

UTAH STATE ARRA "SIG" GRANT APPLICATION: LEA REQUIREMENTS

Utah's definition of low-performing schools includes:

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

- Title I Served School;
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I; and
- Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5 schools). Utah has no Title I high schools identified as in Need of Improvement, Corrective Action, or Restructuring. Thus, no Title I secondary schools with a graduation rate less than 60% are included in Tier I.

Tier I Newly Eligible Schools:

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier 1 (Midvale Elementary at 47% proficiency)]; and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average). The state of Utah did not weight “all student” group compared with subgroups.

Tier II Schools:

- Title I Eligible (Served or Not) Secondary School:
 - o Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);

OR

- o Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

Tier II Newly Eligible Schools:

- Title I Eligible (Served or Not) Secondary School:
 - o 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Midvale Elementary at 47% proficiency)];

o Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);

OR

o Graduation Rate less than 60%.

Tier III Schools:

- Title I Served School; and
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I, but not in Tier I.

Tier III Newly Eligible Schools:

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: Higher than lowest Tier I school (Midvale Elementary at 47% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 56% proficiency)]; and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average).

LEA Application Requirements

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

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

School Name	NCES ID Number	Tier I	Tier II	Tier III	Turnaround	Restart	Closure	Transformation
Pinnacle Canyon Academy	4900008			X				X

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

PART 1

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

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

The state of Utah requires that any LEA making application for the ARRA School Improvement Grants 1003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state's identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:

- The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- Demographic information relevant to the school's achievement in Language Arts and Mathematics;
- Contextual data of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);
- Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);
- Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and
- Effectiveness of prior school reform efforts.

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

- Identify the intervention model chosen for each school; and
- Provide the rationale for the model chosen for each school.

In reviewing LEA SIG applications, the USOE will use the Utah LEA SIG Grant Review Checklist Section B Part 1 #1 (page 1). Only those LEA SIG applications that have combined multiple relevant data sources into a thoughtful analysis to **specifically and**

conclusively justify the fit between the needs of the school and the intervention model chosen will be approvable.

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

The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEA's application. The description must include the following information on how the LEA will successfully implement the school intervention model:

- Identify the LEA staff assigned to support implementation of the school intervention model;
- Identify the qualifications and relevant experience of the assigned LEA staff related to prior successful school improvement efforts;
- Describe how the LEA will provide ongoing technical assistance to make sure each school is successful;
- Identify the fiscal resources (state and federal) that the LEA will commit to implementation;
- Identify the process through which the LEA will involve the school/community;
- Describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources);
- Describe how the LEA will evaluate the effectiveness of the reform strategies;
- Describe how the LEA will monitor student achievement by individual teacher/classrooms; and
- If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.

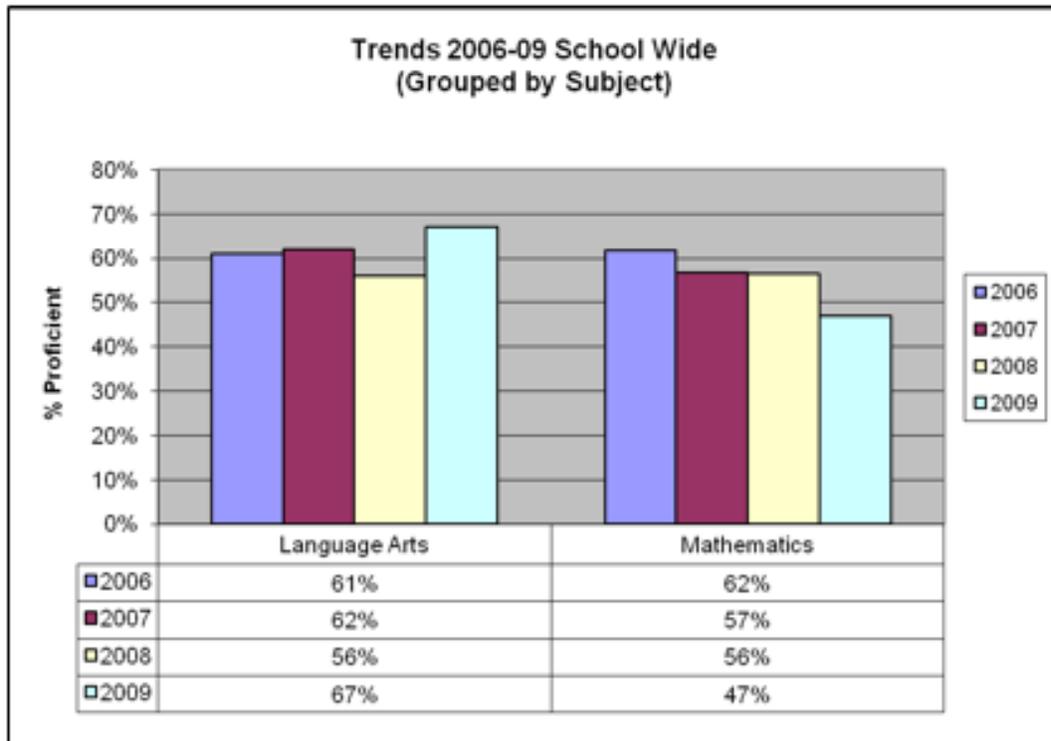
In reviewing LEA SIG applications, the USOE will use the Utah LEA SIG Grant Review Checklist Section B Part 1 #2 (page 2). Only those LEA SIG applications that provide thorough and specific descriptions of ALL of the LEA capacity criteria listed above will be approvable.

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

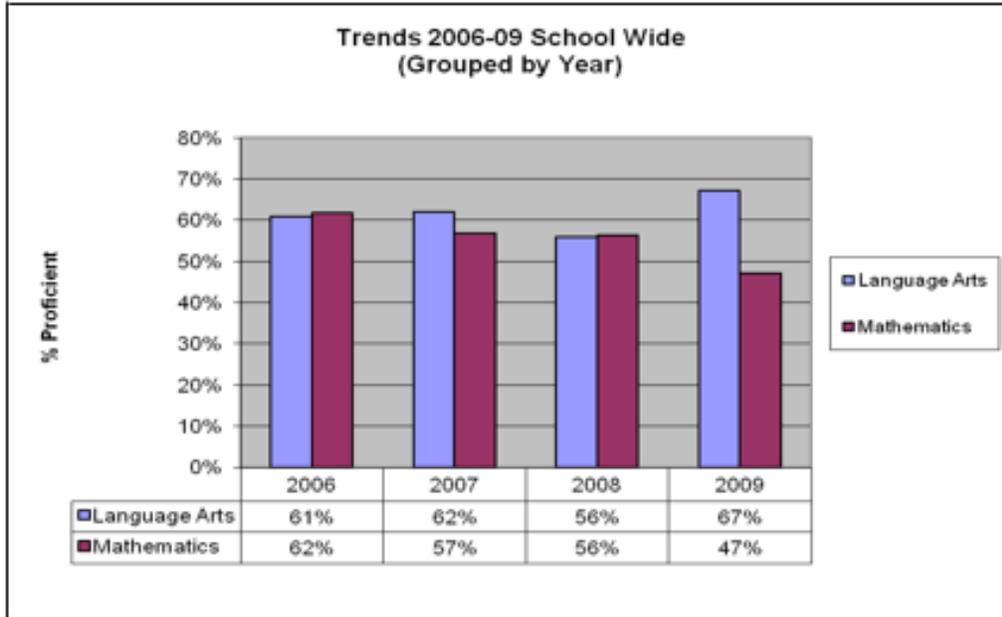
Analysis of trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement):

Overall School Trends:

- Refer to chart “Trends 2006-09 School Wide, grouped by subject”.
- There has been an increase from 61% to 67% in percent proficient for Language Arts school wide over the past four years. This is below the state average which has basically held steady at 78%. The LEA narrowed the achievement gap to 11% when compared with the state average.
- Math trends can be analyzed up through 2008. There has been a decrease from 62% to 56% in percent proficient for Math school wide from 2006 to 2008. This is below the state average which has basically held steady at 72%.
- The math core and end of level tests changed substantially in 2009 and USOE discourages comparison of that data with prior years. The state average was 66% in 2009. The achievement gap between the LEA and the state has widened from 10% in 2006 to 19% in 2009.

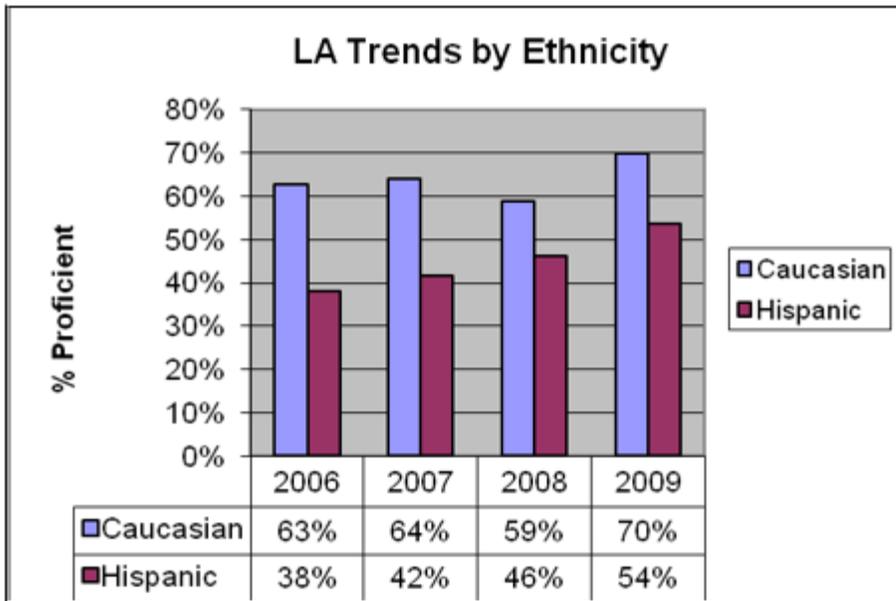


- The greatest difference between Language Arts and Math proficiency is in 2009 when the math core and tests changed. Without this anomaly, there does not seem to be a significant gap in proficiency between the subject areas. (Refer to chart “Trends 2006-09 School Wide, grouped by year”.)



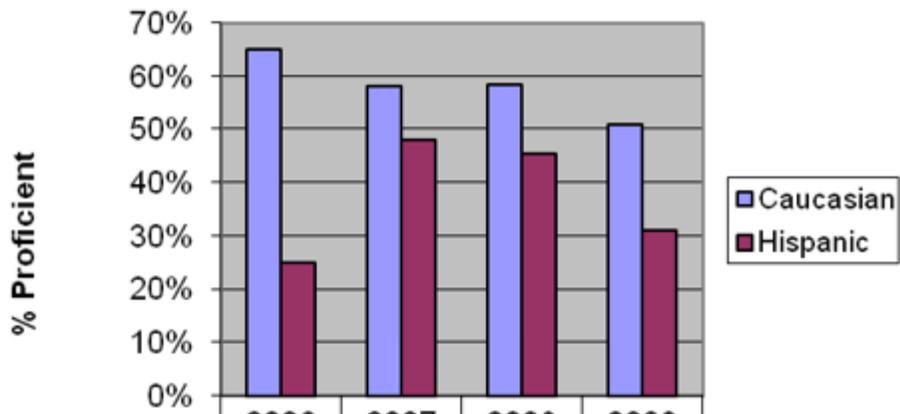
Subgroup achievement by Ethnicity (Caucasian and Hispanic; other subgroups statistically too small to be significant)

- There has been an increase from 38% to 54% in percent proficient for Language Arts for the Hispanic subgroup over the past four years. This is below the state average which has increased slightly from 54% to 58%.
- The achievement gap between Hispanic and Caucasian subgroups in Language Arts has narrowed from 25% in 2006 to 16% in 2009. The statewide gap has narrowed from 29% to 26%. Although the LEA gap is smaller, proficiency is less than the state for both subgroups.



- There has been an increase from 25% to 45% in percent proficient for Math for the Hispanic subgroup from 2006 through 2008. This is below the state average which decreased slightly from 51% to 49% for this subgroup.
- The achievement gap between Hispanic and Caucasian subgroups in Math has narrowed from 40% in 2006 to 20% in 2009. The statewide gap increased slightly from 27% to 29%. Although the LEA gap is smaller, proficiency is less than the state for both subgroups.
- The greatest gap was in 2006; the narrowest gap was in 2007. That gap has been widening again since 2007 which is cause for concern.

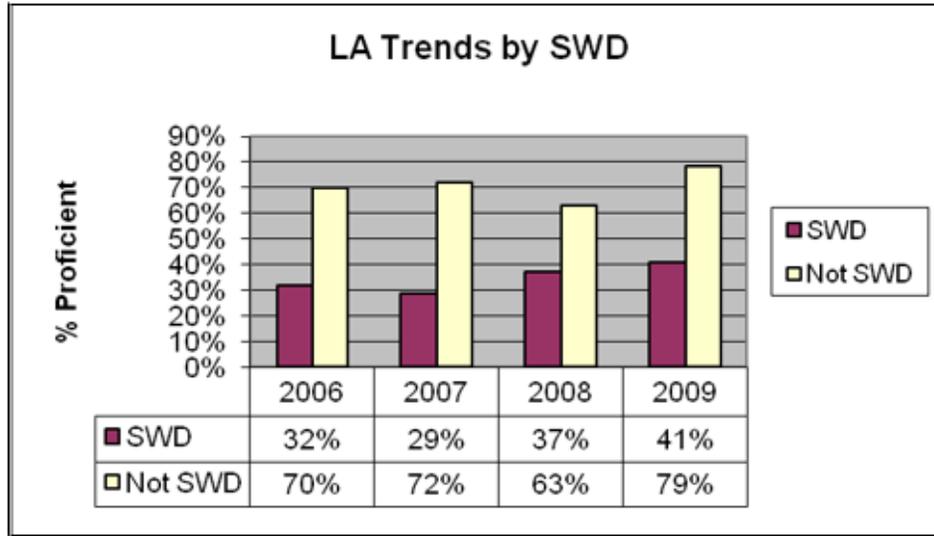
Math Trends by Ethnicity



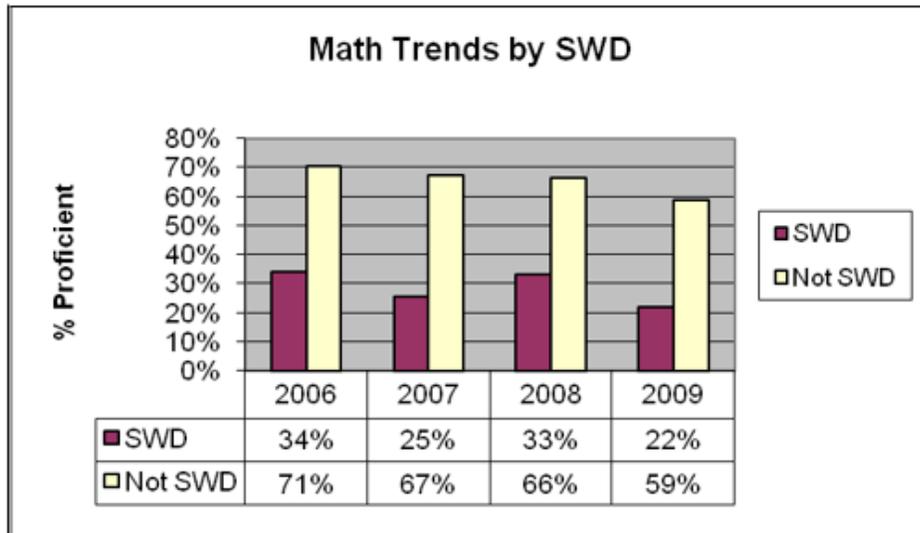
Caucasian	65%	58%	58%	51%
Hispanic	25%	48%	45%	31%

Subgroup achievement by Students With Disabilities (SWD)

- There has been an increase from 32% to 41% in percent proficient for Language Arts for the SWD subgroup over the past four years. This is below the state average which has basically remained at 38% over the four years. The statewide gap has remained basically at 83%.



- There has been an increase from 32% to 41% in percent proficient for Math for the SWD subgroup from 2006 through 2008. This is below the state average which basically held even at 43% proficient in this subgroup.
- The achievement gap between SWD and not SWD subgroups in Math has basically remained at 37% over the four years. Statewide the gap decreased from 33% to 27%.



Overall Analysis: The lowest achieving year was 2006, which is also the same year the school moved to a new facility and parts of the building were being torn down and a two-story elementary was being built. The construction lasted the entire year and into the summer. There was confusion, dust, noise and other distractions. 2007 showed the smallest achievement gap which coincidentally was also the last year Roberta Hardy, Administrator, was “hands-on” with the elementary and the first year an Elementary Principal was hired. Language Arts scores increased in 2009 which is the year that Mr. Stuckenschneider became the Principal in the elementary. 2009 was also the year that we required all teachers to implement the SFA program with fidelity and added eight additional training and monitoring days to the SFA contract.

Contextual Data

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

The attendance rate is 95%, graduation rates are 100% and 2009 was the first year that Pinnacle had a graduating class with all eligible students graduating. The graduation rate for 2010 will be 100%. There no drop-outs for 2009 or 2010. Discipline issues have steadily declined over the past three years due to the addition of the Community of Caring character education program to the school and an addition of a full time therapist. Each year the school participates in the ISQ survey through the Center for School Reform in Logan and the results are included here. The 2008 ISQ survey revealed that teachers were the most dissatisfied group in the school: they did not feel parents supported their students, students were not well behaved, they did not feel like they had access to training, students did not have access to counselors, there was not enough computer access and the school did not have quality textbooks and instructional materials. Some variables were noted in the surveys concerning elementary and the high school. Teachers were more favorable towards the high school administration than to the elementary; teachers in the high school did not have as many negative responses. Parents and students were generally happy with the school except they responded that students were not well-behaved. Please find the complete reports in the appendix.

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

Teacher attendance is high with very few teachers taking all 10 sick days off during the school year. Teacher turnover rates are less than 2%, which is down from a high in 2006 of 6.5%. In 2007, due to our inability to fill all teaching positions with certified teachers, five long-term substitutes were hired to teach Science (two teachers) and Family and Consumer Science in the secondary and two elementary teaching positions. Highly Qualified status was not a problem until 2008. In October 2009, the proportion of under-qualified teachers at Pinnacle was 66%. Many teachers were teaching subjects they were not qualified for and Pinnacle had many Level 1 teachers. The number of under-qualified teachers is below 15% today. The school has taken tremendous strides and efforts towards ensuring all teachers are licensed. Seven teachers moved from Level 1 teachers to Level 2 teachers in 2010. In the upcoming 2010-2011 school year, three teachers will be completing student teaching and five certified teachers will be completing

classes for additional endorsements in Special Education. Within the next two years, there will be seven Special Education teachers who are dual certified in special education and either elementary education or secondary language arts.

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

Mr. Stuckenschneider, who has a Special Education teaching degree, has been the Principal of the elementary since January of 2009 and has been able to unite the students, parents and faculty around a common achievement goal. Under his leadership, the Language Arts scores increased and the elementary changed math programs from Everyday Math to Saxon Math. The CRTs for 2010 are expected to show an increase in math proficiency as well as language arts. Roberta Hardy founded the school and is currently the Principal of the secondary school. The school, unlike most charter schools, has had consistent leadership since its opening. The achievement scores were consistently higher before 2006, decreasing after 2007 when the Board of Directors (“Board”) hired an elementary principal and separated Ms. Hardy’s duties. Under Mr. Stuckenschneider’s leadership, the gap is beginning to close.

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

Every two years Pinnacle engages in a school wide improvement process where committees are formed to study all aspects of the school. The committees issue reports to the Board and recommendations are offered to facilitate needed changes to curriculum, pay structures, and other items relative to the success of the school. Pinnacle has a history of being very responsive to the needs of the families served by the school. The parents were highly involved in the founding of the school and all Board members are elected parents.

The school has changed dramatically since the founding in 1999. In 2002 the school was given permission to double in size due to the large numbers of children on the waiting list. The doubling occurred over a three year period. Each year thereafter an additional class was offered in each grade. The culture shift was swift. Many parents who wanted a private school on public monies left the school. In the beginning of the school there were very few special education students, very few poverty students, and small numbers of students of color. The doubling resulted in what some parents referred to as “letting the riff-raff in”. The culture shift was complete by the end of the 2006 school year. The demographics of the school shifted considerably, there were now 23% special education students, poverty rates went from 11% to 42% and the rates of ethnic students more closely reflected the community statistics. The school improvement committee discussions shifted from discussions concerning the condition of the lawn to the status of student achievement. The doubling of the school resulted in a complete culture shift for the general community and the school community. Out of necessity the administration took a more reactive response to the changes rather than a proactive stance essentially playing catch-up to all the changes. The student population has remained stable since 2008 and the reform efforts have become more proactive. Basically, we now know what types of students will be attracted to Pinnacle and we are able to serve them in a more proactive way.

Prior reform efforts:

- **Changing Principals:** In 2007, Pinnacle hired an Elementary Principal in order to split Mrs. Hardy's duties. The Principal hired in 2007 and the new Principal hired in 2008 were disasters. Neither principal understood the culture of the school, or the types of families served by Pinnacle. Neither person understood how to effectively lead the school towards a common goal of student achievement. Mr. Stuckenschneider was hired in January 2009 to replace the Principal who had given notice in November 2008 after winning a seat in the Utah Legislature. Since the hiring of Mr. Stuckenschneider student achievement has steadily moved upward, teachers are upbeat and positive and the culture of the school is consistently being followed and honored.
- **PLC Model:** In 2005, the school organized the leadership under the Professional Learning Communities Model. This model of shared leadership has been extremely helpful in distributing administrative duties, providing more people within the school to participate in decision making and has provided a strong team to effectively make changes to the structure of the school.
- **Addition of Character Education Program:** In 2008, the school adopted the Community of Caring model as an umbrella program for teaching character to students. The model has provided the skeleton for all staff to add additional curriculum, behaviors and modeling. Students and staff are treated with respect at all times resulting in less behavior referrals to the office. The expectation of all parties involved in the school is that everyone will implement the five pillars of character in all their interactions with each other.
- **Hiring of a full-time therapist:** At the beginning of the 2008-2009 school year, a full-time therapist was added to the school and therapeutic services were implemented. In the past the school had contracted with outside therapists to serve students at risk. The addition of the full time therapist has changed the social climate of the school dramatically. Students and staff utilize her services often. The therapist has been able to contract with Four Corners Mental Health, a community agency and together many social skills groups are offered to the students at Pinnacle.
- **Purchase of School Reach:** During the 2008-2009 school year, a school wide parent contact service was installed at the school. School Reach has been extremely helpful in providing an avenue to contact parents and to relay vital information to parents in a timely manner. The system gives Pinnacle the capability to choose individual classes to contact about grades, failing students, etc. The advent of this system has changed the way Pinnacle stays connected to families.
- **Addition of all homework on the web:** In 2005, the decision was made to place all homework assigned in class on the school webpage. The assigned work is able to be downloaded at home and submitted electronically if needed.

Identify the intervention model chosen for each school; and

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

Pinnacle Canyon Academy has chosen the Transformation model, with the exception of replacing the Principal. The Elementary Principal will not be replaced because he has held the position since January of 2009, therefore meeting the exception rule concerning replacement. The secondary principal will not be replaced as the test scores for the High School have not been identified as contributing to the lower achievement scores. Pinnacle will implement a rigorous staff evaluation and development system, will institute comprehensive instructional reform, will increase learning time, will apply community-oriented school strategies and provide greater operational flexibility and support for the elementary school.

Leadership and Decision Making

The following changes will be made concerning leadership and decision making:

- **Allocation of resources to address learning goals:** Funds will be allocated for purchase of new curriculum for the elementary Language art program and additional Tier II interventions.
- **Decision-making structures:** schedules will be realigned to facilitate each teacher having additional face time with the principals.

Curriculum and Instruction

The following changes will be made concerning curriculum and instruction:

- **Alignment of curriculum, instruction, and assessment with standards:** All curriculums will be aligned to national standards and instruction will be delivered according to a master schedule.
- **Additional assessments** will be purchased and implemented.
- **Formative and periodic assessment of student learning:** Additional assessments will be purchased and implemented. A more thorough use of the current assessments will be utilized weekly through meetings with each teacher and the Principal.
- **Instructional delivery** (teaching and classroom management)- A thorough analysis based on evaluation scores, student achievement scores and parental input have resulted in the change of eight teachers for the 2010-2011 school year. Teachers who have been unable or unwilling to implement changes required of them have been replaced by new teachers.
- **Instructional planning by teachers:** Each teacher in the elementary and in the secondary school will meet weekly with the Principal. In the elementary teachers will

meet in grade teams and in the secondary school teachers will meet in subject teams. This will give teachers time to meet with the principal and with each other to plan instruction.

- **Instructional time and scheduling**: A master schedule will be implemented school wide next year resulting in a more targeted method of instruction and scheduling.

Human Capital (Personnel)

- **Performance incentives for personnel**: The plan written in response to a 2008 RFP for performance based pay will be implemented. The incentives will be tied to student achievement, scores on evaluations and peer reviews.
- **Professional development processes and procedures**: Pinnacle will institute a targeted approach to professional development for the 2010-2011 school year. Professional development will be directed at fidelity in the new language arts programs for both secondary and elementary and in the use of the Tier II interventions. Teachers will also be offered training on authoring Individual Academic Plans for each student.

Student Support

- **Extended learning time**: Students in elementary and secondary will be offered tutoring services after school until six p.m. Pinnacle will utilize Title One funding for the staff and will use this grant for the coordination of the program.
- **Extended summer school** will be offered to all students, currently only students on IEP's who qualify for extended services receive summer instruction.
- **A preschool** will be started on site for parents with preschool students in the second year of the grant. The preschool will use a research-based curriculum entitled WeCan!

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

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

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

Staff Title	SIG Grant Responsibilities	Qualifications
<p>Roberta Hardy <i>Chief Administrative Officer</i></p>	<p>Responsible for fiscal management of program and program compliance. Oversee all staff, data collection for evaluation and coordination with Board and staff. Coordinate Program steering committee.</p>	<p>Bachelors Degree in Social Work, founded school, continuous leadership of school. Prior federal grant coordination with National After school program and coordinated Federal Mental Health grant.</p>
<p>Mark Stuckenschneider <i>Elementary Principal</i></p>	<p>Responsible for activities and program coordination in the elementary and data collection for evaluation. Coordinate with school faculty, complete evaluations on teachers, serve on the steering committee for the program.</p>	<p>Certified teacher for 14 years, Special education certified, Principal since January 2009, students achieved in Language arts CRT tests.</p>
<p>Zena Robinson <i>Vice Principal</i></p>	<p>Coordinate professional development for all teachers and staff. Serve as member of steering committee.</p>	<p>Bachelors Degree in Social Work and has served as Vice Principal for five years. Director of the Southeastern Utah Frontier Project for three years.</p>
<p>Amy Nicholson <i>Special Education Director</i></p>	<p>Coordinate Tier III Interventions, coordinate special education services for 120+ students. Oversee special education staff.</p>	<p>Masters Degree in Special Education. Served as Special Education Director for three years.</p>
<p>Sandra Swasey <i>Tier II Interventions Coordinator</i></p>	<p>Coordinate Tier II Interventions</p>	<p>Level 2 Teaching certificate</p>

• Describe how the LEA will provide ongoing technical assistance to make sure each school is successful;

Pinnacle will only have one school to provide technical assistance to. The Board of Directors and the PLC team will monitor the implementation of new curriculum and structural changes concerning the master schedule. Bi-weekly PLC meetings with leadership will provide the data for technical assistance changes.

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

The LEA commits the following fiscal resources to Improvement effort:

- Federal REAP funds
- Federal IDEA funds
- Federal Title One funds

• Identify the process through which the LEA will involve the school/community;

Pinnacle will hold additional parent meetings, offer curriculum based math and reading nights, facilitate Community of Caring committees that include parents, staff and administration, provide information to the community and to parents via the school website, and involve parents, community members and staff in continued school improvement committees resulting in recommendations to the Board for change.

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

The Board will meet quarterly to discuss student achievement, teacher impact on student achievement, administration follow through on student achievement as well as support any additional funding needed to ensure student achievement.

• Describe how the LEA will evaluate the effectiveness of the reform strategies;

Pinnacle will evaluate the effectiveness of our efforts through quarterly assessments aligned to the CORE, CRT scores, DWA scores, and through the report of an outside evaluator.

• Describe how the LEA will monitor student achievement by individual teacher/classrooms;

Pinnacle will monitor student achievement at weekly meetings with the Principal and each teacher. Each student will have an Individual Academic Plan and at weekly grade level meetings where the teachers will staff each student and their achievement with the Principal.

• If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.

If student achievement goals are not met the achievement team will discuss the addition of or change to Tier II supports, complete procedure for referral to special education, meet with parents, etc.

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

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

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

Budgets are attached in the appendix.

PART 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant.

In reviewing the LEA applications, the SEA will use a detailed checklist based on the information requested in Part 2 of the application to determine LEA commitment to implementing SIG requirements.

(1) Design and implement interventions consistent with the final requirements.

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

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

- Identification of the intervention model for each participating school;
- Sufficient information describing how the LEA will successfully implement each requirement;
- Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and
- The LEA includes a timeline for implementation of the school intervention model to ensure implementation begins in the fall of the 2010-2011 school year.

**LEA SIG Application
Transformational Model
Teacher And School Leader Effectiveness**

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

Description: Pinnacle will retain our Elementary Principal. Mr. Stuckenschneider was hired in January, 2009 and therefore falls within the 1 year guideline concerning replacement of Principal.

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

Description: Set up system for evaluation where in teachers and principals must achieve required performance standards.

Implementation Steps	Timeline	Budget	Person Responsible
Complete 3 evaluations per teacher per year	October-January and April		Mr. Stuckenschneider and Roberta Hardy
Complete 2 evaluations a year on each Principal and Vice-Principal	April and July (after test scores are available)	\$100.00 per Principal completed by ISQ study and Principal evaluation given to teachers= \$400.00	Board of Directors
Hire Outside Evaluator to complete one mid-year evaluation	February of each year	\$100.00 per teacher evaluation x 35 teachers= \$3,500.	Outside Evaluator hired by Administration

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

Description: Pinnacle will set up a performance based pay program that defines expectations concerning student achievement and performance.

Implementation Steps	Timeline	Budget	Person Responsible
Implement Performance Based Pay program authored two years ago for State RFP	August 2010	\$30,000	Roberta Hardy Mr. Stuckenschneider
Set Up Pay schedule	August 2010		Roberta Hardy Mr. Stuckenschneider
Determine Minimum student achievement with consequences including dismissal	July 2011		Roberta Hardy Mr. Stuckenschneider after CRT scores are in MOVE IT file and after reviewing evaluations

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

Description: Offer professional development that supports the new language arts curriculum, tier II interventions and other instructional methods that increase student achievement.

Implementation Steps	Timeline	Budget	Person Responsible
Determine PD needs on a yearly basis-select yearly training, sign up appropriate staff	June- 2010	\$4000	Roberta Hardy with the input from entire staff
Schedule PD twice a month on Friday afternoons	Monthly beginning in Sept-April	\$8,000	PLC leaders
Implement specific curriculum needs	2 weeks in August 2010	\$13,000- pay for company trainers and compensate teachers for extra time required post contracted days	Houghton Mifflin, all Tier II Interventions

Comprehensive Instructional Reform Strategies

Strategy 2.A: Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with State standards.

Description: Pinnacle staff spent one year researching an instructional program that will meet the needs of the students. The following programs are research-based, vertically aligned and will meet the State and National standards.

Implementation Steps	Timeline	Budget	Person Responsible
Purchase new curriculum from Houghton Mifflin	June 2010	\$69,988.00	Roberta Hardy
Purchase Tier II Interventions	June 2010	\$12,925	Roberta Hardy
Purchase Additional Library Books to enhance library selection	June 2010	\$6,999.00	Roberta Hardy
Purchase new texts for 7 th and 8 th grade Language Arts	June 2010	\$7,448.38	Roberta Hardy
Purchase math manipulatives for entire school from Saxon	June 2010	\$12,088.00	Roberta Hardy
Purchase writing lab for elementary students to facilitate writing daily	June 2010	\$37,000 one time cost \$26,000. Ongoing funded needed for writing lab coordinator	Roberta Hardy

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

Description: Student data will be reviewed weekly in team meetings with each team, quarterly data will be gathered and monthly the entire PLC team will review student progress following the Rti model. Evaluations on each teacher will also provide information to inform and differentiate instruction.

Implementation Steps	Timeline	Budget	Person Responsible
Meetings will occur between teacher and principal, each students progress will be monitored	Weekly		Principals and Teachers
DIBELS testing will occur quarterly in the elementary	Quarterly		Elementary Students/DIBELSCoordinator
Houghton Mifflin Journey program will have quarterly assessments given	Quarterly		Teachers/ students and Testing Coordinator
Data meetings with PLC Leadership	Monthly		Principals, PLC team leaders, technology coordinators, Special Education Director
Quarterly evaluations on each teacher	Quarterly	\$3900.00	Principals and Vice Principal

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

Description: Professional development will be given two Fridays a month for 2 hours each, two weeks before school begins and as needed to PLC team members.

Implementation Steps	Timeline	Budget	Person Responsible
Identify trainings	June 2010		Entire Instructional staff
Schedule trainings	June 2010		PLC leaders
Provide trainings	Two Fridays a month the school will send students home at 12:00 and offer training, PLC leaders and other leadership will attend trainings as needed	\$25,000.00	Outside providers, teachers, administrators identified as qualified
Specific curriculum trainings from Houghton Mifflin and Tier II supports	Two weeks before school begins		All staff including para-educators

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

Description: Pinnacles charter outlines the technology focus of the school and integrates technology-based supports throughout the school. All classrooms have Smart Boards, ELMOs and clickers. The following computer needs are needed due to the addition of teachers, a writing lab and the elimination of a one stationary lab to facilitate a space for Tier II interventions.

Implementation Steps	Timeline	Budget	Person Responsible
Purchase additional computers for new secondary English class	June 2010	\$37,000	Technology Coordinator
Purchase additional math computers for secondary math class	June 2010	\$37,000	Technology Coordinator
Purchase computers for elementary writing lab	June 2010	\$37,000	Technology Coordinator
Purchase computers for elementary mobile lab	June 2010	\$37,000	Technology Coordinator

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

Description: 90% of students in 11th and 12th grade take concurrent enrollment courses at CEU. Students who are able to take advanced courses are able to earn college credit by completing concurrent enrollment classes. There is no cost associated with the program as other program monies are charged for this program and will not be charged to the SIG grant.

Implementation Steps	Timeline	Budget	Person Responsible
Identify students for concurrent enrollment	Ongoing		PLC secondary team and Vice Principal
Students complete testing for placement	Ongoing		Students
Student enroll at college	Fall, Winter and summer quarter		Vice Principal and students

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

Description: Complete transition plans on each student. Currently transition plans are completed on special education students, this service will be expanded to all students.

Implementation Steps	Timeline	Budget	Person Responsible
Meet with each student	May/June		Vice Principal
Complete interest inventories	Ongoing		Vice Principal
Implement transition service goals	Ongoing		Vice Principal

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

Description: Graduation rates are currently at 100%, the following programs listed are currently in place and will need no modification other than to expand the hours for after school detention/homework help in the secondary school.

Implementation Steps	Timeline	Budget	Person Responsible
Provide after school detention/ homework help for any student with a D or an F until 5:00 p.m.	Daily during the school year	\$26,000	Detention Coordinator
Provide Saturday School for credit make up	Saturdays during school year		DeeDee Bell-Credit Recovery Coordinator
Provide summer school for credit make-up and for remediation	June and 2 weeks in August		Credit Recovery Coordinator

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

Description: Students are currently referred to the Student services team for intervention concerning performance, attendance, attitude etc. This program will not need extra funding as it currently functions well and is budgeted through other programs.

Implementation Steps	Timeline	Budget	Person Responsible
Provide student support team services	Ongoing		Principal, Vice Principal, therapists and invited teachers, parents etc.

Learning Time And Community-Oriented Schools

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

Description: The elementary school will implement a master schedule as shown here with the example of the third grade, the secondary school will add additional math, science and English teachers and schedule prep hours for each subject at the same time.

Implementation Steps	Timeline	Budget	Person Responsible
Develop master schedule for elementary	April/May 2010		Elementary Principal
Schedule all subject teachers for same prep time	April/May 2010		Secondary Principal
Offer additional Math, English and Science classes in secondary school	Hired new teachers May 2010 for additional instruction		Principals and Teachers

3rd Grade Master Schedule Example

Monday	Tuesday	Wednesday	Thursday	Friday	Short Friday
Opening	Opening	Opening	Opening	Opening	Opening
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Recess	Recess	Recess	Recess	Recess	Recess
Math	Math	Math	Math	Math	Math
Listen. Comp.	Listen. Comp.	Listen. Comp.	Listen. Comp.	Listen. Comp.	Class Meeting
Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	Lunch & Recess	
Tier 2 Int. & Ext.	Class Meeting				
Social Studies	Science	Social Studies	Science		
Computers	Library	Computers	Handwriting		
Art	Music	Team Meeting	Teacher Led PE	Teacher Activity	

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

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

- The LEA will declare whether it intends to contract with an external provider.
 - o Chooses to contract with external providers:
 - A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;
 - If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success; and
 - A narrative description and budget to support external provider contracts, if applicable.
 - o Chooses not to contract with external providers:
 - If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal and facilitate the implementation of the intervention model.

In reviewing LEA SIG applications, the USOE will use the Utah LEA SIG Grant Review Checklist Section B Part 2 #2 & #2a (pages 5-6) to evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. Only those LEA SIG applications that meet the external provider selection process criteria described below will be approvable:

- Detailed and relevant criteria for determining need for external provider contract and selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria must include, but are not limited to:
 - o Analysis of the LEA's capacity and operational needs.
 - o Researching and prioritizing the external providers available to serve the school:
 - Available providers have been **thoroughly** researched.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience and effectiveness.
 - The provider identified has a proven track record of success in working with

similar schools and/or student populations. For example, success in working with high schools or English Language Learners.

o Alignment between external provider services and existing LEA services:

▣The responsibilities of the external provider and the LEA are **clearly defined** and aligned.

o The LEA has **specifically** planned how it will hold the external provider accountable to high performance standards.

o The capacity of the external provider to serve the identified school has been **clearly demonstrated**.

• **LEA provides a description of the reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2010-2011 school year.**

Pinnacle Canyon will develop an RFP for an external provider with all necessary information. The RFP will be distributed to state and national providers to bid on and submit proposals. A provider will be chosen by July and external instructional evaluation services will be in place by August.

(3) Align other resources with the interventions.

The LEA SIG application must demonstrate that the LEA has committed appropriate other state and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

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

Pinnacle Canyon Academy teachers and administration will author Individual Academic plans for each student; the plans will be discussed weekly at teacher/principal meetings, at student services meetings and at PLC leadership meetings. Pinnacle will review data weekly at Principal/teacher meetings and also quarterly at technology/data meetings.

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

Pinnacle Canyon will utilize funding for this program from the SIG grant, Title One funding, Special Education funding, REAP funding, concurrent enrollment funding, regular education funding.

• **A description of how each of the financial resources listed above will support the goals of the school reform effort.**

- Title One Funding will be used to hire the Para-educators needed to implement Tier II instruction.
- Special Education funding will be used to pay all special education staff and Para-educators to implement Tier III interventions.
- REAP funding will be used to hire Para-educators to implement Tier II interventions.
- Concurrent enrollment funding will be used to pay for classes at CEU for 10th-12th grade students.
- Regular Education funding will continue to pay for teachers, administrators, facilities, utilities etc.

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

The LEA SIG application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications must include the following:

- A list of practices and/or policies that may serve as barriers to successful implementation;
- Proposed steps to modify identified practices and/or policies to minimize barriers;
- A procedure in place to identify and resolve future issues related to practices and/or policies; and
- Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education).

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. Only those LEA SIG applications that provide a thorough description of how the LEA will identify and address potential barriers will be approved. USOE will use the Utah LEA SIG Grant Review Checklist Section B Part 2 #4 (page 8) to evaluate the **LEA's commitment to identify and modify its practices and policies.**

Approvable applications must address the following:

- The barriers to successful implementation of interventions are **clearly defined.**

Barriers to successful implementation include:

- a. Instructional methods that are delivered poorly, inefficiently or not at all.
- b. Non-identification of students needs
- c. Non-referral to Tier II interventions
- d. Teachers who do not align their instruction to the CORE.

• **The plan to address the identified barriers is clearly defined.**

Plans to address the identified barriers include:

- a. Instructional methods that are delivered poorly, inefficiently or not at all. Teachers will meet weekly with their Principal. Topics of discussion will include formative and summative assessments given to each child, progression on curriculum map, feedback on evaluation on teacher etc. Teachers must be able to articulate student achievement, their goals, etc. If teachers are unable to articulate what they are doing for student achievement or they receive a poor evaluation from mentor teacher, principal, outside evaluator, peer evaluator etc. they will be placed on Corrective Action Plans and provided with additional training, support etc. If this does not alleviate the problem teachers will be terminated.
- b. Non-identification of students needs- the safety nets that will be in place to prevent this barrier will be: in independent view of student achievement performed by the instructional evaluator, information provided by parents, special education staff, students and the Student services team. If teachers continue to non-refer students with learning deficiencies the above outlined process will begin.
- c. Non-referral to Tier II interventions- during the weekly meetings with the Principals if a teacher cannot articulate students progress on their academic plan, is unable to provide assessment data on students and is unaware of student needs the teacher will be provided with additional guidance and then if not corrected will result in corrective action and ultimately dismissal.
- d. Teachers who do not align their instruction to the CORE-Teachers will be required to submit evidence of CORE alignment; principals will conduct on the spot alignment checks. Teachers will need to articulate their alignment of instruction to the CORE during weekly meetings with the principal, included in the meeting will either be their grade level teacher or their subject level teacher. All teachers will need to be a part of this process and will need to identify problems within each others teaching and be willing to voice concerns in the meeting.

• **The LEA description demonstrates sufficient commitment to work with key stakeholder groups to modify practices and policies, as necessary.**

Pinnacle is very committed to this process and has already taken steps to implement this program. Eight teachers are currently being replaced, parent meetings have been held with parents to review the new elementary curriculum, the Board of Directors met on May 4th and reviewed the proposal and approved all identified changes needed for full implementation for next school year. In essence, Pinnacle is not waiting for the funding to be granted but instead has already began the process of reform and change.

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

The procedure to identify and resolve future issues is imbedded in closer monitoring occurring during principal/teacher meetings and the oversight of the PLC team concerning student achievement. Special education staff, Tier II intervention staff, parents, teachers etc. will all have additional methods and opportunities to provide feedback to administration concerning instructional concerns, student achievement concerns and general issues related to everyday functioning of a school.

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

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

- **A list of the ongoing supports needed to sustain school improvement after the funding period ends;**
- **A description of the anticipated resources that will be committed to meet the needs identified above; and**
- **The written assurance that it will provide continued support.**

Sustainability Plan

Activity	Potential Funding
Purchase additional books for library	Weighted Pupil Unit Funding and General Fund Instructional Category
Purchase new curriculum from Houghton-Mifflin with interventions, assessments etc. imbedded in curriculum	There will not be a need to budget additional monies for this curriculum for at least five years.
Purchase curriculum for Junior High Language Arts	There will not be a need to budget additional monies for this curriculum for at least five years.
Purchase additional Tier II support programs	There will not be a need to budget additional monies for this curriculum for at least five years. Special education budgets and Title one budgets will be used in the future as needed.
Purchase computers for additional classrooms	Maintenance of the computers and upgrades will continue out of the general fund.
Provide after school tutoring in elementary and secondary school	State After school child care grant and Federal After school grant will be applied for after the grant ends.
Provide summer school opportunities for all students not just special education students	State After school child care grant and Federal After school grant will be applied for after the grant ends.
Provide students opportunities to write daily	The writing lab will already be in place and the coordinator will be funded out of the general fund.
Perform outside evaluations on each teacher and principal	Evaluations will continue through the general fund.
Implement performance based pay program	Performance based pay may be the only program that will not be sustainable after the grant ends.
Provide ongoing professional development	General fund will continue to fund professional development and the bulk of the needed training concerning the new Language arts program and the Tier II programs will be completed.
Hire an Outside evaluator	The need for an outside evaluator will be eliminated with the ending of the grant.

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

All steps to implement the selected interventions either have occurred or will be completed by August 2010.

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

Not applicable as this is a Tier II application, if needed the information will be provided.

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

The LEA is comprised of one school that has been identified as a Tier III school therefore the services are outlined in Part 2.

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

The goals for this Tier III school are identified under question 7.

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

This question is not applicable as this application is only for a Tier III school.

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

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

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

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

The Budget is attached and contains all needed information.

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

The LEA must assure that it will—



Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II 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 Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;



If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and



Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.



Extending the period of availability of school improvement funds.

USOE has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.



“Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.



Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.