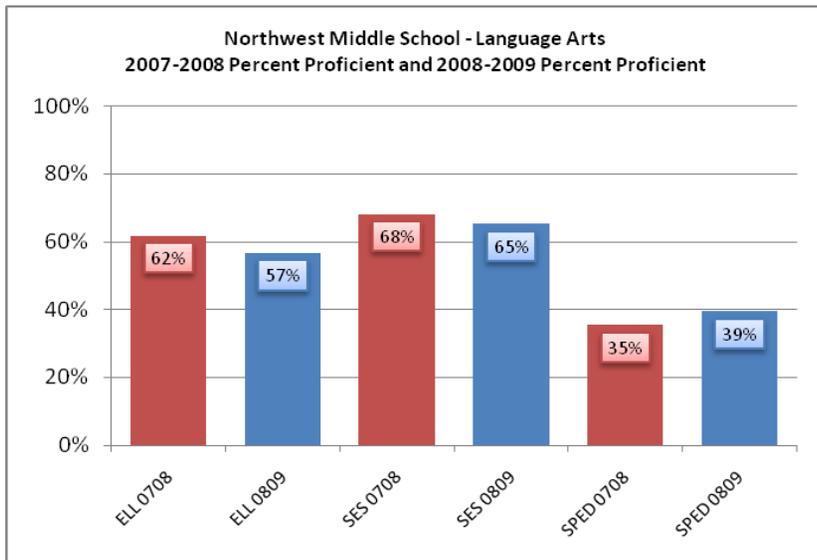
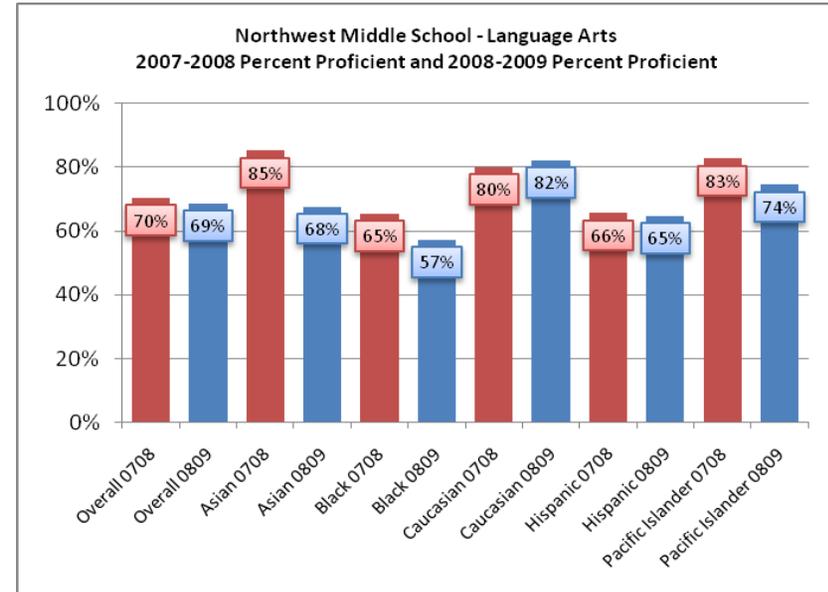
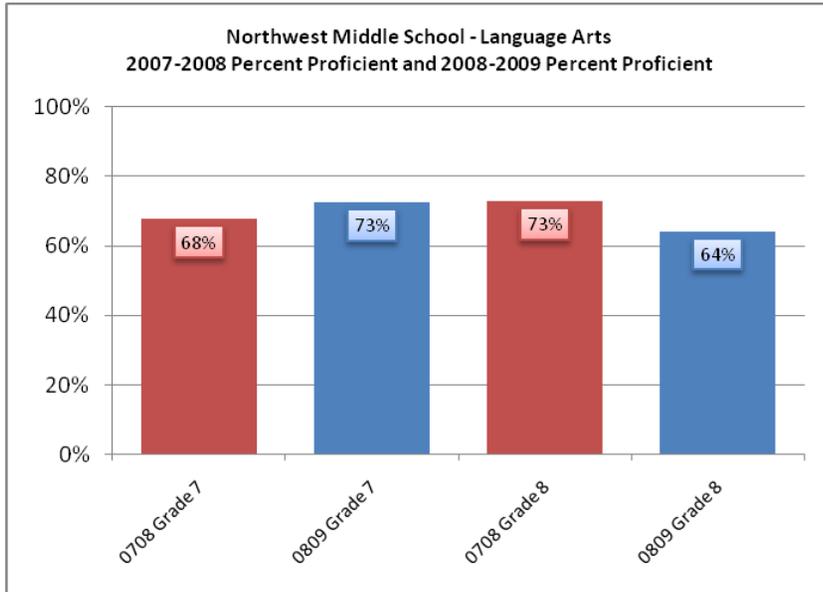
Appendix I Student Achievement

Glendale Student Achievement Trend Data – Science



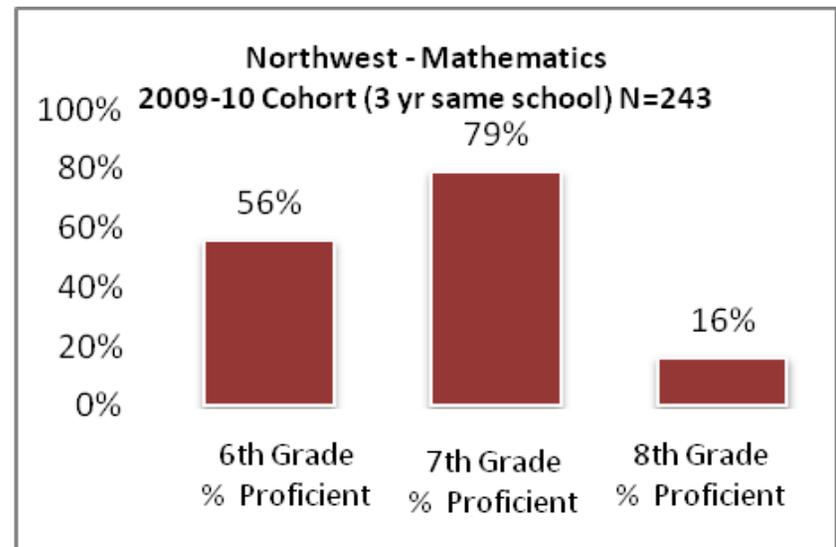
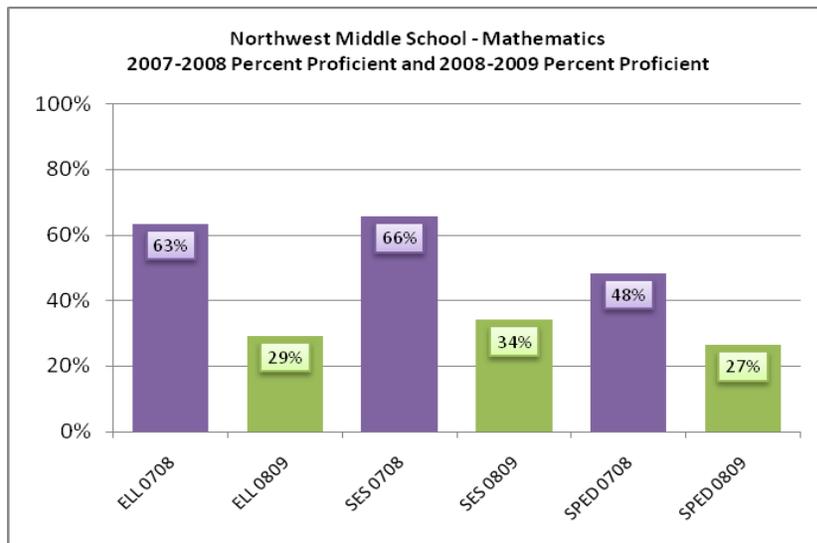
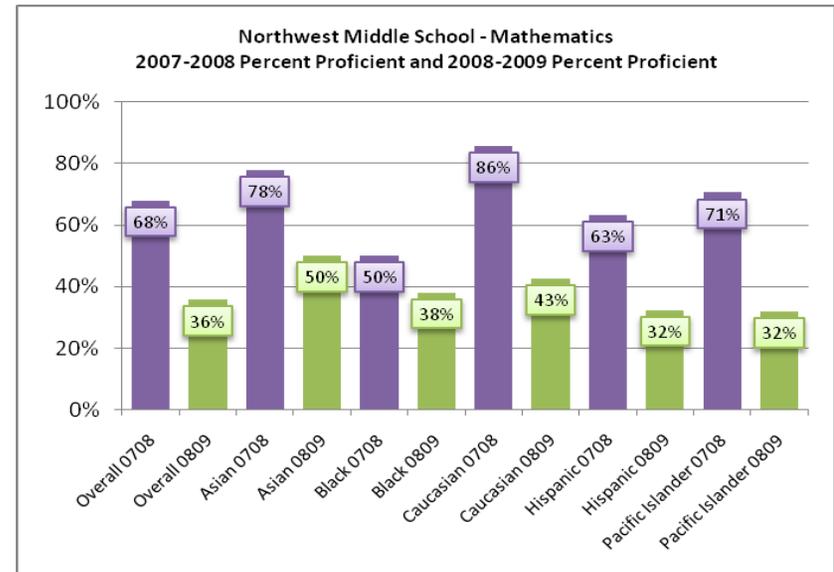
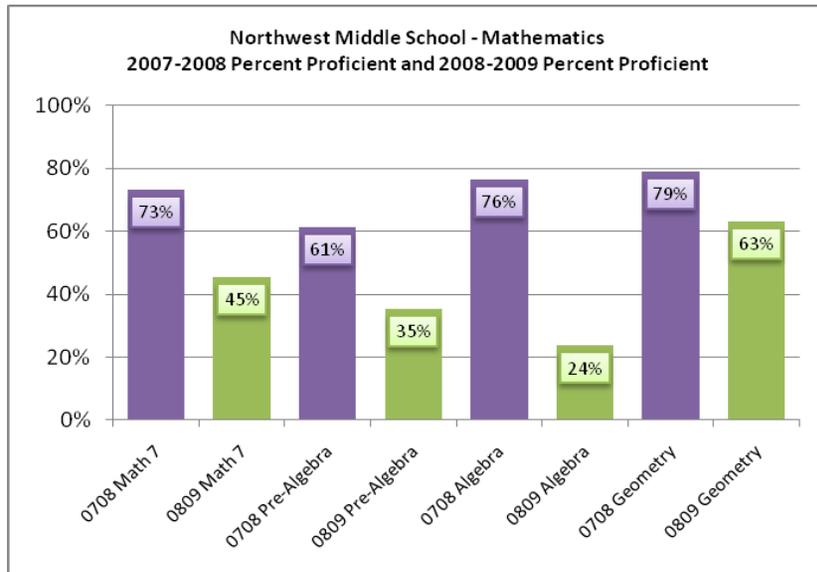
Appendix I Student Achievement

Northwest Student Achievement Trend Data – Language Arts



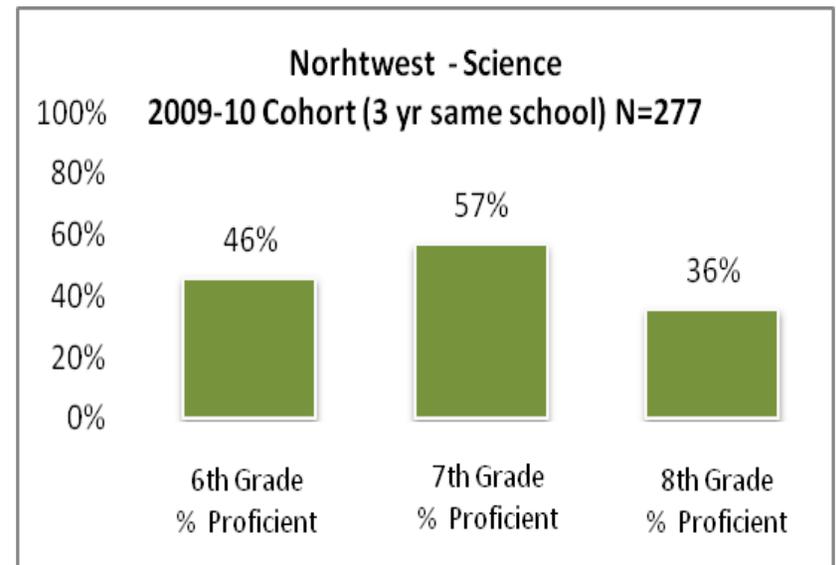
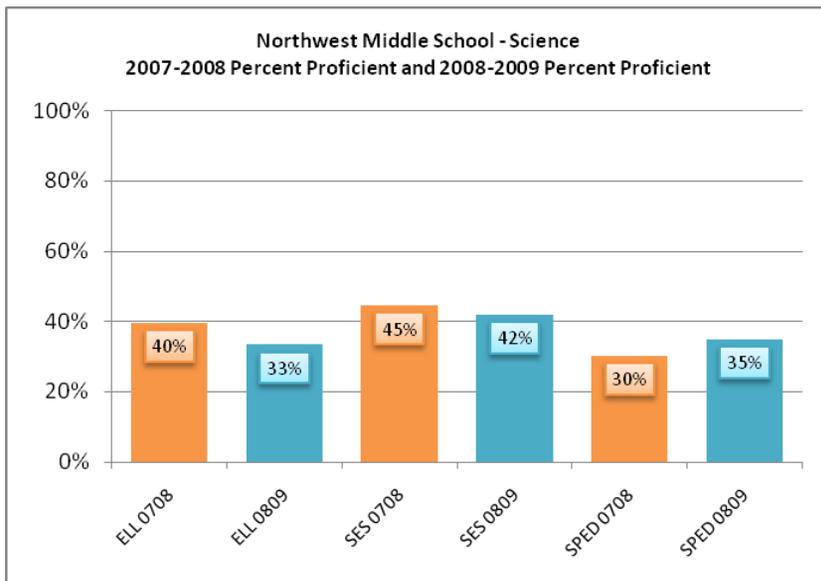
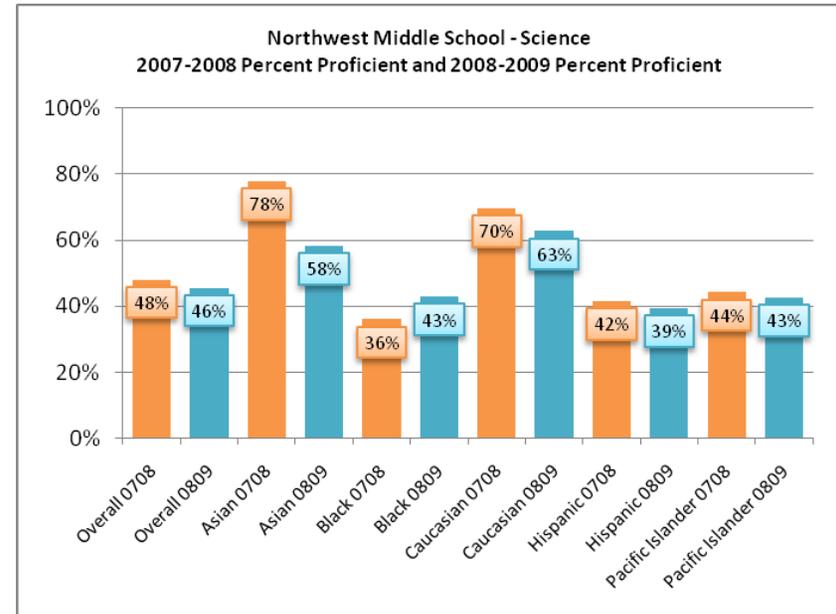
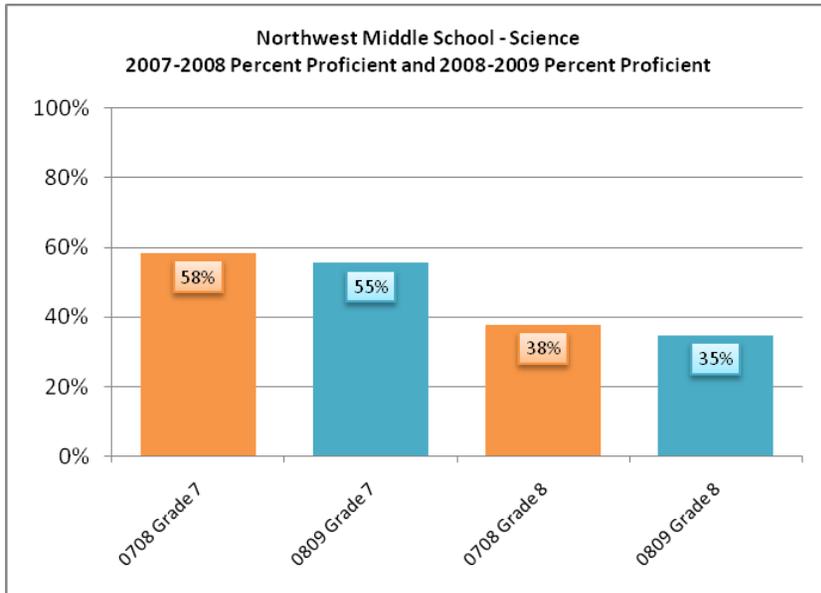
Appendix I Student Achievement

Northwest Student Achievement Trend Data – Mathematics



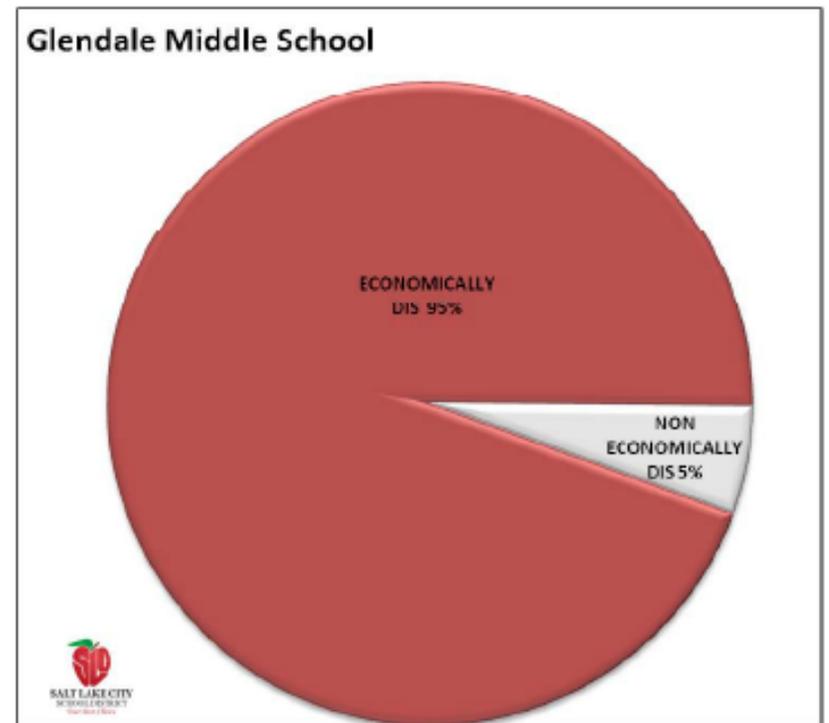
Appendix I Student Achievement

Northwest Student Achievement Trend Data – Science



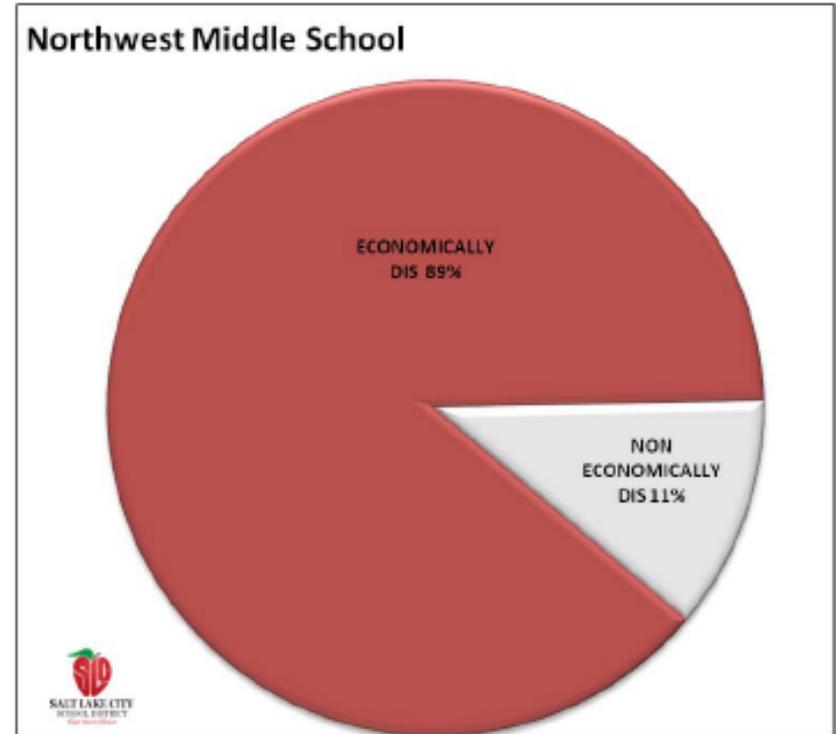
Appendix II School Demographics

GLENDALE MIDDLE SCHOOL DEMOGRAPHICS OCTOBER 1, 2009			
	Total 778	Count	%
ETHNICITY	ASIAN	24	3%
	BLACK	46	6%
	CAUCASIAN	98	13%
	HISPANIC	504	65%
	NATIVE AMERICAN	14	2%
	OTHER	1	0%
	PACIFIC ISLANDER	91	12%
LIMITED ENGLISH	LIMITED ENG. PROF	410	53%
	NON LIMITED ENG. PROF	368	47%
SOCIOECONOMIC STATUS	ECONOMICALLY DIS	736	95%
	NON ECONOMICALLY DIS	42	5%
SPED	SPECIAL EDUCATION	132	17%



Appendix II School Demographics

NORTHWEST MIDDLE SCHOOL DEMOGRAPHICS OCTOBER 1, 2009			
	Total 811	Count	%
ETHNICITY	ASIAN	33	4%
	BLACK	31	4%
	CAUCASIAN	155	19%
	HISPANIC	507	63%
	NATIVE AMERICAN	15	2%
	OTHER	10	1%
	PACIFIC ISLANDER	60	7%
LIMITED ENGLISH	LIMITED ENG. PROF	337	42%
	NON LIMITED ENG. PROF	474	58%
SOCIOECONOMIC STATUS	ECONOMICALLY DIS	718	89%
	NON ECONOMICALLY DIS	93	11%
SPED	SPECIAL EDUCATION	121	15%



Appendix II School Demographics

English Language Acquisition Status and Progress

Northwest Middle School							
English Language Proficiency Growth Table NORTHWEST MIDDLE		ELL Level 2009					
		P	E	I	A	Fluent	Total
ELL Level 2008	P	3	4	11	2	0	20
	E	2	5	12	0	0	19
	I	0	7	82	30	0	119
	A	0	0	5	13	48	66
	Fluent	0	0	0	0	152	152
	Opt Out	0	0	1	0	4	5
Total							381

Glendale Middle School							
English Language Proficiency Growth Table GLENDALE MIDDLE		ELL Level 2009					
		P	E	I	A	Fluent	Total
ELL Level 2008	P	1	6	13	2	0	22
	E	0	5	9	0	1	15
	I	0	2	174	42	0	218
	A	0	0	5	3	54	62
	Fluent	0	0	0	0	40	40
	Opt Out	0	0	1	0	4	5
Total							362

Appendix II School Demographics

Mobility:

Glendale Middle School	
Number of Students Enrolled for Fewer than 160 Days	303
Percentage of Students Enrolled for Fewer than 160 Days	30%
Number of Students Enrolled for 160 Days or More	702
Percentage of Students Enrolled for 160 Days or More	70%
Total Number of Students Enrolled	1005

Northwest	
Number of Students Enrolled for Fewer than 160 Days	271
Percentage of Students Enrolled for Fewer than 160 Days	29%
Number of Students Enrolled for 160 Days or More	659
Percentage of Students Enrolled for 160 Days or More	71%
Total Number of Students Enrolled	930

Appendix III Teacher Data

Teacher Highly Qualified Status and Tenure in School:

Glendale Middle School					
Subject Area	Total FTE	FTE Highly Qualified in all Subjects Taught	FTE 5 yrs or less in school	FTE 6-15 yrs in school	FTE 16 or more yrs in school
6 th Grade	1.16	0.83	1.16		
Counselor	2.5	2.5	2.5		
CTE/FCS	2.77	2.77	0.77		2
ELP	0.5	0.5	0.5		
ESL	1	1			
Fine Arts	3	2	1	1	
Health	0.75	0.75		2	
Language Arts	6.88	5.37	3.54	0.75	0.34
Library Media	1	1		3	
Math	7.49	7.35	7.26	1	0.2
PE	2.14	2.14	2.14		
Reading	4.01	3.09	4.01		
Science	4.88	4.64	1.88	1	2
Social Studies/History	3.22	3.22	2	1.22	
Spanish	1	1	1		

Appendix III Teacher Data

Teacher Highly Qualified Status and Tenure in School:

Northwest Middle School					
Subject Area	Total FTE	FTE Highly Qualified in all Subjects Taught	FTE 5 yrs or less in school	FTE 6-15 yrs in school	FTE 16 or more yrs in school
Counselor	3	3	3		
CTE/FCS	2.32	2.32	0.76	0.81	0.75
Fine Arts	3.29	3.29	0.85	2.44	
Health	1.15	1.15	1.15		
Language Arts	4.92	3.28	2.69	2.23	
Library Media	1	1		1	
Math	5.5	4.84	4.14	0.4	0.85
PE	1.5	1.5			1.5
Reading	3.85	3.58	1.67	2.18	
Science	3.96	1.36	3.1	0.86	
Social Studies/History	2.81	2.81	1.55	1.26	
Spanish	0.8	0.8			0.8
Teacher Specialist	1	1	1		

Appendix III Teacher Data

Teacher Absence Data

Middle Schools	Rank Sick Hours	Sick Hours Used	Rank Personal Hours	Personal Hours Used	Rank Conferences and Meetings	Conference and Meeting Hours
Glendale	1	1935.00	1	568.00	2	1066.00
Northwest	2	1818.00	2	531.01	1	1231.00
Bryant	4	1368.00	3	475.72	3	515.00
Hillside	5	1100.00	4	427.50	4	438.00
Clayton	3	1534.88	5	237.00	5	312.00

SLCSD Administrative Competencies

DOMAIN I - Setting Instructional Direction

- 1.1 Planning and goal setting for student achievement
- 1.2 Student achievement results
- 1.3 Use of student achievement data and results to make instructional leadership decisions
- 1.4 Understanding of student requirements to make instructional leadership decisions
- 1.5 The leader recognizes and responds to the need for change based on student performance data and current research trends
- 1.6 Decisions linked to vision, mission, and strategic priorities of the school and district
- 1.7 Demonstrated use of technology to improve teaching and learning

DOMAIN II - Organizational Skills

- 2.1 Values and constructively uses dissent
- 2.2 Onsite organization
- 2.3 Understands and uses shared governance
- 2.4 Evidence of delegation, trust and empowerment within the school
- 2.5(a) History of completion of projects on schedule and within budget
- 2.5(b) Budgets/resource allocation

DOMAIN III - Communication

- 3.1 Student achievement reporting to students, parents, teachers, and other leaders
- 3.2 Communication with students
- 3.3 Communication with faculty and staff
- 3.4 Communication with parents and community

DOMAIN IV - Developing Self and Others

- 4.1 Willingness to admit error and learn from it
- 4.2 Constructively, handles disagreement with leadership and policy
- 4.3 Explicit improvement in specific performance areas based on the previous leadership evaluation
- 4.4 Effectively uses conflict management strategies
- 4.5 Compliance with legal and ethical requirements in relationships with employees and students
- 4.6 Understanding of faculty and staff proficiencies and needs for further development
- 4.7 Personal participation in leading professional development
- 4.8 Formal and informal feedback to faculty and staff with the exclusive purpose of improving individual and organizational performance
- 4.9 Mentoring new administrators, assistant administrators and other leaders

Teacher Competencies for the SLCS D Educator Collaborative Assessment Program (ECAP)

DOMAIN I – Planning and Preparation

- 1.1 Demonstrating knowledge of content and pedagogy
- 1.2 Demonstrating knowledge of students
- 1.3 Selecting instructional goals
- 1.4 Demonstrating knowledge of resources
- 1.5 Designing coherent instruction
- 1.6 Assessing student learning

DOMAIN II - The Classroom Environment

- 2.1 Creating environment of respect and rapport
- 2.2 Establishing a culture of learning
- 2.3 Managing classroom procedures
- 2.4 Managing students behavior
- 2.5 Organizing physical space

DOMAIN III - Instruction

- 3.1 Communicating clearly and accurately
- 3.2 Using questioning and discussion techniques
- 3.3 Engaging students in learning
- 3.4 Providing feedback to students
- 3.5 Demonstrating flexibility and responsiveness

DOMAIN IV – Professional Responsibilities

- 4.1 Reflecting on teaching
- 4.2 Maintaining accurate records
- 4.3 Communicating with families
- 4.4 Contributing to the school and district
- 4.5 Growing and developing professionally
- 4.6 Showing professionalism

Data Sources for the SLCS D Educator Collaborative Assessment Program (ECAP)

- 1. Documentation of Advocacy: Evidence of Motivation, Challenge and Support
- 2. Documentation of Advocacy: Evidence the Teacher Knows His/Her Students Well
- 3. Analysis of Lesson Planning
- 4. Documentation and Analysis of Student Learning and Assessment Practices (required for Provisional Teachers)
- 5. Learning from Student Work
- 6. Evidence Unique to the Teacher
- 7. Classroom Observation
- 8. Action Research Project
- 9. Collaborative Inquiry
- 10. Collaborative Learning Communities
- 11. Documentation of Preparation for Differentiated Instruction/Equal Opportunity to Learn
- 12. Student Survey
- 13. Parent Survey
- 14. National Board Certification



**SALT LAKE CITY
SCHOOL DISTRICT**
Your Best Choice

Written Assurance of Continued Support to SIG Funded Schools

The Salt Lake City School District will continue to sustain the improvements achieved through the SIG process at Glendale Middle School, and Northwest Middle School, when the funding period for the SIG ends

May 7, 2009

McKell Withers
Superintendent
Salt Lake City School District

Date

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Salt Lake City School District
440 East 100 South
Salt Lake City, Utah 84111

www.slcschools.org

Appendix VI - ARRA SIG Budget for Years 1, 2, and 3

	Northwest		Glendale		Both Schools/District		Total
Coach-language arts .30 FTE each school 202 days	\$ 56,089	\$ 168,267	\$56,088	\$168,264			
Coach-mathematics.30 FTE each school 202 day	\$ 56,089	\$168,267	\$56,089	\$168,267			
Achievement bonus 18% 20 assessed core	\$209,664	\$628,992	\$209,664	\$628,992			
Achievement bonus 9%20 non-assessed core	\$104,832	\$314,496	\$104,832	\$314,496			
Additional days 9/12/12/days/25 assessed core	\$95,280	\$285,840	\$95,280	\$285,840			
Professional development 4 days/40 teachers	\$63,520	\$190,560	\$63,520	\$190,560			
Planning 40 hours for 40 teachers	\$67,000	\$201,000	\$67,000	\$201,000			
Data review 3 days (.5 day) assessed core	\$11,820	\$35,460	\$11,820	\$35,460			
Achievement bonus 18% Principal	\$16,020	\$48,060	\$16,020	\$48,060			
Achievement bonus 9% Assistant Principals	\$12,600	\$37,800	\$12,600	\$37,800			
Job enlargement Principal 10%	\$8,900	\$6,700	\$8,900	\$26,700			
Assistant Principal years 2 and 3 only	\$104,976	\$209,952	\$104,976	\$209,952			
Admin. Professional development Dan Duke 60,000/60,000/0					\$60,000	\$120,000	
Evaluation and technical assistance University of Utah					\$40,000	\$120,000	
Additional district support (SST) 1.0 FTE					\$121,040	\$363,120	
Indirect costs						\$116,095	
	\$806,790	\$2,315,394	\$806,789	\$2,315,391	\$221,040	\$719,215	5,350,000