

# Tooele School District

School Improvement Grants

## Application for FY 2015 New Awards Competition—Cohort 4

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

Fiscal Year 2014

CFDA Number: 84.377A

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### UTAH LEA Application



 Utah STATE OFFICE of Education

*Leadership...Service...Accountability*

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APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of LEA Applicant:</p> <p><b>Tooele County School District</b></p>	<p>LEA Applicant's Mailing Address:</p> <p>92 Lodestone Way Tooele, UT 84074</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Doelene P. Pitt, M.Ed</p> <p>Position and Office: Assistant Superintendent</p> <p>Contact's Mailing Address:</p> <p>92 S. Lodestone Way Tooele, UT 84074</p> <p>Telephone: 435-833-1900 ext. 1108</p> <p>Fax: 435-833-1912</p> <p>Email address: <a href="mailto:dpitt@tooeleschools.org">dpitt@tooeleschools.org</a></p>	
<p>LEA Superintendent/Charter School Director (Printed Name):</p> <p><b>Dr. Scott Rogers</b></p>	<p>Telephone:</p> <p><b>435-833-1900</b></p>
<p>Signature of the LEA Superintendent/Charter School Director:</p> <p>X</p>	<p>Date:</p>
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

**STATE OF UTAH SCHOOL IMPROVEMENT GRANT FY 2014**

**LEA APPLICATION**

**LEA APPLICATION: REQUIREMENTS**

The LEA application must contain, at a minimum, the information set forth below. An LEA may include other information that it deems necessary; however, an LEA is required to respond to each of the following items and bullet points in the exact order in which they appear in this application.

As part of the application process, the LEA is required to present their school improvement (SIG) plan in person. The presenters should include, at a minimum, the LEA Superintendent/Charter School Director or designee, the LEA Title I Director, and the principal(s) of the school(s) included in the application. The school improvement (SIG) plan will be presented to the application reviewers in order to highlight specific aspects of the application, demonstrate the LEA’s capacity and commitment to fully and effectively implement all requirements of the specific SIG model(s) selected, and to clarify questions that the reviewers may have regarding the LEA’s SIG plan.

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

An LEA must identify each Priority and Focus school the LEA commits to serve. An LEA must identify the school improvement model that the LEA will use in each Priority and Focus school.

The school improvement intervention models the LEA may choose from are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) evidence-based whole school reform model; and (6) early learning model.

EXAMPLE:

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) <sup>1</sup>	INTERVENTION MODEL
Wendover High School	490105000577	X		Transformational Model

<sup>1</sup>An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

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

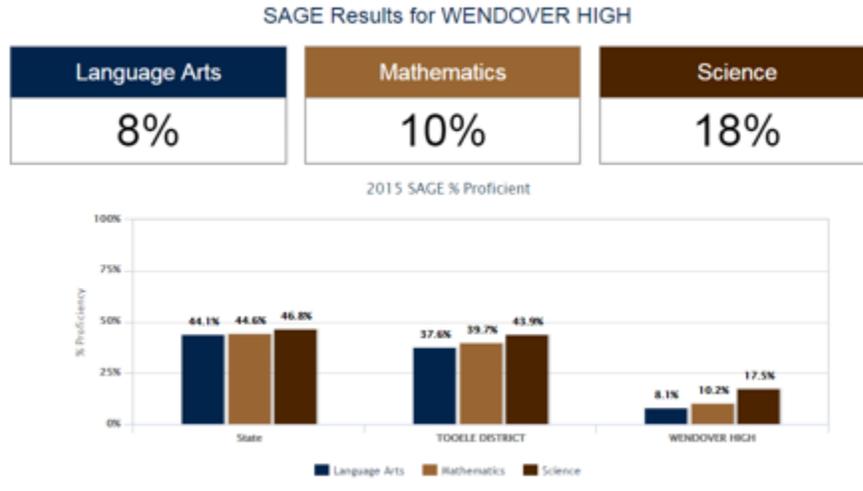
The actions listed in Part B of this application are those that an LEA must take *prior* to submitting its application for a School Improvement Grant.

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

- a. Percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement);**

2015 SAGE Proficiency scores at Wendover High School (WHS) were significantly lower than Tooele District and Utah state-wide averages. WHS qualifies as a Title I Priority Status school and received an F grade on the state report card. Unless otherwise noted, data are for students enrolled for a full academic year (FAY) and include students in grades 7-12.

Table #1: 2015 Wendover High School SAGE % Proficient



Wendover High School, while being a minority-majority school, is exceptionally culturally similar. The school population is 92% minority with 87% of the students identified as Hispanic. 98% of the students qualify for free and reduced lunch (FRL). Therefore, there are minimal differences in the subgroups as compared to the Whole-school scores.

During data analysis, the school leadership team identified relatively lower proficiency scores for the Hispanic and English Language Learner (ELL) subpopulations. After analysis, it was determined that a major root cause of sub-group low performance for students is academic language skills—specifically academic vocabulary.

Table #2: 2015 Wendover High School SAGE % Proficient by Sub-group

Demographic Categories	ELA % Prof	Math % Prof	Science % Prof
All Students	8.10%	10.20%	17.50%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	21%-29%	21%-29%	40%-49%
Hispanic	5.40%	9.20%	13.70%
Multiple Races	N<10	N<10	N<10

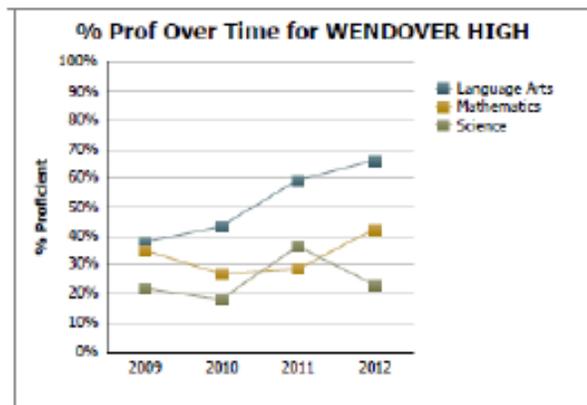
Pacific Islander	N<10	N<10	N<10
Female	9.50%	8.50%	16.70%
Male	7.10%	11.50%	18.10%
Economically Disadvantaged	8.20%	10.30%	17.60%
Limited English Proficiency	≤5%	≤5%	≤5%
Students with Disabilities	≤10%	≤20%	≤20%
Mobile	N<10	N<10	N<10

**b. Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement);**

In 2014, the new SAGE Assessment System was implemented school-wide. The previous UCAS System and the SAGE System are significantly different in structure, in rigor, and in scaled scores. Therefore they cannot be compared and 2014 became a new baseline year. Available trend data for both assessments will be presented.

Under the previous UCAS System, WHS achieved significant growth over time due to previous school improvement efforts. The growth was significant, especially in English Language Arts, enough to allow WHS to exit the Title I Priority status designation at that time.

Table #3: Wendover High School UCAS Proficiency Over Time 2009-2012



In 2014, when the new SAGE System was implemented, scores across the state dropped. The state-wide scores for the ELL and Hispanic sub-populations dropped significantly more than the other state sub-groups. This trend was also seen at WHS and since a majority of the school's population is Hispanic and there is a large group of ELL students, proficiency scores at the school plummeted. In the second year of testing, WHS student proficiency, while still unacceptably low, increased at a greater rate than district and state proficiency rates.

Table #4 Wendover High School SAGE Proficiency Scores

Language Arts % Proficient			
	2014	2015	% Change
WHS	6.40%	8.10%	20.99%
District	34.80%	37.60%	7.45%
State	41.60%	44.10%	5.67%

Mathematics % Proficient			
	2014	2015	% Change
WHS	5.30%	10.20%	48.04%
District	31.10%	39.70%	21.66%
State	41.60%	44.10%	5.67%

Science % Proficient			
	2014	2015	% Change
WHS	12.40%	17.50%	29.14%
District	40.60%	43.90%	7.52%
State	43.60%	46.80%	6.84%

An analysis of trend data for the SAGE Assessment reveals modest growth in student proficiency for all subgroups that could be measured. Mathematic proficiency score increases were equal for subgroups. However, ELA scores for Hispanic student were still significantly lower than other sub-groups and reveal a significant gap in performance.

While the achievement gap for Hispanic students is greater in ELA, it can easily be concluded that there is a significant gap in achievement for all groups of students who attend the school and in all areas tested as compared to district and state scores.

Table #5: Wendover High School SAGE Proficiency Scores by Sub-group

English Language Arts by Subgroup			
Demographic Categories	2014	2015	% Change
	% Prof		
All Students	6.40%	8.10%	20.99%
African American	N<10	N<10	
American Indian	N<10	N<10	
Asian	N<10	N<10	
Caucasian	≤20%	21%-29%	
Hispanic	4.90%	5.40%	9.26%
Multiple Races	N<10	N<10	
Pacific Islander	N<10	N<10	
Female	7.10%	9.50%	25.26%
Male	5.80%	7.10%	18.31%
Economically Disadvantaged	6.40%	8.20%	21.95%
Limited English Proficiency	≤5%	≤5%	
Students with Disabilities	≤20%	≤10%	
Mobile	≤20%	N<10	

Mathematics by Subgroup			
Demographic Categories	2014	2015	% Change
	% Prof		
All Students	5.30%	10.20%	48.04%
African American	N<10	N<10	
American Indian	N<10	N<10	
Asian	N<10	N<10	
Caucasian	≤20%	21%-29%	
Hispanic	4.60%	9.20%	50.00%
Multiple Races	N<10	N<10	

Pacific Islander	N<10	N<10	
Female	≤5%	8.50%	
Male	6.10%	11.50%	46.96%
Economically Disadvantaged	5.30%	10.30%	48.54%
Limited English Proficiency	≤5%	≤5%	
Students with Disabilities	≤20%	≤20%	
Mobile	≤20%	N<10	

Science by Subgroup			
Demographic Categories	2014	2015	% Change
	% Prof		
All Students	12.40%	17.50%	29.14%
African American	N<10	N<10	
American Indian	N<10	N<10	
Asian	N<10	N<10	
Caucasian	30%-39%	40%-49%	
Hispanic	10.10%	13.70%	26.28%
Multiple Races	N<10	N<10	
Pacific Islander	N<10	N<10	
Female	8.60%	16.70%	48.50%
Male	15.20%	18.10%	16.02%
Economically Disadvantaged	12.40%	17.60%	29.55%
Limited English Proficiency	6.30%	≤5%	
Students with Disabilities	≤20%	≤20%	
Mobile	≤20%	N<10	

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

Table #6 lists key pieces of demographic information for the current school year. 92% of students at Wendover High School have identified as belonging to a minority group. 37% of all students have been identified as English Language Learners. The majority of these students are Spanish speakers. Student enrollment has not increased or decreased significantly in the last five years. The small number of students in each grade and in most subgroups creates large confidence intervals that affect the school’s student achievement scores.

Table #6 Wendover High School 2015-16 Demographic Data

2015-16 Wendover High School Demographic Data		
African American	1	1%
Caucasian	18	10%
Hispanic	160	87%
Native American Indian	4	2%
Pacific Islander	0	0%
Multi ethnic	0	0%
2015 Total Minority %	92%	92%
Total Fall Enrollment	183	
Total ELL	67	37%
Total Free and Reduced Lunch	180	98%
Homeless	16	9%
Grade 7	34	19%
Grade 8	24	13%
Grade 9	30	16%
Grade 10	34	19%
Grade 11	28	15%
Grade 12	32	17%
7-12 SWD Self-contained	2	1%
7-12 SWD	27	15%

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

## **Unique Community Background**

Wendover High School serves a remote area in the western-most area of Tooele County. The high school is located near the Utah-Nevada state line and serves the Utah communities of Wendover, Ibapah, and the Goshute Indian Reservation. Wendover, Utah is a small community with a population estimated to be 1,632. Wendover is contiguous with the much larger community of West Wendover, Nevada. West Wendover boasts a higher standard of living with housing being newer and consisting predominately of stick built homes, large apartment complexes, and some relatively well kept mobile homes. Housing in Wendover, Utah, however, consists of a few stick built homes, much older and smaller apartment complexes, and mostly older and dilapidated mobile homes. Over 50% of the community's population works in the various casinos on the Nevada side of the border, just a few hundred yards from Wendover High School. The parents of most families work more than one job and the median household income for Wendover, Utah is only \$31,000 compared to \$61,000 for the county as a whole.

When attempting to understand the community and the impacts on education, it is important to also recognize the challenges associated with teacher recruitment and retention. Wendover is located over 100 miles from most services. Teachers must travel over 100 miles to Tooele or Salt Lake City for medical and dental services. The nearest significant shopping is WalMart, in Tooele, for anything else that can't be purchased from the small Smith's Food & Drug located on the Wendover, Nevada side. The remoteness of Wendover also brings challenges regarding housing for teachers and principals new to the area. Many are reluctant to invest in purchasing a home in a remote location where they aren't sure they want to stay and many of the better kept apartments have waiting lists. Given the small size of the community, its remote location, the high levels of poverty, high numbers of English Language Learners, and the challenges with housing, Wendover is a challenging place for teachers to live and teach.

## **Attendance and Mobility**

Student attendance, given the demographic challenges, is reasonable with average daily attendance fluctuating around 93%. Attendance was an issue in the past but the institution of a bi-weekly advisory program and hiring of student trackers has increased attendance into the acceptable range. Chronic absenteeism has not been an issue with less than 10 students identified.

The mobility rate is 23% for the school. The root cause of the high mobility rate is changes in parent employment. The school has little control over these causes and so this plan is focused on increasing education effectiveness while students are enrolled.

### **Discipline**

Wendover High School has recently implemented the Positive Behavior Intervention System (PBIS). There have only been 79 office referrals so far this year with the average being one per day. The majority of these referrals are for classroom disruptions characterized as showing disrespect and profanity—considered “minor” offences. There has only been one “major” office referral in the first eighty days of school.

### **Graduation and Dropout Rates**

Because of the small number of students enrolled, the confidence interval is too large to calculate the federal graduation cohort rate. However, the school tracks graduation closely. The current graduation rate is 90% and the school community has set a goal of 95% of all students graduating. To increase the graduation rate, the school has hired two AmeriCorps workers to track students. The students also meet bi-weekly in small advisory groups to track attendance, work completion, and graduation requirements.

### **Community Survey of Needs**

Wendover High School administered Panorama Education’s Parent Survey in the spring of 2015. Overall, the community gave the school a 62% approval rating. The highest approval rating was in the area of collaboration (94% approval). The school received average ratings in the following areas: climate (64%), communication (69%), family engagement (63%), leadership (67%), safety (60%), sense of belonging (69%), and student engagement (69%). There were two areas that parents scored as significantly less favorable: supportive relationships (56%), and instruction (39%).

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

A total of 14 teachers are assigned to Wendover High School. This includes regular education teachers and special education teachers. There is one administrator, one counselor, and a part-time instructional coach. In addition, there are seven instructional aides to support student

learning. Of the fourteen teachers: 78% are highly qualified; 11 have bachelor's degrees, 2 have bachelor's degrees plus at least 20 additional credit hours, and 1 has a master's degree. The average number of years' experience is 10 and there are 8 provisional teachers. Teacher attendance is not considered an issue (97%).

Because of the remote nature of the school (explained in the community background), there is a large turnover rate for teachers. Typical turnover each year is between 30% and 50%. For the current school year, 50% of the teachers are new to the school. This teacher retention challenge is likely related to the standard of living and the quality of life in a remote location such as Wendover. Teacher retention and experience have been identified as key challenges in the school improvement process.

Tooele County School District provisional teachers (3 years or less) are formally evaluated at least twice a year by their building administrator. Teachers with Career Status (tenure) are given a formal evaluation once each year. The Utah Effective Teaching and Educational Leadership Standards found in Utah Administrative Code R277-530 are used to identify five levels of effectiveness: Highly effective, Effective, Emerging Effective (for provisional teachers), Minimally Effective, and Not Effective. The evaluation level is determined using a score calculated from supervisor's observation (70%), student growth (20%), and parent/student surveys (10%).

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

The current principal at Wendover High School (WHS) came new to the school last fall, 2014. Mr. Clint Spindler has 29 years of experience. Mr. Spindler taught 4<sup>th</sup> and 6<sup>th</sup> grades for ten years and also served as the teachers' association president during part of that time. He moved to Tooele Junior High School and served as assistant principal for two years and then principal for five years. Mr. Spindler then opened Copper Canyon Elementary School and served as principal for ten years before coming to WHS.

Because of the remote nature of the school and the long drive required, Tooele County School District only asks for a three-year commitment from the administrator at WHS. The previous

administrator was moved early due to a mismatch in skills with the needs of the school. Mr. Spindler was selected based on the following needs: 1) because of the isolated working conditions, an experienced principal is needed; 2) due to academic literacy needs at the school, an administrator with elementary experience was selected; 3) an administrator willing to make a three year commitment to the school was necessary (the administrator stays in Wendover during the week and returns home for the weekend); 4) demonstration of turnaround leadership competencies measured by the Behavior Event Interview (BEI). Mr. Spindler had a high score in Engaging the Team (4) and was strong in Sustainability (3), Impact and Influence (3), Holding People Accountable (3), and Analytical Thinking (3).

It is anticipated that Mr. Spindler will retire after one more year of service to the building. In order to maintain focus on improvement and provide sustainability, an assistant principal will be brought on staff for one transition year (2016-17 school year). The assistant principal would **possibly** then continue as principal, starting in 2017-18. The selection criteria for the new principal will be similar to the selection criteria for Mr. Spindler. The new person must 1) be an experienced educator; 2) have knowledge and experience working with literacy; 3) make a three- year commitment to the position; 4) have strong turnaround leadership competencies. It is anticipated that Tooele County School District will continue this model of **possibly** providing an assistant principal transition every three years to support sustainability of reform efforts. Data shows that results from previous reform efforts were not sustained after the successful school leader left. The transition year and targeted principal selection criteria will encourage sustainability of gains in student proficiency.

#### **g. Effectiveness of instructional programs that have been implemented;**

As outlined previously, the staff at Wendover High School (WHS) has been successful in implementing instructional programs. The school has successfully implemented a positive behavior system (PBIS) that has significantly reduced office referrals and resulted in increased student time in the classroom.

The school has also successfully implemented a bi-weekly advisory program that allows students to form a relationship with an adult at the school. The focus of the advisory program has been

meeting graduation requirements. As shown by the current 90%+ graduation rate, this program has been successful.

WHS has successfully implemented programs that have had a positive impact on student achievement. The staff is now poised to take on the challenge of meeting the new rigorous standards through effective tier one instruction as outlined in this grant proposal.

#### **h. Analysis of family and community needs for each identified school;**

For many students at Wendover High School, they will be the first high school graduate in their family. The following needs have been identified for families served by the school:

- Limited communication skills
- Limited access to literacy materials
- Limited transportation
- Rising poverty rate
- Geographic isolation
- Low self-efficacy and motivation

#### **i. Effectiveness of any prior school reform efforts; and**

Wendover High School (WHS) successfully implemented a previous School Improvement Grant. As seen in the trend data presented in Table #3 during the previous SIG program, the school saw significant increases in mathematics and substantial gains in English/Language Arts. Due to the high turnover rate in the staff, very few of the staff involved in the SIG program are still at the school.

The principal at the school is currently involved in the University of Virginia Turnaround Specialist Program. The program trains and supports the principal in developing identified turnaround leader competencies.

While WHS has successfully implemented instructional programs in the past, the change in rigor associated with the new Utah Core Standards has revealed serious gaps. In addition, the high

staff turnover rate has led to low retention and implementation of new instructional strategies. WHS is now participating with the Educational Reform Foundation. The goal of the foundation is to build sustainability through building teacher leadership.

- j. The LEA must provide the rationale for the specific SIG intervention model selected for each school included in the LEA application to demonstrate that the model(s) selected is aligned to the specific needs of individual school(s).**

The selection of the intervention model involved a process of elimination to determine the best fit.

Chart #7 shows the models that were rejected and the rational.

Chart #7: School Improvement Models Rejected

Model	Rationale
School Closure	This model was rejected because of the extreme isolation of the community. If the school were closed, students would be required to travel 90 to 120 minutes each way to the closest high school.
Restart Model	The Restart Model would not be practical in that one of the major challenges facing the school is the difficulty of recruitment of teachers. A charter school would face the same issues with more limited resources.
Turnaround Model	While 50% of the teachers were new this year, teacher retention is an issue. There is not a large pool to draw from in order to re-staff the school with highly qualified staff.
Early Learning Model	Since the school serves grades 7-12, an Early Learning Model would take too long to make an impact on student achievement. The effects of an early model would also be diluted due to the transient nature of the population. Many of the students move in and would not benefit with this model.
Evidence-based Reform Model	The acceptable programs mostly target a younger audience and are cost prohibitive.

Wendover is participating as a partner with the UVA Turnaround Specialist Program. Because of this partnership, the leadership team is ready to implement the Transformation Model. Each component of the model will be implemented to create and maintain accountability for student achievement. The UVA Program process that includes observations rubrics, data analysis tools, 90-day plans, teacher action plans are fully consistent with the components of the Transformational Model. The Transformational Model allows the flexibility to make needed and appropriate staffing changes, implement the research-based reform strategies, focus district

resources on both time and personnel, and provide needed additional school improvement resources.

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

The Utah State Office of Education requires that any LEA making application for the School Improvement Grants 1003(g) must commit to serve, and demonstrates that it has taken into consideration family and community input in selecting the intervention model through selected activities as appropriate. Consistent with Title III and OCR compliance, every effort should be made to communicate with the parents and the community in the top 5 languages of the school(s) as counted from the Home Language Survey. The following are examples of activities to consider:

- Develop the school improvement plan in line with the model selected;
- Communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices;
- Hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model;
- Establish organized parent groups;
- Conduct community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.
- Survey students and parents to gauge needs of students, families, and the community; Conduct activities to involve parents and stakeholders in the selection of an intervention model best suited to the specific needs of the school (e.g., hold community meetings);

In addition to family and community input, LEAs must consult with all relevant stakeholders regarding the LEA's selection, application, and implementation of the chosen intervention model in its Priority and Focus Schools. LEAs must identify the process through which the LEA will involve:

**a. School administrators;**

The school principal has been involved at every level in the application process and the school improvement process. He has coordinated input from the community, teachers, staff, district administrators, and outside consultants to select the improvement model and create the school's improvement plan.

**b. Teachers;**

The school leadership team, including teachers, has been involved in the analysis of data from assessments and surveys. They have sought input from all staff and have collaboratively created the school's goals and action steps.

**c. Parents;**

Parents have been informed of the school's need of improvement status and the choice of improvement models. They have been surveyed to determine community and student needs. (Surveys were conducted in English and Spanish—the only identified home languages at the school.) As part of the plan, they will be informed of school goals and suggestions for ways they can support the transformation efforts.

**d. School Community Council (SCC); and,**

The school community council, required by state law, has been informed of all choices and has had input in decisions. The community council also coordinates and approves several budgets that will support the improvement process. They will serve as liaisons with the community's parents in the improvement process.

**e. The LEA must 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 for SIG schools).**

The Assistant Superintendent, Doelene Pitt, serves as the “district shepherd” as part of the UVA Turnaround Specialist Program. The Curriculum and Assessment Director, Deb Bushek, has assisted in the effort. They act as liaisons between the school and the Tooele County School District Board of Education. They are responsible to oversee reprioritization/reallocation of resources and changes/waivers of board policies needed to ensure fidelity of implementation and sustainability of improvements. They communicate with the school leadership team at least weekly and make regular school visits which include instructional observations.

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

**closure, transformation model, evidence-based whole school reform model, or early learning model.**

The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the specific intervention model(s) selected for its eligible schools. For additional supporting questions to help in the selection of the most appropriate model see Addendum A.

LEAs must include the following information in their application:

- a. Describe how the LEA will implement with fidelity each requirement associated with the specific intervention model(s) selected for its eligible schools;
- b. Provide sufficient information describing how the LEA will successfully implement each requirement;
- c. Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and
- d. Provide a detailed timeline for implementation of the intervention model chosen for each school the LEA intends to serve.
- e. Describe annual SMART goals for the state's SAGE assessment in Reading/language arts;
- f. Describe annual SMART goals for the state's SAGE assessment in mathematics;
- g. Describe how the LEA will measure progress on the leading indicators;
- h. Describe how the LEA will provide ongoing consultation with all relevant stakeholders, including families and the community, regarding the LEA's application and implementation of the selected SIG intervention model(s) in its selected school(s).

**Transformational Model:**

If an LEA selects the Transformation Model it must ensure that it aligns the family and community engagement programs it implements in the elementary and secondary schools in which it is implementing the transformation model to support common goals for students over time and for the community as a whole.

- a. **Replace the principal who led the school prior to commencement of the Transformational Model if h/she has been the principal at the school more than two years**

The principal at Wendover High School was replaced specifically to implement school turnaround efforts. Mr. Spindler was appointed principal and began service in the school in the fall of 2014. Mr. Spindler is completing his second year of involvement in the University of Virginia Turnaround Specialist Program and the knowledge and skills gained make him uniquely qualified to lead this improvement effort.

**b. Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement that are fully aligned with Utah's ESEA Flexibility Waiver with regard to principal, teacher and school staff evaluation**

The Tooele County School District follows the Utah Standards for Teacher Effectiveness as the basis for their teacher evaluation system. Designed to comply with federal Elementary and Secondary Educations Act flexibility requirements, the system measures the following standards:

- Learner Development
- Learner Differences
- Learning Environments
- Content Knowledge
- Assessment
- Instructional Planning
- Instructional Strategies
- Reflection and Continuous Growth
- Leadership and Collaboration

Administrator observation comprises 70% of the score, the measure of student growth comprises 20% of the score, and parent/student survey comprises 10% of the teacher evaluation score.

Based on the individual score, teachers are designated as either 1) Highly Effective, 2) Effective, 3) Emerging Effective (only for provisional teachers or teachers in the first year of a new assignment), 4) Minimally Effective, or 5) Not Effective. The assessment system was created in conjunction with the Tooele Education Association and approved by the local school board.

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

**Teacher Effectiveness**

The five designations listed above support and inform collaborative assessment practices, provide guidance in determining needs for professional development and give recognition to teachers who demonstrate the high levels of professional skill and responsibility. Teacher incentive rewards, a grant requirement, will use these five designations to determine individual award amounts. Administrators will follow the same system and the same designations but will

follow the Utah Administrator Effectiveness Standards (Visionary leadership, Teaching and Learning, Management for Learning, Community Collaboration, Ethical Leadership, and Systems Leadership).

In addition to these summative evaluation measures, regular administrative classroom visits are expected and monitored. If the administrator determines that an educator is failing to meet requirements, the following steps are immediately implemented:

- The educator is given notice of the need for improvement.
- The local instructional coach provides targeted professional development and coaching for improvement.
- If the administrator determines that the requirement is still not being met, a second notice of need for improvement is given and a plan of assistance is created.
- The District Teacher Team provides outside support to implement the plan.
- The administrator then provides an additional formal observation. If the remediated standards are still not being met, the educator will be given notice of non-renewal or for tenured teachers will be offered to be moved to a less challenging school to complete their remediation plan.

### **Principal Effectiveness**

The school administrators will be evaluated regularly by the assigned district supervisor. If at any time the supervisor believes the administrator's performance on any administrative competency to be unsatisfactory, the administrator will be assigned a "not effective" designation. At that time, the administrator will be required to develop a time-limited intervention plan designed to improve administrative ability in the identified competency. Failure to improve following implementation of the plan will result in formal remediation. Continued poor performance would result in termination. (The principal will be observed and evaluated regularly by ~~the district shepherd~~ **Director of Secondary Education.**)

## Performance Bonuses

The grant plan of implementation includes performance bonuses for teachers, coaches, and administrators who contribute to the attainment of specific student achievement goals. Teachers, coaches and administrators that increase student achievement to specified levels will receive an achievement bonus. Individual teachers who work directly in either tier one instruction or tier two interventions with students will be eligible for bonuses.

If the teacher is working directly with students in Tier I and/or Tier II instruction affecting SAGE test in ELA or math: If the average student increase in the SAGE score exceeds the scaled score increase from the previous year list in Chart #8 and meets the criteria for effective, emerging effective, or highly effective teacher under the teacher evaluation system, they will receive a bonus of \$1,000. If the average student increase in the SAGE score exceeds the scaled score 1 1/2 increase from the previous year and the teacher meets the criteria for emerging effective, effective, or highly effective teacher under the teacher evaluation system, they will be considered to be closing the achievement gap for students and will receive an additional bonus of \$2,000.

Table #8: SAGE Scaled Scores for Proficiency by Grade and Indicating Expected Growth

ELA SAGE Scaled Scores				Math SAGE Scaled Scores				Science SAGE Scaled Scores	
Grade	Proficient Cut Score	Increase from previous year	1 1/2 Increase from previous year	Grade	Proficient Cut Score	Increase from previous year	1 1/2 Increase from previous year	Grade	Proficient Cut Score
3	334			3	317			3	840
4	378	44	66	4	349	32	48	4	840
5	410	32	48	5	384	35	52.5	5	840
6	434	24	36	6	432	48	72	6	840
7	450	16	24	7	450	18	27	7	840
8	471	21	31.5	8	499	49	73.5	8	840
9	487	16	24	9	535	36	54	9	840
10	498	11	16.5	10	584	49	73.5	10	840
11	513	15	22.5	11	611	27	40.5	11	840

In science the scaled score does not change between grade levels. Currently the SAGE science assessment is not computer adaptive and therefore there is not a progression between grade

levels in cut scores. Since each grade level has new topics, the questions do not build from grade to grade and a progressive scaling system is not feasible. Therefore, staff working directly with students who take the SAGE test in science will receive a \$1,000 bonus if the number of students proficient increases by 10% (and they meet the same effective teacher standards as outlined above). If there is a 20% increase in the number of proficient students, the teacher will receive an additional \$2,000 bonus.

### **Administrative Bonus**

If the average increase for individual student scaled scores in ELA for the entire school matches the expected growth in Chart #8, the principal will receive a \$1,000 bonus. If the average increase for individual student scaled scores in mathematics for the entire school matches the expected growth in Chart #8, the principal will receive an additional \$1,000 bonus. If the average increase for individual student scaled scores in ELA for the entire school matches 1 ½ the expected growth in Chart #8, the principal will receive a \$1,500 bonus. Finally, if the average increase for individual student scaled scores in mathematics for the entire school matches 1 ½ the expected growth in Chart #8, the principal will receive another \$1,500 bonus. The total bonus possible for the principal is \$5,000.

For the one transition year in which there is an assistant principal, the bonus will be calculated the same as the principal's, however, the assistant will only receive \$1,000 per goal (ELA, Math) met. The total bonus possible for the assistant principal is \$4,000.

### **Assessment System**

Tooele County School District has contracted with Illuminate to provide a testing and scoring platform for formative and interim/benchmark assessments. Through the system, test results are available within 48 hours of testing. Reports provide necessary detail including student scores by item and standard, data on correct and incorrect student responses, and data on previously tested concepts along with current concepts. Formative and interim testing results will be used by the instructional staff to monitor student proficiency and instructional effectiveness. The administrative team will use the real-time information to reallocate resources to support struggling students and teachers before year-end assessments. Teachers with low rates of student

success will be given targeted coaching—failure to improve will result in formal performance assistance, remediation, and possible termination. Struggling students will also receive targeted interventions.

### **Teaching and Administrative Support**

Effective instruction is critical in increasing student proficiency. Resources from school, district and SIG funding will be targeted at increasing teacher skill and recruiting and retaining quality instructors. Teachers who are unable or unwilling to improve instructional practice will not be permitted to service this high-need population. The teacher evaluation system will be used to its full potential to drive improvement and the use of proven best instructional practices.

Through the University of Virginia Turnaround Specialist Program, the principal is receiving support to target root-cause problems, develop action plans, monitor, coach, and effectively evaluate high-quality instruction. The district leadership has been involved in this process and supports the school in providing coaching and modeling for the principal. This on-site support from the district support team (district shepherd) will maintain focus on the improvement process and increase the sustainability of gains.

#### **d. Provide staff with ongoing, high-quality, job-embedded professional development**

- As the school leadership team analyzed data, they identified a gap in academic English as a substantial root cause of low student achievement. Many students have low literacy skills—specifically low levels of comprehension and academic English. The action plan to address this root cause includes all teachers obtaining an English as a Second Language (ESL) endorsement. Because of the remote location of the school, it is impractical to bring an instructor to the school weekly. Therefore, an online program offered by Southern Utah University will be used. It is a competency-based, accredited program. The following courses are included:
  - Culture (3 CUs)
  - Language Production, Theory and Acquisition (4 CUs)
  - Theories of Second Language Acquisition and Grammar (3 CUs)

- Panning, Implementing, Managing Instruction (4 CUs)
- Field Experience for ELL (3 CUs)
- Assessment Theory and Practice (3 CUs)
- Professional role of the ELL Teacher (2 CUs)
- Subject Specific Pedagogy: ELL (3 CUs)

(The field experience requires 30 hours of supervised teaching that is face-to-face with English Language Learners.)

- In addition to the ESL Endorsement, Innovations Educational Consulting will provide onsite job embedded support using Collaborative Team Coaching® that will focus on increasing student engagement, implementing Sheltered Instruction strategies for English Language Learners, and increasing rigor. The Innovations Ed consultant teaches, models, and then guides teachers as they learn to give constructive feedback and support to improve instruction. The principal, coach, and consultant collect data to monitor implementation and map out coaching supports for individual teachers or departments. The consultant also provides coaching and training for the administrator and instructional coach.
  - Through the University of Virginia Turnaround Specialist Program, the school will focus on developing transformational leadership skills as well as analyzing data to guide instruction.
  - The Tooele County School District provides a part-time instructional coach for teachers. The coach observes, models, and provides feedback to teachers to improve the instructional process.

**e. Implement strategies designed to recruit, place, and retain staff (e.g. additional compensation, institute a system for measuring changes in instructional practices, etc.)**

The remote location of the school makes recruitment and retention of staff critical for the school. Through the School Improvement Grant, the following incentives will be offered:

- Performance bonuses will be given to staff whose students show state-average progress. For those teachers who move students 1 ½ times the expected growth, thus closing the achievement gap, an additional stipend will be given.

- The grant will supplement other school funds to provide tuition and fees for an ESL endorsement. The endorsement program will allow many of the school's teachers to change lanes on the teacher pay scale. The increased earning potential over time from the additional training (lane change) is significant.
- The school day will be extended by 45 minutes per day to increase face-to-face learning time. Teachers will be compensated for the extra time based on their daily rate.
- For high-need teaching areas, the district pays remote-area hiring bonuses and may provide a moving stipend.

Changes in instructional practice will be measured through:

- **Walkthroughs.** Administrators, consultants, and coaches will observe instruction and provide coaching to staff.
- **Collaborative Team Coaching® Protocols.** Developed by Innovations Educational Consulting, these protocols allow administrators and coaches to collect data on student engagement, opportunities to respond, positive to corrective feedback ratios, and rigor of objectives, questions, and tasks.
- **SAGE Student Performance.** End-of-year testing data will provide summative data on the effectiveness of instruction.
- **Tooele Education Evaluation System.** The teacher evaluation system is based on the Utah Effective Teaching Standards and provides both formative and summative data on instructional practice.

Additionally, a positive school culture will be built (shown to be important in teacher retention) by: 1) effective use of PLCs to breakdown isolation. Most of the teachers at the school are the only teacher in their subject area. Effective PLCs and peer-coaching through Collaborative Team Coaching® will reduce the isolation and build positive peer support. 2) Through positive, constructive feedback from the principal and the achievement and celebration of short-term goals, a positive relationship between teachers and the administrator will be built.

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

The Tooele County School District works continually with instructional coaches, curriculum specialists, teachers, and curricular cooperatives to ensure that instructional programs are

vertically aligned as well as aligned to the Utah Core Standards at each grade level. Using the process introduced through the UVA Turnaround Program, data are used to ensure student mastery of the core. This model includes:

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

The district has also worked with teachers to identify district-wide essential standards and to develop interim assessments. These data are invaluable to assess the effectiveness of instruction and the alignment of rigor.

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

Wendover High School will use data from summative (SAGE), interim (District developed), and formative (teacher created) assessments. Job-embedded time for teachers to review and use the information from these assessments will occur during “deep data dives” scheduled after each interim assessment as part of Professional Learning Community (PLC) teacher team meetings.

Tooele County School District purchased the Illuminate testing and reporting platform. District-led teams of teachers have created interim assessments and pacing guides that align with the Utah Core Standards. Teachers may also use the system to develop and administer formative assessments. The use of formative and interim assessments will provide guidance to teachers to ensure instruction matches the scope/sequence and rigor of the Utah Core Standards. The Illuminate system allows immediate teacher access to data and provides various reports to facilitate data analysis.

Data that informs instructional decisions for differentiation includes:

**Formative student measures:**

- Students with Disabilities data includes all regular assessment pieces as well as measures of short-term objectives and student work samples.
- ELL screening and proficiency data from WIDA assessments: W-APT screener and WIDA Access- student progress reports.
- Common Assessments created by teachers collaboratively and guided by weekly PLC meetings where teachers discuss instruction tied to Essential Standards, all tracked through the Illuminate Assessment System.

**Interim measures:**

- District Benchmark Assessments that are followed by Deep Data Dives from data gained from the Illuminate Assessment System.

**Summative measures:**

- SAGE end-of-year State assessment.
- School-Wide Evaluation Tool Subscale (SET) behavior assessment of implementation of PBIS.
- Students with Disabilities data including IEP annual goals and standardized assessments.
- School Wide Information System (SWIS) tracks student behavior and referrals.

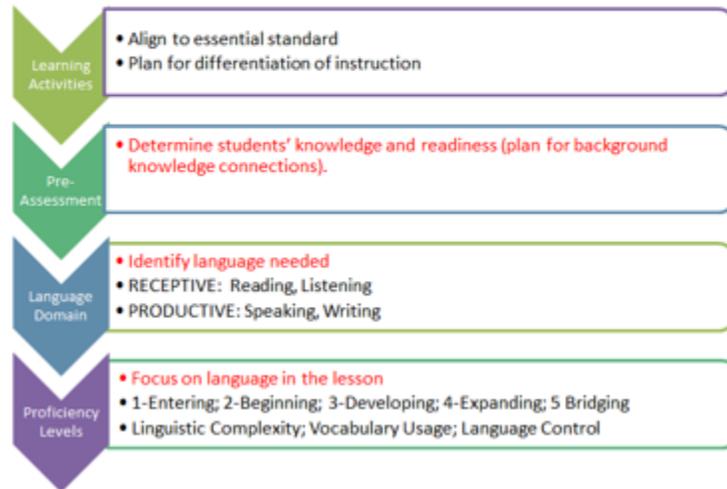
The District is committed to an ongoing process of **training** school leaders and teachers how to effectively administer each assessment, how to analyze the data it provides, and how to make the necessary adjustments in instruction and student support to maximize student progress.

**h. Provide additional support and professional development to teachers and principal to support students with disabilities and English language learners**

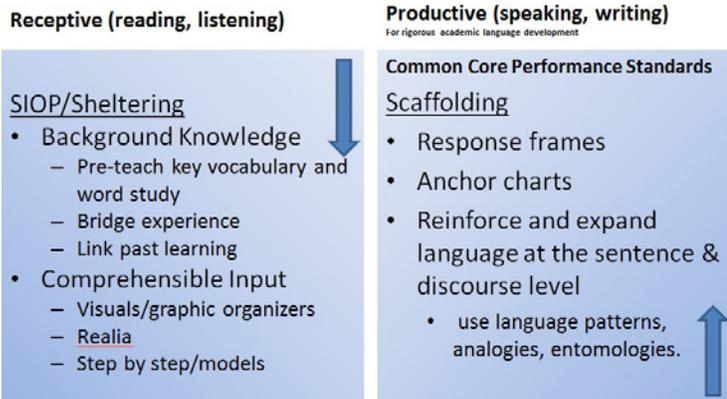
Through data analysis, the school leadership team has determined that increasing the effectiveness of ELL instruction is a high-leverage strategy to increase the overall student proficiency rates at the school. As part of the action plan, all teachers will obtain an ESL endorsement. Teachers will receive coaching and the implementation of the strategies learned will be monitored by the instructional coach, administrator, and outside consultants. Wendover High School will use the WIDA model adopted by the state to provide differentiation. The model is illustrated in Chart #9.

Chart #9: Planning and Implementation of Differentiation for ELL Students

## Planning for ELL Differentiation Using WIDA Standards



### Tier 1—Implementing Differentiation for ELL



Special Educators have monthly professional development planned by the district in addition to participating in school-wide training. Wendover High School uses a system of Tiered Interventions and tutoring to support all students but especially targeting students with disabilities (SWD).

Additionally, assessment data will be disaggregated during each deep data dive for ELL and SWD subgroups. Teachers will then be able to plan language development tasks specific to the student's level of proficiency.

**i. Use and integrate appropriate technology-based support and intervention as part of the instructional program**

Wendover High School has built a solid technology foundation. Teachers have access to interactive white boards, wireless internet access, distance learning labs for college EDNET courses, CTE technology in support of careers, and computer labs. Through district capital funding, but still coordinated with SIG goals, the school is moving to a 1:1 technology model. The new model will allow immediate access to technology-based support and interventions without having to schedule lab time. This will also enhance the ability to engage students and help them acquire skills needed to be college and career ready.

**j. Secondary Schools only: Increase rigor by offering opportunities for students to enroll in advanced coursework (provide multiple opportunities for all students)**

Wendover High School (WHS) has the technology to stream college and high school-level courses through the EDNET system. This system allows the school to offer high school courses that a small school would not be able to afford. It also allows students access to concurrent enrollment courses through various state universities. Opportunities exist for students to enroll in advanced coursework, but few do so and even fewer succeed.

WHS will use partnership resources to help motivate and support students to enroll in advanced coursework. These partnerships include: Latinos in Action, Upward Bound, and the school's Comprehensive Guidance program. Through the school's advisory program, the advisor also becomes a mentor to challenge and support students to achieve through advanced coursework.

WHS will set SMART goals for increased numbers of students taking and passing advanced courses. The SIG will help the school coordinate all these resources using the *Check and Connect* training and program. School administration will use the goals and program resources to

gauge program and personnel effectiveness. Data that will drive decisions about this effort will include:

- Numbers of students taking advanced coursework
- Numbers of student succeeding in advanced coursework
- Plans for College and Career Ready
- ACT scores
- SIS reports, including GPA and progress toward graduation
- Partnership resources and capacity
- Parent participation in school events that promote College and Career Ready skills

Parent involvement and information will be a key feature of the school's plan to increase rigor through advanced coursework.

**k. Secondary Schools only: Improve student transitions from middle school to high school**

Since Wendover High School covers grades 7-12, the transition between middle to high school is minimal. However, the school recognizes the need to support students as they move into 9<sup>th</sup> grade, during which time credits and grades increase in importance.

The advisory program will help each freshman orient to new credit requirements. They will also help students and parents understand the importance of taking rigorous courses, passing each class, accepting assistance, and setting college and career ready goals.

As partners to the advisor, Latinos in Action as well as the school counselor provide support to coordinate and ensure that every student has personal contact and is given whatever support they need to understand the transition and set high goals.

## **I. Secondary Schools only: Increase graduation rate through a variety of methods**

Through recent efforts, Wendover High School has increased their graduation rate to 90%+. The school is moving forward to increase the rate to 95%+. The increase in graduation rate has been a significant accomplishment in a challenging environment. To continue the gains, the school plans to provide timely targeted interventions, including:

- All students will have access to both volunteer and mandatory interventions, including Scholastic Read 180.
- An additional 45 minutes of instructional time.
- Students have access to credit recovery throughout the school year and summer.
- All students participate in the school's advisory program where teachers help students navigate the school system and complete work.

Increased Opportunity for Career Planning, including:

- Comprehensive Guidance program- will increase the effectiveness and engagement of students and parents for Planning College and Career Ready (PCCR).
  - Early, ongoing and coordinated support for college admissions, financial aid and scholarship applications.
  - College and career exploratory activities coordinated with Partnership activities.
  - Increased support and recognition for National Honor Society club and Sterling Scholars.
  - ACT preparation.

Enhanced Parent Engagement

- Parent contacts
  - Home/School Liaison
- Parent training opportunities
  - School Information Systems (SIS) training
  - Planning for College and Career Readiness (PCCR) meetings
- Ongoing Student Mentor contacts with parents

**m. Secondary Schools only: Establish early warning systems to identify students at-risk of failing to graduate**

Wendover High School has put in place an early warning system to identify students at-risk of failing to graduate. This successful system includes:

- Administration and counselors tracking students who are “red flags” for academic failure, truancy, and or behavior issues. This involves regular meetings with administration, school counselor and support staff to review current progress and give specific assignments for follow-up.
- Advisors who check weekly student progress and provide regular parent contact and engagement.
- The school counselor regularly analyzes student transcripts and targets 9<sup>th</sup> grade students who fail one or more courses. The counselor also coordinates and tracks credit recovery.
- The administrative team works together to address personal and family issues that might derail the graduation status of students. The involvement of outside agencies to provide family support is critical.

**n. Establish schedules and strategies that provide increased learning time**

Wendover High School will extend the daily schedule an additional 45 minutes per day to allow for more time for tiered interventions in language arts, mathematics, and science as well as general homework/assignment support. This will provide the equivalent of an extra 20 days of instruction per year. Staff will use the additional time to remediate and extend students’ mastery of the essential core standards. This program will be data-driven and teachers will meet regularly to coordinate the program. Teachers will collaboratively analyze data to identify individual student needs, develop interventions, and assign students to intervention groups.

This program will require constant monitoring and adjustment to ensure student mastery of the essential core standards. During the school’s three day summer retreat, procedures, expectations, schedules, and specific assignments will be made to ensure effective implementation. This extended schedule will allow for daily interventions, enrichment, homework/assignment support, and the targeted use of volunteers such as Latinos in Action.

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

Some mechanisms for family and community involvement are already in place. Specifically, the School Community Council (SCC), comprised of parents, teachers, and community representatives is directly involved in making decisions regarding school goals, providing input on how the budget is used, monitoring the needs of the school, and monitoring the implementation of the School Improvement Plan.

As part of the School Improvement Grant (SIG), the school will use the Align Ed survey system to provide ongoing insight to stakeholder perceptions related to Leadership, Instruction, Assessment, and School Culture. Centered on high-leverage items outlined in Paul Bambrick-Santoyo's Leverage Leadership, the short monthly surveys allow teachers, students, and parent an opportunity to share their opinions with school administrators. Administrators have instant access to reports that compare various stakeholders' perceptions, thereby facilitating a proactive approach to aligning school and community perceptions.

- p. Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting, new governance arrangement, weighted per pupil budget formula)**

In agreement with the Tooele County School District and the Tooele County School District Board of Education, the school will be given the following operational flexibility:

- Determine the hiring and placement of teachers
- Refuse the placement of a teacher
- Determine the use of discretionary funds
- Incorporate teacher preparation time into the school day
- Have teachers who wish to transfer be given an option to request a reassignment and to have that request honored if at all possible
- Provide additional pay through performance bonuses and three additional professional development days per year
- Include all students in language development instruction

The flexibility will be publicly communicated in writing upon receipt of the grant. Monitoring of the flexibility will be the responsibility of the principal and the assistant superintendent.

**q. Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization**

Technical support to ensure fidelity of implementation of the SIG plan will be provided by the district, the partnership with the University of Virginia Turnaround Specialist Program, and through an external consultant from Innovations Educational Consulting.

- Tooele County School District’s Assistant Superintendent and their Director of Assessment and Curriculum will provide technical support and principal coaching as “district shepherds.” They will have weekly contact with the school.
- Consultants provided through the University of Virginia program will provide monitoring of the improvement process and technical support as needed.
- Innovations Educational Consulting will provide a School Support Team Leader to monitor progress, facilitate data collection, and provide professional development and Collaborative Team Coaching®.

**SMART Goals**

Current performance in English language arts, mathematics, and science can be characterized as poor. Thus the school community has analyzed results and set ambitious yet achievable goals. These ambitious goals would allow Wendover High School to reach a proficiency achievement level higher than the current state average for all schools in the state (not just Title I schools).

**SAGE Proficiency Goals**

	2015 Baseline	2016	2017	2018	2019	2020	2021
ELA	8	17	26	35	44	53	62
Mathematics	10	19	28	37	46	54	63
Science	18	26	34	42	50	58	64

- (4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority and focus school, identified in the LEA’s application in order to implement, fully and**

**effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.**

The LEA has identified how it will provide adequate leadership, resources, and support to each Priority and Focus School identified in the LEA’s application. The description must include the following information on how the LEA will fully and effectively implement each requirement of the chosen school intervention model:

**a. Identify the specific LEA staff assigned to support implementation of the school intervention model;**

See chart under section b.

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

Chart # 10: Qualifications and Experience of LEA Staff in School Improvement

LEA Staff Supporting SIG	Qualifications/Prior Successful School Improvement Efforts	Role in SIG Support
Dr. Scott Rogers	<ul style="list-style-type: none"> <li>• Ed.S. in Ed. Leadership</li> <li>• PhD in Psychology</li> <li>• Superintendent of Schools               <ul style="list-style-type: none"> <li>○ Tooele County (current)</li> <li>○ Minidoka</li> <li>○ Snake River</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of all District personnel</li> <li>• Developing and implementing policies</li> <li>• Development of vision and direction for District</li> </ul>
Doelene Pitt	<ul style="list-style-type: none"> <li>• M.Ed., Special Education &amp; Teaching Administration</li> <li>• Successfully supervised schools to exit priority and focus status</li> </ul>	<ul style="list-style-type: none"> <li>• Oversight of curriculum and programs</li> <li>• Supervision and coaching of building principal</li> <li>• Serve as District Shepherd for UVA Turnaround development</li> <li>• Monitors Title I programs</li> <li>• District liaison for SIG Grant</li> </ul>

Danny Hal Strain	<ul style="list-style-type: none"> <li>• M.Ed., Ed Leadership and Administration</li> <li>• Director of Secondary Education</li> <li>• Special Education Director</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of secondary instruction</li> <li>• Supervision of teacher evaluation</li> <li>• District student Achievement School Improvement Team member</li> </ul>
Lark Reynolds	<ul style="list-style-type: none"> <li>• CPA, PLLC</li> <li>• District Business Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors SIG accounts for expenditures</li> </ul>
Maresa Manzione	<ul style="list-style-type: none"> <li>• President, Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Board liaison for SIG and school turnaround efforts</li> </ul>
Deb Bushek	<ul style="list-style-type: none"> <li>• M.Ed., Curriculum and Instruction, Utah Administrative Certificate</li> <li>• Director of Curriculum, Instruction &amp; Assessment</li> <li>• Director of Assessment &amp; accountability—District Liaison for prior SIG Grant (years 2 &amp; 3)</li> <li>• Title I Director</li> </ul>	<ul style="list-style-type: none"> <li>• School Support Team Member for Turnaround Schools</li> <li>• Supervises curriculum development, instructional programs and required assessments</li> <li>• District Student Achievement School Improvement team member</li> </ul>
Terry Christensen	<ul style="list-style-type: none"> <li>• MBA, Business Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Oversees all job actions</li> </ul>

**c. Identify the fiscal resources (state, local, and federal) that the LEA will commit to ensure full and effective implementation of the specific intervention model chosen.**

Chart #11: LEA Fiscal Resources for Implementations

Fiscal Resource	Purpose
Title I	Salary for Title I Coordinator, salaries for part-time instructional coach
Title II	Salary for part-time instructional coach
Local Revenue	<ul style="list-style-type: none"> <li>• Salary for school-support district shepherd and directors</li> <li>• Professional development in ELA and Math</li> <li>• Funding of data system, including technology, data collection, and analysis</li> <li>• Technology for instruction and assessment</li> <li>• Subsidizing travel for isolated school</li> </ul>
Special Education	Salary for school staff and instructional materials. Providing additional Special Education resources for extended day.

**d. If the LEA is not applying to serve each Priority School, the LEA must explain why it lacks the capacity to serve each of its Priority schools.**

Wendover High School is the only school in Tooele County School District identified as a Title I Priority School.

**(5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.**

In conducting its rigorous review process in screening external providers, an LEA should be as specific as possible in its Requests for Proposal (RFP) or other document made available to potential providers regarding its expectations for how the provider will perform and be held accountable. In selecting external providers, the LEA must take into account the specific needs of the Priority School(s) to be served. The LEA must describe the alignment between external provider services and existing LEA services.

Only those LEA SIG applications that meet the external provider selection process criteria listed below will be approvable. Therefore, the LEA must provide the following information in its application for SIG funding:

**a. Detailed and relevant criteria for determining the need for external provider contracts based on the analysis of the LEA's internal capacity to support full implementation of the selected model(s) and operational needs;**

Tooele County School District uses the following criteria in the selection process for external providers to work with their schools (Adapted from School turnaround and Transformation: Guide to Working with External Providers, 3 Ed.):

- Offer quality services and products that deliver results for children and schools.
- Ensure that capacity exists within the organization to maintain the integrity and quality of the services they promise to deliver.
- Ability of provider to collaborate with other providers working in the school system.
- Provider addresses school culture in all implementation strategies.
- Position schools for sustainability by building local expertise and community-based support.

**b. Description of the reasonable and timely steps the LEA will take to recruit and screen providers to be in place by the beginning of the 2016-2017 school year;**

Wendover High School has already engaged in developing a detailed school improvement plan and identifying best providers. It is anticipated that the need for additional providers will be identified and RFPs issued by July 1, 2016. Bids will be returned for review by July 15, 2016.

**c. Selecting external providers that take into account the specific needs of the school(s) to be served;**

It is important to note that prior to the final selection of external providers, the school will have completed the following tasks: 1) Create a vision for the school; 2) Perform a comprehensive needs assessment; 3) Collect, organize and analyze multiple sources of data for the needs assessment; 4) Determine priorities and set goals; and 5) Develop a school improvement plan including action steps.

Once these steps have been completed, RFPs will be written that clearly define the needs of the school and outline the criteria for service based upon the school improvement plan and specifically the action steps outlined.

**d. Screening external providers to ensure the provider can meet the specific needs of the school(s) to be served;**

The screening of potential external providers will follow three steps:

**Step 1: Conduct an initial conversation**

- Discussion of selection criteria with potential provider to ensure common understanding.
- Discussion of cost of services and options.
- Discussion of outcomes to expect and the timetable.
- Discussion of the provider's evaluation strategy.

**Step 2: Checking of References**

- Ask the provider for references.
- Contact similar schools or districts that have worked with the provider.

**Step 3: Reach an Agreement with Stakeholders**

- Present research on provider to stakeholders.
- Ask key stakeholders to review and give input on the choice.
- Communicate the choice to the wider school community with rationale to build support.

**e. Screening external providers to ensure that the provider with which it contracts has a meaningful plan for contributing to the reform efforts in the targeted school;**

Screening of potential external providers will use the following questions:

- Does the provider offer services that meet the essential criteria outlined in the RFP?
- Does the provider offer services that follow the five characteristics of quality service: aligned with established goals, part of a long-term strategy, customized, research based, and capacity building?
- Are the provider's services cost-effective?
- Does the provider have the resources to "hit the ground running?"

These questions will be ascertained in the first two steps of the screening process listed in part d above.

**f. Selecting a provider that has a proven track record of success in working with similar schools and student populations. For example, success in working with comprehensive urban high schools or with schools that serve English learners;**

In the screening process listed in part d above, the district will contact other schools with similar demographics (rural, low socio-economic, high ELL) to determine success rates. The district will also accept student data from the provider detailing student success by demographic subgroup in schools they have serviced. The following question will be addressed when checking references:

- Does the provider offer quality services?
- Does the provider have the characteristics identified as critical?
- Were there any problems during implementation? How were they handled?
- Have the provider's services achieved the expected results?
- Did the provider maintain a good working relationship with the school and district?
- Did the provider deliver as promised?

**g. Requiring a potential external provider to demonstrate its competencies through interviews and documentation;**

In the process listed above (part d, step 1), the provider will be interviewed to: determine their ability to understand and respond to the selection criteria/school needs; discuss the cost of services and options; discuss expected outcomes and timetable; and, discuss the provider's evaluation strategy.

**h. Requiring the provider to demonstrate that its strategies are evidence-based;**

During the interview process or with submitted documentation, the provider will be asked to demonstrate that their materials/approach is based on scientifically-based best practices using the What Works Clearinghouse criteria or based on effect size studies collected through meta-analysis. The provider should be clear whether their research base is self-generated or independent.

**i. Requiring the provider to demonstrate that it has the capacity to assist the school in fully implementing the strategies it is proposing;**

Also during the interview process or through submitted documentation, the provider must demonstrate that their organization has the resources and expertise to “hit the ground running.” An implementation calendar outlining a simple, yet established, systematic plan for implementation will be requested. Even though flexibility will be expected, the provider should have an overarching implementation strategy. The components of services should be clear.

**j. Alignment between the services provided by the external provider with existing LEA services;**

In order to align services provided by the external provider and existing LEA services, a gap analysis will be conducted. To identify the gaps, the following questions will be considered: What areas of need are not addressed adequately by either the LEA or provider? In what ways, if any, do the provider’s or LEA’s services not match with the state and district standards, curriculum, or assessment practices? Are there certain required programs or practices the school must pursue that conflict with the provider’s services? Are there unique values held by the school community that might be accommodated by the provider? These gaps will form the basis for discussion about where the provider’s services can and cannot be modified to fit the school’s circumstances.

**k. Clearly identifying the individual responsibilities of the external provider and the LEA;**

Tooele County School District will use the Provider Services and Materials Questionnaire from the External Providers Guide (School turnaround and Transformation at American Institutes for Research) to provide the process by which the district and the provider will come to agreement about services, materials, and responsibilities. This questionnaire will result in a clear statement of services and material that the provider will offer the school. The process will result in a customized plan for the school’s particular circumstances and requirements.

Chart # 12: Initial LEA and External Provider Roles

<b>Differentiation between External Provider and LEA Roles &amp; Responsibilities</b>		
	<b>External Provider</b>	<b>LEA-District Leadership</b>
<b>SIG Monitoring Visits</b>	Assist in preparation for	Participate in monitoring

	monitoring visit(s).	visit(s). <i>Assistant Superintendent</i>
Support Visits	Provide school with a minimum of 8 on-site support visits	Provide a minimum of weekly on-site support. <i>Assistant Superintendent</i>
Initial Contact	Help coordinate with LEA and School Administration initial school staff training/orientation for SIG as well as provider's support role	Collaborate with provider and building principal for initial staff training/orientation. Lead the discussion about SIG requirements. <i>Assistant Superintendent Curriculum and Assessment Director</i>
Oversight of Transformational Requirements	Support of required Transformational Model activities. Communication with LEA regarding implementation progress.	Supervision of required Transformational activities. <i>Assistant Superintendent</i> Ensuring SIG compliance. <i>Assistant Superintendent</i> Communication with provider regarding implementation progress.
Quarterly SIG Reports	Provide school admin with technical assistance with interpreting data and inputting required information into USOE's Tracker system. Ensure reports are filed on time.	Review reports and provide schools with support in filing reports. <i>Assistant Superintendent Curriculum and Assessment Director</i> Direct line of authority to ensure timely and accurate reports. <i>Assistant Superintendent</i>
On-site Professional Development-Quality Tier I Instruction	Provide teachers and school admin., training to ensure a research-based and quality instructional experience.	Attend initial training and monitor classroom instruction using the training and data provided by provider. <i>Assistant Superintendent Principal</i>
Coaching Monitoring Log	Completed monthly - Sent to LEA and school Leadership within the week following end of the month	Completed monthly - Ensure school admin sends to provider and school Leadership within the week following end of the month <i>Assistant Superintendent</i>

**1. Initiating a contract with an external provider;**

In negotiating a contract with the external provider, Tooele County School District will follow the following steps:

- Clarify the package of services and materials supplied by the provider.
- Determine the actions and support that will be provided by the school and district.
- Determine the length of the contract.
- Determine outcomes and evaluation measures.

**m. Specifying how the LEA will hold the provider accountable to high performance standards;**

Doelene Pitt, Assistant Superintendent, has been designated as the LEA supervisor for all SIG and school improvement efforts. She will monitor the school's and provider's progress with the students' expected outcomes. If outcomes are not in line with expectations, she will initiate investigative and problem-solving strategies. If the provider fails to adjust to solve identified problems, the contract with the provider will be terminated.

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

The LEA has already selected two external providers that will be working with the school: the UVA Turnaround Specialist Program and Innovations Educational Consulting. Both have track records of successfully working with turnaround schools. The UVA Turnaround Program is a nationally and state recognized program that has successfully built turnaround leader competencies that have resulted in schools exiting improvement status.

Innovations Ed repeatedly demonstrates effectiveness in supporting Title I schools in their school turnarounds and transformations. In 2015, only 10 out of 34 Focus Schools in Utah met the school improvement exit criteria; Innovations Ed served as SST leaders for 7 of those 10 successful schools. Innovations Ed also served as SST leaders for 2 Priority Schools in Utah that

raised their school grade from F in 2014 to C in 2015, as well as for 1 Priority School in Arizona that raised their school grade from D to B in two years.

- o. A narrative description to support external provider contracts, if applicable; and**

Since 2009, Innovations Ed consultants specializing in Assessment, Instruction, Curriculum, and Instructional Leadership have served as lead consultants for over 30 Title 1 PRIORITY and FOCUS schools in the state of Utah. Innovations Ed has successfully facilitated the development, implementation, and monitoring of improvement plans. The team routinely:

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

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

- p. The LEA is required to use an experienced School Support Team Leader who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff and/or at the following link:**

<https://dmi.schools.utah.gov/Tracker/LEA/Application/SstApplicationSearch.aspx>

After attending state Title I School Improvement training, Tooele County School District used the state-approved list of School Support Team Leaders to identify a possible external provider. Using the process outlined above and through successful school improvement efforts with another school in the district, the district selected Innovations Educational Consulting to provide the School Support Team Leader. The lead for Innovations Ed will be Dr. Greg Lewis. The district has confirmed with the state office that Dr. Lewis is approved and qualified.

### **Narrative of External Provider Contract**

#### **Accountability:**

Tooele County School District Administration (LEA Support & Principal) and Innovations Educational Consulting will analyze data and confer monthly during on-site visits (school support and professional development), while generating the USOE required quarterly report, and annually when summative assessment data are available in order to monitor school progress and effectiveness of support.

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

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

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

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

### **External Provider Capacity:**

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

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

- Each of the team members has experience administering, interpreting, and developing improvement goals from formal and informal perception surveys of stakeholders. The information from perception surveys is invaluable in increasing parental involvement and building community partnerships.
- The team includes members who are experienced in identifying Turnaround Leader Competencies (Spencer and Spencer, 1993), developing highly-effective leadership improvement plans, and coaching for implementation. This includes helping leaders create the systems and framework to develop continual improvement in schools.

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

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

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

Facilitating the staff in the valid interpretation of results has been a key component of Innovations Ed professional development. This includes helping teachers understand the

limitations of the data collection instrument and guiding them to form valid interpretations from the data. We accomplish this by a systematic approach that begins with teaching the staff how to use the instruments to collect instructional data. We then engage all participants in a series of cycles that includes modeling, practice, reflection, and continuous coaching.

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

Innovations Ed tailors their professional development to the specific context of each school. As Wendover is a high school the following is unique to the secondary level:

- Collaborative Team Coaching® is organized by department, rather than grade level teams.
- Content of demonstrations/presentations and discussions is high school level and specific to the subject area.
- Demonstration videos are of secondary classroom situations.
- Demonstrated teaching and materials are age appropriate.
- Focus for improvement of instructional strategies is driven by the specific needs of the teachers. For example, one group could focus on increasing rigor while another would be working toward more effective differentiation of instruction.
- Ability to integrate content and strategies in various subjects is a priority in training, planning and observations.

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

The LEA SIG 1003(g) Application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

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

Tooele County School District has the capacity, desire, and commitment to realign existing resources to support the transformational intervention model. This support is imperative to provide sustainability of school reform. The district will rely on state, federal and local funds to support the implementation of key activities and if needed will seek additional funding from public and private entities. Details of resources that will be used were listed in Chart #11 of section 5, c.

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

In order to initiate, implement, and sustain meaningful reform, financial resources need to target and support each of the SIG goals. The Tooele County School District has committed to continue current levels of Title I support to avoid even the appearance of supplanting. (Listed in Chart #11: LEA Fiscal Resources for Implementations.) Wendover High School will continue to receive Title support for staff and supervision. The district also has committed to maintaining coaching support during the grant and into the future. Local revenue also support professional development that, with coaching and monitoring for implementation, will result in efficient tier one instruction to raise student proficiency. The technology and assessment support provided by local funds will also allow the school to improve monitoring of student mastery and allow staff to predict current student trends and provide timely interventions. Special Education funds will continue to be allocated to the school to support this targeted group and provide tier three interventions. Enhancement for at-risk student funds will be used for software and tutoring for at-risk students. Trustland funds will be used for academic support in language arts and mathematics.

The Board is committed to using necessary district resources in years 4 and 5 to continue any successful initiative that is developed during the 3-year SIG grant. District program personnel are committed to the ongoing and intense work to support school reform.

- c. A description of how LEA program personnel will collaborate to support student achievement and school reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deemed necessary to meet the specific needs of each school included in the LEA's SIG application).**

By delineating district responsibilities (outlined in Chart # 10: Qualifications and Experience of LEA Staff in School Improvement), accountability for improvement tasks can be monitored and evaluated. The district shepherd, Doelene Pitt, will coordinate services and be the point of contact for monitoring and evaluating the services provided to the school. Ms. Pitt, Ms. Bushek, and Mr. Spindler will constitute the SIG Leadership Team for the school. It is anticipated that they will meet weekly in person or remotely to track progress and provide support for the school. Any issues with collaboration of services will be evaluated and actions steps created by that team.

- (7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.**

The LEA SIG Application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable the full and effective implementation of the selected intervention model. Competitive applications must include the following:

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

The school leadership team has identified the following five issues as major barriers:

1. Administrative Load

Problem: The task of leading a school has expanded and become more complex. School leaders are now responsible for all learning outcomes for both teachers and students.

2. Change in Leadership

Problem: Due to the remote location of the school, administrators make a three-year commitment. Therefore transition happens regularly and gains in student achievement can be lost.

3. Continual Change in Teaching Staff

Problem: Again, due to the remote location of the school, teacher turnover is high each year.

4. Student Literacy

Problem: The academic language and specifically academic vocabulary of students is deficient to meet the rigor expected in the Utah Core Standards.

5. Student Efficacy

Problem: The current culture at Wendover High School is that student achievement is not a high priority. This is pervasive in student and parent attitudes. The current view of the future is that once a student turns 16, they can get a part-time job with the casinos. Once they turn 18, they can go to work full-time. There are currently not many other options in the community and not much vision beyond.

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

The school leadership team has identified the following practices to address the five major barriers outlined above:

1. Administrative Load

Solution: The principal must have sufficient autonomy to make decisions on issues such as the curriculum, teacher recruitment, and professional development. Sufficient support will be given for administrative tasks so that the principal can focus on instruction and student learning.

2. Change in Leadership

Solution: A transition year is being created so that the new administrator is brought in one year early to serve as assistant principal. This will allow continuity of training, vision, and focus between administration changes.

3. Continual Change in Teaching Staff

Solution: 1) Teachers will receive significant incentives for student performance. 2) All teachers will receive an ESL endorsement and have opportunity to progress on earning a master's degree. The long-term effect on earning potential will be significant. 3) Also, with the administrative transition being built in, teachers will be more secure and should develop deeper relationships with the administrator (key factor in teacher retention). 4) The effective use of PLCs will help teachers build effective working relationships with other teachers (another high-leverage strategy for teacher retention).

#### 4. Student Literacy

Solution: Teachers will work together to obtain ESL endorsements. They will be instructed in best practices, coached for fidelity of implementation, observed and provided with targeted feedback, and evaluated to determine the effectiveness of the professional development.

#### 5. Student Efficacy

Solution: The SIG and the work with UVA's Turnaround Program focus on making short-term success possible. Also the grant will focus on academic literacy to change the efficacy of students. As students have multiple, short-term successes, their confidence will grow and their vision of possibilities will expand.

### **1. A procedure is in place to identify and resolve future issues related to practices and/or policies; and**

As addressed previously, the district and school commitments are ongoing. Transparent conversations have been used to identify and resolve previous issues. These conversations should continue to identify and resolve future issues related to practices and/or policies that may serve as barriers to full implementation in the future.

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

As part of creating shared vision of student potential in the school, clear and consistent communication will be essential. The use of team leaders, PLCs, and community council will facilitate collaboration to maximize involvement of key stakeholders. Regular reporting will help stakeholders feel represented, involved, and informed.

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

The LEA must identify how it will provide adequate and ongoing oversight, technical assistance, and support to each Priority and Focus School identified in the LEA's application to ensure full and effective implementation of the intervention model chosen. The description must include the following information on how the LEA will successfully implement and support full and effective implementation of the school intervention model in each school:

**a. Specify how the LEA will provide leadership and support to each school identified in the application;**

Chart #10 in section 4.b outlines the roles and responsibilities of LEA leadership. District leaders will work together through the procedures previously outlined to ensure fidelity of implementation and to alleviate barriers that may occur. This will occur under the direction of Ms. Doelene Pitt, Assistant Superintendent. Ms. Pitt will have the responsibility to monitor, coach and support the school improvement process.

**b. Identify the specific LEA staff assigned to support implementation of the school intervention model and the role each of these staff members will have in relation to the SIG processes;**

Please refer to Chart #10, section 4.b for the assigned roll of each LEA staff assigned to support implementation.

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

Please refer to Chart #10, section 4.b for the qualification of each LEA staff assigned to support implementation.

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

The Superintendent has assigned Doelene Pitt, Assistant Superintendent, to coordinate ongoing technical assistance and to provide intense onsite mentoring support for administration and teachers ensuring the SIG plan is implemented fully and successfully. Wendover High School will receive the same amount of LEA support as every other secondary school in the district;

however, this additional focus from the assistant superintendent will be supplemental time that other non-improvement schools do not receive. This will ensure additional support for the principal and focus on the turnaround effort.

This Assistant Superintendent will specifically support:

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

**e. Describe how the LEA will collaborate with an experienced, USOE-approved School Support Team Leader to support school turnaround.**

The role of the LEA and the outside provider selected as the School Support Team Leader (SST) is outlined in Chart #12 in section 5.k. To achieve high-levels of support, the LEA and SST will coordinate in the areas of:

- monitoring visits
- support visits
- initial contact
- oversight of transformational requirements
- quarterly SIG reports
- on-site professional development for quality tier one instruction
- logging coaching and monitoring

**(9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.**

The state of Utah requires that any LEA making application for the School Improvement Grants 1003(g) must commit to serve, and demonstrates how it will provide multiple opportunities for meaningful family and community engagement in the ongoing implementation of the selected intervention model throughout the grant period. Consistent with Title III and OCR compliance, every effort should be made to communicate with parents and the community in the top 5 languages of the school(s) as counted from the Home Language Survey. An LEA must include information in the SIG application about how it will conduct the following types of family and community engagement activities on an ongoing basis:

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

In addition to family and community input, LEAs must consult with all relevant stakeholders regarding the implementation of the chosen intervention model in its Priority Schools on an ongoing basis. Identify the process through which the LEA will continue to involve:

**a. Family and community;**

The process for family and community involvement is already in place. Wendover High School has successfully participated in school turnaround efforts that were successful with previous expectations. With the increase in rigor relating to the Utah Core Standards, it is necessary for the school to complete another full round of transformation centered on the new goals. Parents are familiar with the process. Their input has been sought in the identification of barriers and in planning goals and actions steps.

Wendover High School recognizes that family/community engagement is critical for student success and sustainability. The district Title I department will provide support and guidelines for best practices in family and community collaboration.

**b. School administrators;**

The school administration team has been engaged in the selection of the turnaround model at every step. The district shepherds and administrator met regularly and the goals and action steps in the grant were developed with full participation of the principal. He will be responsible for implementation, monitoring, and evaluating progress of the grant at the school level.

**c. Teachers; and**

Teachers who have been at the school for more than five years were involved in the previous turnaround efforts. Teacher input was sought in the early stages of the model selection process and has continued to impact decisions. Teachers are fully aware of the requirements of the grant and the commitments that will be necessary. Teachers who do not wish to participate will be given the option to transfer to another school as positions are available. Those teachers who decide to participate will receive student performance bonus opportunities and additional professional development days.

**d. Local school board.**

The Board President is considered key to the support of implementation and continuation efforts. She has been informed of the model selection and is in support of the transformation model. The school board will receive updates on school progress and will act if any revisions of district policies or procedures are deemed necessary.

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

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

**a. A list of the ongoing supports needed to sustain school improvement after the funding period ends;**

Tooele County School District intends to address the seven key elements of sustainability.

1. **Leadership** A plan to transition new principals to the building as assistant principals for one year will be implemented to sustain leadership and school vision.
  2. **Commitment** A commitment for continual improvement will be put in place for all employees at the school. District support will be required to maintain a continuous improvement model.
  3. **Adaptability** A process must be in place to continually monitor implementation and student proficiency that allows for adaptations of the plan to adjust to new developments.
  4. **Strategic Alignment of Resources** The district must insure that the principal has freedom to align resources to changing needs.
  5. **Accountability Balanced with Incentives** There must be clear student and teacher expectations in place. Student and teacher achievement must be recognized and rewarded.
  6. **Systems Approach** A system for reciprocal accountability using SMART goals and data collection must be maintained.
  7. **Human Capital** Development of teacher competency and teacher relationships with each other and the principal are key to retention.
- b. A description of how LEA staff will continue to collaborate to support the continued school improvement process in identified schools (e.g., curriculum coordinators for reading/language arts, mathematics, assessment, Title I, Title III/ESL, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deem necessary to meet the specific needs of each school included in the LEA's SIG application).**

In order to maintain collaboration between LEA departments, the school improvement coordination responsibilities will remain with the Assistant Superintendent. This will ensure that sustainability of developed processes will receive oversight at the highest level in the district.

Tooele County School District has committed to maintaining school progress.

- c. A description of the anticipated local, state, and/or federal resources that will be committed to meet the needs identified above and support continued implementation of the model(s) chosen;**

Chart #10 in section 4.b outlines anticipated local, state, and/or federal resources that will be committed to identified needs to support continued implementation of school reform efforts.

- d. Written assurance from the district superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding; and**

Written assurance from the superintendent of continued support is attached.

- e. Written assurance from the local school board that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding.**

Written assurance from the board president of continued support is attached.

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

The Utah State Office of Education requires that LEAs that propose to use SIG 1003(g) funds to implement one or more evidence-based strategies in accordance with its selected SIG intervention model(s) in its selected school(s) ensure that the evidence-based strategy chosen has evidence of effectiveness that includes at least one acceptable research study. USOE will evaluate evidence-based strategies proposed by LEAs based on the following criteria:

- a.** Research cited by the LEA that shows the evidence-based strategy meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies);
- b.** Results found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
- c.** If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here).

In researching and prioritizing evidence-based strategies, the LEA must take into account:

- d.** Specific needs of the Priority and Focus School(s) to be served as identified through a comprehensive school appraisal conducted by an external School Support Team;
- e.** Student performance data on the State's assessments in English language arts and mathematics, disaggregated by subgroups, to determine specific factors that have resulted in the school being identified as a Priority or Focus school; and
- f.** The evidence-based strategies identified must have evidence of success when implemented with schools that have similar demographic settings and student populations to the school(s) to be served by the LEA's SIG application.

Thus, LEAs that propose to use SIG funds to implement an evidence-based strategy must conduct due diligence to ensure that the supporting research evidence for a proposed strategy (see a. above) includes studies of successful implementation resulting in improved outcomes with a sample student population (e.g., economically disadvantaged students, English learners, same age/grade-level span, and other subgroups) served by the school for which the LEA is applying in a school setting (e.g., urban, rural, American Indian reservation) that is similar to those of the school to be served. The LEA must include detailed information in its SIG application that indicates the proposed strategy has been effectively implemented in a similar school(s) in the past by citing results from specific research studies in which the strategy was successfully implemented in a similar demographic setting with a similar school population and resulted in improved outcomes.

For example, if student performance data indicates that students in grades 3-6 are underperforming in mathematics an evidence-based strategy should be selected that has evidence of improving student outcomes in mathematics for students within that grade span in a school(s) that serve similar student populations. If an identified need at the school is providing equitable access to grade-level core content in English language arts for students who are English learners the strategy chosen should be one that has been successfully implemented and resulted in better outcomes for English learners in schools with similar demographics. Or, the strategy has worked successfully with large urban high schools that serve students in grades 9-12 or in small rural high schools that may predominantly serve American Indian students in grades 7-12. The strategy must have evidence that successful implementation assisted similar schools in closing achievement gaps for specific student groups within schools with similar student populations including students who are English learners, economically disadvantaged, and students with disabilities.

In addition to ensuring that students are receiving high-quality Tier I instruction in both English language arts and mathematics based on Utah Core Standards, it is expected that LEAs have begun implementation of strategies that are meant to address other needs as seen specifically at individual school sites. The Utah State Office of Education requires that LEA applications must describe, at a minimum, the use of the following evidence-based strategies:

- g.** Sheltered Instruction as a part of Tier I instruction; and
- h.** English Language Proficiency standards to help meet individual student needs.

It is with this intention that the following list tries to value the attempts of meeting student/parent/community needs in addition to the requirements stated above. Possible examples of evidence-based strategies may be found through the following resources:

- What Works Clearing House studies of evidence-based practices in language arts and/or mathematics
- Institute of Education Sciences Practice Guides (IES)
- Harvard Family and Community Engagement Research
- Academic Parent Teacher Teams (APTT) research from WestEd
- Strategies with effect sizes of .40 or higher as described in *Visible Learning* (Hattie, 2012)
- Sheltered Instruction Observation Protocol (SIOP)
- WiDA English Language Proficiency Standards
- Schoolwide Positive Behavior Intervention Supports (PBIS)
- Multi-Tiered System of Supports (MTSS)
- Extended or full-day kindergarten
- High-quality Pre-K

In developing the School Improvement Grant Plan, research-based strategies were selected to ensure high-leverage improvement from improvement efforts. Chart#13 lists the research base for the key features of the plan.

Chart #13: Research base for key features of the School Improvement Plan

Key Feature from SIG Plan	Rank in Hattie list	Effect Size (Hattie)	Domain	Influence	Additional Information
Principal Leadership	74	.36	school	Principals/ school leaders	Two major forms of leadership include instructional and transformational leadership. Evidence supports the power of the former over the latter in terms of student outcomes. School leaders who promote challenging goals, and then establish safe environments for teachers to critique, question, and support other teachers to reach these goals together that have most effect on student outcomes. Leaders who focus on student achievement and instructional strategies are the most effective. Leaders who place more attention on teaching and focused

					achievement domains have higher effects.
Staff Development Targeted to Grant Goals	19	.62	teacher	Professional development	Four types of instruction found to be most effective on teacher knowledge and behavior are: observation of actual classroom methods, microteaching, video/audio feedback, and practice. Lowest effects are from discussion, lectures, games/simulations, and guided field trips, as were coaching, modeling, and production of printed or instructional materials.
	8	.75	teacher	Teacher clarity	Teacher clarity is defined as organization, explanation, examples and guided practice, and assessment of student learning.
	53	.46	teaching practices	Questioning	The overall effects of questioning vary, depending on the type of question. Higher cognitive questioning strategies have a small positive effect on learning measures. Factual pre-questions can facilitate learning if they are directly related to the materials to be learned. Teacher training in questioning matters, especially when attention is paid to teachers monitoring their own actions. Of more importance than teacher questioning is analyzing the questions students ask.
	49	.48	student	Concentration Persistence/Engagement	
	23	.60	teaching approaches	Teaching strategies	For students with learning disabilities, there are higher effect sizes for models of instruction that include direct and strategy instruction, with the most successful being sequencing, drill repetition, and strategy cues. Marzano found that when the instructional technique was designed for the student, the effect was higher than when the technique was designed for the teacher.
	10	.73	teaching approaches	Feedback	Feedback is most powerful when it is from the student to the teacher. When teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronized and powerful. The most effective feedback forms provide cues or reinforcement to the learner, are in

					the form of video, audio, or computer-assisted instruction feedback, or relate feedback to learning goals. The key is feedback that is received and acted upon by students. At best, each student receives moments of feedback in a single day. Programmed instruction, praise, punishment, and extrinsic awards were the least effective forms of feedback for enhancing achievement. Providing feedback is not about giving rewards, but rather providing information about the task. Feedback is more effective when it provides information on correct rather than incorrect responses. Impact is highest when goals are specific and challenging but when task complexity is low. The art is to provide the right form of feedback at, or just above, the level where the student is learning. Feedback at the self or personal level, such as praise, is rarely effective. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.
Extending the instructional time	NA	Not Available	NA	NA	Modest beneficial effect (Hossier, et. Al. 1988)
Using Formative and Interim Assessments to Guide Instruction	3	.90	teaching approaches	Providing formative evaluation of programs	Feedback that provides teachers with formative information on attention to the purposes of innovations, the willingness to seek evidence on where students are not doing well, the keenness to see the effects on all students, and openness to new experiences make a difference. The major issue is for teachers to pay attention to the formative effects of their teaching.
	79	.34	teaching practices	Frequent testing/ effects of testing	Repeated testing is only effective if there is feedback from the tests to teachers such that they modify their instruction to attend to the strengths and gaps of student performance. Although performance is increased with more frequent testing, the amount of improvement in achievement diminishes as the number of tests increase.
Parental Involvement	45	.51	home	Parental involvement	

The research cited met the requirement for the meta-analysis conducted and published by John Hattie (2008). Hattie's requirements met the What Works Clearinghouse Standards or contain large sample sizes and multiple sites for sampling. Only strategies that have a statistical positive impact on student performance were selected.

Of specific importance is the professional development for teachers that will center on effective tier one instruction and ELL strategies. These high-leverage strategies will support instruction to master the Utah Core Standards in ELA, mathematics, and science. These areas were targeted after data-analysis of subgroups achievement and classroom observations revealed a need to strengthen ELL support and increase the effectiveness of whole-class instruction. These strategies have been proven effective in high-need schools such as Wendover High School.

**(12) The LEA must describe how it will monitor each priority and focus school that receives school improvement funds.**

The LEA must describe how it will monitor each school that receives SIG 1003(g) funds to ensure full and effective implementation of each requirement of the chosen school intervention model, progress in meeting the annual goals for student achievement on the State's annual assessments in both reading/language arts and mathematics and the leading indicators (see Addendum C), and how the LEA will assist the school in making necessary changes if results do not improve.

- a. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in reading/language arts will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);**

Progress on summative SMART goals (for ELA, math, science) will be monitored through interim assessments. These assessments are designed (and continuously modified to) predict student performance on end-of-year summative SAGE assessments. The interim data are examined during deep data dives three times per year. These interim assessments provide teachers and students with feedback on which standards have been mastered. Interventions can then be put in place in a timely manner to support student growth and increase student achievement.

The summative data will be analyzed during a summer data autopsy to monitor student progress on the annual SMART goals.

- b. Describe how annual SMART (specific, measurable, attainable, realistic/rigorous, and time-based) goals for student achievement on the State's assessments in mathematics will be monitored (e.g., rigorous formative and interim assessments, structured teacher planning and collaboration based on student needs, etc.);**

Repeated question...answered above.

- c. Describe how the LEA will measure progress on the leading indicators as defined in the final requirements. (See Addendum C for a list of the leading indicators).**

The school will measure the following leading indicators and report current status during the quarterly site visit:

1. The number of minutes within the school year. Minutes will be calculated by the number of instructional minutes per day times the number of days of school completed. This number will be compared with anticipated instructional time.
2. Student participation rate on State Assessments by subgroup. This will be reported at the end of the school year. All students not participating in any test will be accounted for by name.
3. Dropout rate. This number will be reported quarterly based on the students that have left school and have not enrolled in another school.
4. Student attendance rate. Daily attendance will be reported quarterly. It will be calculated by the percentage of enrolled students attending at least one period during the day.
5. Number and percentage of students completing advance coursework. The number of students will be used to calculate the percentage of high school students taking AP, early-college, or dual enrollment classes.
6. Discipline incidents. The number of major offences, as described in the student code of conduct and the number of office referrals will be tracked.

7. Chronic absenteeism rate. The chronic absenteeism rate will be calculated as the number of enrolled students who are absent more than 10% of the school days. It will be reported quarterly.
8. Distribution of teachers by performance level on LEA's evaluation and support system. Distribution of teacher performance will be reported at the end of the school year using the five tier Tooele County School District scale and requirements.
9. Teacher Attendance Rate. Teacher attendance cumulatively will be reported quarterly, calculated as the percentage of teachers who taught at least one period during the day.

**f. Describe how the LEA will evaluate the effectiveness of the reform strategies being implemented;**

Informal formative monitoring of the effectiveness of the SIG strategies will be made regularly (anticipated weekly visit) by the district shepherd. Formal formative evaluation will take place quarterly as the district shepherd and the School Support Team Specialist (SST) meet with the school leadership team for the quarterly visit and report.

A summative evaluation of the effectiveness will be made after end-of-year testing in the spring. The SIG leadership team, composed of the district shepherd, district support staff, SST, and school leadership team, will review all leading indicator and summative assessment data. Effectiveness of the plan will be evaluated and adjustments will be made for the following year.

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

Formative and interim assessments will allow the school leadership team to monitor student proficiency by grade and teacher. Classroom observation tools also allow analysis of instructional patterns at the teacher level. Finally, state assessment reporting allows analysis at the grade and teacher level.

**h. Describe the frequency and format of LEA monitoring;**

The frequency of monitoring is outlined in section c above for each of the leading indicators. The frequency for monitoring student proficiency is outlined in section f.

- i. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model (e.g., Use the model checklists provided as a guide for monitoring required strategies needed);**

The process for implementing the transformational model was described in section 3. The District Assistant Superintendent will monitor yearly to ensure that all items from the checklist for the Transformational Model are being implemented at a level to attain achievement of SMART goals.

- j. If student achievement results do not meet expected goals, describe how the LEA will assist the school in identifying and implementing strategies to improve outcomes (e.g., root cause analysis, development of targeted and specific 90-day plans, etc.).**

If student achievement results do not meet expected goals, the SIG Leadership team will reinstitute the planning process. Data will be collected to clarify the problem; a root-cause analysis will be performed to identify the most likely cause for the lack of achievement; a plan with detailed action steps including responsible person, timeline, measurement, and resources needed will be created. The new plan will be put into place for the next 90 days.

**(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.**

Beyond screening external providers prior to selection and including clear expectations in the provider's contract, an LEA must also review the performance of external providers regularly throughout the contract period to ensure that they are on track to meet the LEA's expectations. The LEA should continue to make expectations clear by including specific provisions in the signed memorandum of understanding (MOU), contract, or other agreement to hold the provider accountable for achieving the LEA's desired outcomes.

LEAs should make expectations clear by establishing measures against which the performance of the external provider will be assessed and developing, together with the selected provider, targets for these measures. Meaningful measures will address the progress of the provider in meeting specific contractual obligations as well as the provider's general contribution to the effort to reform the targeted school. For example, the measures for a restart model school operator could examine such factors as the school's academic achievement, student attendance, and parent and community engagement.

The Utah State Office of Education requires LEAs that plan to work with a charter school operator, CMO, EMO, or any other external provider to address the following in the application for a school improvement grant 1003(g). The following should be considered the minimum requirements and we encourage LEAs to ensure the MOU helps meets all the needs intended.

- a. LEAs should request that the external provider prepare quarterly reports or briefings for the LEA that detail the provider's activities during that period and its progress toward achieving the outcomes for which it was hired (or its progress on the performance measures).**

The external provider will provide documentation quarterly that outlines activities related to the seven provider responsibilities outlined in Chart #12 of section 3.k.

- b. The LEA might also conduct interim or formative assessments throughout the contract period to inform contract renewal decisions. LEAs are strongly encouraged to specify the type of ongoing review process it intends to use within the MOU, contract, or other agreement.**

Tooele County School District will specify provider responsibilities in the MOU established through the District Purchasing Department. Stipulation will be made that if either party is not satisfied by the performance of the other party, the contract may not be renewed for the subsequent year.

- c. The MOU, contract, or other agreement should also include a provision that would relieve the external provider of its duties should it not meet the performance targets, which would be reviewed on a yearly or more frequent basis.**

Tooele County School District will ensure that external provider MOU's stipulate that performance will be reviewed on a yearly basis and the agreement will not be renewed if performance targets are not met.

- d. If an LEA wishes to contract with a charter school operator, a CMO, or an EMO to implement the restart model, it must select that charter school operator, CMO, or EMO through a "rigorous review process" that permits an LEA to examine a prospective provider's reform plans and strategies.**

Tooele County School District does not anticipate implementing a restart model.

- e. **If the LEA is partnering with a charter school operator or CMO to convert a school to a charter school under the restart model, the LEA should ensure that its MOU, contract, or other agreement with the provider is consistent with the terms and conditions of the performance contract between the charter school and its authorizer if the authorizer is an agency other than the LEA.**

Tooele County School District does not anticipate implementing a restart model.

**(14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.**

The Utah State Office of Education requires LEAs that intend to use the first year of its SIG 1003(g) grant to engage in planning and/or pre-implementation activities for an eligible school to include a description of the specific activities to be implemented, the timeline for implementing those activities, and the rationale for how those activities will lead to the successful full implementation of the selected intervention model on the first day of school the first year of full implementation of the intervention model. The focus of all planning/pre-implementation activities must be the direct relationship of the activity to the specific needs of the individual school as identified through a school appraisal and the intervention model chosen for the school. USOE will ensure that all activities proposed by the LEA receiving the SIG award are allowable expenditures designed to assist the LEA and school(s) in preparing for full implementation when the 2016-2017 school year begins.

USOE has developed a Rubric to review the planning and pre-implementation activities proposed by LEAs as a feedback resource to the LEA. This page of the Rubric will not be added to the overall score of the LEA application as this section is optional. The activities listed below are intended to be examples only.

- **Family and Community Engagement:**
  - The LEA must keep in mind that parents and community should receive these in their primary language when necessary and when most efficient for participants:
    - Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected;
    - Survey students and parents to gauge needs of students, families, and the community;
    - Communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
    - Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation

activities specifically for students attending a new school if their prior school is implementing the closure model.

- **Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- **Staffing:** Recruit, screen, and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:**
  - Provide intervention and enrichment to students in schools that will implement a school improvement model at the start of the 2016-2017 school year through programs with evidence of raising achievement;
  - Identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement;
  - Compensate staff for instructional planning, such as examining student data, aligning curriculum to State standards and vertically from one grade level to another, collaborating within and across disciplines, and devising common formative student assessments.
- **Professional Development and Support:**
  - Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model;
  - Provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model;
  - Train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:**
  - Develop and pilot a data system for use in SIG-funded schools;
  - Analyze data on leading baseline indicators;
  - Develop and adopt interim assessments for use in SIG-funded schools.
- **Other Allowable Activities to be described by the LEA**

“Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2016–2017 school year.

Tooele County School District does **not** intend to use the first year of the School Improvement Grant award for planning and other pre-implementation activities. However, during the first year of implementation, the District will:

- Implement a measure of school culture to engage community members. The Align Ed Survey System provides schools with ongoing insight to stakeholder perceptions related to Leadership, Instruction, Assessment, and School Culture. Administrators will have

instant access to reports that compare various stakeholders' perceptions, thereby facilitating a proactive approach to aligning school-community perceptions. The anticipated cost is \$2,000 per year.

- The review of external providers will be completed by the SIG Leadership Team and the District Purchasing Department. There are no anticipated grant costs related to this item.
- The staffing of the school is an ongoing process and is included in the yearly operating budget of the District. (To include staffing costs would be supplanting.)
- It is anticipated that the cost of extending the instructional day by 45 minutes will be \$66,064 for the first year with an additional \$20,704 cost for benefits. There will also be costs for extra materials that will be covered by another school improvement grant.
- The accountability assessment system is already in place and costs are covered annually by the District. It is anticipated that performance bonuses based on student achievement could be up to \$68,000 per year with \$31,967 needed for benefits.
- Other costs include \$9,705 for extra professional development days (with \$3,042 in benefits). \$1,200 for office supplies, mailing materials, and parent communication.

The planning of the grant by the leadership team and communication plan (previously outlined) with all stakeholders is believed to be sufficient to lead to successful implementation of the grant.

**(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.**

Tooele County School District is not eligible for the Rural Education Assistance Program and does **not** intend to modify any elements of the Transformation Model.

**(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:**

Tooele County School District does **not** intend to implement an evidence-based, whole-school reform model.

**(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.**

Tooele County School District does **not** intend to implement a restart model.

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

Tooele County School District does **not** intend to engage in planning/pre-implementation activities. The expected timeline begins on the next page.

### Wendover High School SIG Timeline

Model Requirement	Objective	Evidence and Data	Activities	Responsibility	Milestones (Dates)
Replace Principal	Increase leadership capacity at the school	<ul style="list-style-type: none"> <li>• Job description</li> <li>• Job posting</li> <li>• BIE scores (if necessary)</li> <li>• Board notes of approval</li> </ul>	<ul style="list-style-type: none"> <li>• Principal has been at school less than two years so no change will be made</li> <li>• In order to provide continuity, an assistant principal will be hired for the 2016-17 year. That individual will then become the principal and continue improvement efforts. Similarly, an assistant principal will be hired for the 2020-21 school year and trained to move the school forward and sustain growth into the future. Steps will include:               <ol style="list-style-type: none"> <li>1. Job description creation</li> <li>2. Posting of position</li> </ol> </li> </ul>	<p style="text-align: center;">Assistant Superintendent will oversee the transition and selection process. She will be assisted by the HR department.</p>	<ol style="list-style-type: none"> <li>1. March, 2016</li> <li>2. March, 2016</li> <li>3. April, 2016</li> <li>4. April, 2016</li> <li>5. May, 2016</li> <li>6. July, 2016</li> </ol> <p>Repeated with the same timeline in 2020.</p>

			<ol style="list-style-type: none"> <li>3. Screening of candidates (including BEI interview if necessary</li> <li>4. Candidate interviews and school visit</li> <li>5. Selection and approval by BOE</li> <li>6. Begins work</li> </ol>		
Rigorous, transparent, and equitable evaluation system	Make student proficiency key to the evaluation process	The current principal and teacher evaluation system meets all SIG requirements: evaluations scores are calculated using student SAGE growth scores, administrator observations, and parent/student surveys. Teachers are classified as either highly effective, effective, emerging effective, minimally effective, or not effective. No new activities in the evaluation system are planned as part of the SIG grant.			
Identify and reward school leaders, teachers, and staff	Reward each staff member who has increased student achievement. Remove staff after multiple opportunities who do not	A list will be made listing all staff, their effectiveness rating, the student proficiency and growth calculation, and payment amount each year.	<p>For leaders, teachers, and staff who qualify as effective or highly effective, incentives will be provided based on student achievement.</p> <ol style="list-style-type: none"> <li>1. Staff will receive an effectiveness rating based on the</li> </ol>	<ul style="list-style-type: none"> <li>• Principal will be responsible to calculate and authorize payment for all teachers and school staff.</li> <li>• Assistant superintendent will be responsible to calculate and</li> </ul>	<ol style="list-style-type: none"> <li>1. Effectiveness rating will be calculated my mid-June each year.</li> <li>2. The student population to calculate for each staff member will be determined by the end of May each year.</li> <li>3. Student proficiency and growth will be calculated</li> </ol>

	increase student achievement		<p>district evaluation system</p> <ol style="list-style-type: none"> <li>2. Staff will be identified who worked directly with students in tier 1 and 2.</li> <li>3. Student increases will be calculated as outlined in table #8.</li> <li>4. Reward payment will be made to staff based on student growth and achievement.</li> </ol>	<p>authorize payment for administrators.</p> <ul style="list-style-type: none"> <li>• District Business office will issue payment.</li> </ul>	<p>by mid-June each year.</p> <ol style="list-style-type: none"> <li>4. Payment will be made by the end of August each year.</li> </ol>
Provide high-quality professional development	Develop the capacity to implement school reform strategies and ensure effective teaching and learning	<ul style="list-style-type: none"> <li>• List of all teachers and SUU enrollment.</li> <li>• Copy of ESL Endorsement for each teacher from USOE.</li> <li>• PD calendar</li> <li>• CoachUP charts</li> <li>• Coaching log for coach and shepherd</li> </ul>	<p>ESL Endorsement</p> <ol style="list-style-type: none"> <li>1. Teachers, who do not have an ESL endorsement will enroll in the distance ed, proficiency-based program at SUU.</li> <li>2. Teachers will complete the eight required courses.</li> </ol> <p>Improvement of Tier I Instruction</p> <ol style="list-style-type: none"> <li>3. Schedule Collaborative Team Coaching<sup>®</sup> (CTC) Visits with</li> </ol>	<ul style="list-style-type: none"> <li>• Principal will be responsible to schedule and monitor all building-level PD (support from instructional coach).</li> <li>• District Assistant Superintendent will be responsible for all district shepherd activity/training.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers will be enrolled in SUU for courses by July 2016.</li> <li>2. Courses will be completed by July 2017.</li> <li>3. CTC will be scheduled by August of each year.</li> <li>4. Innovations Ed PD will occur eight times per year (approx. monthly)</li> <li>5. Coaching and monitoring of Tier I instruction will occur weekly.</li> <li>6. Data collection and analyzation on current state of Tier I instruction will occur at least</li> </ol>

			<p>consultant from Innovations Educational Consulting.</p> <p>4. Innovations Ed consultant will model effective teacher one strategies including: student engagement, implementation of SIOP strategies, and increasing rigor in the classroom.</p> <p>5. Teachers will be coached and receive constructive feedback and evaluation of strategy implementation.</p> <p>6. Implementation data will be collected and analyzed using the CoachUp<sup>®</sup> system.</p> <p>Principal Leadership PD</p> <p>7. The principal will continue to</p>		<p>monthly.</p> <p>7. Principal coaching from the district shepherd will occur weekly.</p>
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			receive weekly turnaround-leader coaching from the district shepherd and support from the UVA program.		
Implement strategies to recruit and retain staff	Decrease staff turnover and recruit highly-qualified staff	<ul style="list-style-type: none"> <li>• List of staff receiving reward with calculation</li> <li>• List of teachers receiving ELS endorsement</li> <li>• List of staff receiving extra PD pay</li> <li>• List of PLC participants and calendar of dates met</li> <li>• Coaching log</li> </ul>	<ol style="list-style-type: none"> <li>1. The reward system listed above will be implemented that will result in extra pay.</li> <li>2. Teachers will earn their ESL endorsement which will result in increased earning potential throughout their career.</li> <li>3. Teachers will receive increase pay for extended school day and three extra PD days at their hourly rate.</li> <li>4. Structured PLCs will reduce isolation and build team rapport.</li> <li>5. Principal and coach will provide</li> </ol>	<ul style="list-style-type: none"> <li>• Principal will work with district business office on all pay.</li> <li>• Principal and coach will be responsible for all PLCs.</li> <li>• Principal and coach will provide weekly constructive feedback.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reward system will be implemented as outlined above.</li> <li>2. ESL endorsement will be earned as outlined above.</li> <li>3. Teachers will receive extended day pay monthly in regular paycheck.</li> <li>4. Teachers will be compensated for extra PD days within one month of the completed PD.</li> <li>5. Principal and coach will provide feedback weekly.</li> </ol>

			weekly constructive feedback and celebrate positive changes in instruction.		
Use data to select instruction that is research-based and aligned	Use data in the selection of best practices to implement	Reports from the Illuminate Assessment System (formative and interim/benchmark )	<ol style="list-style-type: none"> <li>1. Teachers identify and unpack essential standards.</li> <li>2. Teachers create formative assessment for each essential standard.</li> <li>3. Teachers plan instruction.</li> <li>4. Teachers administer formative assessment and analyze student results.</li> <li>5. Teachers plan remediation and/or enrichment based on results.</li> <li>6. Teachers administer district interim/benchmark assessments.</li> <li>7. During deep-data-dive teacher</li> </ol>	<ul style="list-style-type: none"> <li>• Teachers will identify and unpack essential standards (guided by District framework).</li> <li>• Teachers will be responsible for formative assessment creation, administration, and interpretation to target instruction.</li> <li>• Principal will monitor assessment system and lead deep data dive analysis of interim/benchmark assessments.</li> </ul>	<ol style="list-style-type: none"> <li>1. Essential standards will be unpacked as they are taught.</li> <li>2. Formative assessments will be created before each units instruction begins.</li> <li>3. Teachers will plan explicit instruction for each essential standard.</li> <li>4. Formative assessments will be administered and analyzed at the end of each instructional unit.</li> <li>5. Teachers will plan remediation/enrichment at the end of each unit.</li> <li>6. Interim assessments will be administered three-times per year.</li> <li>7. Deep data dives will occur within one week of interim assessments.</li> <li>8. Interventions based on interim assessments will be delivered starting within one week of deep</li> </ol>

			analyze student master and predict summative performance. 8. Teachers create interventions based on interim/benchmark assessment for essential standards.		<a href="#">data dive.</a>
Data driven instruction	Use data to ensure mastery of Utah Core Standards	Outlined as part of "Use Data to Select Instruction" criteria above.			
Additional support for teachers and principal	Provide coaching and support to ensure quality instruction and implementation	<ul style="list-style-type: none"> <li>• PD calendar</li> <li>• Quarterly reports</li> <li>• Shepherd coaching log</li> </ul>	<p>A collaborative model of coaching will be implemented to support teachers and the principal</p> <p>1. External provider, Innovations Ed (IE), will provide 8 on-site visits focusing on ESL implementation, student engagement, and rigor. The consultant will teach, model, and guide teachers as</p>	<ul style="list-style-type: none"> <li>• IE consultant will be responsible for teaching, monitoring, and coaching to increase effectiveness of Tier I instruction.</li> <li>• IE consultant will provide support for quarterly report completion.</li> <li>• District shepherd will provide support for principal in turnaround leader</li> </ul>	<p>1. IE visits will be completed approx. monthly.</p> <ul style="list-style-type: none"> <li>• IE visits will be scheduled in June for the next school year.</li> <li>• Coach and administrator will provide constructive feedback weekly on instruction.</li> </ul> <p>2. IE will provide quarterly monitoring visits</p> <ul style="list-style-type: none"> <li>• Quarterly monitoring visits and principal coaching will be scheduled in June.</li> <li>• Consultant will measure</li> </ul>

			<p>they learn to give constructive feedback and support to each other to improve instruction. IE will collect data during the visit but also teacher and administrative follow-up classroom visits.</p> <ol style="list-style-type: none"> <li>IE will also provide 6 days of onsite monitoring and administrative coaching.</li> <li>Through the UVA Turnaround program, the principal will receive weekly coaching from the district shepherd with support from UVA.</li> </ol>	competencies.	<p>progress on goals quarterly.</p> <ul style="list-style-type: none"> <li>Consultant will observe classes with administrator and provide coaching during four visits.</li> </ul> <ol style="list-style-type: none"> <li>District shepherd will coach principal weekly on turnaround leadership competencies.</li> </ol>
Use technology-based support and intervention	Use technology effectively to increase motivation and time on task	<ul style="list-style-type: none"> <li>Written model and policies</li> <li>PD calendar</li> <li>Purchase orders</li> </ul>	Tooele County School District (TCSD) has aggressively implemented instructional technology in classrooms. In order	<ul style="list-style-type: none"> <li>District Technology Director will oversee plan and policy development</li> <li>Principal will be</li> </ul>	<ol style="list-style-type: none"> <li>Model and policies developed by July 2017.</li> <li>Purchases made by September 2017.</li> <li>Teacher training before school starts 2017.</li> <li>Student training in</li> </ol>

			<p>to increase technology support to reach the school's SIG goals, TCSD will:</p> <ol style="list-style-type: none"> <li>1. Develop a 1:1 technology model (non-SIG funding) and policies.</li> <li>2. Purchase hardware.</li> <li>3. Train teachers.</li> <li>4. Train students.</li> <li>5. Provide information to parents.</li> <li>6. School leadership committee will monitor implementation and adjust as needed.</li> </ol>	<p>responsible to oversee implementation, training, and monitoring at the building.</p> <ul style="list-style-type: none"> <li>• District purchasing office will oversee acquisition of technology.</li> </ul>	<p>September 2017.</p> <ol style="list-style-type: none"> <li>5. Parent information sent starting in May 2017 and continuing through December 2017.</li> <li>6. Monitoring will happen quarterly.</li> </ol>
Increase advanced coursework	Provide opportunities to excel in rigorous coursework	<ul style="list-style-type: none"> <li>• SMART goals</li> <li>• Mentor training calendar</li> <li>• Goal assessment (outlined in plan)</li> </ul>	<ol style="list-style-type: none"> <li>1. School Leadership team will create SMART goals for increasing the number students taking and passing advanced courses.</li> <li>2. School counselor will train mentors (advisors, Latinos in Action, Upward Bound) in course</li> </ol>	<ul style="list-style-type: none"> <li>• School leadership team will create SMART goals and monitoring the goals (item 4).</li> <li>• School counselor will be responsible for items 2 &amp; 3.</li> </ul>	<ol style="list-style-type: none"> <li>1. SMART goals will be created by September of each year.</li> <li>2. Mentor training in advance coursework availability will be completed by October of each year.</li> <li>3. Parents and students will receive information from the counselor as part of the registration process in</li> </ol>

			<p>availability.</p> <p>3. School counselor will provide advanced course availability information to students and parents as part of the Comprehensive Guidance Program.</p> <p>4. Goals completion will be assessed.</p>		<p>the spring of each year.</p> <p>4. Goal assessment will take place by June 15<sup>th</sup> of each year.</p>
<p>Improve transition to high school</p> <p>Increase graduation rate</p>	<p>Reduce transition "down" time as credits become important.</p>	<p>Wendover High School is a 7-12 school and transitions are minimal. Support is provided each year through advisory and through the other components of the SIG plan.</p>			
<p>Establish early warning system</p>	<p>Intervene early when students start to fail</p>	<ul style="list-style-type: none"> <li>• List of failing students quarterly</li> <li>• Quarterly credit recovery list</li> </ul>	<ol style="list-style-type: none"> <li>1. Counseling office will track students for red flags: D and F grades, truancy, behavior</li> <li>2. Advisor will check weekly on student progress.</li> <li>3. Counselor coordinates and tracks any necessary credit recovery.</li> </ol>	<ul style="list-style-type: none"> <li>• Counselor is responsible for tracking all student records.</li> <li>• Advisors check weekly progress.</li> <li>• Counselor coordinates all credit recovery.</li> <li>• Principal coordinates all outside services.</li> </ul>	<ol style="list-style-type: none"> <li>1. Counselor will assess for red flags quarterly.</li> <li>2. Advisor will check student progress weekly.</li> <li>3. Credit recovery will begin the quarter after a failing grade.</li> <li>4. Principal checks on outside service needs quarterly.</li> </ol>

			4. Principal coordinates other outside services required to support red flagged students.		
Increase learning time	Increase academic core time and time for enrichment	<ul style="list-style-type: none"> <li>• Bell schedule</li> <li>• PD calendar</li> <li>• List of groups</li> <li>• PLC minutes</li> </ul>	<ol style="list-style-type: none"> <li>1. Schedule adjusted for extra 45 minutes.</li> <li>2. Expectations set with staff during summer PD days.</li> <li>3. Tracking system established listing individual student needs.</li> <li>4. Teachers establish goals for groups during PLCs.</li> <li>5. Adjustments made to instructional groups after each benchmark assessment data analysis meeting.</li> </ol>	<ul style="list-style-type: none"> <li>• Principal will be responsible for scheduling, PD.</li> <li>• Teachers will be responsible for tracking student progress and setting goals for each intervention group.</li> </ul>	<ol style="list-style-type: none"> <li>1. Schedule complete by end of June for the next year.</li> <li>2. PD completed before school starts.</li> <li>3. Tracking system in place by October of each year.</li> <li>4. PLCs will occur at least bi-monthly.</li> <li>5. Adjustments will be made after each deep data dive.</li> </ol>
Ongoing family and community engagement	Engage the community in reform efforts to increase the number of positive mentors for students	<ul style="list-style-type: none"> <li>• Monthly survey results</li> <li>• Monthly action plan</li> </ul>	<ol style="list-style-type: none"> <li>1. AlignEd Survey System will be implemented <ul style="list-style-type: none"> <li>• Principal trained</li> <li>• Parents trained</li> <li>• Teachers trained</li> </ul> </li> <li>2. A short survey will be sent to all</li> </ol>	<ul style="list-style-type: none"> <li>• IE will implement the AlignEd System.</li> <li>• Principal will be responsible for training.</li> <li>• School secretary will send out the</li> </ul>	<ol style="list-style-type: none"> <li>1. Training will be complete by the end of Sept each year.</li> <li>2. Surveys will be given by the 15<sup>th</sup> of each month.</li> <li>3. Data will be analyzed and action steps planned by the end of each</li> </ol>

			<p>stakeholders monthly to collect data on school climate specifically high-leverage turnaround principals (Bambrick-Santoyo)</p> <p>3. The school leadership team will analyze results and form action plans to address concerns.</p>	<ul style="list-style-type: none"> <li>surveys monthly.</li> </ul>	month.
Establish operational flexibility	Allow school to allocate resources to improve student achievement	Parent notice of award of grant.	Since flexibility has already been established through the UVA partnership, the only step will be to publically communicate to all stakeholders the flexibility agreed to by the District.	Principal and Assistant Superintendent are responsible for the communication.	Communication will take place with media blitz about award of the grant. Completed by April, 2016.

<p>Ongoing technical assistance</p>	<p>Provide ongoing support to build capacity in individual staff</p>	<ul style="list-style-type: none"> <li>• Coaching log</li> <li>• PD calendar</li> </ul>	<ol style="list-style-type: none"> <li>1. Assistant Superintendent will act as District Shepherd to support school administrator through weekly coaching sessions.</li> <li>2. UVA will provide ongoing PD for school principal in turnaround leader competencies.</li> <li>3. Innovations Ed will provide ongoing PD, coaching and support to principal, teachers, and coaches.</li> </ol>	<ul style="list-style-type: none"> <li>• Assistant Superintendent is responsible for principal coaching and facilitating UVA training.</li> <li>• IE will be responsible for ongoing PD, coaching and support for Tier I instruction.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assistant Superintendent will provide weekly coaching.</li> <li>2. UVA PD will occur at least twice per year.</li> <li>3. IE will provide PD, coaching and support monthly and quarterly monitoring and SIG reporting.</li> </ol>
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**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, or each priority and focus school, it commits to serve.

**Wendover High School Improvement Grant Budget Narrative**

		<u>Year 1</u> 2016-17	<u>Year 2</u> 2017-18	<u>Year 3</u> 2018-19	<u>Year 4</u> 2019-20	<u>Year 5</u> 2020-21
<u>Personnel</u>	<b>Breakdown of Budget Item</b>					
<b>Performance Bonus</b> \$1,000 per staff if average student growth exceeds the between year growth for SAGE Cut Scores. \$2,000 additional bonus if average student growth exceeds 1 1/2 times the expected growth for SAGE Cut Scores.	Estimated \$3,000/10 FTE	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<b>Assistant Principal</b> Provide for <u>one year</u> transition to a new principal.	Estimated \$75,732	\$75,732				
<b>Extended Day</b> Extend the day by 45 minutes to extend instructional time.	\$43,603 total based on projected daily rate for current staff	\$66,064	\$67,385	\$68,733	\$70,108	\$71,510
<b>Extra Days for Professional Development</b>	\$3,235/day based on projected daily rate for current staff x 3 days	\$9,705	\$9,899	\$10,097	\$10,299	\$10,505
	SUBTOTAL PERSONNEL	\$181,501	\$107,284	\$108,830	\$110,407	\$112,014
<u>Benefits</u>						
Performance Bonus	31.34% of salary cost	\$9,402	\$9,402	\$9,402	\$9,402	\$9,402
Assistant Principal Benefits	31.34% of salary cost	\$23,734				

Extended Day Benefits	31.34% of salary cost	\$20,704	\$21,119	\$21,541	\$21,972	\$22,411
Extra PD Day Benefits	31.34% of salary cost	\$3,042	\$3,102	\$3,164	\$3,228	\$3,292
	<b>SUBTOTAL BENEFITS</b>	\$56,882	\$33,623	\$34,107	\$34,601	\$35,106
	<b>TOTAL SALARY &amp; BENEFITS</b>	\$238,383	\$140,907	\$142,937	\$145,008	\$147,120
	<u>Supplies &amp; Materials</u>					
<b>Office Supplies</b> (copies, paper, etc.) & Mailings: communications, data collection, plan implementation	(\$100/mth x 12/mths x 1/office for Project Director)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
	<b>SUBTOTAL SUPPLIES</b>	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
	<u>Consultants &amp; Contracts</u>					
<b>AlignEd and CoachUp</b> Subscription to Align Ed survey system and CoachUP observation system to provide progress monitoring of stakeholder perceptions related to Leadership, Instruction, Assessment, and School Culture.	\$800/day x 8 rounds x 2 days 4 days/secondary x 2 schools (Year 1); 6 rounds Year 2; 4 rounds Year 3	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Consulting</b> to provide PD in Tier I and Tier II instruction, assessment, and leadership coaching, quarterly site visits and reporting. Provide summer retreat PD.	Preparation, 8 On-site workshops, 3-days of summer PD, Data analysis, quarterly monitoring writing of quarterly reports, includes travel	\$6,800 19,000	\$19,600	\$19,600	\$19,600	\$19,600
<b>READ 180</b> Software for reading and vocabulary practice.	Professional Development	45,000 32,800				

<b>Software</b> to provide reading/math practice for Tier II and Tier III interventions.	\$12,000/yr subscription	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	SUBTOTAL CONSULTANTS	\$127,095	\$34,600	\$34,600	\$34,600	\$34,600
	TOTAL DIRECT COSTS	<u>\$305,003</u>	<u>\$176,707</u>	<u>\$178,737</u>	<u>\$180,808</u>	<u>\$182,920</u>
	INDIRECT COSTS (2.82%)	<u>\$807</u>	<u>\$389</u>	<u>\$393</u>	<u>\$398</u>	<u>\$639</u>
	YEARLY TOTAL	<u>\$305,810</u>	<u>\$177,096</u>	<u>\$179,131</u>	<u>\$181,206</u>	<u>\$183,559</u>
	TOTAL FOR 5 YEARS					<u>\$1,027,364</u>

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

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority and Focus School that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds.
- Report to the SEA the school-level data required under section III of the final
- Ensure that each Priority and Focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Utah State Office of Education required assurance:

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



Monday, December 14, 2015

To Whom It May Concern

RE: *Letter of Assurances*

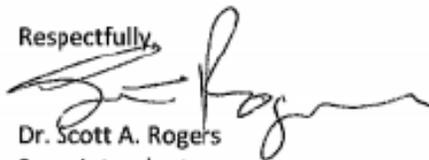
On behalf of the Tooele County School District, I am pleased to provide this letter of support and assurances. We are committed to improving instruction and student academic success at Wendover High School and in all schools within the district. As superintendent, I am very supportive of the current application for a School Improvement Grant (SIG).

I hereby provide the following assurances:

1. We will use the School Improvement Grant to implement fully and effectively an intervention at Wendover High School and commit to serve the school consistent with the final requirements of the SIG.
2. We will establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor progress and ensure success at Wendover High School.
3. We will report to the SEA all of the school-level data required under section III of the final grant guidelines.
4. We will ensure that Wendover High School receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

If you have any further questions regarding this grant application, please feel free to contact me.

Respectfully,



Dr. Scott A. Rogers  
Superintendent