

School Improvement Grants

Application for FY 2014 New Awards Competition

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

Fiscal Year 2014

CFDA Number: 84.377A

UTAH LEA Application



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

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (authorized under section 1003(g) of title I of the Junior High and Secondary Education Act of 1965, as amended (ESEA). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed School Improvement Grant application to this address.

ADA compliant: 3/19/2018

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

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

STATE OF UTAH SCHOOL IMPROVEMENT GRANT FY 2014

A. SCHOOLS TO BE SERVED:

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

GRANITE SCHOOL DISTRICT APPLICATION

B. DESCRIPTIVE INFORMATION:

(1) A Comprehensive Needs Assessment

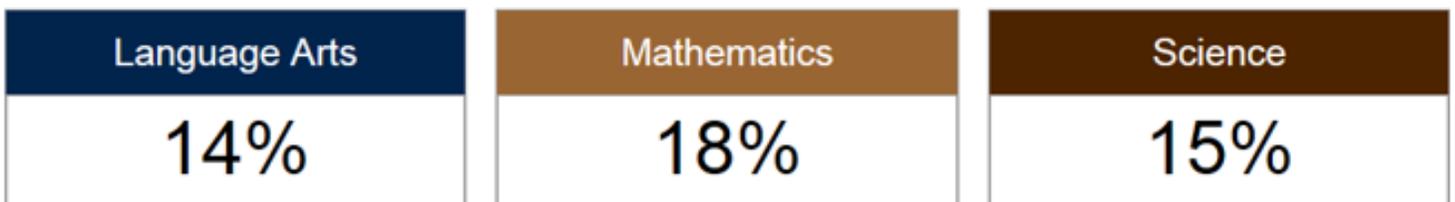
1.a. Achievement Data

Students at West Lake Junior High School have participated in Utah's SAGE Tests. In 2015, of all students tested, 14% were proficient in language arts. Only 18% of all test takers were proficient in mathematics. Students with limited English proficiency is the lowest performing subgroup in language arts with less than 2% scoring at a proficient level and the lowest performing in mathematics with only 3.2% proficient. The Hispanic/Latino subgroup performed below the school number in language arts with 11.9% proficient. The Asian subgroup was the highest performing population in mathematics with 30-39% scoring proficient. The Economically Disadvantaged subgroup was three points behind the Whole School in language arts with 11.6% proficient and two point behind the Whole School in mathematics with 15.9% proficient. This makes sense due to the high percentage of students qualifying for free or reduced lunch, 89.1%.

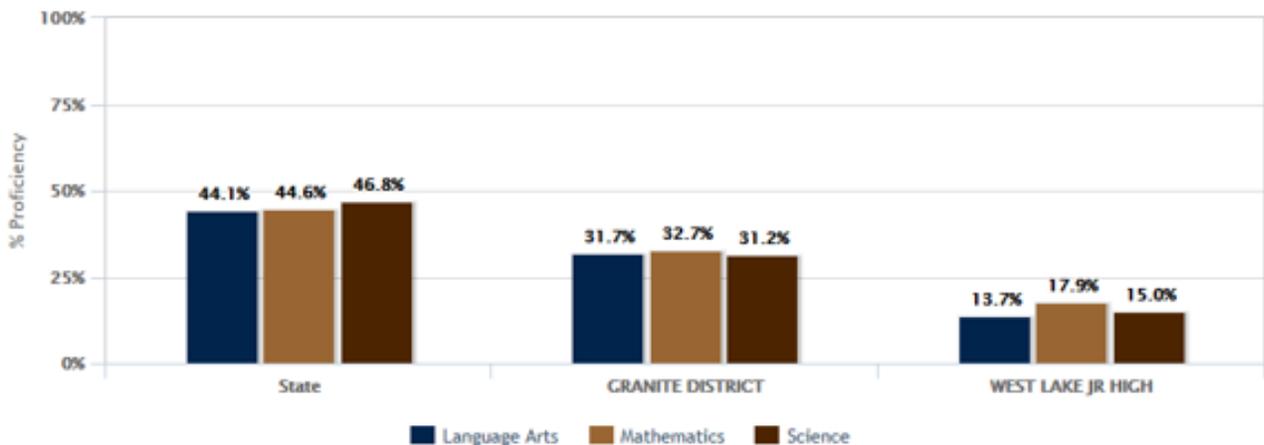
African American and American Indian populations scored less than 10% proficient in language arts and 11-19% in mathematics. Pacific Islander subgroup had a proficiency of 9.6% and 19.2% in language arts and mathematics respectively. Students with Disabilities were only able to score proficient at a rate of less than 2% in language arts and 4.5% in mathematics. This is well below the Whole School in language arts and in mathematics.

In the chart below is a comparison of the aggregate proficiency rates for students from West Lake Junior High, Granite School District and the State of Utah. West Lake has far fewer students achieving proficiency on state assessments than the district or state. Language arts rates are 18 points behind the district and 31 points behind the state rates. Mathematics scores are also behind the district and state, 15 points and 27 points respectively. These achievement results add to the reason the Utah State Office of Education has deemed West Lake in the bottom 5% of lowest performing Title I Schools in the state.

SAGE Results for WEST LAKE JR HIGH



2015 SAGE % Proficient



1.b. Trend Data

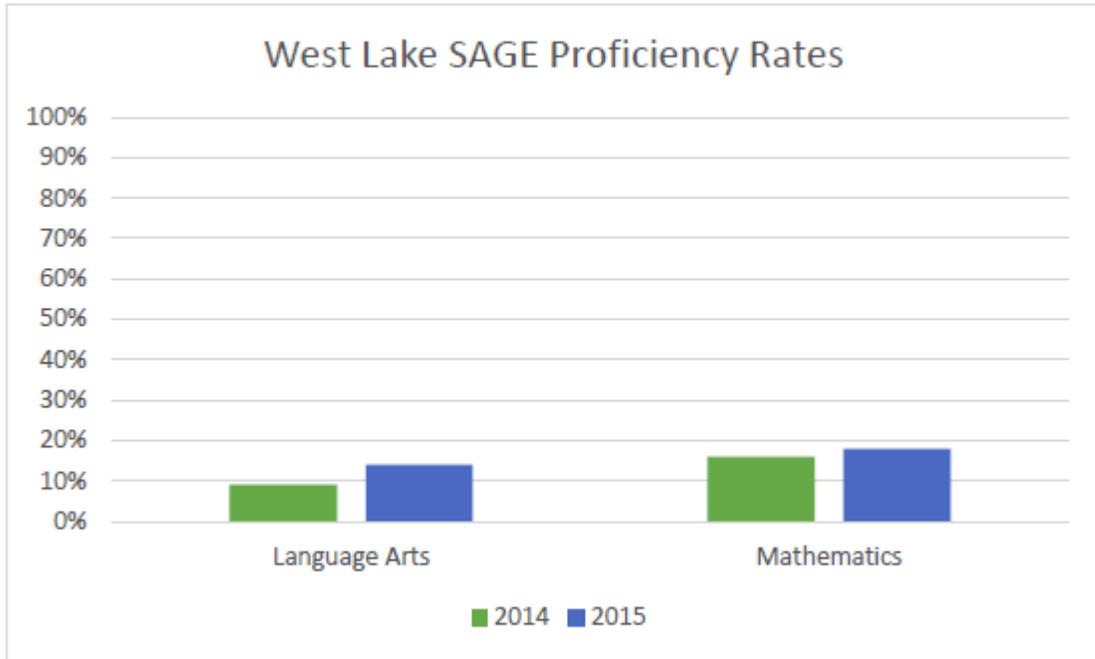
The state of Utah moved away from the Criterion Reference Test (CRT) in 2014 in favor of the SAGE exams. This change in format eliminates the ability to compare trend data beyond 2014. The test formats are very different and scores are not comparable.

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

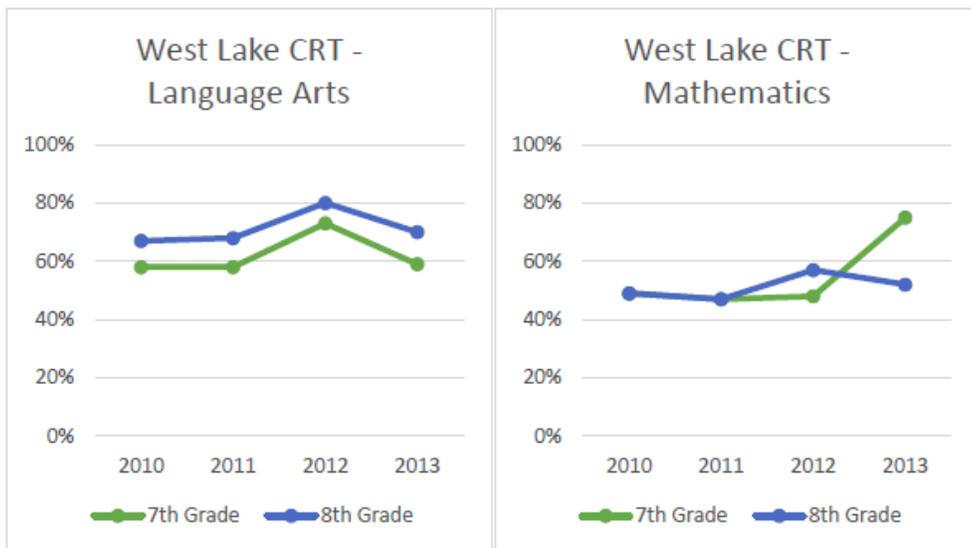
West Lake Junior High	SAGE	
Language Arts	2014	2015
All Students	9.2%	13.7%
Asian	9.8%	20%-29%
African American	≤20%	≤10%
American Indian	≤10%	11%-19%
Caucasian	18.1%	18.6%
Hispanic/Latino	7.3%	11.9%
Pacific Islander	≤5%	9.6%
Economically Disadvantaged	7.5%	11.6%
Students with Disabilities	≤2%	≤2%
English Learner	≤2%	≤2%
Mathematics		
All Students	16.2%	17.9%
Asian	26.8%	30%-39%
African American	≤20%	11%-19%
American Indian	11%-19%	11%-19%
Caucasian	23.9%	25%
Hispanic/Latino	13.7%	15%
Pacific Islander	10.4%	19.2%
Economically Disadvantaged	15.1%	15.9%
Students with Disabilities	2.5%	4.5%
English Learner	3.8%	3.2%

Scores over time have stayed considerably low. Language arts scores have increased from the single digits to lower teens over the two year period. Mathematics scores have also remained low although increasing. The African American and American Indian populations are less than 20%. The Hispanic/Latino sub-group has improved slightly in both curricular areas from year to year. They experienced a four point increase in language arts and one point in mathematics. Economically Disadvantaged student sub-group has gained slightly over time as well, four points in language arts and even in mathematics. Students with Disabilities as a group have also remained steady and poor on the language arts measurement. English Learners continue the almost poor performing trend, with no change in language arts and a decline in improvement in mathematics.

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



Below are two charts that display, by grade, the percent proficient of students who took the language arts and the mathematics CRT tests during 2010 - 2013. These trend graphs help to illustrate the trends in the school. The graph shows that the school was not doing as poorly over those four years with the CRT measure. There seems to be a steady pattern between grades in language arts. Mathematics was also fairly similar until 2013 when the state changed the mathematics core.



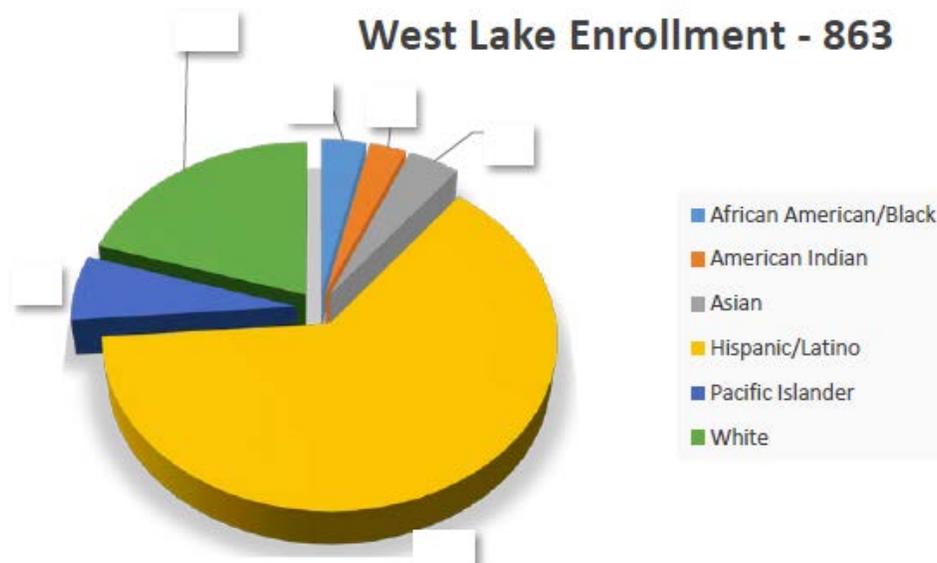
The contrast in scores from the CRT to the SAGE is stark. The school dropped more than 45 points when comparing proficiency rates. The tests are not meant to be compared. Nonetheless, the new testing format illustrates that the school has low achievement in terms of rigor.

1.c. Demographic Data

Below are charts that outline the enrollment breakdown for the student body at West Lake Junior High for the 2015 school year.

Total Students Enrolled	863	100.0%
African American/Black	30	3.5%
American Indian	25	2.9%
Asian	35	4.1%
Hispanic/Latino	545	63.2%
Pacific Islander	53	6.1%
White	173	20.0%
English Language Learners	230	26.7%
Socio-Economic Status	769	89.1%
Student with Disabilities	127	14.7%
Female	428	49.6%
Male	435	50.4%

West Lake Junior High School serves students in 7th and 8th grades. The school’s enrollment is 863 students. With the school’s mobility rate at 27%, the enrollment numbers fluctuate often. Of the students enrolled at the school, 89% qualify for free or reduced price meals with 76% qualifying for free meals and the other 23% qualifying for reduced price meals. Eighty percent of the studentbody are students of color. Sixty-three percent of the students are Hispanic/Latino, 4% are Asian, 4% are African American, 3% are American Indian and 6% are Pacific Islander. Twenty-seven percent of the students at West Lake Junior High are English Language Learners. Nearly 15% of students at West Lake are Students with Disabilities. A little less than half the population of students is female.



1.d. Contextual Data

West Lake Junior High is located in West Valley City on the west side of the Salt Lake Valley. West Lake Junior High faculty and staff work to serve a diverse student population in this 7-8 junior high school. More than half of the students come from homes where a language other than English is spoken regularly. Most of those students have Spanish as their native language. Many other world languages are spoken as the primary language for the students at West Lake.

The mobility rate is at 27%. Mobility and poor attendance work hand in hand to create untenable learning outcomes for certain students. The average daily attendance is 95.8%. However, 218 students, 25%, have missed ten or more school days.

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

Community Education Partnership

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

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

During the 2014-2015 school year student behavior issues were mainly handled at the school level. The teachers referred to the office students for discipline 2008 times. Parents were contacted only on 73 occasions. Students were suspended for a portion of the day 434 times in which the negative behavior was manifest. Twenty-two percent of infractions or referrals resulted in a suspension. Tardiness to class caused 450 (22%) referrals to administration. This is a result of a student being tardy 3 or more times to a class. Major defiance was the cause of 241 (12%) of the referrals. Ten students accounted for 289 referrals and each was referred more than 25 times. October and March seem to be the times of year when referrals peaked the average daily referral in those months rose from 8 to 13-14. More than half the student body had been referred to the office at least once during the year.

1.e Teacher Information

Below is a chart of the teaching staff at West Lake Junior High. All staff members are highly qualified. Twenty-seven of the 47 teachers have obtained a graduate degree. The average teacher working at West Lake for 10 years of teaching experience. The range is 1 year to 48 years. Turnover is high with 45% of the staff being new to West Lake in the last five years. Eighteen teachers, have worked at West Lake for more than 10 years.

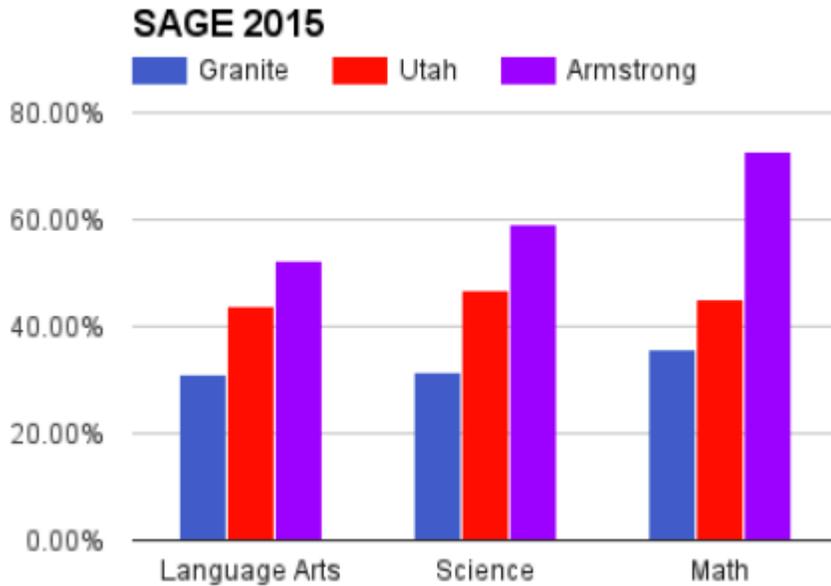
West Lake Junior High Teacher Qualifications and Experience				
Subject	FTE	Highly Qualified	Years Experience	Highest Degree Obtained
COACH	1	Yes	14	Master
COUNSELOR	1	Yes	9	Master
COUNSELOR	1	Yes	8	Master
COUNSELOR	1	Yes	2	Master
CTE	1	Yes	9	Bachelor
CTE	1	Yes	15	Bachelor
FACS	1	Yes	5	Bachelor
FINE ARTS	1	Yes	3	Master
FINE ARTS	1	Yes	2	Master
HEALTH-PE	1	Yes	18	Bachelor
HEALTH-PE	1	Yes	3	Bachelor
HEALTH-PE	1	Yes	2	Master
HEALTH-PE	1	Yes	1	Bachelor
LANGUAGE ARTS	1	Yes	19	Bachelor
LANGUAGE ARTS	1	Yes	17	Bachelor
LANGUAGE ARTS	1	Yes	16	Master
LANGUAGE ARTS	1	Yes	11	Master
LANGUAGE ARTS	1	Yes	10	Master
LANGUAGE ARTS	1	Yes	10	Master
LANGUAGE ARTS	1	Yes	7	Master
LANGUAGE ARTS	1	Yes	3	Master
LANGUAGE ARTS	1	Yes	2	Master
LIBRARY-MEDIA	1	Yes	7	Bachelor
MATHEMATICS	1	Yes	33	Master
MATHEMATICS	1	Yes	21	Master
MATHEMATICS	1	Yes	4	Bachelor
MATHEMATICS	1	Yes	3	Bachelor
MATHEMATICS	1	Yes	1	Master
MUSIC	0.5	Yes	24	Master

MUSIC	1	Yes	13	Master
MUSIC	1	Yes	3	Bachelor
SCIENCE	1	Yes	21	Master
SCIENCE	1	Yes	17	Master
SCIENCE	1	Yes	8	Master
SCIENCE	1	Yes	3	Doctorate
SCIENCE	0.5	Yes	1	Bachelor
SOCIAL STUDIES	1	Yes	11	Bachelor
SOCIAL STUDIES	1	Yes	3	Bachelor
SOCIAL STUDIES	1	Yes	2	Bachelor
SPED	1	Yes	3	Bachelor
SPED	1	Yes	1	Bachelor
SPED	0.5	Yes	48	Master
SPED	1	Yes	13	Master
SPED	1	Yes	2	Bachelor
SPED	1	Yes	2	Bachelor
WORLD LANGUAGE	1	Yes	29	Master
WORLD LANGUAGE	1	Yes	23	Master

Teacher attendance at West Lake Junior High included 457 days absent with an average of 9.7 days including a combination of sick, personal and professional leave per teacher. Sick leave only accounts for 26% of all absences excluding maternity leave. Personal leave accounts for 20% and professional leave at 33%. The range of absences is from no days on the low end to 32 days on the high end.

1.f. Administrator Information

Granite School District has elected to implement the Turnaround intervention model in conjunction with this application. The district has replaced the current principal. The district has appointed Tyler Howe as the new principal. Tyler Howe holds a Bachelor of Science and a Master of Education degree from the Brigham Young University. He has an Educator license and endorsements in Educational Leadership and Policy and Mathematics. Mr. Howe taught for 7 years before becoming a school principal. He has served as a principal at Truman Elementary and Armstrong Academy. He has been very successful as an administrator in the Granite School District. His school has done very well over time on state assessments. His school proficiency rates place him in the 96th percentile in the district. He is well above the average. His scores are well above the average rates in the state. Teachers, under his instructional leadership, provide above average instruction and intervention supports. Below is a graph showing the scores Mr. Howe’s school was able to achieve.



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

West Lake has worked to comply with district direction. The school teaches the assigned and approved curriculum with the approved anthology or textbook. The pedagogical strategies and overall instructional program differed from teacher to teacher and from the tenure of changing administration. Four or five years ago, the end of level CRT data seems to indicate that the instruction was much more effective. The data on that test over time indicates that 38% to over 70% of students were able to demonstrate proficiency. Now, with the increased rigor of the SAGE test coupled with a lot of teacher turn over, the scores have changed quite a bit. When the scores are broken down by grade level and teacher, a much more detailed picture emerges. The school has an overall proficiency score in the mid to high teens.

1.h. Analysis of family and community needs

West Lake is located in the heart of West Valley City. That area has historically been an area with a great deal of poverty. The school boundary is located in a portion of the community that has been growing in poverty and has had an influx of diverse populations.

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

1.i. Effectiveness of prior school reform efforts

West Lake Junior High School was designated as a failing school under AYP. The school underwent an appraisal and began its reform efforts. This was somewhat successful un the old AYP portion of NCLB. The reforms were not long lasting. The school has had a long history of working with many programs and grasping at every program to try to help the students in the school community. The school has provided an after school program for more than a decade. The summer program known as Camp West Lake has been in place for long than that.

The school just recently has undergone some major structural changes. The school lost its 9th grade as the district moved that grade level up to the high school just a few years ago. Additionally, the school converted from a traditional 7 period schedule to an alternating A-B schedule with 8 periods. Both of these structural changes caused massive changes to occur in staffing and in how instruction is provided. Neither of these changes has had a noticeable effect on the school in a positive way.

The administration has also worked to try to implement Collaborative Teacher Teams. The concept has not been implemented with fidelity. The work of these teacher teams focuses on the student's efforts much more than on improving instruction to improve learning. The reform effort of Professional Learning Communities is much more about putting the onus back on the kids to learn than on the teachers to ensure learning. This efforts are not having desired effects.

1.j. SIG Intervention model selection

School Selection

West Lake Junior High has been a Title I school for a long time. The Title I department of the USOE has identified West Lake as in the lowest 5% in terms of achievement of all Title I Schools in the state. Based on the thorough analysis of all of the achievement data, the school district is applying for a School Improvement Grant (SIG) for West Lake Junior High.

Intervention Model Selection

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

Rationale for Intervention Model Selection

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

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

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

2.a. School Administrators

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

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

The new principal has been selected because the school is becoming a STEM school. He started the district Elementary STEM school and will now start the Junior High STEM school. He will be involved in all aspects of the planning required for turnaround reform of the school. The principal will lead staffing changes as well as all other aspects of pre-implementation. The principal in concert with the leadership team and school community council will guide the planned expenditures from the new SIG grant, existing Title I budget, School LAND Trust funds as well as the district capital and maintenance and operations budgets.

2.b. Teachers

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

All teachers hired to work at West Lake Junior High will have a unified vision, to transform the school and improve student achievement rates as measured by the SAGE exams. They will uniquely focus their instruction on the STEM philosophy embraced in the Granite School District. This will be a vision that these teachers will help implement in concert with the new principal, the district staff, and the external provider.

2.c. Parents

On December 8, 2015, all parents of students attending West Lake Junior High were invited to an information meeting about the School Improvement Grant and the tenets of the reformation models. Feedback was generated from this meeting to help inform the model selection and the strategic steps needed to successfully implement the Turnaround model. West Lake will continue to work tirelessly to include parents in an ongoing strategic way. The school will involve parents in the reform process in the follow ways:

- Increase parent participation in school vision development, implementation.
- Communicate with parents about opportunities to support the school's goals and vision.
 - o Improvements will be made to the digital methods of communication like websites, email and social media as well as to the school newsletters, phone calls and announcements to enhance the communication with parents
- Invite parents to volunteer their talents in the school in ways consistent with strategies outlined to achieve school goals.
- Provide on-going opportunities for training of parents in planning and decision making processes, priorities, goals, and initiatives.

2.d. The School Community Council

On November 19, 2015, the West Lake Community Council met to discuss the School Improvement Grant opportunity. The council provided feedback as a discussion was held about model options and the requirements of the Turnaround model. This council will act as the School Improvement Parent Liaison Board.

The council will meet monthly and includes teachers, administrators and parents. The council will be responsible for providing valuable communication to all faculty members, parents and the community concerning school improvement activities and results.

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

The broader community has also been included throughout the grant writing and planning process. The local teacher association, government officials and strategic business and community partners have all been consulted and have weighed in on the selection of the Turnaround model as well as the plans for improvement.

Community partners continue to be a valuable participants going forward to bring about shared goals of improved academic outcomes for all students. Their aggregate resources, and specifically the time and effort of assigned personnel will continue to add to the unified partnership the school has with them in helping the school and the community at large.

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

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

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

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

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

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

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

a. Replace the principal

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

b. Provide LEA support to the new principal

The district has made some major adjustments to practice that are intended to provide additional support to the new principal of West Lake. The new principal has been freed from his previous assignment on December 7th. This means a new principal has taken over for him at his previous school. This will allow for the principal to have all of his time dedicated to the work of developing in detail the new vision and STEM plan for the school. It also allows for the time necessary to completely reconstitute the instructional staff.

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

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

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

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

The principal will be afforded autonomy to devise strategic uses of the Title I budget. He, working with his leadership team, parents and the community will be able to adjust those funds to meet the needs demonstrated by the students. As fast as needs change, there will be the ability to be flexible in adjusting budgets to meet those needs.

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

- d. Locally develop and adopt competencies to screen existing staff
The principal will work with district teaching and learning specialists to develop the criteria required to judge a teacher's capacity to be successful at a STEM junior high. Aspects of that rubric will require each candidate to be vetted by an application, special endorsements (Reading, ESL, Math, Science, Engineering, Technology, etc.), existing achievement data, classroom observations, reference checks, etc. The emphasis uniquely available in this timeline is the classroom observation. The principal will have the time and the application process is already underway. This means the vetting can take place in the next couple of months which allows for the observation. This is much earlier than other school who have to wait until the springtime.
- e. Identify and replace 50% of the existing staff, using locally adopted competencies
The principal has been studying achievement data. All existing staff will be required to affirmatively apply in order to stay at the school. The principal will select only the candidates that are believed to demonstrate a capacity to help all students learn. There is no expectation that a minimum percent of teachers get to stay at the school. Instead, the entire staff will demonstrate in interviews, application documents and during classroom observations as well as existing achievement data that they have what it takes to be successful.
- f. Implement strategies to recruit, place, and retain staff
The district will approve an additional \$600 stipend for all teachers who are hired to work at West Lake. In addition to the stipend, each teacher will have the ability to earn thousands of extra dollars for attending professional development as well as performance incentives. This additional money might help during recruitment.

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

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

West Lake is becoming a STEM school. This is an exciting time for the STEM initiative. The pedagogy that aligns with the STEM philosophy is helpful to teachers in all curricular areas. It also will enhance their enjoyment of their position as they will benefit from learning new strategies.

- g. Select and hire new staff
West Lake Junior High will reconstitute the staff beginning in January 2016. A new principal was selected in December 2015, and the new principal organized several informational meetings and a webinar to educate potential candidates of the opportunity to teach at West Lake Junior High with a STEM approach to the curriculum. After the informational meetings are completed, an initial posting for all certified staff members will be online for three weeks. Candidates who apply will interview for the positions and be observed in action as part of the application process. Positions will be appointed in January and February, and new staff members will receive

specialized training in May and June. All applications will be screened through interviews and observations focused on the following major teaching competencies: 1) A commitment to high achievement for all students. 2) Analytical, data-driven, and results oriented teaching. 3) Understand, respect, and support diverse family cultures, values and beliefs. 4) Supportive and willing to build a culture of collaboration and teamwork. 5) Has or is willing to develop deep content and pedagogical knowledge and skills.

h. Provide ongoing job-embedded professional development

Professional development will be a key component in the successful turnaround of West Lake. During the 2016-2017 and 2017-2018 school year, teachers will participate in approximately 40 two-hour sessions on teaching the Utah-core standards with a focus on the processes found in the Science, Technology, Engineering, and Math (STEM) fields. Specifically, a guided-inquiry approach that engages students using a launch-explore-discuss lesson design will be surfaced, practiced, and polished. This approach will look different in different disciplines, but it will build upon the same philosophy that expects students to learn by doing and teaching themselves rather than listening and repeating alone. Additionally, students will participate in trainings focused on Professional Learning Communities (PLCs) beginning in May 2016 that will be foundational for our collaborative approach. Teachers will receive training, support, and practice on a daily basis in collaborating with colleagues about the fundamental questions: What do we want our students to learn? How will we know when they've learned it? How will we respond when some students don't learn? How will we extend and enrich learning for students who have already demonstrated mastery? The focus of our collaboration will be results oriented. We will make time and support variable to ensure all students demonstrate proficiency of essential learning standards.

All additional professional development will be driven by student achievement data; teacher/consultant identified needs, and linked to our teacher evaluation process. Through the data monitoring process teachers will identify student needs, reflect on their own skill set, and then identify needed professional development to support perfecting their craft. With monthly opportunities for professional development the leadership team will organize meaningful trainings to support instruction throughout the life of this grant.

i. Adopt a new governance structure

West Lake's governance structure will be built on three critical teams: The school leadership team, the department team, and the student support team.

The school will adopt a leadership team that will include a member of the administration, a language arts chair, a math chair, a science/social studies chair, a school-wide behavior chair, and English as a Second Language chair, a student-achievement data chair, a seventh-grade chair, an eighth-grade chair, a gifted-and-talented chair, and a special-education chair. This team will meet monthly to analyze the mission, vision, and collective commitments of the school and to evaluate our progress and strategies towards those goals. Additionally, this team will help maintain a focused direction for the school despite inevitable staff turnover at the school.

The department teams may be the most critical teams in the school as they will head up the Tier I and Tier 2 instruction of all our students. The department teams will meet most days to identify essential learning standards, develop common formative assessments to measure student learning of those standards, and strategize on a by-the-student-by-the-standard basis appropriate interventions or enrichment of students. These teams are grouped based on commonalities in courses to allow them to compare and match scope, sequences, and assessments with their teammates.

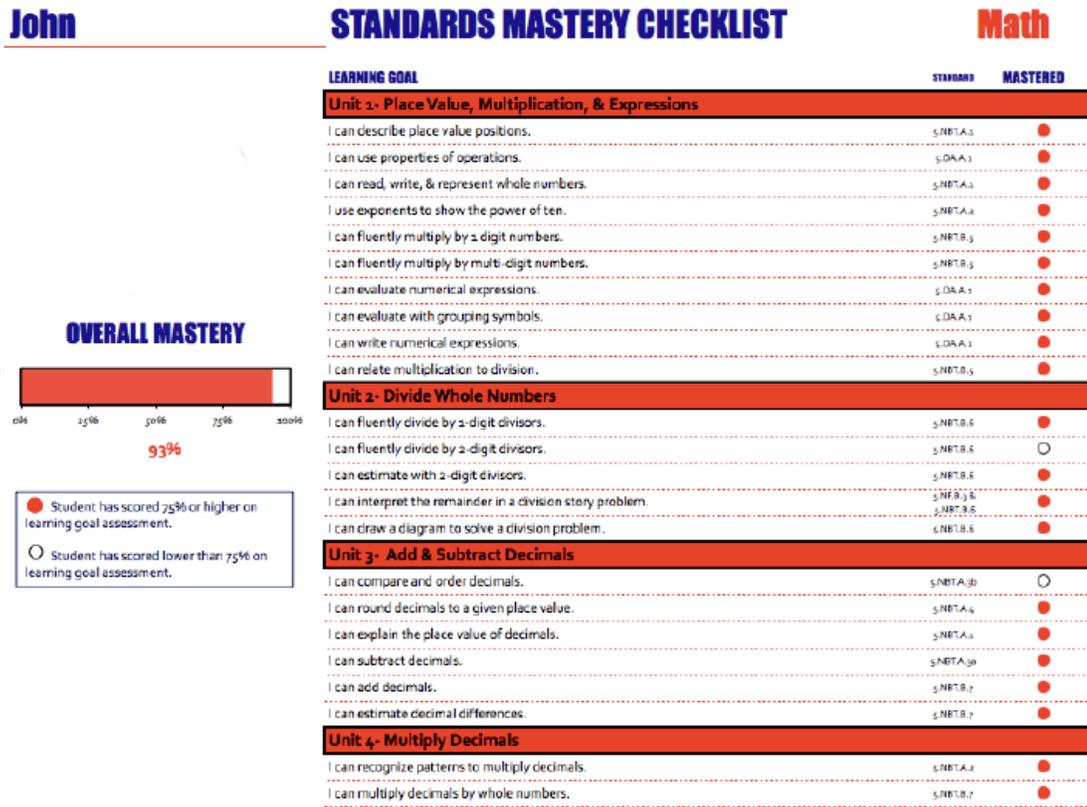
The student-support team will help guide the department teams in how to meet the needs of students who are struggling with their academics or with their behavior, and, ultimately, the student-support team will facilitate the process of assisting students into a Tier 3 support setting. However, this team will be a support for rather than a director of the classroom teachers on the department teams.

School quality is driven by three sets of actors in a school community: students, parents and faculty (teachers and principals). Understanding this, governance at West Lake will a School Community Council with parents, teachers, and school administration in order to gather input and support for needed changes.

- j. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level
 Teachers will teach the Utah-core standards with a focus on the processes found in the Science, Technology, Engineering, and Math (STEM) fields. Specifically, a guided-inquiry approach that engages students using a launch-explore-discuss lesson design will be surfaced, practiced, and polished. This approach will look different in different disciplines, but it will build upon the same philosophy that expects students to learn by doing and teaching themselves rather than listening and repeating alone. Additionally, students will participate in trainings focused on Professional Learning Communities (PLCs) beginning in May 2016 that will be foundational for our collaborative approach. Teachers will receive training, support, and practice on a daily basis in collaborating with colleagues about the fundamental questions: What do we want our students to learn? How will we know when they've learned it? How will we respond when some students don't learn? How will we extend and enrich learning for students who have already demonstrated mastery? The focus of our collaboration will be results oriented. We will make time and support variable to ensure all students demonstrate proficiency of essential learning standards.
- k. Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
 West Lake teachers will use a By-the-Student-by-the-Standard Mastery tracker to monitor on a daily basis student learning in relation to the essential learning standards. This tracker is laid out on a spreadsheet with student names labeling each column and essential standards labeling each row. A score is recorded for each student as he or she is assessed on the standard. That score is automatically shaded in green, yellow, or red depending on whether or not the student was proficient, approaching proficient, or below proficient.

Core Curriculum Progress	Orshan	McKinney	Jonathan	William	Misner	Parker	Leham	Conor	Armando	Era	Jain	Kacie	Levi	Halley	Christina	Kade	Kyle	Wright	Braley	Hunter	Michael	Cole	Jaycee	Sophia	Jordan	Tresh	Lizzy	Erick	Abbi	Nash	Assessment Points Possible	Percent Proficient	
Determine which values make an equation true.	4	4	4	4	4	4	3	0	3	4	4	4	3	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	0	4	92%		
Determine which values make an inequality true.	4	2	5	5	5	5	5	2	5	4	5	5	5	5	5	2	5	5	2	5	5	5	3	3	5	5	5	3	3	1	5	64%	
Use substitution to decide if a number makes an equation true.	3	5	5	5	5	5	5	4	5	5	5	5	5	4	0	5	5	5	5	5	5	5	3	5	2	5	3	3	4	2	5	72%	
Use substitution to decide if a number makes an inequality true.	0	0	2	0	2	2	0	1	2	0	2	1	2	1	2	0	1	1	2	1	1	2	2	2	2	2	2	0	2	2	2	2	54%
Use variables to represent numbers.	3	3	4	4	4	4	3	0	3	3	3	3	4	4	3	4	3	3	3	3	4	4	4	3	4	3	4	3	4	0	4	92%	
Write expressions for real-world and mathematical problems.	0	2	3	3	3	3	3	0	3	3	3	3	0	2	3	2	3	3	3	3	3	3	3	3	3	2	3	0	0	0	3	63%	
Understand that a variable can represent one number or a set of numbers.	0	2	4	1	4	4	2	1	4	2	4	3	3	3	4	1	2	2	4	4	4	2	3	4	3	4	1	4	4	4	4	58%	
Solve real-world and mathematical problems by writing and solving equations.	0	1	3	2	3	3	3	0	3	2	3	2	2	2	2	3	0	3	0	3	0	3	0	3	2	0	3	0	3	3	3	3	46%
Write an inequality to represent a set of solutions for real-world and mathematical problems.	0	2	8	5	8	8	8	0	4	0	8	8	8	8	0	8	5	4	1	8	8	8	8	3	2	0	4	8	8	8	8	8	50%

Additionally, an individual student sheet is populated automatically, so the student and the student’s parents can track the student’s learning as well.



Teachers use the data tracked on the By-the-Student-by-the-Standard Mastery Tracker to determine immediately who is in need of intervention on a concept and who is prepared for further enrichment on that concept.

Teachers may use their own common formative assessments, informal assessments, formal assessments, district benchmarks, textbook assessments, or any other resources in answering the question “Did our students learn it?” The By-the-Student-by-the-Standard Mastery Tracker simply helps teachers and students know how well the students are doing in relation to those standards.

1. Establish a schedule and implement strategies that increase learning time for students
West Lake’s schedule will be structured in a way to provide students a daily flex period during which no new instruction is delivered. Instead, students are regrouped according to their level of mastery on an essential learning standard. The groups are fluid and change weekly based on new assessments. Students who have not yet demonstrated mastery on an essential learning standard will immediately find himself or herself in a setting with other students working on that same standard and with a teacher who has been successful in helping others to master that concept. Additionally, students who have demonstrated mastery on an essential learning standard will immediately find himself or herself in an enrichment setting that will help to solidify and further a student’s understanding of that concept.

Teachers' schedules will be tailored in a way that provides them opportunities to collaborate with their department teammates and to provide flex-time intervention and enrichment as determined in the collaboration meetings.

- m. Provide appropriate social/emotional and community oriented services and supports for students West Lake will be staffed with robust school counselors and school psychologists who closely monitor student academic and emotional well-being. The leadership team at West Lake will head up a Positive Behavior and Intervention System (PBIS) that focuses on establishing schoolwide expectations, positive reinforcements, and targeted interventions. Additionally, we will include parents and family members on understanding and reinforcing those expectations through use of Facebook, Twitter, YouTube videos created by the student body, and community outreach events held quarterly throughout the year.

As part of our work with Education Direction (our external provider) home visits will also be conducted by a team from the school including the classroom teacher. By building this support base early on, we hope to see that student social/emotional needs are addressed helping them to be able to focus on their academic learning.

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

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

3.d. Timeline for implementation of the Turnaround model

- a. Replace the principal
December 1, 2105
- b. Provide LEA support to the new principal
December 1, 2105 – Duration of the grant
- c. Grant greater flexibility to the principal (e.g. staffing, calendars, budget)
December 1, 2105 – Duration of the grant
- d. Locally develop and adopt competencies to screen existing staff
December 1, 2015 – January 2016
- f. Implement strategies to recruit, place, and retain staff
December 1, 2015 – Duration of the grant
- g. Select and hire new staff
January, 2016 – March 2016
- h. Provide ongoing job-embedded professional development
June 2016 – Duration of the grant
- i. Adopt a new governance structure
August 2016
- j. Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Utah Core Standards at each grade level
December 1, 2015 – Duration of the grant
- k. Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
August 2016 – Duration of the grant
- l. Establish a schedule and implement strategies that increase learning time for students
December 1, 2015 – Duration of the grant
- m. Provide appropriate social/emotional and community oriented services and supports for students
August 2016 – Duration of the grant

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

West Lake - SMART Goals - SAGE

	2017	2018	2019	2020
English/ Language Arts	30%	42%	53%	63%
Mathematics	30%	42%	53%	63%

3.g. Measurement of progress on the leading indicators

The district is developing a Turnaround committee. This committee will meet twice monthly to discuss specifically West Lake. In that standing meeting, the data on the leading indicators will be reviewed. It is a 7-8 Junior High school. So, the committee will be focused on the data for those indicators which pertain to a 7-8 Junior High. Some of the data is annual. Some of the data is ongoing. The committee will discuss the ongoing data each meeting and that discussion with the data will inform supports decisions. The annual data will be reviewed when it is timely and as is necessary.

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

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

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

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

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

The individuals listed below serve on the District Improvement Steering Committee (DISC) which is in effect the district support team for West Lake Junior High:

Assistant Superintendent School Accountability, Mike Fraser

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

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

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

As a teacher and administrator, Annette Duzett has worked with three Title I and several diverse populated schools. As an educator for 41 years, she knows the dedication, leadership and on-going improvement needed to provide positive change in ensuring continuous academic and social growth.

As a school administrator, she had the opportunity to work in four different schools. She is the Director over the 16 Junior Highs in the school district.

Ms. Duzett also had an opportunity to open a new Junior High school in the Granite School District. She helped guide the school to make large changes as it was converted to a year-round junior high under her leadership.

Annette Duzett currently is one of the longest standing administrators in the district. Her experience over five decades, her Doctorate degree as well as her involvement with NASSP helps her to be a valuable district leader for the school.

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

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

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

1. Significant Title I funds to the school sites
 - a. Granite School District consistently funds the Title I school sites significantly over the minimum required by the Utah Consolidated Plan. For the school year 2015-2016, the formula Per Pupil

Amount extra for West Lake Junior High school was \$1,155. The District will maintain that level of commitment.

2. Intervention Time during the School Day
 - a. Additional staff may be hired using Title I funds to provide support to students during the school day. This support will target students who did not demonstrate proficiency on weekly formative assessments. Additional time with a classroom teacher will be provided to the student with focus on learning key concepts found in the Utah Core Standards.
3. Instructional Coaches
 - a. Out of the Title I allotment, Granite District provides for additional FTE to fund an Instructional Coach at West Lake Junior High School. This commitment is expected to continue. The school will have the additional resources to place additional teachers where needed as demonstrated by student proficiency rates.
4. Before and After School Program
 - a. 21st Century and Title I funding will be used to extend the learning day for West Lake students. Students will participate in activities that are designed to augment learning in the classroom and serve as an intervention for students not understanding tier I instruction or an extension for those who have demonstrated proficiency on essential key concepts.
5. Summer School
 - a. Title I funds will be used to extend the learning time into the summer months. This will again enhance learning outcomes as well as combat regression due to the extended time away from the classroom.

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

The Granite School District has four schools identified in 2015 as Priority Schools. The district chose to apply for the SIG grant for two of the four schools. This choice was made for only one reason. That reason does not demonstrate a lack of capacity to serve all Priority schools. The district realistically did not believe that the state would give more than two SIG grants to Granite due to lack of funds and the rank order of the two schools which are not being targeted in this application. Given the time crunch of the SIG grant application process and the school calendars, the district had to move ahead with the hiring processes to align with the replacement of the principal and the reconstitution of the staff. These requirements of the grant are cumbersome and had to take place prior to the announcement of the SIG awards. Therefore, the district was unwilling to make these kinds of changes in more schools without a reasonable expectation of receiving additional funds for those schools through the SIG grant. For this reason alone, the district chose to apply for two of its four Priority schools.

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

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

Granite School District posted for a School Support Team Leader to work as the external provider to the FOCUS and PRIORITY Schools. The Utah State Office of Education supported the decision and indicated that the

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

Additionally, this year is the launch year for SB235, the state School Turnaround Program. This program involves West Lake. The program requires that the school work with a state identified “Expert” to provide technical assistance throughout the 3 years of that program. These experts are paid by the state. West Lake convened a committee and arduously screened the applicants from the state vetted providers. The school was looking for a company who understands the unique characteristics of West Lake and has experience working with similar schools and demographics. The school not only went to the state provided presentation night for companies to inform schools of their offerings, but the school went much deeper. All the companies were forwarded a list of district and school specific questions and needs. The companies were invited to then present specifically to the school in Granite School District. The providers were required to present the strategies that are evidence-based they use in their school improvement efforts. West Lake had parent and employees present to evaluate the presentations and find a best fit. The schools and district pushed for information about the capacity to serve the schools. Additionally, a rigorous evaluation of references was conducted. The school selected in November 2015, to work with Education Direction. Their answers and the evidence they provided about prior work was overwhelming and sufficient to justify the selection. This is a local company that has 15 years of experience working with schools all over the country in efforts to improve academic student outcomes. Education Direction has a detailed school appraisal protocol that will be aligned with the state Title I process and yet go deeper. From this appraisal, the company will begin to work with the school in identifying strengths and weaknesses. The next step will be to develop a well thought out, unique and appropriate plan that will target high leverage strategies that will ensure high growth in terms of student achievement results. West Lake has high poverty and a large Spanish speaking population. Education Direction has experience working with both demographics and has had success in other schools with similar at-risk factors, if not the same. This company will be working alongside Ms. Alvarez to support the school. She will work continuously with them to ensure a comprehensive alignment to both district and state Title I requirements.

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

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

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

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

- Existing budgets and resources from the Maintenance and Operations (M&O) budget at Granite School District
- Existing Title I budget dedicated to West Lake Junior High School
- Grant funding from CEP, Community Education Partnership (21st Century Grant)

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

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

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

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

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

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

Technical assistance will be centered on these five areas:

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

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

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

independent practice and appropriate interventions and extensions. Technical assistance will be focused on ensuring explicit instruction occurs with a focus on learning for all students.

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

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

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

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

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

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

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

Regular Hiring Practices

The Granite School District decided to write a School Improvement Grant for two of the four Priority schools identified this year. One of the main reasons for not writing an application for all four is the desire and belief that the Turnaround model has the best hopes for pervasive and rapid improvement. This model requires the replacement of the principal as well as at least 50% of the staff. The district intends to completely reconstitute the instructional staff. This will require the new principal to hire every staff member for the next school year. Even existing staff who wish to stay will have to apply and then be chosen by the new principal. Since the district became committed to the model, many practices around hiring had to be modified. The first change was the timing of the administrative change. In order to include the new principal in the grant application formation, the new principal was appointed on December 1. This is many months sooner than is normally the practice. Also, in an effort to afford the principal the time to reconstitute the staff under a new vision, the principal has been freed from their previous assignment as a principal of another school. The new principal will have an

office at the district. From there he will begin the process of hiring an entire staff and formulating the new school vision in detail. This costs resources for salary. However, the district needed to make this change in practice for the initiative to have the best chance for success. Additionally, the timeline for hiring for the proposed SIG schools has been accelerated. The change in practice will allow West Lake to hire before all other schools. The principal will have the time to not just interview but to also observe and truly vet each candidate who applies. Also, this process is happening now and will be long underway prior to the announcement of the SIG award. This was decided to move forward regardless of the SIG award to ensure success. These changes in hiring are a substantive departure from current practice and demonstrate a real commitment to the success of the model.

Communication

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

Teacher Incentive Bonus

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

Implementation Fidelity

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

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

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

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

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

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

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

8.a. Identify how the district will provide leadership and support to West Lake

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

Mitch Nerdin, Title I Director, will head the Turnaround committee. This committee will comprise of key personnel from all three district divisions to have oversight of the school improvement efforts at West Lake. This committee will work in tandem with the SST Leader, Kami Alvarez as well as the “expert” providers, Education Direction. The Turnaround committee will hold external providers as well as school leadership accountable. Fidelity to the grant and the Turnaround model will be paramount. Ultimately, the committee will work to ensure that the students at West Lake are able to demonstrate increased academic learning by higher assessment outcomes.

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

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

Assistant Superintendent School Accountability, Mike Fraser

School Accountability Director, Annette Duzett

Assistant Superintendent Teaching and Learning, Linda Mariotti

Student Assessment Director, Dr. Rob Averett

Curriculum and Instruction Director, Mary Alice Rudelich

Special Education Director, Noelle Converse

Educational Technology Director, Patrick Flanagan

Educational Equity Director, Charlene Lui

Assistant Superintendent Educator Support and Development, John Welburn

Human Resources Director, Donnette McNeill-Waters

Research and Evaluation Director, Todd Braeger

Teacher/Administrator Induction and Intervention Director, Leslie Bell

Resource Development Director, Mitch Nerdin

Instructional Coach Mentor, Stacey Lowe

Instructional Coach Mentor, Thom Olsen

Instructional Leader Mentor, Marijean Woolf

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

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

As a teacher and administrator, Annette Duzett has worked with three Title I and several diverse populated schools. As an educator for 41 years, she knows the dedication, leadership and on-going improvement needed to provide positive change in ensuring continuous academic and social growth.

As a school administrator, she had the opportunity to work in four different schools. She is the Director over the 16 Junior Highs in the school district.

Ms. Duzett also had an opportunity to open a new Junior High school in the Granite School District. She helped guide the school to make large changes as it was converted to a year-round junior high under her leadership.

Annette Duzett currently is one of the longest standing administrators in the district. He experience over five decades, her Doctorate degree as well as her involvement with NASSP helps her to be a valuable district leader for the school.

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

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

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

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

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

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

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

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

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

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

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

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

9.a. Family and Community Engagement

Already, West Lake has held a community outreach meeting to explain the School Improvement Grant (SIG) application and to seek parent and teacher input. Additionally, the new principal was introduced at that meeting.

Moving forward, West Lake will continue to hold parent and student open houses to explain and seek input concerning the direction and progress of the school. Key to these discussions will be data showing what progress students are making relative to the essential standards. Parents, students, teachers, district board members, and other local leaders will be encouraged and enticed to attend.

West Lake will send out two surveys each year during SEP conferences to elicit feedback from students, parents, and West Lake staff members about how the teachers and administrators are doing and what improvements might be made.

The West Lake Community Council will continue to meet each month and pay close attention to school status, school improvement plans like the LAND Trust plan, open-enrollment opportunities, and other community services that might benefit the family members of those in our school. The Community Council has elected parent and teacher members, but we will actively pursue attendance from as many parents, students, and teachers as possible.

We will send out a weekly bulletin to all parents, teachers, and students that include relevant information about the goals of our school. Additionally, we will release a weekly news broadcast via YouTube that shows school learning objectives in action and educates community members about the progress toward our school goals. Each month, our Community Council chairperson will report via the school news broadcast to inform all constituents of our progress. We will send that update to our local school board representative each month and to our legislators.

The administrative team at West Lake will coordinate such efforts through weekly administrator meetings and monthly leadership team meetings.

9.b. School Administration Engagement

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

9.c. Teacher Engagement

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

9.d. Granite School District Board of Education Engagement

The Turnaround committee will work to inform the District senior leadership. The Superintendency works closely with the school board. They meet twice monthly. In those meetings, as well as informal conversations, the school board will be kept apprised of the progress of the school improvement efforts at West Lake. As the school makes expected gains on the SAGE toward SMART goals, those gains will be communicated to the school board for celebration.

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

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

Much of what the SIG process will help West Lake achieve is a shift in culture toward a more collaborative approach to instruction and a more systematic approach to student-learning objectives. Such a culture, once created, is sustainable beyond the funding source related to the SIG process.

Among the most worthwhile and challenging-to-sustain resources made possible through the SIG grant is collaboration time. Collaboration time is easier to sustain when all constituents (teachers, parents, students, community leaders) recognize the importance of the time and know how to use the time effectively to answer the critical Professional Learning Community questions addressed previously. When the constituents recognize the value of collaboration and a results-oriented focus, they will be united in pursuing them and allocating what limited funds are at their disposal toward this endeavor. Sponsoring the necessary collaboration time after the funding from the SIG process has expired may come from LAND Trust money, FTE, or other appropriate grants. However, the SIG process will enable West Lake to establish a culture that focuses on collaboration and student-learning outcomes and to prioritize such things beyond the funding timetable.

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

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

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

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

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

A Turnaround committee is being created at the district level to support West Lake specifically through the school improvement process. The director of Title I, Mitch Nerdin, is the chair of that committee. His position over Title I will ensure the focus on school improvement will continue well beyond the funding of the SIG.

Mitch Nerdin also sits on the aforementioned DISC committee. His position again allows for coordination with the Accountability Director and all other leaders in the district that oversee programs and departments that will have continued interest and concern with West Lake in to the future. This will include and is not limited to curriculum coordinators for reading/language arts, mathematics, assessment, Title I, Title III/ESL, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel. The expectation is that this Turnaround committee will stay in place and continuously function as the body that works to ensure lowest achieving schools get the support needed to make necessary changes and improvements. The Turnaround committee is not only being created to support the schools during the SIG grant, but also it is a new and needed reorganization of district personnel to support our lowest achieving schools.

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

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

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

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

See Attached

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

See Attached

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

A researched-based focus of West Lake Junior High will be self-report grades and formative evaluation of student learning. These strategies have an effect size of 1.44 and .9 respectively according to the research done by John Hattie and reported in Visible Learning (2012). Both strategies will be a primary focus of teacher professional development and collaboration endeavors.

West Lake demonstrated 14% proficiency in language arts, 18% proficiency in mathematics, and 15% proficiency in science in 2015. Both self-report grades and formative evaluations will assist student and teachers in monitoring progress in these three disciplines. We will ensure effective Tier I instruction for all students in these areas as well as others.

When examining the SAGE data when disaggregated by subgroups, it is clear our mobile population is among the lowest achieving group at West Lake. The focus of our research-based approach will strategize how to best meet their needs.

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

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

Granite School District supports through our district Educational Equity department, the use of Sheltered Instruction Observation Protocol (SIOP) and WiDA English Language Proficiency Standards. Teachers who are selected to be a part of the reconstituted staff must be trained or willing to be trained in the effective use of each of these strategies.

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

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

West Lake - SMART Goals - SAGE					
	2017	2018	2019	2020	
English/ Language Arts	30%	42%	53%	63%	
Mathematics	30%	42%	53%	63%	

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

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

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

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

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

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

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

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

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

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

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

Achievement data is used conscientiously at West Lake Junior High. Regular data meetings determine student interventions and instructional improvements. PLC teams will develop and utilize common formative assessments to determine mastery of essential standards and to provide timely, targeted interventions for students who need extra help.

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

12.f. The district will monitor West Lake frequently

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

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

- 30 day plans
- Principal interviews
- Walk-throughs
- Teacher observations
- Formative assessments
- Benchmark assessments
- Leadership team meetings
- Summative evaluations
- Data on the leading indicators reviewed monthly
- Systemic school appraisal conducted twice annually

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

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

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

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

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

Family and Community Engagement –

During pre-implementation, West Lake will hold community meetings to review school performance and to set reasonable goals for improvement. Additionally, we will educate our patrons that West Lake has adopted the Turnaround Model and what that entails. Tenets of the STEM philosophy will be explained and experienced in these meetings. The efforts will garner support and excitement for the new year and the changes forthcoming.

West Lake will survey students and parents to learn of the needs of our students, families, and community. We will also maintain weekly communication through newsletters, direct mail, the webpage, Facebook, Twitter, News Broadcasts published via YouTube, and the school marquee.

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

Rigorous Review of External Provider-

A rigorous screening of possible external providers was conducted through the district in connection with the school principals. From this screening, Education Direction was selected to support West Lake. This selection was made due to the ability to work as a network with other area Title 1 schools to improve achievement. This overlap will help each of these schools identify needs specific to their school and to identify needs which are consistent throughout the Granger Network of schools, which West Lake is a part. By addressing those

overlapping needs we can be better prepared for the many students who transition between our area schools. The school principal will monitor and report on the support being provided to the district Title 1 director during monthly meetings. This support should be focused on specific school and network needs and show that it is making an impact on student achievement.

Staffing-

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

Instructional Programs –

Collaborative teams of teacher will analyze and prepare the instructional programs for West Lake during the pre-implementation year. They will develop common formative assessments based on essential learning standards, and they will examine their scope and sequence through the lens of a launch-explore-discuss STEM lesson delivery.

Professional Development and Support –

The new staff will participate in ongoing training on a STEM approach to the Utah Core Standards beginning three months before the beginning of the first year of implementation.

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

Preparation for Accountability Measures –

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

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

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

SIG Timeline - West Lake				
Model Requirement	Evidence and Data Sources	Activities	Responsibility	Milestones (Dates)
Replace the Principal	Board Report	Appointed	Mike Fraser	1-Dec-15
	Board Report	Principal working for West Lake	Mike Fraser	7-Dec-15
	Board Report	Principal Official Start	Mike Fraser	1-Jul-16
Provide LEA support to the new principal	Board Report	Appoint early	Mike Fraser	1-Dec-15
	Job Posting	Allow selection of staff	Mike Fraser	Mar-16
	Agendas	Turnaround Committee	Mitch Nerdin	Dec-15
Grant greater flexibility to the principal	Job Posting	Staffing	Mike Fraser	Ongoing
	Title I plan	Autonomy with Budgets and Plans	Mitch Nerdin	Ongoing
	School Calendar	PD Calendar	New Principal	Spring each year
	School Schedule	Master Schedule	New Principal	Spring each year
Locally develop and adopt competencies to screen existing staff	Hiring Rubric	Establish teacher criteria	New Principal	Jan-16
Replace 50% of the existing staff	Job Posting	Require all staff to reapply	Mike Fraser	Nov-15
	Job Posting	Hire new staff	New Principal	Mar-16
Implement strategies to recruit, place and retain staff	Job Posting - Recruitment Communication	Recruit	HR Dept	Mar-16
	Job Posting	Hire new staff	New Principal	Mar-16
	Staff Retention rates	Retention	New Principal	Ongoing

Select and hire new staff	Job Posting	Hire new staff	New Principal	Mar-16
Provide ongoing job-embedded professional development	School Calendar	Design/Implement PD	New Principal and Teacher Leaders	Spring each year
Adopt a new Governance structure	New Teams	Develop new leadership teams	New Principal	Spring 16
Use data to identify and implement an instructional program that is research-based	Reading Program	Implement a Reading Program	New Principal	Fall 16
	Math Program	Implement a Math Program	New Principal	Fall 16
Promote the continuous use of data to inform and improve instruction	PLCs	Create PLCs	New Principal	Fall 16
	Master Schedule	Provide PLC time	New Principal	Fall 16
	PLC Deliverables	PLC use data	New Principal and Teacher Leaders	Ongoing
	SAGE data	Teacher improve practice	New Principal - External Providers	Summers
Establish a schedule that increases learning time for students	Master Schedule	Increase daily class time	New Principal	Fall 16
	School Calendar	Develop After School Program	New Principal	Fall 16
	School Calendar	Develop After Summer Program	New Principal	Spring 17
Provide social/emotional and community oriented services for students	School Calendar	Home Visits	New Principal and Teachers/Staff	Ongoing
	Job Posting	Full-time social worker	New Principal	Fall 16
	Parent Center	Parent Center	Assigned Staff	Existing
Planning/pre-implementation activities that will lead to successful implementation of Turnaround	New Principal	Hire and place new principal	Mike Fraser	1-Dec-15
	Job Posting	Replace Staff	New Principal	Mar-16
	Open Houses	Communicate with Parents	New Principal and Teachers/Staff	Spring 16
	School Calendar	Train new staff	New Principal and External Provider	Spring 16

C. BUDGET:

- a. The LEA provides a budget for each Priority and Focus school included in the LEA SIG application for the three years of full implementation of the selected model;
- b. For each school included in the SIG application, the budget includes costs associated with the successful implementation of each requirement of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);
- c. If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes all costs associated with LEA leadership and support of the selected school intervention model(s);
- d. The LEA budget includes costs for purchased professional services to ensure high-quality consultants to facilitate research-based reform to support the specific needs of the school;
- e. The budget detail provides sufficient information to support all budget requests; and
- f. The LEA has considered any costs associated with program evaluation annually.

D. ASSURANCES:

The LEA must assure that it will—

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

Utah State Office of Education required assurance:

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

LEA BUDGET FOR WEST LAKE						
Expenditures	Year 1 Budget (Pre-implementation)	Year 2 Budget (Full implementation)	Year 3 Budget (Full implementation)	Year 4 Budget (Full implementation)	Year 5 Budget (Sustainability)	Five- Year Total
Salaries						
New Principal (0.5 FTE)	49,650.00					49,650.00
PLC Goal (48 Teachers @ \$1000 Each)		48,000.00	48,000.00	48,000.00		144,000.00
School Goal (48 Teachers + 3 Admin @ \$1000 Each)		51,000.00	51,000.00	51,000.00		153,000.00
Professional Development Summer (48 Teachers for 5 ea 8 hr days @ \$30 per hr = \$1,200 Each)	57,600.00	57,600.00	57,600.00	57,600.00		230,400.00
Professional Development Monthly (48 Teachers for 9 ea 3 hr @ \$30 per hr = \$910 Each)		38,880.00	38,880.00	38,880.00		116,640.00
<i>Subtotal</i>	<i>107,250.00</i>	<i>195,480.00</i>	<i>195,480.00</i>	<i>195,480.00</i>	<i>0.00</i>	<i>693,690.00</i>
Benefits						
New Principal (0.5 FTE)	15,391.50					15,391.50
PLC Goal (48 Teachers @ \$1000 Each)		14,880.00	14,880.00	14,880.00		44,640.00
School Goal (48 Teachers + 3 Admin @ \$1000 Each)		15,810.00	15,810.00	15,810.00		47,430.00
Professional Development Summer (48 Teachers for 5 ea 8 hr days @ \$30 per hr = \$1,200 Each)	17,856.00	17,856.00	17,856.00	17,856.00		71,424.00
Professional Development Monthly (48 Teachers for 9 ea 3 hr @ \$30 per hr = \$910 Each)		12,052.80	12,052.80	12,052.80		36,158.40
<i>Subtotal</i>	<i>33,247.50</i>	<i>60,598.80</i>	<i>60,598.80</i>	<i>60,598.80</i>	<i>0.00</i>	<i>215,043.90</i>
Contract Services						
Professional Development Presenters	10,000.00	23,000.00	23,000.00	23,000.00		79,000.00
<i>Subtotal</i>	<i>10,000.00</i>	<i>23,000.00</i>	<i>23,000.00</i>	<i>23,000.00</i>	<i>0.00</i>	<i>199,652.40</i>
Educational Programs						
ST Math	40,500.00	4,500.00	4,500.00	4,500.00		54,000.00
<i>Subtotal</i>	<i>40,500.00</i>	<i>4,500.00</i>	<i>4,500.00</i>	<i>4,500.00</i>	<i>0.00</i>	<i>54,000.00</i>
Supplies						
Professional Development	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
<i>Subtotal</i>	<i>5,000.00</i>	<i>5,000.00</i>	<i>5,000.00</i>	<i>5,000.00</i>	<i>0.00</i>	<i>20,000.00</i>
<i>Sub-Total</i>	<i>\$195,998</i>	<i>\$288,579</i>	<i>\$288,579</i>	<i>\$288,579</i>	<i>0.00</i>	<i>\$1,061,734</i>
Indirect Costs						
2.42%	4,743.14	6,983.61	6,983.61	6,983.61	0.00	25,693.96
<i>Subtotal</i>	<i>4,743.14</i>	<i>6,983.61</i>	<i>6,983.61</i>	<i>6,983.61</i>	<i>0.00</i>	<i>25,693.96</i>
Total All Costs	\$200,740.64	\$295,562.41	\$295,562.41	\$295,562.41	\$0.00	\$1,087,427.86



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

385-646-4523

FAX 385-646-4207

December 18, 2013

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

Superintendent Brad Smith,

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

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

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Martin W. Bates", is written over a light blue horizontal line.

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

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Board of Education

Terry Bawden, President

385-646-4523

FAX 385-646-4207

December 18, 2015

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

Superintendent Brad Smith,

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

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Terry Bawden". The signature is fluid and cursive, with a long horizontal stroke at the end.

Terry Bawden
President, Granite School District
Board of Education

Addendum C

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

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

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

SIG Revisions 2016

West Lake Junior High

Please describe how the school will effectively implement the schoolwide PBIS initiative.

The school PBIS initiative will be headed up by a leadership committee that will meet on a monthly basis to analyze behavior data, discuss the effectiveness of positive reinforcements and consequences, and take a steering role with other staff members in training and projecting PBIS processes throughout the school. The PBIS leadership committee will focus on identifying student expectations for all areas of the building in terms of being Cooperative, Clean, and Caring. Those expectations will vary in what they look like and sound like depending on the area of the building. That is to say, being cooperative in the lunchroom will look and sound different than being cooperative in the library.

During each of the first five Fridays of the school year, the principal and the student body officers will meet with the entire student body to explain and review what the expectations look like and sound like for two different areas each week. Student body officers will model correct expectations through videos, skits, or other creative mechanisms to make sure all students understand what the expectations are at West Lake. In addition to teaching the expectations to the entire student body, the principal and student body officers will outline positive reinforcements at both the student and grade levels. These can be awarded by staff members who catch students and classes following the expectations in a positive way. The principal will also use these assemblies to explain a hierarchy-of-offense chart and consequences for inappropriate behavior that builds in levels from minor to more serious infractions.

After the first five Fridays, we will conduct a refresher assembly every six weeks throughout the year.

Throughout the building, we will place posters reminding the students of what the appropriate expectations for that area look like and sound like. Student body officers will create video vignettes to be aired on the school news broadcast on a weekly basis to show tutorials of the expectations in each area of the building.

Through the PBIS leadership team's meetings, we will evaluate the effectiveness of our plan and make adjustments on a monthly basis. PBISWorld.com will be utilized as a resource for consequences and reinforcements on an ongoing basis.

Please describe how both language arts and math will be addressed.

The low proficiency achievement in math and language arts means the West Lake students need additional time and support in these areas. As a school, we have developed a "modified 5-period block" that will enable us to provide the additional time and support without significantly detracting from other electives.

Whereas many schools have adopted a 5-period block schedule in which students attend five classes each day and rotate those classes between A and B days, the modified 5-period block does the same without a daily alteration between A and B days. Instead, students attend the same classes each day of

the week throughout the quarter or semester. This means, students will need to focus on only 5 classes (with 5 teachers, 5 sets of due dates, 5 syllabi, etc.) at a time (as opposed to 8-10). Likewise, teachers will be in charge of only 135 students at a time (as opposed to 270). This structure also enables us to “double block” math and language arts throughout the year. Students will receive over 12,000 minutes of instruction and support in those subjects as opposed to the 6,000 minutes the students receive in those subjects in a typical 4-period block rotation in which students alternate every other day.

Teachers will be provided three 45-minute collaboration periods each week during their contract day in which they address the PLC questions: What do we need our students to learn? How will we know they’ve learned it? How will respond if they don’t learn? How will we extend and enrich the learning for students who already know it? They will use the By-the-Student-by-the-Standard Mastery Tracker to address the learning results of each student. They will develop common formative assessments to measure the learning of their students in relation to the essential learning standards.

Specifically in mathematics, teachers will participate in the Conceptual Mathematics Instruction (CMI) professional development provided by two on-site facilitators and a visiting professor on a semi-monthly basis. This framework will empower teachers to teach with a “launch-explore-discuss” framework that refocuses teaching on analyzing and nurturing student thinking. We will use the ST Math software to reinforce the launch-explore-discuss framework.

Please provide details about how the master schedule, partnerships, and how the fluid intervention and enrichment groups will be determined and instructed.

The modified five-period block enables teachers to have a smaller case load at any given time and to provide more individualized attention to the students assigned to their classes. On average, teachers will have 135 students at a time. Each week, teachers will work collaboratively with their department colleagues to identify essential learning standards, create common formative assessments, administer those assessments and group kids into groups based on proficiency. During the last twenty minutes of class on given days during the week, teachers will exchange students according to the proficiency groups and provide the needed intervention and enrichment. These groups will be fluid on a weekly basis based on performance on the next common formative assessment.