

# Dual Immersion Academy Application for ARRA School Improvement Grant

**Submitted February 28, 2011**

**Abstract:**

Dual Immersion Academy is seeking funding from the School Improvement Grant (SIG) to transform the school into a strong academic setting with consistently implemented research-based tier 1 instruction and specific, targeted assistance for tier II students. DIA aspires to improve efforts in working with families and community to build support for children as students, removing non-academic barriers to student success by providing socio-emotional, and community supports. Monitoring, data collection and accountability components will be put into place and will continue to be refined throughout the duration of the grant. Relevant stakeholders will be informed and involved on a regular basis. DIA will participate in intensive professional development focused on student achievement through the implementation of effective models of response to intervention and differentiated instruction. High expectations for all stakeholders will be created and maintained during SIG implementation and supported by multiple incentives. The educators of DIA highly value culturally responsive teaching as well as the delivery of specialized language acquisition instruction. DIA is dedicated to engaging students and families through community school foundations as well as creating technology-enhanced interactive classrooms to ensure that all students are provided with multiple ways to access academic and language learning on their path to successful bilingual proficiency.

## **Title I School Improvement Grant Statement of Assurances**

Assurances are hereby provided to the State Educational Agency (SEA) at Utah State Office of Education that the Local Educational Agency (LEA), Dual Immersion Academy will:

1. Review and revise in consultation with parents, school staff, and other;
2. Provide technical assistance and support to school wide programs;
3. Develop the schools' plans pursuant to section 1114 to implement such plans or undertake activities pursuant to section 1115 so that the school make adequate yearly progress toward meeting State student academic achievement standards;
4. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraph (7) and (8) of section 1116 (b);
5. Provided services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services;
6. Take into account the experience of model programs for the educationally disadvantaged, and the finding of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
7. Work in consultation with schools as the schools develop and implement their plans or activities under section 1118 and 1119;
8. Comply with the requirements of section 1119 regarding the qualification of teachers, paraprofessionals, and professional development;
9. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action or restructuring under section 1116 if such a school requests assistance in addressing major factors that have significantly affected student achievement at the school;
10. Ensure, through incentives or voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teacher;
11. Use the results of the student academic assessments required under section IIII(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the State academic assessments described in section IIII(b)(3) within 12 years from the baseline year described in section IIII(b)(2)(E)(ii);

12. Ensure that the results from the academic assessment required under section IIII(b)(3) will be provided to parents to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
13. Assist each school served and assisted under this part in developing or identifying example of high-quality, effective curriculum consistent with section IIII(b)(B)(D).
14. Participate, if selected, in the State National Assessment of Educational Progress (NAEP) in 4<sup>th</sup> and g<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistic Act of 1994.

Mr. Michael Westover

Name of Director

\_\_\_\_\_

Signature of Director

\_\_\_\_\_

Date

Please see attached graphic information for specific demographic information

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

Dual Immersion Academy (DIA) provides a unique educational setting for an at-risk student population facing a variety of complex challenges. First and foremost, the school is challenged with preparing underprepared students academically and linguistically *to* meet rigorous state and federal standards. Additionally, DIA has the unique and specific challenge, as per the state-approved charter, to prepare students for bilingual proficiency that encompasses listening comprehension, speaking, reading, writing, and cultural awareness. Approximately 74% of DIA's student population qualifies for Title 1 services. Last year, the Board of Directors adopted the 90/10 model to strengthen language acquisition. Students receive daily instruction as outlined in the table below.

Grade	Spanish	English
Kindergarten	90%	10%
First Grade	90%	10%
Second Grade	80%	20%
Third Grade	70%	30%
Fourth Grade	60%	40%
Fifth Grade	50%	50%

The research shows that students in schools using this model not only learn a second language, they gain, and many times surpass, the proficiency levels of students learning the content in their native language. However, such results do not occur over night. It often takes 4-5 years in the program for positive results to be demonstrated. Over 50% of the students are English Language Learners, and due to the nature of the 90/10 dual immersion model, 100% of DIA's students are second language learners at some point during instruction. These factors create complex educational challenges that require highly effective bilingual, biliterate, and culturally competent educators. The school experienced a 40% turnover of faculty in the 2010-2011 school. Of the 20 full-time teachers at DIA, 8 of them are new to the school. This is not a bad thing, as the new administration has taken every *effort* to hire experienced, "highly qualified" *staff* who are legal, bilingual, and biliterate.

DIA has strong partnerships with both the Mexican and Spanish Consulates, and hired 3 teachers from Spain and 2 teachers from Mexico to start the 2010-2011 school year. The school's Principal is also from Spain. As such, DIA has a broad range of educators from all parts of the world coming to DIA with quality teaching expertise, experience, and a strong understanding of the importance of balanced literacy for language learners. DIA's administration and *staff* understand the critical nature of closing the achievement gap with our at-risk students. -

Further, DIA employs four other native Spanish speakers from South America. These teachers are critical to the success of DIA, because they not only bring their native language skills, they bring an understanding of their culture to DIA's students and staff. A critical part of the school's mission is to help DIA's children maintain or regain their cultural heritage, and highly qualified native speakers are an essential component. With their cultural background and training, DIA's teachers understand what it takes to address *many* of the issues presented to our ELL student population.

Additionally, DIA has recruited highly qualified educators who are not native Spanish-speakers. For example, DIA's Physical Education and Health teacher is nationally certified in Physical Education, the only PE teacher in the state to hold the certification.. Prior to working at DIA, she was awarded the New Mexico Outstanding Program Award for PE teaching in 2004, as well as New Mexico's PE Teacher of the Year in 2005. She currently serves on the board of the Southwest District of AAHPERD (American Alliance for Health, PE, Recreation, and Dance), the nation's largest organization of PE and Health teachers, as the Vice President-Elect of Dance. Additionally, DIA has recruited highly qualified educators who are not native Spanish-speakers. For example, DIA's Physical Education and Health teacher is nationally certified in Physical Education, the only PE teacher in the state to hold the certification. Prior to working at DIA, she was awarded the New Mexico Outstanding Program Award for PE teaching in 2004, as well as New Mexico's PE Teacher of the Year in 2005. She currently serves on the board of the Southwest District of AAHPERD (American Affiance for Health, PE, Recreation, and Dance), the nation's largest organization of PE and Health teachers, as the Vice President-Elect of Dance.

DIA values teachers with advanced degrees, licenses, and experience, regardless of their native language. DIA currently has five "highly qualified" teachers who have taught in various school districts prior to coming to DIA. One of them has a professional law degree and practiced law for some time, then realized that she wanted to truly make a difference and felt the best way to do so was through teaching. Another teacher (who teaches in the elementary school) has both a Level 4 Math Endorsement and a Science teaching license. Another elementary school teacher has 10 years of public school teaching experience and has licenses in both California and Nevada.

Dual Immersion Academy values, plans, and implements high-quality teacher professional development. Each teacher has three mentors. They work together in grade level teams in which they have experienced teachers serve as the Team Leader to observe and provide regular feedback. The Principal, Maribel Luengo, serves as the second mentor by providing two yearly preliminary observations in which she gives feedback, including praise and, when needed, focuses, critical feedback with specific tasks and follow up to ensure that the teacher is receiving the help and direction needed. She also does regular walk-through observations and provides focused, immediate feedback to teachers. The third mentor is an external partner, Johanna Hofmeister. As part of the current \$200,000 school improvement grant, Ms. Hofmeister works with administration to align teaching practices throughout the school with state standards and research-based best instructional practice. Ms. Hofmeister works with grade level teacher teams to model, plan, observe and reflect on effective tier 1 instruction, peer coach and practice differentiation skills sets. She observes teachers in their classrooms once/month and provides data-driven feedback as part of the instructional coaching process. Each teacher team supports

each other in weekly meetings as they learn specific interventions focused on techniques and skill sets to meet students' individual needs. With Ms. Hofmeister facilitating the lesson study process, teachers collaboratively design lessons and then observe one of their colleagues delivering the team-built lesson. After debriefing the lesson, they engage in discussion about the strategies used and how students responded. The exercise includes celebrating effective elements of the instruction, as well as coaching on ways to improve. This empowering site-based, hands-on professional development has promoted positive team building while simultaneously creating opportunities for teachers to learn from one another.

After the observations and feedback session, teachers receive two formal evaluations from the Director of the school, Michael Westover, in which they are evaluated on a standard set of criteria. All of DIA's teachers currently have satisfactory evaluations, meeting or exceeding DIA standards.

**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);**

Beginning in the summer of 2010, Dual Immersion Academy's Board of Directors created a search committee comprised of teachers, parents, and board members to seek out the best administrative match in order to begin the 2010-2011 school year with a renewed focus on student achievement and the founding principles of the school. DIA's Director, Michael Westover, was contracted by the Board of Directors at the end of the 2009-2010 school year to manage the transition of administration and to set the foundation for change within the educational service delivery. Mr. Westover holds a bachelors degree from BYU, a master's degree in Educational administration from Idaho State University, and is completing a PhD of Education in Curriculum, Instruction, and Instructional leadership from Utah State University. He has been in educational administration in Utah for 10 years. He has proven experience in increasing student achievement and building strong learning environments in which students are successful in both traditional public and public charter schools. He has worked as an administrator in a variety of schools and communities from San Juan County, Nebo County, Utah County, Tooele County, and Salt Lake County. He has worked with many different issues involved in minority and underserved populations, including working in San Juan where 1/3 of the population was Native American. His specific role with regard to the transformation model will be to oversee grant implementation, monitor teacher evaluations, ensure tracking of data, and work with the Board of Directors and the parent organization, VIA, as well as other stakeholders to encourage a complete transformation of the environment and to ensure improvement of student achievement.

Mr. Westover hired Maribel Luengo as the principal of DIA to work specifically with students, parents, and teachers, to ensure their needs are being met. Ms. Luengo has a passion for education in a multicultural world. She has strong background knowledge of language acquisition, teaching best practices, dual immersion programs and Spanish language trends in the United States, as well as administering teacher training programs and evaluations. Her specific role with regard to the

transformation model will be to supervise teachers in their efforts to learn and provide targeted interventions in the classroom with Tier II students. She will engage teachers in individualized work plans in order to more effectively instruct all students in the classroom. She will work with Michael Westover and Johanna Hofmeister to provide focused professional development opportunities, including professional learning communities with specific goals and feedback for more effective instruction. She will be involved in the implementation of the data tracking system with weekly monitoring of the students individual progress, particularly in Language Arts and mathematics. She will coordinate Tier II interventions with the Assessment Director and the teachers.

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

Dual Immersion Academy was founded in 2006 by a group of parents interested in providing an educational option for children to become bi-literate and bilingual-at the age when this is easiest to attain, and to bridge cultures and languages in Utah. However, the school has undergone significant administrative changes almost every year since its inception. Due to these constant changes in administration, efforts to build student achievement and targeted interventions have not been consistent nor clearly defined from one administration to the next. The result has been multiple frustrated attempts to implement strategies for improvement with little-to-no follow through, teacher resistance to administrative directives, and ultimately has contributed to low scores and student ambivalence toward education.

In effort to redirect the focus of the school, the new administration conducted an immediate needs assessment with faculty, staff, parents and board members. From the assessment information as well as strategic planning that following has been implemented:

- Faculty, staff and role responsibilities were realigned to better meet student needs, parent needs and to create strict accountability for student outcomes to be achieved.
- School-wide curriculum was adopted to promote integrated and focused learning outcomes with state core curriculum as a base.
- Updating of technology, both hardware and software has been done to promote innovative teaching strategies as well as implement proven adaptive, diagnostic technology assessments/tutorial tools
- Efforts to improve school culture such as adapting school wide character education, safety patrol, student council and adding school social worker hours have been started.
- Revision of budgeting and financial overhaul to meet the fiscal responsibilities of the school have been on-going since the new administration has taken place

The intervention strategy is clearly defined and has been in place for approximately 7 months. During this time very specific ways of tracking data have been put into place, clearly delineated goals have been set forth for each teacher and the school as a whole. Evaluative technology and personnel have been utilized to provide baseline data, monitoring and feedback to ensure student improvement is tracked and monitored.

Dual Immersion Academy has been working with external consultant Johanna Hoffmeister on a specific school wide improvement plan. It is benefitting from a \$200,000 school improvement grant after failing to meet AYP in 2009-2010. This process has helped to identify specific needs in student learning as well as addressing gaps in service delivery. The proposed Student Improvement Grant is a continuation of the current plan and will serve to expand programs and services as well as provide more professional support to the school.

## **2. Based on the analysis of the above data select, design, and implement interventions consistent with the final federal requirements.**

### **Identify the intervention model chosen for each school; and provide the rationale for the model chosen for each school.**

Dual Immersion Academy will use the transition model for the school improvement grant. In order to decide which model was most appropriate, Administrators from DIA formed a SIG grant committee comprised of various stakeholders including teachers, administrators, parents and board members. Neither a Closure nor a Restart model were applicable to DIA; however there was discussion between a Turn-around or a Transformation model. Due to all the administrative changes, the school had a high level of faculty turn-over from the 2009-2010 to the 2010-2011 school year. For this reason, it is increasingly important for the school to provide stability to the students and families. The current administration and faculty are working toward becoming a cohesive group and are uniquely qualified for the school and its goals. After review of the guidelines of the decision-making tool provided by the Utah State Office of Education, it was clear that the needs of the school best aligned with the transformation model. The transformation model is the best model to allow for stability in faculty, as well as for the ability to develop critical skill sets necessary to improve educational service delivery. This model provides DIA with a tool to ensure the best possible opportunity for student improvement. To accomplish this, DIA has used the transformation framework to focus its efforts in the following areas:

- Implement new evaluation system, developed with staff which uses student growth as a significant factor
  - o 75% of time for the Assessment specialist to track data directly related to SIG grant
  - o Create specific organizational accountability to track weekly, monthly and quarterly student learning objectives and indicators (RTI)
  - o Provide administrative support and external partnership professional development within teacher teams collaborative and provide positive incentives for teacher improvement
  - o SIG committee (comprised of teachers, parents, administrators & board members) monitor progress through quarterly report to ensure implementation of the interventions fully and effectively and will assist in necessary plan revisions
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not as well as to implement strategies to recruit, place and retain staff
  - o Merit pay with specific baseline/end line data

- o Provide administrative support and external partnership professional development within teacher teams collaborative and provide positive incentives for teacher improvement
- o Professional development in RTI, Best Practices in Education etc.
- o Ongoing upkeep of promote innovative teaching strategies as well as implement proven adaptive, diagnostic technology assessments/tutorial tools and professional development in technology to ensure teacher implementation in classroom
- Select and implement an instructional model based on student needs, provide job-embedded professional development designed to build capacity and support staff
  - o Hire a full time RTI Specialist
  - o Hire 6 part time intervention specialists
  - o Provide professional development with external partner to provide specific interventions and support/follow-through
  - o Create specific organizational accountability to track weekly, monthly and quarterly student learning indicators and outcomes (RTI)
  - o Extended school learning opportunities during summer
- Ensure continuous use of data to inform and differentiate instruction
  - o Create specific organizational accountability to track weekly, monthly and quarterly student learning objectives and indicators (RTI)
  - o Allocate 15% of administrative time to monitor, observe and instruct RTI team and teacher teams
  - o promote innovative teaching strategies as well as implement proven adaptive, diagnostic technology assessments/tutorial tools
- Provide ongoing mechanism for community and family engagement as well as partner to provide social-emotional and community-oriented services and supports
  - o Hire FTE Community Learning Coordinator
  - o Hire PTE Parent Involvement specialist
  - o Supplement 50% of School Social Worker
  - o Provide stipend incentives for teachers involved in extended professional development /higher education courses and home visit supports
  - o Coordinate "Escuela De Los Padres" to include, classes, resources, parent involvement and recruiting/retention efforts
  - o Collaborate with teachers to provide information/education to parents on students level of learning
  - o Promote community learning center supports within school
- Supports for interventions:
  - o Leveled reader lab
  - o Science technology and math lab equipment, supplies, extended and out of school learning activities, curriculum support
  - o Expansion of "Before/After school programs"

- o New technology to support foundational programming from previous SIG as well as technology upkeep and repair costs

**3. 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:**

**Description of 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:**

1. *Implement new evaluation system, developed with staff which uses student growth as a significant factor*

Previously Dual Immersion Academy had a very fragmented system in place in order to track and monitor student progress. There was no one person specifically designated to track data. DIA serves at its own district, limiting it from many specialist services a district can provide. As a result, data was not gathered in an organized and consistent way, leaving the school with no way to gauge progress and find gaps in service delivery. This was a principle concern of new administration and parents as gaged by the parent need analysis done. Through the funding in the \$200,000 SIG grant DIA was able to hire an Assessment Director to track data directly related to SIG grant. The proposed grant would continue to pay a portion of his salary. His work will align with the grant in the following ways:

- Oversee the implementation of the proven adaptive, diagnostic technology assessments/tutorial tools
- Oversee and facilitate other critical assessments to the success of DIA's students (i.e., DRAs, DIBELS, the Direct Writing Assessment, CRTs, and the UALPA).
- Inform and instruct faculty, staff, administration, Board of Directors and SIG members of student progress in a timely matter to ensure SIG goals are established
- Coordinate with RTI specialist and RTI team to create specific organizational accountability to track weekly, monthly and quarterly student learning objectives and indicators (RTI)
- Coordinate with teachers to create baseline data to monitor and track student work in classroom

The foundation of this work has been built with the help of the current SIG grant. Baseline information has been established in many classrooms and the assessment director provides data driven information to teachers in faculty meetings and provides administrators with clear data and trending in weekly administrative meetings.

2. *Identify and reward staff who are increasing student outcomes; support and then remove those who are not as well as to implement strategies to recruit, place and retain staff*

Dual Immersion Academy is working with an external partnership to provide intense and focused professional development for teachers in Professional Learning Communities facilitation and training, SIOPI implementation in classrooms and instructional coaching to improve service delivery. The proposed grant would continue this very successful and necessary collaboration.

The proposed grant would also allow classrooms to be equipped with new and innovative technology in order to enhance the learning experience by providing interactive technology in the classroom setting and provide low income students access to technology and instructions on technology that they not have in their homes. Teachers will receive hands-on technology training and coaching to use technology in the classroom for stronger student learning impact.

DIA will provide administrative supports and continue mentoring teachers through teacher teams and administrative observation and evaluation. Teachers will receive data from the assessment director to show strengths and weaknesses in the service delivery. Teachers consistently increasing student learning outcomes will receive merit pay. This merit pay will be based on specific baseline/end line data to be gathered by the assessment director. Teachers will also receive stipends for working within extended learning opportunities such as after school tutoring as well as working with the parent involvement specialist to provide home visits and family engagement.

*3. Select and implement an instructional model based on student needs, provide job-embedded professional development designed to build capacity and support staff*

Dual Immersion Academy proposed in this grant to hire a full time RTI specialist to provide classroom strategies for teachers in differentiated learning. This specialist will also coordinate and supervise a team of intervention specialists working within the classroom and providing individual student services. This RTI team will have specific organizational accountability to track weekly, monthly and quarterly student learning indicators and outcomes and work with the assessment director to collect and manage data.

As stated before, Dual Immersion Academy is working with an external partnership to provide intense and focused professional development for teachers in Professional Learning Communities facilitation and training, SIOPI implementation in classrooms and instructional coaching to improve service delivery. The proposed grant would continue this very successful and necessary collaboration. This will ensure that the instructional model is based on student needs and all teachers are aligned in the instructional model.

Dual Immersion Academy recognizes that not all students learn in the same way, some need hands on learning experiences. With this grant, DIA seeks to provide state of the art science technology and math lab equipment including circuitry, computer graphics and simulation, mechanics and structures as well as supplies and curriculum support to allow all students to learn. This state of the art equipment will provide for student exploration and make more connections to learning and the world around them.

Dual Immersion Academy sees the value in increased learning time and creating community-oriented schools in order to improve student outcomes. DIA will provide quality before, after and summer school

sessions to provide extra supports for students to learn. DIA also proposes to move social worker from part time to full time in order to engage students in advisory periods that build relationships and create a system of positive behavioral supports.

*4. Ensure continuous use of data to inform and differentiate instruction*

DIA will use information from assessment director, RTI team and the SIT team (consisting of the community learning center coordinator, parent involvement specialist and social worker) to manage challenges to the learning process. Assessment director will inform teachers and administrators to areas of strength and weaknesses within a classroom. RTI team will work with teachers in the class to create differentiated instruction. New technologies will be implemented in the classrooms to promote innovative teaching strategies as well as implement proven adaptive, diagnostic technology assessments/tutorial tools.

*5. Provide ongoing mechanism for community and family engagement as well as partner to provide social-emotional and community-oriented services and supports*

Dual Immersion Academy was founded on the ideals of a community oriented school. In order to best serve student families, DIA proposes in this grant to provide the foundation of a community school. A full time Community Learning Center coordinator will partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. This coordinator will collaborate with the part time family involvement coordinator to coordinate the "Escuela De Los Padres" (The parent's school). This will provide classes, resources and training for parents to feel empowered in their child's educational process. The coordinator will also collaborate with teachers to provide information/education to parents on student's level of learning and promote community learning center supports within the school.

DIA understands that parents who feel a strong connection with teachers are more likely to become involved in the students' education. With the proposed grant, DIA **will** provide stipend incentives for teachers who teach in the "Escuela De Los Padres" and do home visits coordinated with the parent involvement specialist.

**The LEA includes a detailed timeline for implementation of the school intervention model.**

**The Timeline:**

Dual Immersion Academy has been working to improve learning outcomes. The proposed plan has a foundation in the current \$200,000 SIG grant that has been received. Many of the foundational pieces are already in progress, including working with our external consultant to improve the quality of tier 1 academic instruction, and realigning technology and curriculum.

### **Academic Year 2010-2011**

- Announce receipt of grant and new administrative roles, and community school foundations to faculty, staff, student families and other stakeholders -June 2011
- Board approval and reformation of SIG committee, next steps and hiring process -June 2011

### **Summer2011**

- Extended school year learning opportunities begin -June 2011
- Complete any revisions to plans at DIA -- Prior to August 1, 2011
- Training and support for new and returning faculty-August 2011 and ongoing
- School/community stakeholders meet -- August 2011
- Technology updated and new technology installed - prior to August 2011
- RTI specialist and intervention specialists hired - prior to August 2011
- Community Learning Center coordinator and parent involvement specialist hired - prior to August 2011

### **Academic Year 2011-2012**

- School/community/other relevant stakeholders attend "Escuela De Los Padres" open house- September 2012
- Extended day learning opportunities will be in place - September 2011
- External partner professional development will begin -September 2011
- RTI team interventions begin -August 2011 on going
- SIT teams formatted and interventions begin -August 2011 on going
- SIG committee to meet quarterly to review information, observe interventions and report to board- September 2011-on going
- Community Learning center (Escuela De Los Padres) begin monthly parent meetings - September 2011
- Assessment Director creates midyear report and review -January 2012
- Award teacher incentive pay for student achievement and stipends for home visits and working with the community learning center (Escuela de los Padres) -January 2012
- Planning for new school year, revisions, updates to plans -january 2012 on going

### **Summer Intercession 2012**

- Extended school year learning opportunities begin -June 2012
- Complete any revisions to plan - prior to July 1 2012
- Training and support for new and returning faculty and staff-August 2012

### **Academic Year 2012-2013**

- School/community/other relevant stakeholders provide feedback for new year in community meeting -August 2012
- Extended day learning opportunities will be in place - September 2012
- External partner professional development will begin -September 2012
- RTI team interventions begin -August 2012 on going
- SIT teams formatted and interventions begin -August 2012 on going
- SIG committee to meet quarterly to review information, observe interventions and report to board- September 2012-on going
- Community Learning center (Escuela De Los Padres) begin monthly parent meetings - September 2012
- Assessment Director creates midyear report and review -January 2013
- Award teacher incentive pay for student achievement and stipends for home visits and working with the community learning center (Escuela de los Padres)-January 2013

- Planning for new school year, revisions, updates to plans -January 2013 on going

#### **Summer Intercession 2013**

- Extended school year learning opportunities begin -June 2013
- Complete any revisions to plan - prior to July 1 2013
- Training and support for new and returning faculty and staff-August 2013

#### **Academic Year 2013-2014**

- School/community/other relevant stakeholders provide feedback for new year in community meeting -August2013
- Extended day learning opportunities will be in place - September 2013
- External partner professional development will begin-September 2013
- RTI team interventions begin -August 2013 on going
- SIT teams formatted and interventions begin -August 2013 on going
- SIG committee to meet quarterly to review information, observe interventions and report to board- September 2013-on going
- Community Learning center (Escuela De Los Padres) begin monthly parent meetings - September 2013
- Assessment Director creates midyear report and review -January 2014
- Award teacher incentive pay for student achievement and stipends for home visits and working with the community learning center (Escuela de los Padres)-January 2014
- Planning for new school year, revisions, updates to plans -January 2014 on going

#### **Summer Intercession 2014**

- Extended school year learning opportunities begin -June 2013
- Complete any revisions to plan - prior to July 1 2013
- Training and support for new and returning faculty and staff-August 2013

**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.**

On October 6, 2009, DIA's Board of Directors established "Ends Policies" for administration, teachers, and staff to meet. The board-approved Ends Policies are still in place and very applicable:

1. Relative Performance - DIA will rank in the top 50% of public schools in UT based on CRTs for 3<sup>rd</sup> grade and above and on DRAs and Dibels for Kindergarten through 3<sup>rd</sup> grades.
2. Absolute Performance - DIA will meet the standards for the UPASS test (Proficiency= 77% and Progress= score of 176).
3. Individual Gains - Every student at DIA will achieve at least 1 year of academic progress in core subjects for each school year in attendance as measured by the CRTs for 2<sup>nd</sup> grade and above and on DRAs and DIBELS for Kindergarten and 1<sup>st</sup> grade.
4. Mission-specific Outcomes:  
 Each student will increase oral language fluency in both Spanish and English by one level each school year as measured by IPTs or QIAs.  
 Each students will increase reading proficiency in both Spanish and English by one level each

year as measured by DRAs.

DIA will provide a multicultural education to all students as measured by surveys.

DIA will adhere to the research-based true dual immersion model.

Dual Immersion Academy seeks to transform the school into a strong academic school by improving the tier 1 instruction in core academic subjects school wide. It seeks to create a tier 2 system of support school wide with specific, targeted assistance for tier II students while leveraging current student families and communities to build support for children as students. It seeks to reward and retain high performing teachers. DIA will remove socio-emotional, and physical barriers to learning as well as improve motivation and student behavior issues in order to achieve its aims.

**Goal statement #1: DIA will improve the Tier 1 Instruction in Core Academic Subjects School-wide in order to increase student achievement**

All teachers who deliver core instruction will participate in ongoing site-based professional development focused on effective Tier 1 instruction throughout Academic school years 2011-1, 2012-2, 2013-4. The PD model includes SIOP lesson demonstrations, collaborative lesson design & implementation, observation, and instructional coaching.

**Success will be measured by:**

1. Peer critic/feedback from teacher teams on a monthly basis
2. Feedback/review from external partner on a quarterly basis
3. Informal observation from principal twice annually
4. Formal evaluation of director twice annually

**Goal Statement #2: DIA will create a Tier 2 system of support school-wide**

DIA will follow the RTI framework, DIA will hire a FTE credentialed RTI specialist to implement, monitor and support RTI model. DIA will hire 6 p/t classified intervention specialists to provide tier II instruction directly to students.

**Success will be measured by:**

1. RTI team to create specific organizational accountability to track weekly, monthly and quarterly student learning objectives and indicators (RTI)
2. Assessment of DIA's students using DRAs, DIBELs, The Direct Writing Assessment, CRTs and the UALPA. Timeframe: DRA and DIBELS at the beginning, middle and ending of the year; DIA will follow state prescribed testing windows for CRTs, UALPA and direct writing assessment.

**Goal Statement #3:** DIA will improve family, community interaction, support and involvement. DIA will hire full time community learning center coordinator to partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. DIA will hire a

part time parent involvement coordinator to engage parents in the educational system and empower parents to be part of the academic process.

Success will be measured by:

1. 50 parents per year will participate in classes, instruction and training.
2. Parent participation in education system: classroom help, volunteerism will improve by 30% and attendance at Parent Teacher Conference will improve by 30%
3. 30% increase in returned student work
4. 30 home visits by teachers and parent involvement coordinator will take place during the year.

**Goal Statement #4: DIA will promote positive socio-emotional factors by reducing emotional barriers, socio-economic barriers and other barriers to learning.**

DIA will increase credentialed school social worker from .5 to FTE to with at-risk students identified through teachers, RTI team and SIT team. Social Worker will provide school based targeted services to student, student groups and family to motivate and create positive student behavior as well as provide community resources to reduce non-academic factors that interfere with student learning.

Success will be measured by:

1. Social Worker caseload and student tracking data to include rating scales such as SBCL and others will be analyzed on a quarterly basis with a 10% student positive behavior improvement
2. 10% reduction in non-academic factors that interfere with students to be reported through teacher feedback, parent feedback and increased student participation.

**B. 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.**

**Dual Immersion Academy will consult with relevant stakeholders in the following ways:**

- Director Westover presented the RFP to the board and members of administration to decide if SIG was appropriate for the school. All concurred that it was appropriate for the school at this time.
- Director Westover, along with school social worker formed a SIG committee to consult on direction and focus of grant and review of grant application. This committee is made up of members of the board of directors, parents, teachers and administration.
- Discussion of current School Improvement Grant and the grant application was held in faculty meeting and members of faculty have been consulted with regularity by grant writing team with regard to feasibility of the proposed interventions in the grant application
- DIA parent organization, VIA (volunteers in action) were informed about the grant application and VIA board representative is also member of the grant committee
- Surveys were done with parents at Parent Teacher Conferences to gain support of grant application and specific interventions proposed in the grant application
- If awarded, the current grant committee will be asked to be part of the SIG monitoring committee during the school year 2011-2012. Other stakeholders may be invited as needed.

- If awarded and once hired, community learning center staff will hold a parent/community meetings to review school performance, discuss the school intervention model to be implemented, and discuss ways that parents and community will be involved in the interventions.
- If awarded, the Glendale community council which meets monthly at DIA will be informed of the SIG grant and trained on the plan and the impact for the community

## ***PARTB.***

### **Identify the LEA staff assigned to support implementation of the school intervention model:**

Dual Immersion Academy is extremely invested in the school improvement process and transforming the school into a strong academic school with specific, targeted assistance for tier II students while working with families and communities to build support for children as students, removes socio-emotional and physical barriers to learning. All levels of school faculty, staff, administration as well as board members will work to support the implementation of the school intervention model. Principle staff members are listed below, representing current staff and proposed staff:

*Key individuals working in Response to Intervention (RTI) teams to target interventions to tier II students as well as track and monitor student success through data.*

- 1  $\frac{3}{4}$  time Assessment Director (currently in place)
- 1 FTE Response to Intervention specialist (to be hired)
- 6 part time intervention specialist (to be hired)
- SIG committee

*Key Individuals working on Improvement to the Tier 1 Instruction in Core Academic Subjects School-wide*

- Principal Maribel Lluengo (currently in place)
- Contracted external partner, Johanna Hofmeister providing professional development for teachers and teacher teams (currently in place)
- All teachers working in grade level teams (practice currently in place)

*Key individuals working to provide ongoing mechanism for community and family engagement as well as partner to provide social-emotional and community-oriented services and supports*

- Director Michael Westover (currently in place)
- 1 FTE Community learning Center Coordinator (to be hired)
- 1 part time Parent Involvement specialist (to be hired)
- .1/2 time supplement of school social worker (currently  $\frac{1}{2}$  in place)
- VIA president

### **Describe how the LEA will provide technical assistance to make sure each school is successful:**

Dual Immersion Academy will provide all faculty, staff and others technical assistance in the following ways

- Contracted targeted assistance will be provided through external partner Johanna Hofmeister. She will work with administration and teaching teams to provide PLC facilitation and training, SIOP implementation and instructional coaching, hands-on technology training, differentiating instruction, instructional technology integration
- Response to Intervention specialist will provide technical assistance to teacher teams, individual teachers and to the intervention specialists to provide focused interventions strategies during class instruction and with individual students.
- Assessment director will educate faculty and staff about data gathering processes
- Assessment director use gathered data from proven adaptive, diagnostic technology assessments/tutorial tools (i.e., Fast Forward, Eduss Learning, Imagine Learning, and SuccessMaker), as well as to oversee and facilitate other critical assessments to the success of DIA's students (i.e., DRAs, DIBELS, the Direct Writing Assessment, CRTs, and the UALPA) to monitor progress of students and teacher effectiveness
- The Student Intervention team, consisting of the school social worker, community learning center coordinator and parent involvement specialist will provide technical assistance to administration, faculty, staff and board of directors on issues of social/emotional barriers to learning and ways to better support and understand student families, in culturally responsive ways.
- Technology director will work with external partner, Johanna Hofmeister to provide technical assistance to faculty and staff to provide professional development on new technology and the various uses in the classroom
- Principal and teacher team leaders will provide curriculum instructional supports, coaching and training.
- SIG team will provide constant review to the school plan and provide feedback throughout year for implementation and revisions as needed

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

State and Federal matching Funds will include, but are not limited to:

**Federal Funding:**

- Title I-A \$75,690
- Title II-A \$36,200
- Title 11-D \$1,400
- Title III \$18,600

**Total Federal = \$ 131,890**

**State Funding:**

- Minimum School Program \$1,000,000
- Charter School Local Replacement \$723,600
- At Risk Student Program \$9,300
- Flexible Allocation \$141,700

- Interventions for Student Success \$20,000

**Total State = \$1,894,600**

**TOTAL MATCHING FUNDS= \$2,026,490**

**Identify the process through which the LEA will involve the school/community in full implementation of the plan**

Dual Immersion Academy was built on the idea of a community school. The founders of the school felt it was very important to gain community support and to house the school in a diverse neighborhood in order to bring social capital from higher socio-economic areas into the Glendale area. The founding director sought out the approval of the community council for this purpose. This began a strong relationship between DIA and the surrounding Glendale community. Since then, Glendale community council meets monthly in DIA building and DIA frequently uses this forum to deal with issues that are affecting the whole community.

Specific ways in which the community will be involved in full implementation include:

- Notification of the community council of grant application, award and train on parts of informed of the SIG grant and trained on the plan and the impact for the community
- If awarded and hired, Community Learning Center coordinator will work with community at large to provide full service delivery of academic, social, emotional and familial support.
- Community will be surveyed annually through the community council meeting regarding specifics of the SIG to determine areas of strength and weakness in the service delivery

Parents have been involved in every step of the school improvement process. At the end of the 2009-2010 school year, the new administration conducted a needs analysis and talent survey of faculty, staff, volunteers, and parents. This began a process of redirection and focused instruction to improve student achievement and eliminate barriers to learning. Parents comprise the largest represented group on the current SIG grant committee and will continue to be part of the compliance and monitoring if grant is received.

Specific ways in which parents and student families will be involved in full implementation include:

- Working with DIA parent organization VIA to will focus highly on our "Escuela De Los Padres" which will provide parent access and navigation of the educational system and community resources
- Parent involvement specialist will work to engage parents in extended learning opportunities for both students and student families.
- Parents will be surveyed semi-annually regarding specifics of the SIG to determine areas of strength and weakness school wide and in the area of parent/community involvement.

**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)**

Dual Immersion Academy was created and founded by volunteer parents and community members and it is governed by an all-volunteer Board of Directors consisting mainly of parents. Since the beginning of the organizations existence, volunteers have driven the effort of the school in every way. DIA's parent organization is called VIA or Volunteers in Action. The president of VIA is a member of DIA's board of directors, giving parents a direct voice in school governance.

Members of the board have been involved in the SIG grant committee and have reported to the rest of the board each month during the board meetings. Once the grant is received the board will receive monthly updates as to the implementation of SIG as well as oversee any revisions as necessary.

Specific ways in which the board will be engaged to ensure successful implementation include:

- Maintain representation on the SIG committee which will provide continuous evaluation of the grant throughout the 3-year grant
- Surveys of community and parents will be presented to the board by the SIG committee to ensure that weaknesses and strengths of the SIG are addressed
- Inform itself of any revisions and adaptations to the grant and provide policy and if necessary procedural changes in order to better realign its policy with the SIG transformation model

**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**

Dual Immersion Academy will use various ways to evaluate the effectiveness of the reform strategies some include:

- Teacher/Classroom evaluations, Student growth through grades, teacher comments, student work, parent teacher conferences
- The assessment director use of proven adaptive, diagnostic technology assessments/tutorial tools and teacher tutoring before, during, and after school, such as:
  - o Oversee and facilitate other critical assessments to the success of DIA's students (i.e., DRAs, DIBELS, the Direct Writing Assessment, CRTs, and the UALPA).
  - o Reading/Language Arts and Math:
    1. Fast Forward - Reading (K-2)
    2. Eduss Learning -Reading/Math (K-8)
    3. Imagine Learning - Reading for ELL students **(K-8)**
- Teacher growth and improvement measured formally by performance evaluations by director and informally through mentor, coaching sessions with teacher teams, principal and external partner, Johanna Hofmeister
- Each Intervention specialist will be assigned a case load of identified tier II students to work with individually and within the classroom setting during teacher instruction. They make goals for student learning with specific indicators for student learning and track weekly, monthly and quarterly measures of student learning that will be shared with teacher and assessment director
- Parent surveys to monitor and track perception of student growth, teacher skills sets and cultural responsiveness
- Student behavior reports and student families reports of improved motivation of at risk students in school
- Parent participation in various school functions such as: volunteerism, parent teacher conferences, parent focused classes and forums for community resources and information

*See attached "Assessment Classroom Snapshot data"*

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

- School social worker will work with teacher and intervention specialist to identify and remove any social/emotional barriers to learning and development as well as work within the community to identify resources such as health, dental, mental health and social services for student families.
- Parent Involvement coordinator will work with student families to better the understanding of the educational system and process; assist families with parenting skills and setting home conditions that are supportive of the student learning; also work with school social worker to provide a variety of ways to empower parents in the student learning process such as: volunteerism, classes and workshops, resource brokering and provide informal gatherings for parents to be supported in an educational setting

**C. The LEA must include in its SIG application its intention to declare whether or not it intends to contract with an external provider and provide 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:**

**Chooses to contract with 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 the expected services that the contractor will provide; and A narrative description to support external provider contracts, if applicable.**

Johanna Hofmeister, educational consultant, has 12 years of experience working with English Language Learners in Title I Schools. She holds a Bilingual teaching credential, ESL endorsement, and Master's of Education in Curriculum and Instruction. Johanna specializes in improving Tier I instruction for English Language learners. Over the past three years she has provided extensive site-based professional development to numerous Title I schools in program improvement throughout the state of Utah. Past and present clients that have improved student achievement while participating in the PD model include: Copperview Elementary (previously Jordan), Midvale Elementary (Canyons), James Madison Elementary (Ogden), Dee Elementary (Ogden), Odyssey Elementary (Ogden), Sharon Elementary (Alpine), Oquirrh Hills Elementary (Granite).

Johanna strives to empower schools with sustainable models of professional development by creating a school culture that embraces continuous professional learning. Her PD approach engages teachers in ongoing, classroom-based professional development driven by PLCs and supported by instructional coaching. The PD model itself follows the research-based best practices for explicit instruction and includes gradual release of responsibility through an *I Do, We Do, You Do* system of support. The model includes SIOP lesson demonstrations, collaborative lesson design & implementation, observation of lesson delivery, coaching, and facilitation of reflection and refinement of instructional practices.

She will provide the proposed technical assistance to DIA:

Academic Year	Services	Fees
2011-2012	PLC facilitation and training, SIOP implementation and instructional coaching, hands-on technology training	\$600.00 x 40 days= \$24,000.00
2012-2013	PLC facilitation and training, SIOP implementation and instructional coaching, differentiating instruction, instructional technology integration	\$600.00 x 30 days= \$18,000.00
2013-2014	PLC facilitation and training, SIOP implementation and instructional coaching, differentiating instruction, instructional technology integration	\$600.00 x 20 days= \$12,000.00

- d. The LEA must assure that a school appraisal will be conducted 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 can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

d. 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 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;**

As a relatively new charter school, Dual Immersion Academy is not weighted down by many policies and spelled out procedures. We function off experience, common sense, and civility. The Board of Directors has a policy manual, but none of the policies are barriers to the successful implementation of this grant. There are benefits to being small and locally governed. That said, key stakeholders are relatively new, which could serve as a potential barrier to successful implementation:

- Relatively new Board of Directors (the 5 member Board is solid and moving the business of the school forward each month)
- Board of Directors have little education and experience in managing and administration of school and working in school systems.
- Relatively new Administration (things are moving forward)
- Almost 1/2 of the teachers are new (they're doing great, though)
- New parent organization leadership (VIA, Volunteers in Action... They're doing great!)
- DIA is both charter school and district and operates without supports and specialty services from the district
- Ambivalence of parents and community due to previous administrative issues.

DIA recognizes these barriers and is focused on strengthening them in the following ways:

The current Board of Directors is strong and committed to working with DIA to strengthen support systems outside of DIA including renewed sources of funding, community representation and educating themselves on ways to govern charter schools. DIA has established a SIG committee that is comprised of parents, teachers, board members, and administrators who will monitor implementation at all levels to minimize barriers as well.

The DIA Leadership Team (Board, Admin, Team Leaders, and VIA leadership) meets at least once per month to coordinate efforts (Administration and VIA meet weekly). This is a new practice that will be continued, and coordination meetings will be added more frequently if needed. This year has served to strengthen the resolve of both leadership and faculty in working together with clear communication.

The community learning center proposed in this grant will serve to empower more parents and student families to not just ask about homework, but be a part of their students education by engaging in educational and social events geared toward parents and student families. The Community Learning Center coordinator proposed in the grant will bring together resources from the community and to better serve the community.

**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, parents and other key stakeholders).**

Dual Immersion Academy has created different ways to identify and resolve challenges while implementing the grant.

- As proposed in the grant, the RTI Specialist is being hired to specifically work with the Leadership Team to ensure that any potential, future problems are handled effectively and efficiently to maintain the integrity of the grant.
- The assessment director will provide consistent and constant data driven feedback to leadership team.
- The SIT team consisting of the Community Learning Center coordinator, the parent involvement specialist and the social worker will work to identify and remove non-academic barriers to student improvement.
- The SIG committee will monitor this work on a monthly basis and the Board of Directors be informed of progress and challenges on a monthly basis.
- Parents and community members will be invited to share their opinions and feedback throughout the year as well via surveys. This will inform the leadership team about implementations and troubleshoot any challenges as they arise.

#### **E. Sustain the reforms after the funding period ends.**

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

1. Sound fiscal management to cover potential costs of: a) curriculum and materials and b) retaining some of the staff hired under the SIG
2. Coaching and mentoring at the team, administrative, and consultant/trainer level,
3. Technology support to a) continue implementing and upgrading technology (hardware and software) so teachers have the best teaching tools available and b) train teachers how/when to use the tools effectively

##### **A description of the anticipated resources that will be committed to meet the needs identified above; and**

DIA is committed to spending at least \$50,000.00 per year to maintain the momentum created by the Title I SIG.

1. DIA is committed to remain fiscally solvent, which includes budgets for a) increased/improved curriculum and materials and b) retaining critical support staff
2. DIA is committed to paying a Coach to continue working with the school as a consultant/trainer
3. DIA is committed to providing a Technology Director who can a) research best equipment, software, methodologies, b) upgrade school technology, and c) train teachers how to use the technology.

##### **The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.**

*See attached*

## **SIG Budget Overview {Requested}**

- 1 RTI Specialist: \$70,000/year for salary and benefits= \$210,000 for 3 years
- 6 (31 hour) Intervention Specialists at \$12/hour: \$75,000/year = \$221,200 for 3 years
- 1 Professional Development Coach (external contractor) 4 full days/month the first year and 2 full days/month the following 2 years: \$15,000/year = \$45,000 for 3 years
- Professional Technical Support: \$5,000/year = \$15,000 for 3 years
- .5 School Social Worker: \$30,000/year for salary and benefits= \$90,000 for 3 years
- 1 Community/Family Involvement Coordinator: \$60,000/year for salary and benefits= \$180,000 for 3 years)
- .5 Parent Intervention Specialist: \$14/hr at 4 hours/day= \$10,000
- Teacher Incentive Pay: \$20,000 (\$1000 per teacher dependent on Director Evaluation) = \$60,000 for 3 years
- Library Leveled Readers in Spanish and English: \$20,000 per year= \$60,000 for 3 years
- Community/Family Involvement Activities: \$15,000/year = \$45,000 for 3 years
- Science, Math, and Technology Laboratory with curriculum, hardware, and software (alternative energy, circuitry, computer graphics, computer simulations, mechanics and structures, multimedia and publishing, robotics and control technology): \$150,000 for 3 years
- Summer School for extended learning
  - o Teacher Pay \$25/hr, 7 hr/day for 40 days= \$7000, \$21,000 for 3 years
  - o Admin Salary \$2615, \$7845 for 3 years
  - o Facilities \$18,800, \$56,400 for 3 years
  - o Utilities \$2400, \$7,200 for 3 years
  - o Cleaning \$250, \$750 for 3 years
  - o Phone Service \$25, \$75 for 3 years
- \$69,000 - 14, 87" Multi-Touch Smart Boards (we will use \$33K from the 1st Title I SIP grant for the other 6 Smart Boards)
- \$32,000 - 20 sets of Student Responders/Clickers for the Smart Board implementation
- \$7,500 - 20 Touch Pads for the Smart Board implementation
- \$7,500 - 20 Document Cameras for full Smart Board implementation

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**Total = \$1,106,470**

# 2010-2011 Assessment Recommendations

ASSESSMENT DIRECTOR

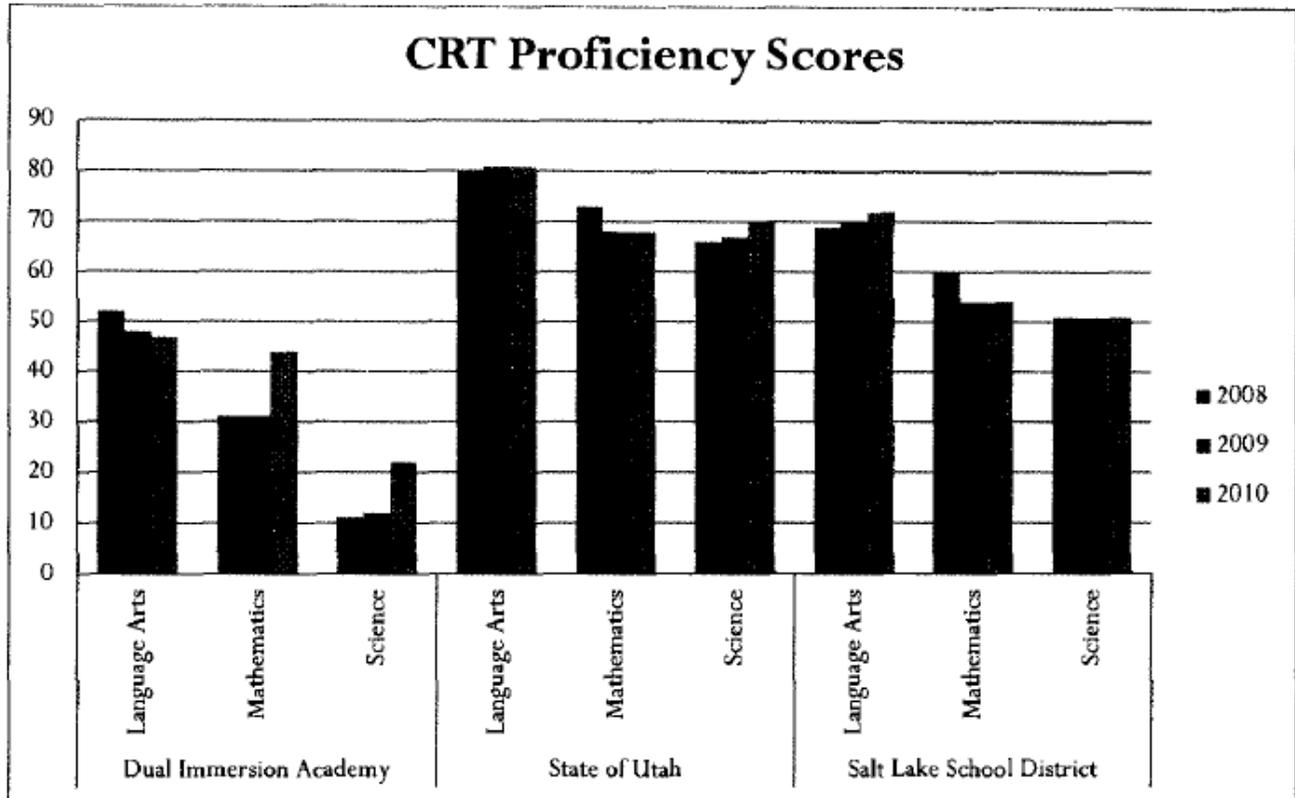
2010-2011

**Authored by: Alan Shina: Assessment Director**

# Dual Immersion Academy

## 2010-2011 Assessment Recommendations

Dear Director Westover, Principal Luengo, and Board of Directors for Dual Immersion Academy,

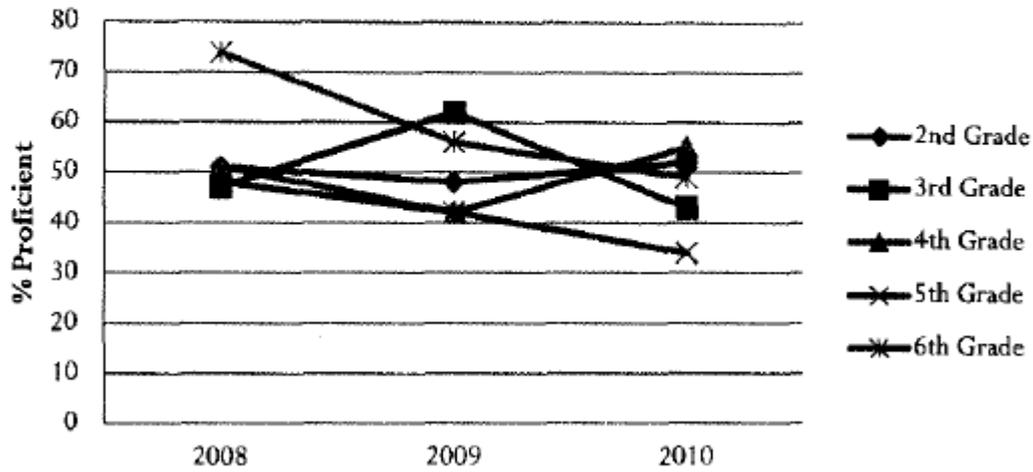


This report will outline Dual immersion Academy's (DIA's) current English Language Arts, Mathematics, and Science proficiency scores. Illustrated by the graph below; Dual Immersion Academy's CRT proficiency scores are compared against the State of Utah and Salt lake City School District scores.

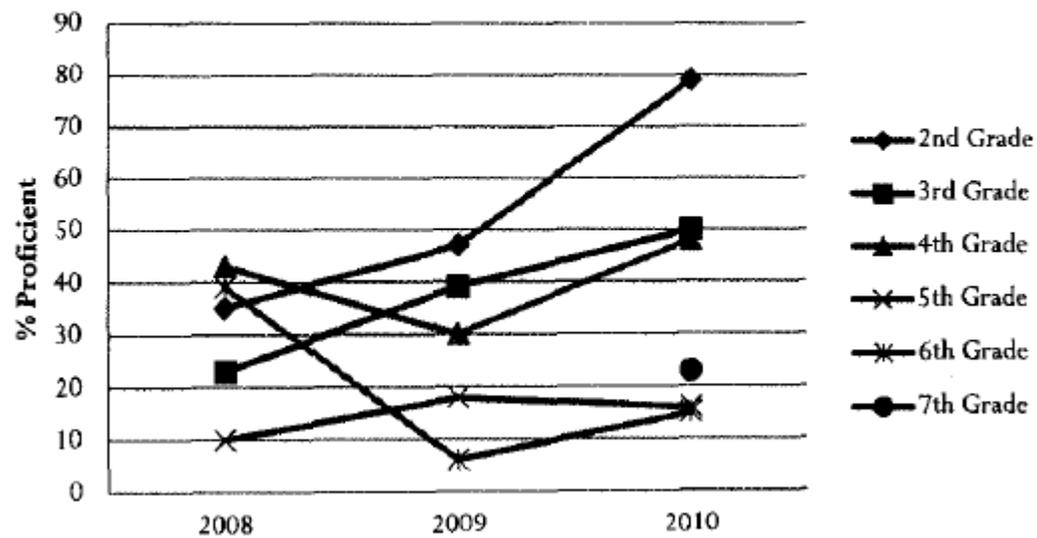
As shown in the CRT Proficiency scores, Dual Immersion Academy (DIA) has made school wide progress in science and math. There has been a decrease in school wide proficiency in language arts. DIA has underperformed when compared against both the State of Utah and Salt Lake School District. Evaluating this information will assist teachers in guiding instructional practices to fill gaps within DIA's curriculum.

The following charts illustrate DIA's CRT proficiency scores across both grade levels and school years. Looking at the results shows a lack of consistent progress with both subject content and grade levels.

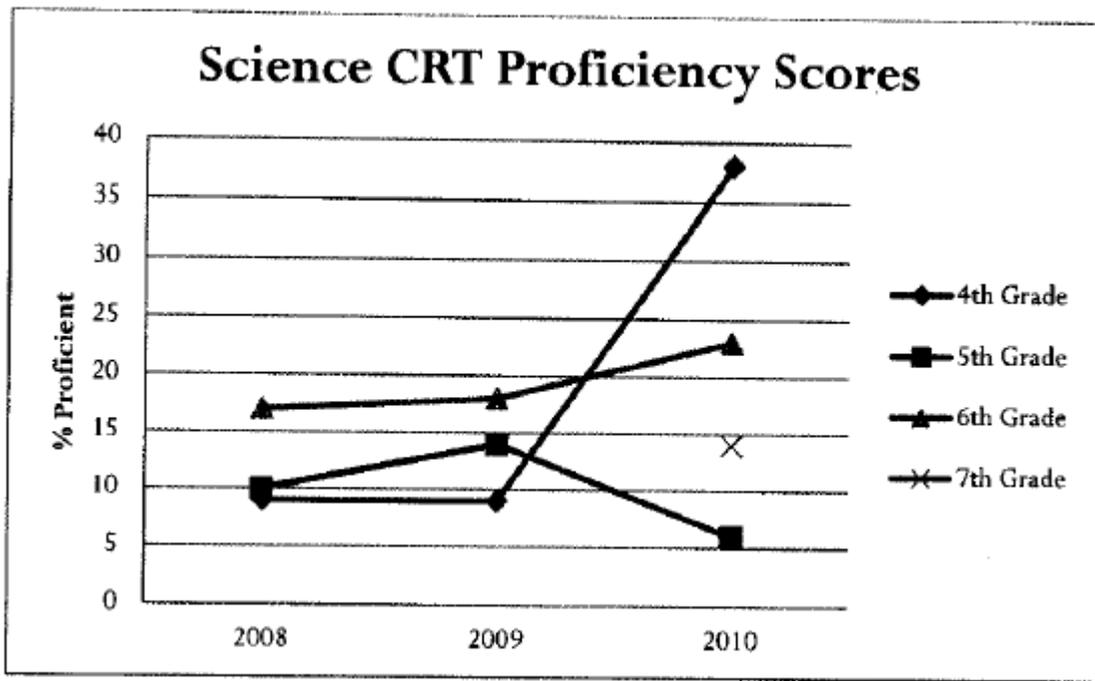
## Language Arts CRT Proficiency Scores



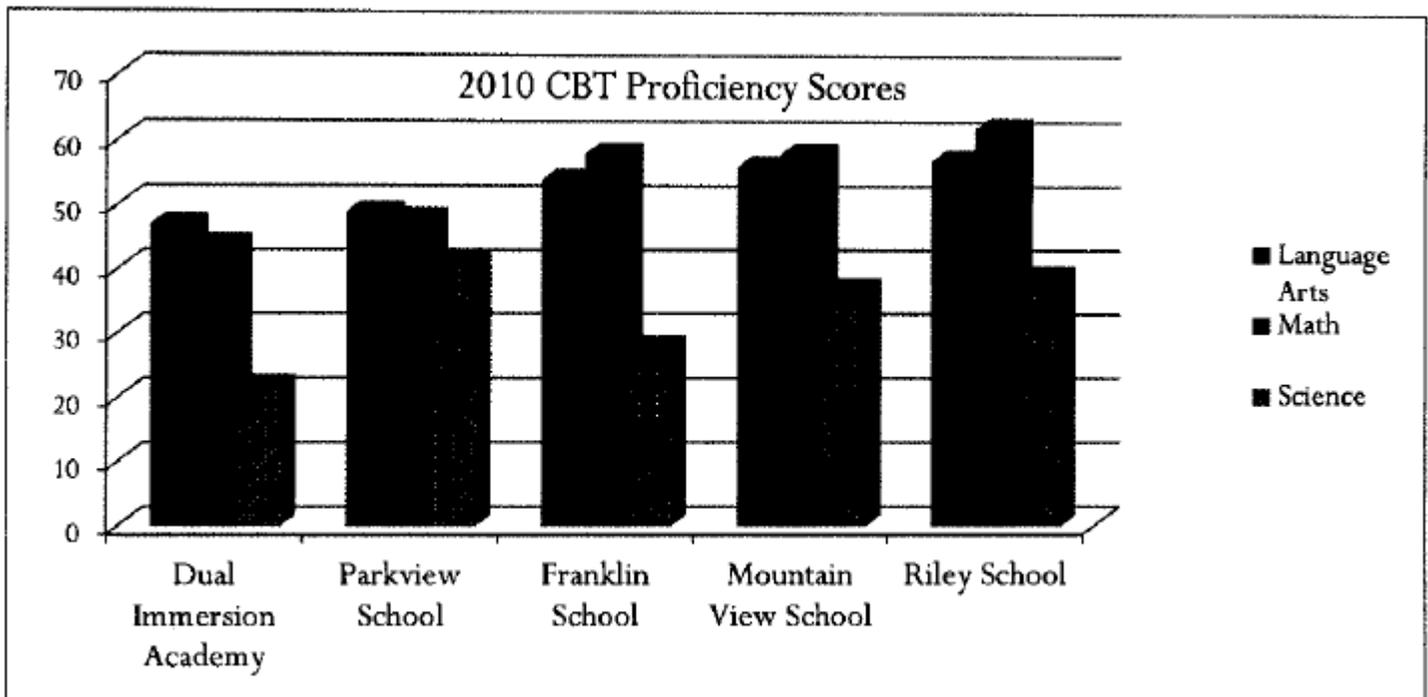
## Math CRT Proficiency Scores







Although there is a wide gap to fill to meet the state averages, DIA is not atypical when compared to the surrounding schools. In the following chart, DIA is compared to four local Salt Lake District School. The demographic makeup of these schools is similar to Dual Immersion Academy's student population



Compared to the Salt Lake District schools DIA is not dramatically different in its proficiency test scores. That being said, DIA is going to close the proficiency gap by using the following strategies:

- As indicated in the Assessment Chart, curriculum assessments will be given in the fall, winter, and spring of the school year. DIA will create and administer practice tests on UTIPS (Utah State Item Pool Service) in

both Spanish and English. The assessments will help guide both curriculum decisions as well as instructional practices.

- o Assess if proficiency is language or content based.
  - o Practice CRT tests have been created for math, science, and language arts.
- DIBELS training and scheduling of tests to comply with SB!50.
  - o Students reading below grade level will be identified and provided additional reading assistance.
- UALPA test information will be used to identify students below proficiency in English language skills.
  - o Students in need of additional instruction will use the Imagine Learning program to reinforce English language skills.
- DRA testing to assess the reading level of the students .
- Create user access to the State of Utah Data Display in order to allow teachers to use the testing data directly from the state computer servers.
  - o Teachers will be able to work in teams to align their curriculum and instructional practices to best serve the instructional needs of all students.
  - o Testing information will allow the administration to evaluate the effectiveness of grades 3-8
- Eduss is installed and load tests and class assignments have been completed by December 1, 2011. This computer based adaptive learning tool will assess learning gaps within the math and language arts and create tutorial programs to remediate any discrepancies.

In conclusion, by taking the existing test data and building on the strengths of the current curriculum, teachers will be able to improve the proficiency levels in subsequent school years. Teachers will also be given tools such as Eduss to assist and fill in current instructional gaps without an undue time or lesson scheduling burdens. Teachers and administration will use the DIBELS testing information to identify and target reading instruction for students reading below grade level. As the year progresses, focus will be centered on aligning the DIA's curriculum to meet the State of Utah curriculum standards.

### Assessment SnapShot Kindergarten

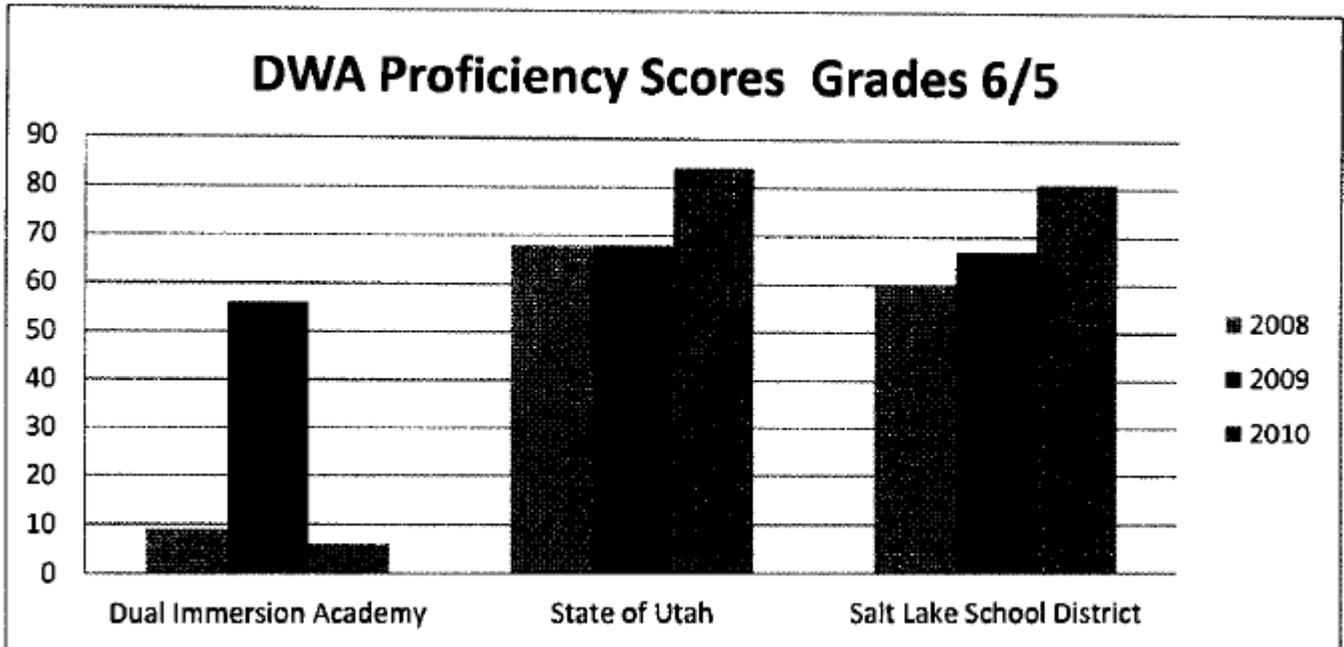
Student Name	DRA	DRA (S)	DIBELS	DIBELS (S)	UALPA	QIA	IMAGINE
	A	A	I	I	1	B	Pre-K
	1	1	S	S	2	EI	K
	2	2	B	B	3	I	1
	3	3			4	EA	2
	4	4			5	A	3
	6	6				F	4
	8	8					5
	10	10					6
	12	12					7
	14	14					8
	16	16					
	18	18					
	20	20					
	24	24					
	28	28					
	30	30					
	34	34					
	38	38					
	40	40					
	50	50					
	60	60					
	70	70					
	80	80					

<b>Key</b>	<b>DIBELS</b>	<b>UALPA</b>	<b>QIA</b>	<b>DWA</b>	<b>(S) = Spanish</b>
	Intensive (I)	Entering (1)	Beginning (B)	1 = Score of 1 - 12	
	Strategic (S)	Beginning (2)	Early Intermediate (EI)	2 = Score of 13 - 17	
	Benchmark (B)	Developing (3)	Intermediate (I)	3 = Score of 18 - 23	
		Expanding (4)	Early Advanced (EA)	4 = Score of 24 - 30	
		Bridging (5)	Advanced (A)		
			Fluent (F)		

# Assessments

Name	Test Type	Subject(s)	Grade(s)	Administered In
DRA	In-House	Language Arts Math	3, 5, 8	Fall
Math Assessment	In-House	Math	K-8	Fall, Winter, Spring
QIA	In-House	Spanish for English Speakers	K-4	Winter/Spring
DIBELS	State Mandated	Reading	K-3	Fall, Winter, Spring
DWA	State Mandated	Writing (English)	5, 8	Winter
UALPA	State Mandated	ELL (English Language Learners)	K-8	Winter/Spring
CRT	State Mandated	Math	3-8	Spring
CRT	State Mandated	English Language Arts	3-8	Spring
CRT	State Mandated	Science	4-8	Spring

<b>DWA Scores 2008-2010</b>		Grade 6/5			Grade 9/8		
Test Year	2008	2009	2010	2008	2009	2010	
	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	
Dual Immersion Academy	9	56	6				
State of Utah	68	68	84	89	87	80	
Salt Lake School District	60	67	81	80	80	72	



The DWA score for 2009 shows DWA 6 on the state website. It appears to be an error, but I am unsure.