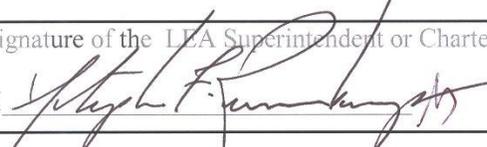


APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (ARRA SIG)

Legal Name of Applicant: Granite School District	Applicant's Mailing Address: 2500 S State St Salt Lake City, UT 84115
LEA Contact for the School Improvement Grant Name: Robert L. Averett <i>RLA</i> Position and Office: Director, Title I Contact's Mailing Address: 2500 S State St, Salt Lake City, UT 84115 Telephone: (385) 646-4574 Fax: (385) 646-4555 Email address: rlaverett@graniteschools.org	
LEA Superintendent or Charter School Director (Printed Name): Stephen F. Ronnenkamp, Ed.D., Superintendent	Telephone: (385) 646-4523
Signature of the LEA Superintendent or Charter School Director X 	Date: 6/2/2010
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.	

Section One: Qualifications and Needs Analysis

LEA Grant Requirements

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:
 - Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);
 - OR
 - 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:
 - 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)];
 - Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);
 - OR
 - 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

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 #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Granger HS	490036000218		X				X	

Additional information:

Granite School District had three Tier I schools eligible for consideration. Each is working with an external consultant and is making progress:

- Hillsdale Elementary achieved AYP in school year 2008-09 after failing in 2007-2008. The school is “frozen” at Year I. It is working with external consultant Dr. John Bone. It is benefitting from a \$200,000 school improvement grant.
- Redwood Elementary achieved AYP in school year 2008-09 after failing in 2007-08. The school is “frozen” at Year 1. It is working external consultant Dr. Arnie Adler. It is benefitting from a \$200,000 school improvement grant.
- Oquirrh Hills Elementary failed AYP in 2008-09. It is working with external consultant Dr. John Bone. It is benefitting from a \$200,000 school improvement grant.

Granite School District has three schools eligible in Tier I.

Granite School District has one school eligible in Tier II (Granger High School) and three in Tier II – newly eligible.

Granite School District has three schools eligible in Tier III.

Grant Evaluation Criteria

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 a 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 the analysis of the above data:

- 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 following criteria to identify approvable applications in the area of LEA analysis of Tier I and Tier II schools to determine appropriate intervention model. Only those LEA SIG applications that have a proficient analysis will be considered.

Inadequate analysis:

- Little to no** relevant data or few relevant data sources have been provided and/or the analysis is lacking or minimal.
- The fit between the needs of the school and the model chosen is **lacking, minimal, or general** in nature.

Proficient analysis:

- **Multiple** relevant data sources have been combined into a thoughtful analysis.
- The fit between the needs of the school and the model chosen is **specifically and conclusively** demonstrated.

Granger High School Transformation

Granite School District proposes that Granger High School be awarded a School Improvement Grant (SIG) under section 1003(g) of the Elementary and Secondary Education Act (ESEA). Granger High School is the lowest performing urban high school in Utah according to the Utah Title I ARRA SIG list of 2-18-10. Granite School District has committed ongoing support and resources to the school. Granite School District is making a change in the leadership of the school on July 1, 2010, in an effort to begin implementing reforms anticipated by the SIG. Jerry Haslam, the 2010 Huntsman Award Principal of the Year, is articulating a plan to transform Granger High School. Granite School District is rebuilding the school incorporating the best practices of high school architecture. Granger High School is prepared to transform into a high performing school.

Granite School District has selected the transformation model for this reform effort. The principal is being replaced and the incoming principal will be joined by an assistant principal who has a strong background in improving student achievement as they have served together at Taylorsville High School. The incoming principal anticipates incorporating external support through the Center for the Schools for the Future (CSF) of Utah State University to enhance the reform effort. The Center for the School of the Future (CSF) is a research center dedicated to improving the quality and effectiveness of education by identifying effective educational practices and supporting their dissemination and adoption in local circumstances. To accomplish this, the Center has focused its efforts in the following areas:

- RESEARCH:** Research sets the stage for school improvement by identifying the underlying principles that make educational products and programs effective, and through communicating those findings in such a way as to support educational practice. The Center conducts original research and summarizes the research of others.
- DEVELOPMENT AND DISSEMINATION:** To assist schools in adopting effective practices, the Center seeks involvement in projects that support the development and delivery of effective educational products and programs that can serve as models for school improvement.
- POLICY:** The Center strives to provide policy makers, educators, families, and communities with timely and reliable information to assist them in making well-informed decisions and points toward resources that support systematic improvement in education.
- AREAS OF FOCUS**
 - School Leadership**
An effective school leader is an essential ingredient in school improvement. The Center is dedicated to improving school leadership at all levels of education.
 - Assessment and Evaluation**
Better data lead to better decisions and better decisions lead to better outcomes. The Center seeks to provide educators with the tools they need to effectively collect, analyze, and respond to data.

- Safe Schools
Schools should be places where individuals feel physically safe and emotionally secure. The Center supports efforts to create positive school climates free from coercive practices.
- Technology
Technology is an important tool for facilitating teaching and learning. The Center actively explores how technology can best be employed to accomplish educational objectives.
- Partnerships
Successful partnerships are vital in efforts to improve and sustain effective educational practices. The Center seeks to establish partnerships with local, state, national, and international agencies to improve outcomes for students everywhere.

CSF PRINCIPLES

- All people can learn when provided appropriate instruction and practice.
- Learning occurs most readily in positive, non-coercive environments.
- Instruction is most effective when it is tailored to the individual needs of students.
- Educational decisions are more effective when based upon current information and valid data.
- All successful educational programs are based upon sound, verifiable instructional principles.

Data Analysis and Needs Assessment

The population that Granger High School serves is changing as a result of major population changes in Utah. Despite school and district efforts the school is identified as the lowest performing Tier II high school in Utah under the definitions of the School Improvement Grants. The 4-year average proficiency for Reading/Language Arts and Mathematics was 32%. The only high schools performing lower were in rural locations or were constituted as alternative high schools. Granger High School is in the lowest 5% of Tier II schools. It is Title I eligible by virtue of the fact that it has 40% poverty as defined by free/reduced lunch qualified students. However, Title I funds only reach schools with 64% poverty in Granite School District.

- The percent of students scoring proficient for Language Arts and Mathematics indicates that Granger High School has not achieved AYP in Mathematics in the five year period from school year 2004-05 until present and that it achieved AYP in Language Arts only in school year 2006-07.
- Trend data for both Language Arts and Mathematics. Exhibits 1 through 13 provide detailed trend data. Granger High School has performed below district and state averages and most categories have trended down.

Student Achievement

In 2009, Granger High School did not make AYP in several of the measured categories. As shown, in Exhibit 1, the Whole School, Hispanic, Pacific Islander, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities subgroups did not make AYP in language arts. In mathematics, Granger High School did not make AYP in the Whole School category. In addition, the Caucasian, Hispanic, Pacific Islander, Economically Disadvantaged, and Limited English Proficient subgroups did not make AYP in mathematics. Furthermore, the Asian, African American, Caucasian subgroups achieved AYP in language arts and Students with Disabilities, in mathematics, because they were within the confidence interval for testing requirements. Moreover, it is important to note the goals for mathematics set by the state in 2009 were adjusted to be lower than the previous year.

Exhibit 1. Adequate Yearly Progress and
State Assessment Results, 2009

Exhibit 1 shows Granger High School's 2009 AYP results.

Group	Language Arts		Mathematics	
	AYP Results	Test Scores (Goal = 82%)	AYP Results	Test Scores (Goal = 40%)
Whole School	No	67	No	12
Asian	Yes ^a	81	Yes ^a	25
African American	Yes ^a	50	Yes ^a	13
American Indian	Yes	^b	Yes	^b
Caucasian	Yes ^a	76	No	18
Hispanic	No	61	No	6
Pacific Islander	No	39	No	0
Economically Disadvantaged	No	60	No	11
Limited English Proficient	No	35	No	6
Students with Disabilities	No	25	Yes ^a	36

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

^aThe group was within the confidence interval of meeting the requirement.

^bpercentage is not reported since the number of students who took the test was fewer than 10.

Exhibit 2. Granger High School Subgroups
Language Arts AYP Report, 2007-2009

Exhibit 2 details the CRT results by subgroups. In language arts, the Asian, Caucasian, Hispanic Economically Disadvantaged, and Students with Disabilities subgroups are making steady increases. The African American and Pacific Islander subgroup scores have made a marked decline across years while the subgroup Limited English Proficient has made a twenty-four percent increase from 2008 to 2009.

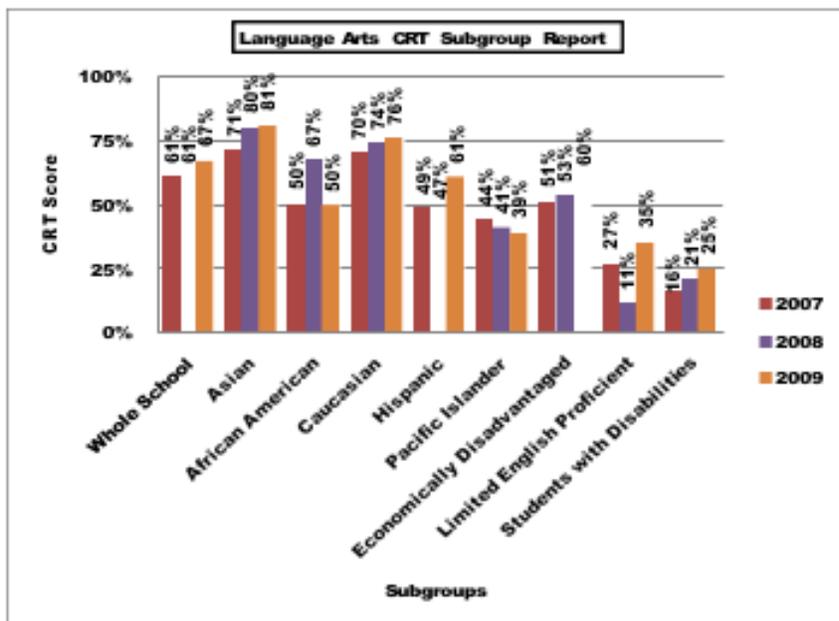
	2007		2008		2009	
	N=	CRT Score	N=	CRT Score	N=	CRT Score
Whole School	433	61%	419	61%	481	67%
Asian	24	71%	25	80%	37	81%
African American	10	50%	12	67%	14	50%
American Indian	9	^b	14	64%	5	^b
Caucasian	208	70%	172	74%	205	76%
Hispanic	138	49%	161	47%	189	61%
Pacific Islander	43	44%	34	41%	31	39%
Economically Disadvantaged	130	51%	198	53%	231	60%
Limited English Proficient	96	27%	82	11%	123	35%
Students with Disabilities	38	16%	43	21%	59	25%

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

^a The group was within the confidence interval of meeting the requirement.

^b percentage is not reported since the number of students who took the test was fewer than 10.

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).



**Exhibit 3. Granger High School Subgroups
Mathematics AYP Report, 2009**

Exhibit 3 details the CRT results by subgroups for mathematics for the year 2009. Students with Asian, African American, Caucasian, and Students with Disabilities subgroups scored higher than the Whole School population for mathematics in 2009. Hispanic, Pacific Islander, and Limited English Proficient subgroups scored below the Whole School population.

	2007** (see note)		2008** (see note)		2009	
	N=	CRT Score	N=	CRT Score	N=	CRT Score
Whole School	344	21	338	20	370	12
Asian	16	19	15	40	12	25
African American	15	7	15	7	15	13
American Indian	11	27	12	17	5	^b
Caucasian	168	33	123	30	155	18
Hispanic	157	12	140	15	159	6
Pacific Islander	54	11	33	6	24	0
Economically Disadvantaged	137	19	184	17	192	11
Limited English Proficient	132	6	140	7	109	6
Students with Disabilities	28	7	40	48	47	36

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

^a The group was within the confidence interval of meeting the requirement.

^b percentage is not reported since the number of students who took the test was fewer than 10.

** The Utah Core Curriculum was modified for school year 2009. Scores are not comparable between years prior to 2009.

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

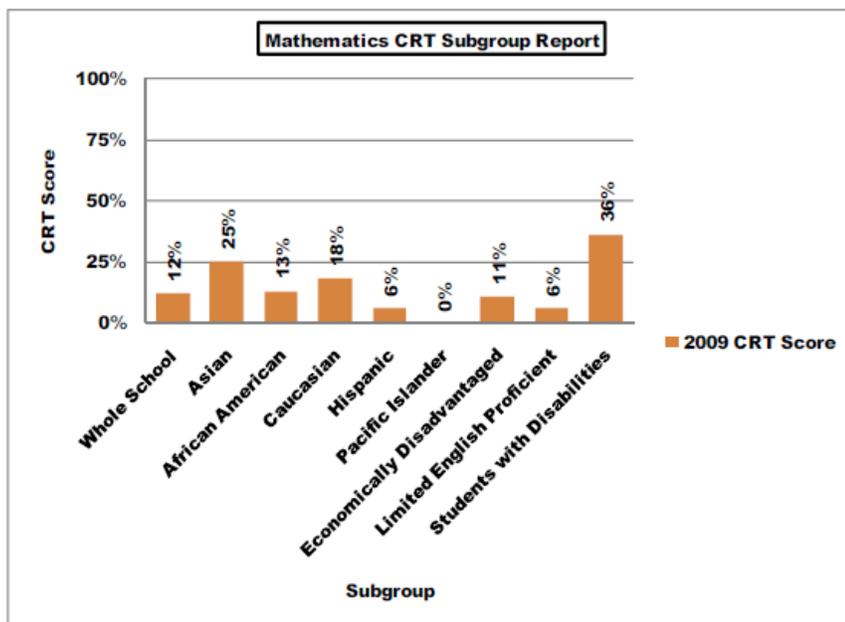
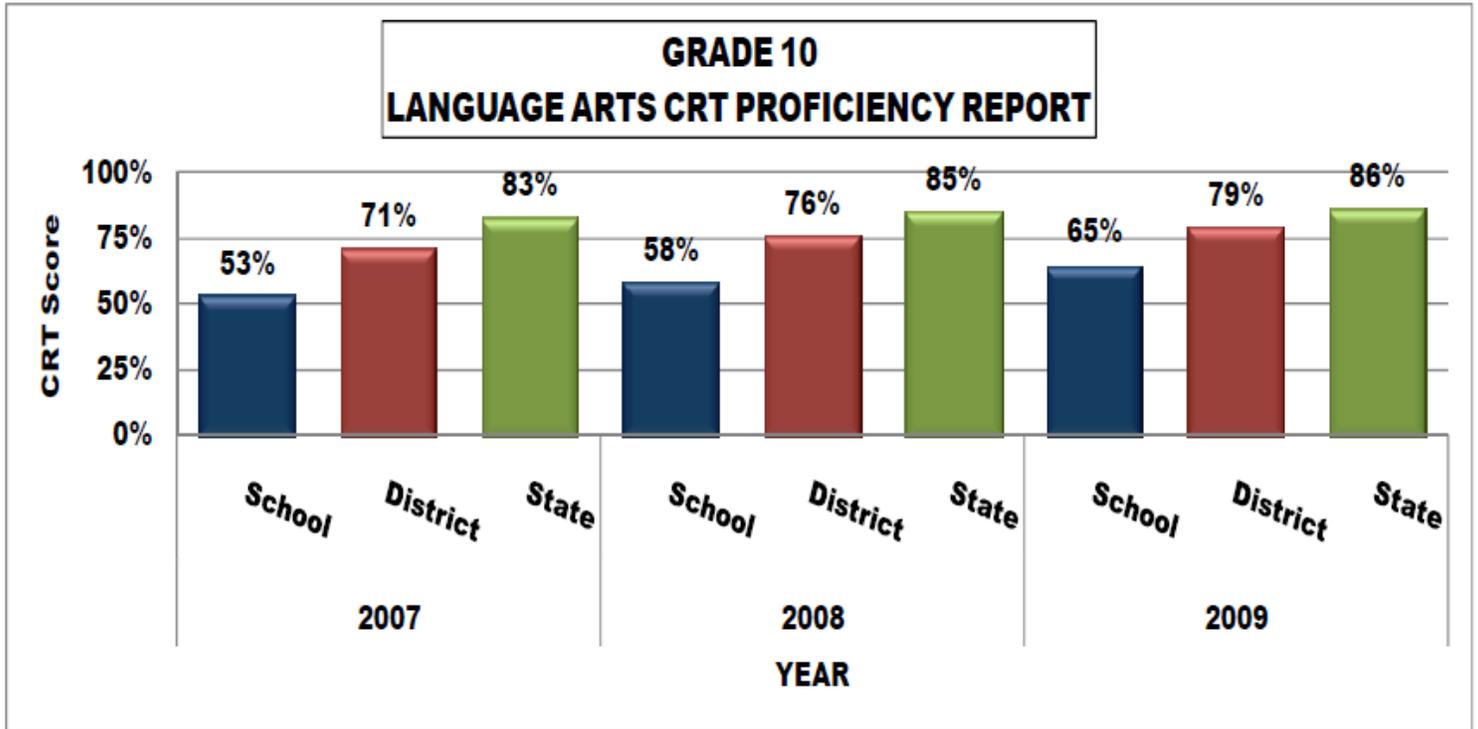


Exhibit 4. Granger High School Grade 10
Language Arts CRT Proficiency Scores, 2007-2009

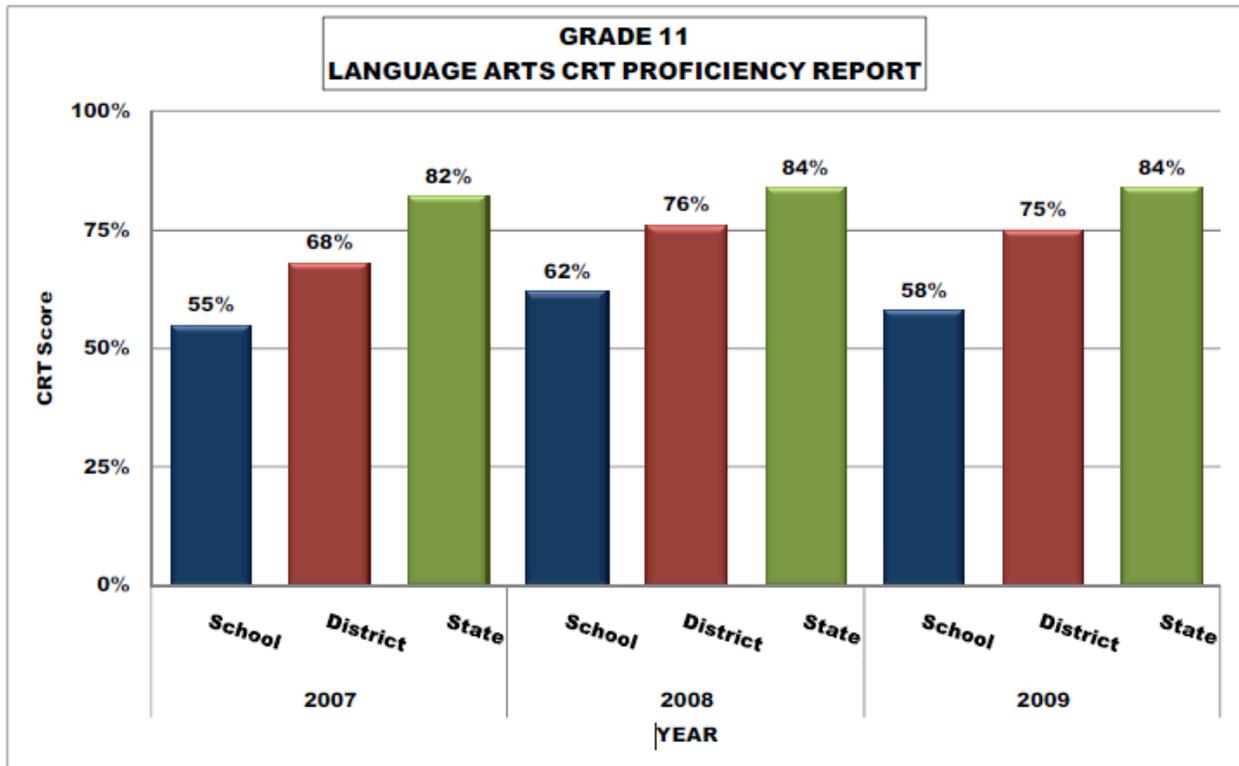
Exhibit 4 details the percentage of students who were proficient (Level 3 or Level 4 on CRT tests) in language arts for grade 10 for 2007, 2008, and 2009. There was a steady increase in language arts scores from 2007 to 2009.



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

Exhibit 5. Granger High School Grade 11
Language Arts CRT Proficiency Scores, 2007-2009

Exhibit 5 details the percentage of students who were proficient (Level 3 or Level 4 on CRT tests) in language arts for grade 11 for 2007, 2008, and 2009. Language arts scores have fluctuated across years for students in Grade 11.



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

Exhibit 6. Granger High School Grade 10 and 11 Overview
Language Arts CRT Standards Report, 2009

Exhibit 6 displays the 2009 language arts CRT results for Grades 10 and 11. Objective I.1 (*Determine word meanings through word parts, definitions, and context clues*), II.3 (*Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions*) and III.1 (*Use the process of inquiry to problem-solve and deepen understanding*) appear to be areas of concern for students.

Language Arts 2009 CRTs	% Correct	
	10th	11th
Standards/Objectives		
I. Comprehend informational and literacy text	66	61
I.1 Determine word meanings through word parts, definitions, and context clues	63	55
I.2 Comprehend and evaluate informational text	69	64
I.3 Comprehend literature by recognizing the use of literary elements across genres and cultures.	65	61
II. Write informational and literary text	57	62
II.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions	57	62
III. Seek and give information using the process of inquiry	62	58
III.1 Use the process of inquiry to problem-solve and deepen understanding	62	58

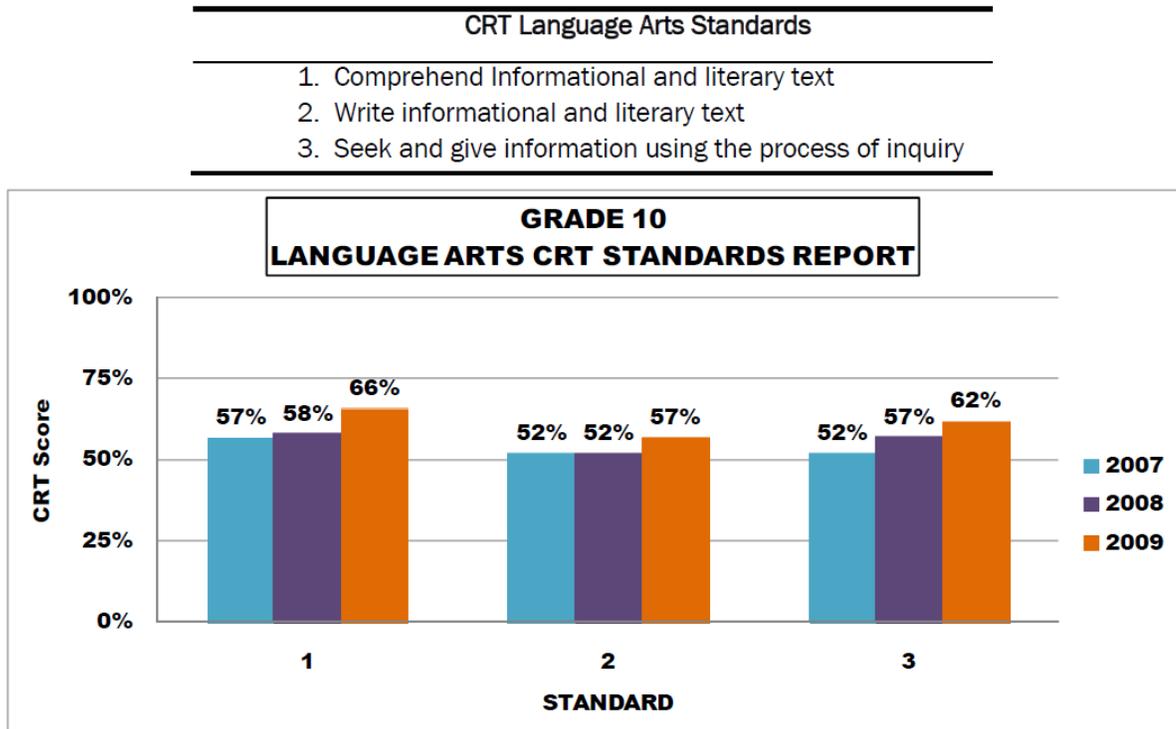
*pink highlighted scores indicate two lowest scoring objectives.

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

(Grade 10 N= [532], Grade 11 N= 394)

Exhibit 7. Granger High School Grade 10
Language Arts CRT Standards Report, 2007 - 2009

Exhibit 7 details the CRT language arts results by standard for the years 2007, 2008, and 2009. Scores on standards 1, 2, and 3 have steadily increased over time for Grade 10 students.



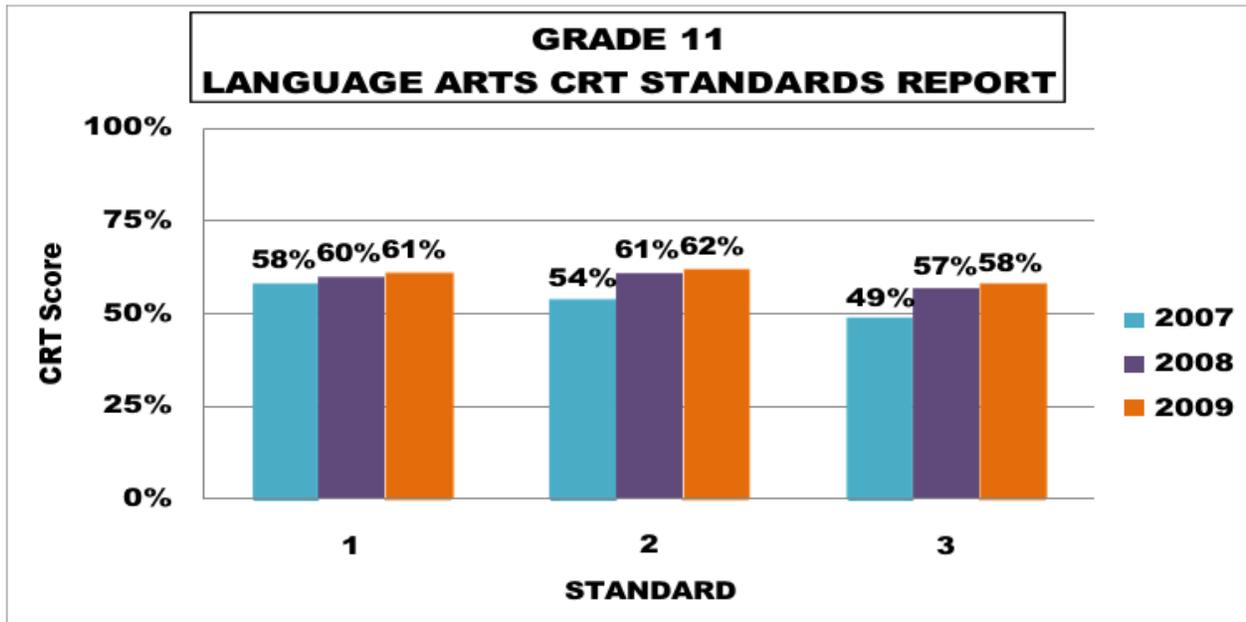
Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).
(2007 N= 556, 2008 N= 529, 2009 N= 532)

Exhibit 8. Granger High School Grade 11
Language Arts CRT Standards Report, 2009

Exhibit 8 details the CRT language arts results by standard for the years 2007, 2008, and 2009. Scores on standards 1, 2, and 3 have steadily increased over time for Grade 11 students.

CRT Language Arts Standards

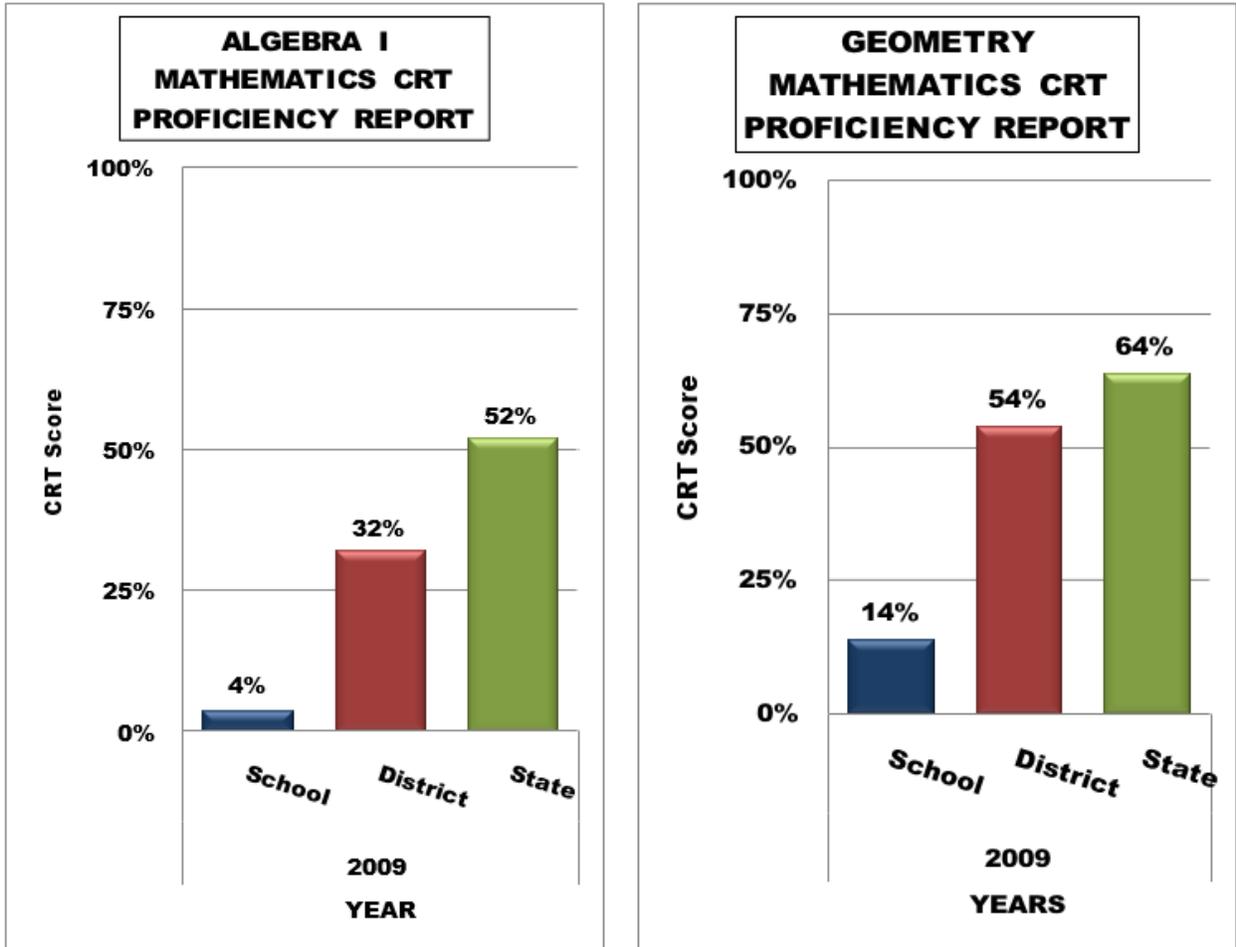
1. Comprehend Informational and literary text
2. Write informational and literary text
3. Seek and give information using the process of inquiry



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).
(2007 N= 474, 2008 N= 460, 2009 N= 394)

Exhibit 9. Granger High School Algebra I and Geometry
Mathematics CRT Proficiency Scores, 2009

Exhibit 9 details proficiency levels by subject area for 2009. In 2009, Algebra I proficiency scores were 28% lower than the district average and 48% lower than the state average. Geometry scores for 2009 were 40% lower than the district average and 50% lower than the state average.



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

Exhibit 10. Granger High School Algebra I

Mathematics Standards Report, 2009

Exhibit 10 details 2009 mathematics achievement. Objectives III.1 (*Simplify polynomials and the quotient of monomials*), III4 (*Factor polynomials with common monomial factors, and factor simple quadratic expressions*), and III.4 (*Factor polynomials with common monomial factors, and factors simple quadratic expressions*) are the three lowest areas for Algebra I students.

I. Expand number sense to understand, perform operations, and solve problems with real numbers	39
I1 Distinguish rational numbers from irrational numbers as points on the number line	35
I2 Compute fluently and make reasonable estimates with rational and irrational numbers	43
II. Extend concepts of proportion to represent and analyze linear relations	33
II1 Represent and analyze the slope of a line	33
III2 Model and interpret problems having a constant rate of change using linear functions	36
III3 Represent and analyze linear relationships using algebraic equations, expressions, and graphs	30
III. Develop fluency with the language and operations of algebra to analyze and represent relationships	28
III1 Simplify polynomials and the quotient of monomials	25
III2 Solve and interpret linear equations and inequalities in various situations including real-world problems	33
III3 Solve and interpret pairs of linear equations and inequalities	31
III4 Factor polynomials with common monomial factors, and factor simple quadratic expressions	20
III5 Solve quadratic expressions using factoring or by taking square roots	31
IV. Understand concepts from statistics, and apply statistical methods to solve problems	58
IV1 Summarize, display, and analyze bivariate data	61
IV2 Estimate, interpret, and use lines to fit bivariate data	55

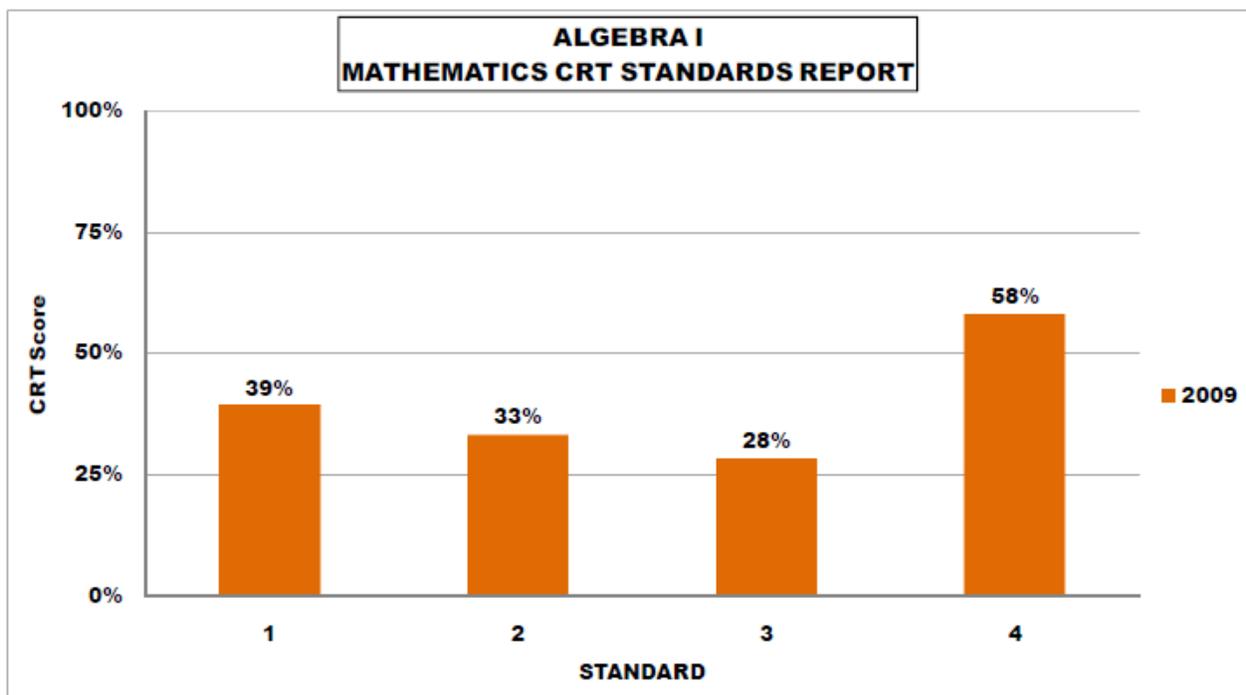
Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS). (2009 N= 244)

Exhibit 11. Granger High School Algebra I
Mathematics Standards Report, 2009

Exhibit 11 details 2009 algebra proficiency levels by standard.

Algebra I Standards

1. Number sense and operation
2. Proportions and linear relationships
3. Language of algebra
4. Statistics



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).
(2009 N= 244)

Exhibit 12. Granger High School Geometry
Mathematics Standards Report, 2009

Exhibit 12 shows 2009 mathematics CRT results for Geometry. Objectives II.2 (*Describe spatial relationships using coordinate geometry*), and III.1 (*Use triangle relationships to solve problems*) appear to be areas of concern for Geometry students.

I. Use algebraic, spatial, and logical reasoning to solve geometric problems	42
I1 Use inductive and deductive reasoning to develop mathematical arguments	41
I2 Analyze characteristics and properties of angles	46
I3 Analyze characteristics and properties of triangles	41
I4 Analyze characteristics and properties of polygons and circles	37
I6 Analyze characteristics and properties of three-dimensional figures	44
II. Use the language and operations of algebra to explore geometric relations with coordinate geometry	29
II1 Describe the properties and attributes of lines and line segments using coordinate geometry	31
II2 Describe spatial relationships using coordinate geometry	27
III. Extend concepts of proportion and similarity to trigonometric ratios	30
III1 Use triangle relationships to solve problems	25
III2 Use trig ratios of sine, cosine, and tangent to represent and solve for missing parts of triangles	33
IV. Use algebraic, spatial, and logical reasoning to solve measurement problems	41
IV1 Find measurements of plane and solid figures	47
IV2 Solve real-world problems using visualization and spatial reasoning	35

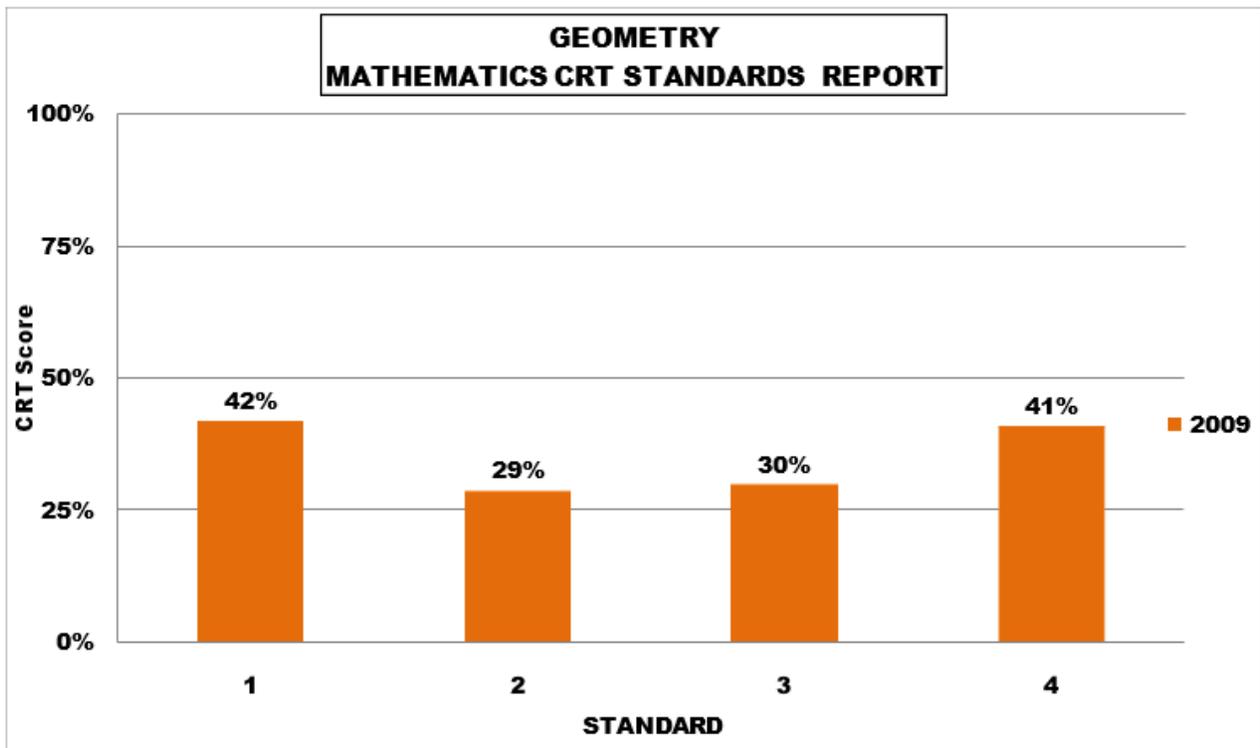
Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).
(Geometry 2009 N= 331)

Exhibit 13. Granger High School Geometry
Mathematics Standards Report, 2009

Exhibit 13 shows 2009 mathematics CRT results by standard for Geometry.

Geometry Standards

1. Use algebra to solve geometry problems
2. Coordinate geometry
3. Trigonometric ratios
4. Measurement



Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).
(2009331)

Exhibit 14. Student Subpopulation Characteristics
2008-2009

Demographic information relevant to the school's achievement in Language Arts and Mathematics. The population of Granger High School is highly diverse. The Hispanic subgroup is effectively as large (39.2%) as the White subgroup (40.1%). The prevalence of minority, disadvantaged, and disabled subgroups create urgency to serve the needs of those groups in order for the school to achieve rigorous standards.

Student Subpopulation	Number	Percentage
African American	52	3.1%
American Indian	41	2.5%
Asian	105	6.4%
Hispanic.	648	39.2%
Not Declared	0	0%
Pacific Islander	144	8.7%
White	663	40.1%
English Language Learners	477	28.9%
Socio-Economic Status	678	41.0%
Students with Disabilities	184	11.1%
Male	863	52.2%
Female	790	47.8%

Source: Data retrieved April 22, 2010, from Utah Performance Accounting System for Students (U-PASS).

Contextual Data

Granger High School served approximately 1,653 students in grades 10, 11, and 12 in 2009-2010. The student teacher ratio at the school averaged 23 to 1. The average daily attendance was 95% and 532 students were absent more than 10 days last year. The school mobility rate is 35%. Demographic characteristics of the student population are displayed in Exhibit 14, which indicated the high level of diversity of the student population at the school. The 2008-09 graduation rate is 74%

Teacher information

Granger High School serves a culturally and language diverse, highly impacted, at-risk population that faces significant challenges in meeting adequate yearly progress (AYP). Of the school's 1546, 45% qualify for free or reduced lunch (Granite District School Profile 4/2009). The large majority of Granger students are Caucasian (See Table 1), and 59.2% of the students are English language learners (ELLs) who speak a language other than English as the primary language, with 34 different languages (See Table 2). Many parents are non-English speakers and a significant number are recent immigrants. These educational challenges are compounded for many of the students by high mobility. Granger High School mobility rate exceeds 40%. In an effort to offset some of the challenges posed by poverty and limited English proficiency, Granger houses and/or participates in a number of programs that support economically disadvantaged bilingual students and their families. As a highly impacted school, Granger does not appear to qualify for many state or federal grants. All newly hired teachers, (19 provisional teachers 2008-2009) are expected to complete an ESL endorsement. The school participates in on-going Sheltered-Instruction Observation Protocol (SIOP) and Respecting Ethnic and Cultural History (REACH).

Faculty Member	Department	ESL Endorsed
Nelson, Ronald	Art	No
Marr, Nancy A	Art	Yes
Drage, Christine	Business	No
Vert, Robert E	Business - School For Success	No
Pace, Kelle D	Business (Vocational/General)	No
Moore, Susan O	Business Marketing Management	No
Atkin, Susan S	Chemistry	Yes
Arnesen, Tamra J	Counselor	No
Babcock, James	Counselor	No
Bahner, Anissa A	Counselor	No
Fortune, Yvonne P	Counselor	No
Oliver, Brandy M	Counselor	No
Olson, Phillip C	Counselor	No
Jenkel, Richard C	Counselor - Career Counselor	No
Lago, Adeena W	Dance	No
Biggar, Terry T	English	Yes
Bird, Deetta	English	Yes
Carlisle, John	English	No

Faculty Member	Department	ESL Endorsed
Clark, Joylynn	English	No
Johansson, Cleto O	English	No
Miller, Marilyn A	English/Debate Teacher	No
Johns, Janelle	English/ESL Teacher	Yes
Bengaly, Seydou	ESL Teacher	Yes
Reese, Judith	ESL Teacher	Yes
Harrison, Heather	Family and Consumer Sciences Teacher	No
Herbon, Terilee S	Family and Consumer Sciences Teacher	No
Woodward, Sandra S	Foreign Language	No
Jameson, Marilla A	French Teacher	No
Chalmers, Marcia	Graphics, Multi-Media, TV Prod	No
Turner, Teresa A	Health	No
Cousins, Aaron	History	No
Robinson, Nicole L	History	No
Clark, Garrett	History/AP Social Studies/Baseball Coach	No
Dimas, Nicholas P	Industrial Arts	No
Vankeuren, Montee	Industrial Arts	No
Asay, Michelle M	Library-Media	No
Cholodowski, Melanie P	Math Level II	No
Durfee, Marcus J	Math Level III	Yes
Okeson, Hyrum	Math Level III	No
Bullock, Richard M	Math Level III	No
Ericson, Elsin K	Math Level III	No
Clawson, Richard A	Math Level IV	No
Curtis, Adelle	Math Level IV	No
Moore, Christopher	Music-Instrumental	No
Holt, Doyle A	Physical Education Teacher	No
Parker, Mark R	Physical Education Teacher	No
Peterson, William C	Physical Education	No
Lewis, Scott D	Physical/Earth Science	No
Cykalewicz, Dariusz	Physics/Math	No
Okelberry, Debbie A	Principal Secretary	No
Murdock, Geoffrey R	Principal, Assistant, Secondary	No
Gaskins, Katherine L	Psychology	No
Holt, Britny D	Resource Aide	No
Montanez, Anthony T	Resource Aide	No
Beck, Rebecca J	Resource Teacher	Yes
Newton, Karen A	Resource Teacher	No
Nelis, Gregory T	Science Teacher	No
Sanada, Cyle	Science, Biological	No
Tanner, Henry	Science, Physical	No

Faculty Member	Department	ESL Endorsed
Vantassell, S. Gene	Science-Physics	No
Christiansen, Paul R	Secondary Art Teacher	No
Sheffield, Rebekah	Secondary Language Arts	Yes
Ericksen, Tayana K	Secondary Spanish Teacher	Yes
Johnson, Virgil W	Social Studies Comp	Yes
Fuller, Brian	Social Studies	No
Gardner, Kylee A	Spanish Teacher	No
Carson, Beckey M	Special Education - Behavior Disordered Self-Contained Teacher	Yes
Schneider, Kurt	Special Education - Behavior Disordered Self-Contained Teacher	Yes
Garcia, Ignacio A	Special Education - Resource	No
Hedgepeth, Ramona	Special Education - Resource	No
Castro, Juan	Special Education Mild/Moderate Handicapped Teacher	Yes
Fichialos, Sierra J	Special Education Teacher	No
Spjute, Kara M	Vocal Music Teacher	No
Sorensen, Tamra	Vocation/Consumer Home Economics	No
Pettit, Michael	Woodworking Teacher	No
Spencer, B. Claire	World History Teacher	No

Administrator information

Jerry Haslam, an experienced, successful principal who has led Taylorsville High School to achieve AYP standard four of the last five years will become Principal of Granger High School on July 1, 2010.

Effectiveness of prior school reform efforts.

Granger High School has pursued a self-directed but under-resourced school improvement effort for several years. The School Improvement Grant is essential to take the process to the next level where strong instructional leadership by a newly-appointed Principal and resources can achieve reform for improved student achievement. A thorough Needs Assessment was conducted in April 2009 through Granite School District's LEA District Improvement initiatives. The process was funded by Granite School District through Title I LEA Improvement funds.

Ten district education specialists and an external consultant with experience guiding schools in need of improvement conducted the process.

Arnie Adler, Ed.D.	External Consultant
Jill Baillie	Secondary Literary Specialist
Linda Bryant	AVID District Administrator
Miguel Garcia	Secondary Math Specialist
Shari Goodman	Math Specialist
Laura Grzymkowski	Differentiation Specialist
Roseanne Markham	Secondary Literary Specialist
Gary Martin	Title I Specialist
Paul Ross	Associate Director, Educational Equity
Judy Petersen	Assistant Director, Career and Technical Education
Karen Sterling	Associate Director, School Services
Deyanne Sweeten	Secondary Literacy Specialist

The Granger High School Leadership Team participating in the appraisal and development of a school-directed plan included 13 teachers and the school principal.

Sierra Fichialos	Resource
Beckey Carson	Special Education
Nicolle Robinson	History
Brandy Oliver	Counseling
Virgil Johnson	History
Dr. Gene VanTassel	Physics
Rick Clawson	Math
Katherine Bronson	ESL
Brian Fuller	Social Studies/ Theater
Rilla Jameson	French
Mario Platero	Afterschool
Montes Van Kevren	CTE
Cyle Sanada	Science

School Assessment Status

Since school year 2005 Granger High School has only achieved AYP in Language Arts during the 2005-2006 school year. During the 2008 CRT testing, due to lack of participation by two subgroups, Hispanic and Limited English and achievement scores Granger did not make AYP. The school received a “No” on the 2008 U-PASS in proficiency for all sub-groups. Five of the nine sub-groups did show progress. In terms of CRT language arts scores for the 2007-2008 school year it appears that over half the students in grades 10 and 11 did meet proficiency in language arts (See Table 3). In Algebra, 10% or less were proficient with the number non-proficient of 10%, 13%, and 22% respectively (See Table 4). In Geometry, in grades 10, 11, and 12, non-proficiency scores were 25%, 17%, and 23% respectively (See Table 5).

Table 3		
CRT Language Arts Scores by Grade Level Indicating Proficient and Non-proficient Student Percentages.		
Grade	Percent of Students At CRT Levels 1-2	Percent of Students At CRT Levels 3-4
10	47%	52%
11	43%	57%
Source: State CRT Report 2008		

Table 4		
CRT Algebra Scores by Grade Level Indicating Proficient and Non-proficient Student Percentages.		
Grade	Percent of Students At CRT Levels 1-2	Percent of Students At CRT Levels 3-4
10	89%	10%
11	87%	13%
12	78%	22%
Source: State CRT Report 2008		

Table 5		
CRT Geometry Scores by Grade Level Indicating Proficient and Non-proficient Student Percentages.		
Grade	Percent of Students At CRT Levels 1-2	Percent of Students At CRT Levels 3-4
10	75%	25%
11	82%	17%
12	77%	23%
Source: State CRT Report 2008		

Data Analysis

Factors Contributing to School Improvement Status

Based upon the appraisal data, members of Granger High School Leadership Team Committee identified key factors contributing to Granger's status: (1) Lack of effective collaboration, (2) A need for school organizational structures inclusive of accountability. Granger High School's appraisal process consisted impart CRT, UPASS, and ESL data analysis (See Tables 2-5) and program evaluations. Data as it relates to strengths and challenges for each construct, demographic information and test scores collected during the appraisal process were shared with members of Granger's School Leadership Committee and Principal in early April 2009. The following describes the data gathering processes used during the appraisal and summarizes collected data. School administration, departments, the school Leadership Team, and district staff will play key roles in providing the additional support and information that will be needed to implement the plan. The Leadership Team and the administration will need to have ongoing two-way communication, collaboration, and accountability for the plan to be effectively implemented.

Appraisal Process and Results

Staff Appraisal Process

Staff interviews were conducted by Consultant, Arnie Adler, and Granite District staff members, (See listing) who interviewed 95 % of the staff members using questions from USOE's *Staff Interview Protocol*. Additionally, utilizing USOE *Protocols*, Arnie Adler interviewed the Principal, Assistant Principals, Learning Support Coordinator. District staff was instrumental in conducting Student Focus Groups, a Parent Focus Group, and observing classroom instruction. In using the USOE Title I Rubric's The School Support Team and Dr. Adler rated the school based upon the feedback they received from the appraisals from all the protocols and the assessment data. Following the rating by the School Support Team, the strengths and challenges for each construct were identified by the School Support Team and placed on the appraisal summary form SEE ATTACHMENT A: School Appraisal Results Summary.

Following the completion of the appraisal summary, Dr Adler reviewed the results with the Principal and the School Leadership Team. The Leadership Team was asked to provide solutions to at least three of the challenges listed in each of the seven constructs and returned to the School Support Team. The solution results were shared with the School Improvement Team. Based upon the solutions, the School Leadership Team went on to establish goals and design activities based upon the school-based solutions. The School Support Team members facilitated this activity for the School Improvement Team.

Assessment of Data

A data review took place reviewing past summative and formative assessments, (CRT, U-PASS, UBSQT, accreditation reports, and attendance data acquired by the school/ district.

Data Sharing of Appraisal Team and School Leadership Recommendations

On April 22, 2009 the faculty members on the School Leadership Team presented the goals, solutions, and activities to the entire faculty.

Appraisal Conclusions

The appraisal process confirmed that Granger High School provides the following programs and practices that to some degree impact student proficiency in academic achievement:

- SEP conferences with parents.
- After school tutoring
- A Learning Supports Coordinator to assist in working with at risk students
- An Emotional Supports Coordinator to work with at risk students
- A Literacy Supports Coordinator to promote reading and writing
- Extended school year during the summer, Summer School.
- ELL classes with a certified ESL teachers
- A National Honor Society to promote academic achievement
- Establishment of Pathways to provide a more focused course of study
- The AVID program to promote academic rigor and college preparedness
- The Renaissance Program is an honors track
- My Access writing program
- Credit recovery classes
- Utah College Advisory Corps to promote college readiness
- School-wide code of conduct
- Cooperative learning activities predominantly in the AVID and Renaissance Program
- Collaboration time by departments
- A strong CTE Program that uses relevancy as one of the key components

ATTACHMENT A
SCHOOL APPRAISAL RESULTS SUMMARY
Granger High School

CURRICULUM CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
The school has an enacted curriculum that is aligned with the Utah State Core Curriculum.			X	
The enacted curriculum provides access to the Utah State Core Curriculum for all students.		X		
Grade levels and departments collaborate to reach common curricular goals (horizontal articulation).	X			
There is effective curricular coordination and articulation among all grade levels within the school as well as with other schools in the district (vertical articulation).	X			
Curriculum expectations are communicated to all stakeholders.		X		

STRENGTHS:

Teachers aware of CORE
Some are teaching the CORE

CHALLENGES:

Student access to curriculum minimal due to high absenteeism
Little or no cross curriculum articulation
Little evidence of data being used to drive instruction
Common assessments between and amongst departments not articulated
It does not appear that curricular goals are in place
Teachers feel left out of collaborative process
Some division between “veteran” and “new” teachers
Lack of evidence of vertical or horizontal alignment
Curriculum expectations seldom communicated to all stakeholders.

ASSESSMENT CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.		X		
Both formative and summative evaluation data are analyzed to plan for continuous improvement for each student, subgroups of students, and school as a whole.		X		
Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.	x			
Performance standards are clearly communicated, evident in classrooms, and observable in student work.	x			
Ongoing, specific, constructive feedback is given to students.		x		
Teachers use common assessments to evaluate student learning and inform instruction.		x		

STRENGTHS:

State testing completed in a timely manner.

A wide variety of classroom assessments are used

CHALLENGES:

Data needs to be formally tracked and used to guide instruction.

The use the data to address student academic deficiencies by teachers and departments.

AYP not achieved the last 3 years

Review, discussion, and analysis of formative and summative assessments within and across grade levels including the analysis of CRT data.

Meeting with individual students to address deficiencies in their formative and summative assessments.

Having a program in place to provide UBSCT preparation

Ongoing preparation of CRTs

LEADERSHIP CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps.	X			
School leaders effectively manage and organize the school to improve student achievement.		X		
School leaders allocate resources and tools necessary for school improvement and increased student achievement.		X		
School leaders systematically monitor the effectiveness of teachers and instructional programs.	X			
School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.		X		
Educators and staff communicate effectively with families about individual student progress toward achievement of core curriculum standards.		X		
Educators and staff engage parents as partners in their children's education and encourage their participation in school programs by actively removing any barriers to their involvement.		X		

STRENGTHS:

Provided parent center
 Some faculty recognition at faculty meetings
 Many programs are available
 Positive business partnerships
 Administration has an open door policy
 Principal delegates responsibilities to departments
 There are increasing opportunities for parent involvement
 Positive relationships with students, faculty and staff
 Administration collaborates with each other very friendly positive
 Everyone "likes" the principal

CHALLENGES:

There appears to be a lack of vision/direction long range planning
 Plans to address AYP deficiencies are not apparent
 There is a lack of follow-through on decisions made
 Appears to be a lack of a school-community connection
 Student perceived favoritism toward select groups of students
 Rules are not clearly stated or enforced

Perception by some of top down administration
 Access to data not distributed or addressed
 Lack of focus on test scores
 Low number of ESL endorsed teachers
 Administration rarely visible in classrooms
 Expectations for accountability in programs or practices are unclear
 Follow-up on professional development is lacking
 Advisory- inconsistent implementation
 Collaboration and communication problems significant between administration and staff
 Some people do everything at the school others do nothing

SCHOOL CULTURE/CLIMATE CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
The instructional organization of the school and the classroom supports the achievement of all students and disaggregated student groups.		X		
Student achievement is highly valued and publicly celebrated.		X		
Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated students groups.		X		
School rules, practices, and activities foster a sense of community and belonging.		X		
Educators exhibit positive, nurturing relationships with students and the school community.			X	

STRENGTHS:

Large diversity of students presents the opportunity to learn to get along with people of different languages and cultures
 Teachers and students respect and care about each other
 Custodians and cafeteria workers work well together in planning and taking care of duties
 Coaches are positive about the direction of sports and eligibility of athletes
 Strong student leadership team
 The AVID Program is well respected

CHALLENGES:

School rules that are unclear and have no consistent follow-through

Reputation of being known, or referred to as “ghetto school” (students don’t think they are) by other schools, community leaders, and possibly the district office

Feeling like everything is on hold until the new school is built

Not having the same facilities as other schools such as learning materials, updated facilities, technology advancements, etc.

Students leaving to go to other schools

Counseling center is inaccessible to students. Students feel “locked out” and unable to meet with advisors when needed.

Needing more information on student awards and the qualifications to earn them

Communication about school events need to be timely

Students feeling discriminated against because they speak a different language

TEACHING AND LEARNING CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
The enacted curriculum emphasizes the development of critical thinking and decision-making skills.		x		
The enacted curriculum emphasizes the development of communication and collaboration skills.		X		
Teachers demonstrate strong content knowledge and are NCLB highly qualified to teach the subject matter.		X		
Teachers use culturally responsive instructional strategies.	X			
Educators and staff collaborate, with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.		X		
Effective, varied, and differentiated research-based instructional strategies and materials are used to meet the needs of all students.		X		
Teachers manage classroom behavior so that students are actively engaged in learning.	X			
Students are provided with additional instruction and intervention as needed to improve achievement.		X		
Teachers and students use technology effectively in classroom activities and instruction.	X			
Teaches use instructional strategies that facilitate transfer of knowledge.	x			

STRENGTHS:

- CTE Classes have a real life correlation
- No classroom management problems apparent
- Small class sizes
- Teaching accurate content

CHALLENGES:

- Emphasis seems to be more on lower level thinking skills
- The need for greater use of technology
- Policies or procedures to support student achievement is unclear
- Stated objectives in classroom instruction
- The need for a variety of instructional strategies
- Interventions to address UBSCT and CRT deficiencies not apparent
- Transfer of knowledge from one class to another rare (this does not apply to CTE classes)
- Programs to educate newcomers to the concept of school and language difficulties
- The use of SIOP strategies appears minimal
- Educating newcomers to the concept of school and language difficulties
- The use of reading and writing strategies across the curriculum appears minimal

PROFESSIONAL DEVELOPMENT CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
Professional development is provided for school administrators, teachers, and staff that have a direct connection to student achievement data.		X		
Professional development teachers, administrators, and staff acquire deeper knowledge of curriculum content.		X		
Professional development helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.		X		
Adequate resources for professional development are provided.		X		
Professional development is provided based on teacher need.		X		

STRENGTHS:

- Many opportunities have been available for professional development
- Ideas are shared between and amongst teachers

Speakers have been brought into the school providing different insights into meeting school challenges.

Teachers and administrators have attended conferences both in and out of state.

Surveys are used to determine professional development needs.

SLOP coaches are being trained for the school.

Inservices at the beginning of the year have met some of the staff needs.

Monthly Chat and Chews have been helpful.

Many teachers participate in their own professional development in the summer.

CHALLENGES:

Professional development does not appear to have a specific focus over the course of the year.

Follow-up and accountability for professional development appear minimal.

The late start professional development does not appear to meet the needs of the differentiated groups in the school.

Time to implement professional development minimal.

There appears to be discussion, but no specific plans reached on addressing academic challenges.

Collaboration between senior and junior teachers is lacking.

Professional development does not appear focused on academic achievement issues especially as they relate to not making AYP for over 2 years.

The use of data as teams does not occur.

The logistics of meeting as departments either by location or time is a problem.

Collaboration in discussing students or student work minimal.

PARENT/COMMUNITY INVOLVEMENT CONSTRUCTS	MINIMAL	PARTIAL	PROFICIENT	EXEMPLARY
Educators and staff communicate effectively with families about individual student progress toward achievement of core curriculum standards.		X		
Educators and staff engage parents as partners in their children's education and encourage their participation in school programs by actively removing any barriers to their involvement.		X		
All stakeholders are active partners in decision-making and participate in schoolwide improvement.			X	
Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.			X	

STRENGTHS:

Business partnerships
Parent Center, monthly outreach
One Spanish translator
Alumni association
Webpage, newsletter current
Community Council active
Grades accessible online

CHALLENGES:

34 different languages spoken by students
High mobility rate-transiency
School image “ghetto school”
Parent involvement, translating lacking for languages other than Spanish
A clear plan to communicate to students and parents is not evident
Information sometimes not provided in a timely or culturally sensitive manner
A systematic way to meet parents and hear their voices is unclear
Formal assessment needs of parents is not evident
After school activities limited
Parents unaware of how to volunteer

Section Two: Implementation of the School Improvement Grant

(2010) 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 LEAs application. The description will 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;
- Describe how the LEA will provide 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 following criteria to identify approvable applications in the area of demonstrating the LEA capacity to fully and effectively implement the selected intervention model. Only those LEA SIG applications that have a proficient demonstrated capacity will be considered.

Inadequate demonstrated capacity:

- None, few, some, or most of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.

Proficient demonstrated capacity:

- **All** of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.
-

Based on the analysis of the above data identify the intervention model chosen for each school –

The transformation intervention model has been chosen for Granger High School. Granite School District has taken the first step of the transformation model by replacing the Principal with an experienced, successful principal. This is the first step identified for the transformation of a school. (see *Toolkit for Implementing the School Improvement Grant: Transformation Model*, Center of Innovation and Improvement, www.centerii.org , April 9, 2010).

Granite School District has assured the new principal of great flexibility in the development, selection and evaluation of staff. The new principal is examining the feasibility of a rigorous staff evaluation and development system (see page 7 of the cited document). The transformation model empowers the principal to implement the reform needed for the school.

See Sections Three and Four of this application for more detail on how the LEA will support Granger High School.

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.

Section Four includes a detailed budget for the three years of this grant.

Granger High School executing the grant will implement the transformation model. Compliance with the final requirements published in the Federal Register on January 21, 2010, will be accomplished as follows:

- (A) The principal who led the school prior to the commencement of the transformation model will be replaced by Jerry Haslam, on July 1, 2010. Jerry Haslam was appointed as Principal, Granger High School, by the Granite School District Board of Education on March 16, 2010.
- (B) The Granite School District Professional Growth and Evaluation (PG&E) system will be used to provide rigorous, transparent and equitable evaluations for teachers and principals. The standards of the PG&E system are contained in Article V.A.4.d of *The Policies, Rules, and Regulations of the Board of Education of Granite School District*.
 - a. Educators are required to use data to plan for the needs of individual students and to make accommodations for individual students by Domain II, Planning and Preparation.
 - b. The PG&E system was developed with involvement of teachers, the teacher association, principals and district administrators.
- (C) School leaders, teachers and staff will be rewarded through current systems of recognition such as the Granite Education Foundation Excel Teacher award, and the Huntsman Excellence in Teaching award.
- (D) The staff will be provided ongoing, high-quality, job-embedded professional development through both the School Transformation Specialist, the Teacher Quality Coach, and through the Center for Schools of the Future (CSF).

- (E) Granite School District will comply with the requirement to use data to identify and implement instructional programs that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards through continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students. This requirement will be guided in Granger High School by the School Transformation Specialist who may access support from Granite School District Instructional Consultants and teacher specialists.
- (F) Granite School District will comply with the requirement for increased learning time and creating community-oriented schools by operating on-going credit recovery, community learning through Granite Peaks Learning Center, and extended-learning programs. Granger High School will provide extended-learning as mandatory tutoring for students who are failing at mid-term under Objective 3.
- (G) Granite School District will provide operational flexibility and sustained support by reducing the requirements of Granger High School to accept teachers involuntarily transferred due to staffing and program reductions at other schools. Granger High School manages its budget for the allocation of teaching and support staff. Granger High School would be permitted to propose changes to calendars and time subject to meeting statutory requirements and support capacity of the school district.

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.

Executive Summary

Granite School District is applying for the School Improvement Grant for Granger High School.

The intervention selected for Granger High School is the Transformation model. Acting on the need for reform, the Superintendent and Board of Education have implemented the first mandatory condition of the Transformation model by identifying an experienced and successful principal to lead reform. Jerry Haslam has been Principal of Taylorsville High School since 2003. He used the reform philosophy planned for implementation at Granger High School to guide Taylorsville High School to achieve Adequate Yearly Progress (AYP) for four of the past five years, thereby outperforming five of the eight high schools in Granite School District.

Granger High School is uniquely poised for transformation. The leadership team managing this transformation is dedicated to the philosophy that all students can learn and that it is the unique responsibility of an educational institution to ensure career and college readiness for its students. What follows are the philosophical underpinnings, vision, and real goals of Granger High School's transformation plan.

Granite School District has implemented several steps aligned to the planned SIG intervention model which include: (1) Completion of a research-based school appraisal based upon the Utah State Office of Education System of Support for Schools in school year 2008-2009. (2) Implementation of accepted recommendations from the appraisal. (3) Direct guidance by the senior leadership of the school district to the faculty. (4) Replacement of the Principal as a step of reform.

Detail regarding the implementation plan is elaborated in this section.

Governing Philosophies

Philosophy of Leadership:

1. All people can learn when provided appropriate instruction and practice
2. Learning occurs most readily in positive, non-coercive environments
3. Instruction is most effective when tailored to the individual needs of students
4. Educational decisions are more effective when based upon current information and valid data
5. All successful educational programs are based upon sound, verifiable instructional practices

Granger school improvement will occur by

1. Installing a proven leadership team
2. Establishing a permanent structure that places a high priority on timely, effective, and continuous improvement
3. Setting student literacy, learning, and achievement as *the* primary, permanent, and fundamental goal
4. Providing consistent systemic changes to enhance student support

The underlying principles of high-achieving school communities are as follows:

1. Clarity in performance expectations
2. Trusting relationships
3. Opportunities to develop and practice skills
4. Rewards and recognition for efforts to perform successfully

Through teacher reallocation, training, and support, priority will be placed on the following groups:

1. The sophomore class, especially in the content areas of language arts and mathematics
2. The struggling learner (Tier II students)
3. The English language learner
4. Students with disabilities
5. The advanced learner

The expected schoolwide outcomes of this leadership plan are as follows:

1. Students demonstrate literacy and numeracy improvement and achievement through standardized assessment scores and performance assessment evidence
2. Graduation rate increases while the dropout rate decreases
3. Decreased number of student-earned failing grades (F grades)
4. Increase on-time attendance
5. Increased number of students taking Honors, Concurrent Enrollment, and AP courses.
6. Increased number of college-bound students
7. Measurably decreased achievement gap between minority and white students
8. ISQ assessment measurement increases (student, parent, and teacher affective areas)

Plan Implementation

OBJECTIVE ONE: INSTALL AN EFFECTIVE LEADERSHIP TEAM

Transformation Model Strands C, E and G

Principal Profile: Jerry Haslam

Principal Jerry Haslam is a leader with a proven track record of continuous improvement and managing school change. Throughout his tenure at Taylorsville High School over the past eight years, he has installed and cultivated a performance culture, maintaining a climate of academic and institutional excellence in the face of shifting demographics. As a result of his leadership, in 2009 Taylorsville was ranked the 10th best academic high school in the state by the local media organization KSL: a jump from 33rd the year before.

What is remarkable about that ranking is that Taylorsville's demographics have shifted measurably toward a more ethnically diverse, lower-income student body in the recent past. In the last four years, the number of minority students (non-white) has increased from 24% to 32%. The number of low-income families (as measured by free and reduced lunch numbers) has increased from 119 students in 2004-05 to 441 in 2009-10.

Haslam's leadership focuses on the philosophy that all students can learn. That philosophy is not a simple platitude: real results have followed the ideal:

- Taylorsville has achieved Adequate Yearly Progress four out of the past five years
- Students have been able to demonstrate learned literacy and numeracy skills as evidenced by standardized and performance-based assessments
- Tardiness has been reduced by over 2300 from 1Q 2008-09 to 1Q 2009-10
- Failing grades have been reduced year over year through the adoption of intervention strategies including mandatory after-school tutoring and SHIELD school for at-risk students
- The school dropout rate has been reduced from 9% in 2004-05 to 3% in 2007-08, the last year the data was available
- Drug and alcohol violations have dropped from 21 in 2005-06 to 9 in 2008-09
- Safe school violations have dropped from 11 in 2006-07 to 6 in 2008-2009
- The number of students attempting more than one AP test has risen from 367 in 2007 to 394 in 2009

Haslam has been a consistent leader, choosing to implement programs that have a direct, demonstrable impact on students. He has taken care to use data to implement these programs and to build strong support among his staff. The programs that have had significant impact at Taylorsville have been the following:

- Taylorsville All Achieve Program (TAAP) – Mandatory after-school tutoring for failing students. Teachers of each content area work directly with students to assist in learning the material and remediating their failing grades.
- Academic trackers – Advocates that identify Tier II and at-risk students and work to help improve attendance, homework completion, and mediating risk factors.

- Student Help, Individualized Extra Learning, and Discipline (SHIELD) school – an alternative learning program held in the afternoon specifically to educate students failing more than half their classes.
- Recognition programs – A variety of recognition programs have allowed many students to be rewarded for their efforts: Warrior Way, Student of the Month, Distinguished Warriors, Good News Postcards, 4.0 certificates, Senior Awards banquet, report card recognition, Keys to Success and so on.
- Technology advancements – Haslam has allocated resources effectively to support the technology needs of today's learner. Taylorsville has seen major technological improvements over the past few years due to his wise resource management.
- Successful program-building (athletic, artistic, and academic) – Athletic programs, Fine Arts, Journalism, DECA and FBLA, JROTC, and many other extracurricular clubs and activities have flourished under Haslam's guidance. He finds the right person for the job and finds ways to manage often limited resources to run successful programs.

Finally, Haslam has been widely recognized for his contributions to the school and local community, receiving the prestigious 2010 Huntsman Excellence in Education Award, Granite School District's Secondary Principal of the Year in 2008-2009, the PTSA Outstanding Administrator in 2004-2005, and numerous local awards. He is an authoritative but caring leader with a strong vision who gains respect and support from his faculty through his dedication to student learning, willingness to listen and accommodate concerns, and ability to find and hire the right people to work with students.

Granger stands an excellent chance at a successful transformation under Jerry Haslam's leadership.

School Transformation Project Manager

A major part of implementing the School Improvement Grant is installing a school transformation project manager to assist the principal with the implementation of school improvement goals. This individual would have the following responsibilities:

- Run a laboratory Language Arts classroom as a model/training classroom to practice and demonstrate effective instructional strategies, mentor new teachers, and generate new ideas for continuous improvement
- Conduct classroom observations and formative teacher evaluations
- Manage teacher induction and mentoring programs
- Organize and conduct continuous improvement initiatives
- Liaise with external providers to conduct school-wide assessments and trainings
- Develop and select research-driven assessment instruments and processes
- Collect and analyze school-wide data
- Implement the accreditation project plan
- Develop and install a positive rewards and recognition program for teachers and students
- Lead and train teachers on collaboration strategies; obtain training from external providers as needed
- Improve and manage communication channels
- Implement community outreach programs

This individual should have proven expertise in the following areas:

- Educational assessment and data analysis
- Effective instructional strategies
- Strategic planning
- Accreditation experience
- Positive behavior support and interventions
- Collaboration strategies
- Instructional technology
- Web publication and communication design

This individual should hold the following qualifications:

- Master's Degree or above
- Language Arts teaching endorsement
- Administrative license

This individual should have the following skills:

- Communicate effectively verbally and in writing
- Utilize and demonstrate technology tools fluently in the classroom
- Model and teach strategies to teachers
- Speak Spanish fluently
- Communicate effectively with various groups and stakeholders
- Manage projects and timelines

Math and Language Arts Department Chairs

The most critical areas of focus in the Transformation plan are the Mathematics and Language Arts departments. These crucial academic areas provide foundational skills that allow for success in other subjects as well as preparation for college and career goals. Effective department chairs will either be selected from among current faculty or from other places.

Department chairs have the following responsibilities:

- Manage curriculum mapping efforts
- Build and lead vertical teams with elementary and junior high schools within the cone
- Ensure effective departmental collaboration (grade level and curricular area)
- Participate in committee and leadership activities
- Assist with staffing efforts within the department
- Mentor and support new teachers

Department chairs should have expertise in the following areas:

- Managing and motivating groups
- Curricular/content areas
- Strategic planning
- Communication and documentation
- Collaboration strategies

Department chairs should hold the following qualifications:

- Master's Degree preferred
- Level two license in curricular area

Department chairs should have the following skills:

- Organize teachers and motivate them to improve
- Work with teachers at every level to build support and consensus for improvement activities
- Ability to plan and work strategically to set and achieve goals
- Strong writing and communication skills

Faculty and School Personnel

Additional faculty will be brought into the school to reinforce the focus on core content areas. These personnel will be brought in on one-year contracts in order to reduce class sizes for sophomore and junior Language Arts and Mathematics classes. The reduction in class sizes will allow for more focused teacher interaction with students, directly and positively impacting the opportunities for students to practice skills and to respond in class.

Personnel will be hired according to LEA policies. The individuals selected will bring a fresh perspective and energy to the existing departmental areas. These individuals will not be replaced, but may be moved into the regular faculty through normal attrition.

Teacher Quality Coach

A teacher quality coach will be funded in year one to provide support to new or struggling teachers. At the discretion of the principal, this coach will be made available to provide mentoring, collaboration, and training for teachers to sharpen their skills.

Advocates and trackers

Student advocates and trackers will be hired to support struggling students, to provide a visible presence in the halls, and to make contact with homes and families. These trackers will advocate for the student that struggles with attendance, missing work, or study skills.

These advocates will be positive mentors for at-risk, Tier 2 students.

External provider profile and role

Center for the School of the Future is described on its website as follows. Source (<http://www.csf.usu.edu>)

The Center for the School of the Future (CSF) is a research center dedicated to improving the quality and effectiveness of education by identifying effective educational practices and supporting their dissemination and adoption in local circumstances. To accomplish this, the Center has focused its efforts in the following areas:

RESEARCH

Research sets the stage for school improvement by identifying the underlying principles that make educational products and programs effective, and through communicating those findings in such a way as to support educational practice. The Center conducts original research and summarizes the research of others.

DEVELOPMENT AND DISSEMINATION

To assist schools in adopting effective practices, the Center seeks involvement in projects that support the development and delivery of effective educational products and programs that can serve as models for school improvement.

POLICY

The Center strives to provide policy makers, educators, families, and communities with timely and reliable information to assist them in making well-informed decisions and points toward resources that support systematic improvement in education.

Granger's relationship with CSF

Granger plans to leverage CSF expertise in two main areas (subject to modification):

1. Assessment instruments – Indicators of School Quality (ISQ) survey and analysis. The ISQ survey will be conducted each spring (beginning in May 2010) The results of the ISQ will be evaluated by the Principal, the School Leadership Team, and the faculty to make adjustments and revisions to the plan. Progress and necessary modifications will be monitored by district leadership.
2. Program Evaluation – Consult with the school and district to guide modifications necessary to improve student achievement.
3. Collaboration –
 - a. Administrator collaboration (PLC) with other administrators of Utah schools in improvement
 - b. Teacher collaboration (PLC) training
 - c. Community council training and collaboration

STRATEGIES TO ACHIEVE OBJECTIVE ONE GOALS

Strategy Description	Timeline	Responsible Party
Install new principal and assistants	March 2010	LEA/ District
Hire the transformation project manager	July 2010	Principal
Select or hire strong department chairs	July 2010	Principal
Issue an RFP to contract with external provider	July 2010	Principal/leadership team in conjunction with Director, Purchasing Services and Director, Title I
Select external provider.	August 2010	Under guidance of Director, Purchasing Services
Meet with external provider to determine project plan	August 2010 – July 2011 (contract renewed for next three years)	Principal/leadership team
Generate first external provider assessments	October 2010	Principal/leadership team w/External Provider

OBJECTIVE TWO: FOCUS ON THE EDUCATORS

Transformation Model Strands H, I, J, and K

School administrators work effectively to establish an environment of teacher and staff support through timely, effective, and continuous improvement.

Desired Outcomes

Granger educators will pursue a successful professional life as evidenced by the following categories

1. Success in their craft (measured by ISQ or Gallup survey tool)
 - a. Data-based decisions
 - b. Instructional excellence
 - c. Classroom management
 - d. Strong assessment skills
 - e. High expectations
2. Achieving professional and career goals (measured by ISQ or Gallup survey tool)
 - a. Professional goal-setting and achieving
 - b. Achieving teaching and student learning targets
 - c. If unhappy and unproductive, move to a better career situation
3. Demonstrated dependability (measured by internal professional development tracking system)
 - a. Fulfill career responsibilities
 - b. On-time attendance and behavior modeling
4. Effective collaboration (measured by active participation in collaborative grouping)
 - a. Student-focused collaborative groups
 - b. Teaching and sharing expertise
 - c. New teacher mentoring
5. Unity and pride in Granger High School community (measured by ISQ survey tool)

Clarity in performance expectations	Trusting professional relationships	Opportunities to develop and practice professional and management skills	Rewards and recognition for efforts to perform successfully
<ul style="list-style-type: none"> • Ongoing Instructional observations • Goal setting • Training in data analysis and assessment 	<ul style="list-style-type: none"> • Active use of teacher collaboration strategies • Support for teacher initiatives • Shared goals and vision • Utilizing resources available 	<ul style="list-style-type: none"> • Laboratory classroom • Teachers teaching one another • Professional workshops • Mentoring program • Administrator collaboration • Grassroots projects and activities 	<ul style="list-style-type: none"> • Rewards for rewarding students • Recognition for student improvement • Recognition for the “extras”

STRATEGIES TO ACHIEVE OBJECTIVE TWO GOALS

Strategy Description	Timeline	Responsible Party
Conduct targeted needs analysis for Language Arts and Math, including an assessment of tools and materials needed to be successful	May 2009, May 2010	District/LEA
Actively recruit staff to bolster 10 th grade Language Arts and Math areas of focus.	May 2010 – August 2010	Principal
Reallocate staff according to transformation goals	July 2010	Principal
Schedule collaboration and continuous improvement time for the entire year	Early August 2010	Principal/Leadership team
Obtain PLC training for the School Transformation Project Manager/Leadership team	Early August 2010	School Transformation Project Manager
Conduct a teacher survey to determine needs and wants for ongoing support	August 2010	School Transformation Project Manager
Conduct organizational meeting with teachers to establish shared goals and expectations	August 2010	Principal/Leadership team
Collaboratively review existing behavior policy and adapt as needed	August 2010	Principal/Leadership team
Collaboratively develop recognition and rewards system for students, establish student recognition committee	August 2010	School Transformation Project Manager
Collaboratively develop recognition and rewards system for teachers, establish teacher recognition committee	August 2010	School Transformation Project Manager
Develop provisional teacher mentoring collaborative group	August 2010	School Transformation Project Manager
Develop other collaborative groups	August 2010	School Transformation Project Manager
Install a laboratory classroom to conduct effective teacher instruction and practice	August 2010	School Transformation Project Manager
Install school-wide structures for communication and support	August 2010	School Transformation Project Manager

Strategy Description	Timeline	Responsible Party
Collaboratively develop initial classroom observation scorecard (subject to revision)	August 2010	School Transformation Project Manager
Begin to conduct ongoing classroom observations	August 2010, ongoing	School Transformation Project Manager
Begin ongoing continuous improvement trainings based on ISQ results, classroom observations, and research-based supports (e.g. Teach Like a Champion)	Beginning September 2010, ongoing	School Transformation Project Manager
Conduct collaborative group training	September 2010	School Transformation Project Manager, Center for the School of the Future
Implement regular PLCs	September 2010, ongoing	School Transformation Project Manager
Conduct the ISQ assessment	Early October 2010 (renewed each year)	School Transformation Project Manager, Center for the School of the Future
Have teachers set goals for continuous improvement	Late October 2010	School Transformation Project Manager
Develop accreditation project plan	November 2010	School Transformation Project Manager
Begin sending teachers to continuous improvement workshops	November 2010	School Transformation Project Manager
Incorporate teacher ideas and input into continuous improvement training. Have teachers teach one another and share best practices in professional development trainings	January 2010, ongoing	School Transformation Project Manager
Instruct collaborative teams to plan grassroots initiatives	January 2010	
Mid-year leadership meeting to discuss observation data and feedback from teachers	January 2010	Principal/Leadership team
Obtain technology and structural enhancements for teachers as needed, based on observations and teacher feedback	Ongoing	Principal

Strategy Description	Timeline	Responsible Party
Conduct vertical team meetings for Mathematics and Language Arts	February 2011	School Transformation Project Manager & Department Chairs
Participate in administrative PLCs	September 2010, ongoing	Center for the School of the Future
Conduct end of year assessments to determine adjustments to goals	May 2011	School Transformation Project Manager

OBJECTIVE THREE: IMPROVE STUDENT LEARNING AND ACHIEVEMENT

Transformation Model Strands J, K

All educators work in collaboration to establish an environment of ongoing learning and academic success

Desired Outcomes

Granger students will be prepared to pursue a successful professional life as evidenced by the following categories:

1. Fluent literacy and numeracy (evidenced by a minimum 10% improvement on standardized and localized assessment scores year over year)
 - a. Ability to demonstrate authentic application of fundamental academic skills (portfolio and project-based assessments)
 - b. Ability and confidence to perform at a proficient level on standardized assessments
2. Fluent social and behavioral skills (evidenced by behavior tracking data)
3. 95% graduation rate (evidenced by the graduation rate)
4. College attendance rates at 65% (evidenced by number of students taking the ACT, number of students taking at least one college course)
5. Reduce failures (the letter grade F) (evidenced by grade data)
6. Demonstrated dependability (evidenced by attendance data and ISQ data)
 - a. Increase on-time attendance
 - b. Independent, self-motivating factors
7. No discernable achievement gap (evidenced by standardized and localized assessment)
8. Unity and pride in Granger High School community (evidenced by ISQ data)

Clarity in performance expectations	Trusting adult-student relationships	Opportunities to develop and practice critical academic and social skills	Rewards and recognition for efforts to perform successfully
<ul style="list-style-type: none">• Behavioral expectations taught and reinforced• Academic expectations for each class documented and communicated	<ul style="list-style-type: none">• Positive interactions in class• Behavioral teaching• Collaboration focuses on kids• Support for student initiatives• Student advocates	<ul style="list-style-type: none">• Literacy and numeracy targets clearly communicated and taught• Tutoring and training for struggling learners• SHIELD school interventions	<ul style="list-style-type: none">• Rewards system• Assessment data results in immediate recognition• Keys for success

STRATEGIES TO ACHIEVE OBJECTIVE THREE GOALS

Strategy Description	Timeline	Responsible Party
Allocate personnel to support sophomore Language Arts and Mathematics	July 2010	Principal
Hire student advocates	August 2010	Principal
Collect SRI, reading fluency, and comprehension assessments for each sophomore student	September 2010	School Transformation Project Manager
Conduct a needs assessment for ELL and Special Education programs	September 2010	School Transformation Project Manager
Develop project plan to improve ELL and Special Education programs	October 2010, ongoing	School Transformation Project Manager
Teach and reinforce the positive behavior policy	September 2010	School Transformation Project Manager
Develop a common disclosure, collect all disclosure documentation from teachers	September 2010	School Transformation Project Manager
Implement the "GAAP" program for tutoring struggling learners (see Appendix 1)	September 2010, ongoing	School Transformation Project Manager
Implement a student ambassador program to assist mobile students	September 2010, ongoing	School Transformation Project Manager
Build SHIELD school as an alternative program for troubled students	October 2010, ongoing	Principal/Leadership team
Conduct ISQ Assessment	October 2010, annually	Center for the School of the Future
Conduct ongoing assessments for struggling learners based on interventions	Each term, ongoing	School Transformation Project Manager

OBJECTIVE FOUR: SUPPORT PARENTS AND THE COMMUNITY

Transformation Model Strands D and G

School personnel work to collaborate with and support parents and community members in achieving student success.

Desired Outcomes

Parents and community members engage with Granger in effective and enjoyable collaboration. School personnel have the opportunity to build relationships with parents, giving them an opportunity to engage the school in the following areas:

1. Increasing participation in and attendance at arts, activities, and other school events. (evidenced by volunteer hour tracking, attendance numbers)
2. Instituting a customer service emphasis for all staff, especially those most likely to engage with parents directly.
3. Ensure that volunteer opportunities are authentic, well-organized, and successful (evidenced by ISQ data)
 - a. Strong and effective Community Council
 - b. Strong and effective PTSA
4. Awareness of and commitment to academic programs, goals, and expectations (evidenced by ISQ data)
 - a. Improved communication channels (web, Teleparent, mailings)
 - b. Translation of important documents
5. Support for college and career goals (evidenced by ISQ data)
6. Ease in parent feedback channels (evidenced by survey participation, number of ad hoc principal-parent conferences, parent teacher conference attendance)
7. Unity and pride in Granger High School community (evidenced by ISQ data)

Clarity in performance expectations	Trusting school-community relationships	Opportunities to develop and practice skills	Rewards and recognition for efforts to perform successfully
<ul style="list-style-type: none"> • Volunteers have clear expectations of what is expected of them • Unified front for behavioral policies 	<ul style="list-style-type: none"> • Customer service emphasis • Open houses • Consistent, proactive and clear communication • Website improvement • Parent-run activities 	<ul style="list-style-type: none"> • Train on effective community council practices • Train on effective PTSA practices • Opportunities for leadership 	<ul style="list-style-type: none"> • Rewarding top volunteers • Parent recognition program

STRATEGIES TO ACHIEVE OBJECTIVE FOUR

Strategy Description	Timeline	Responsible Party
Conduct community council elections	September 2010	Principal
Conduct community council trainings	October 2010	Center for the School of the Future
Selection of marketing committee consisting of existing staff, athletic directors, etc.	September 2010	Principal/Leadership Team
Conduct ISQ Assessment	October 2010	Center for the School of the Future
Selection of a community social committee (or work with PTSA) to organize family centered events	September 2010	Principal
Review and revise web site documents as needed	October 2010	School Transformation Project Manager
Keep website updated	Ongoing	School Transformation Project Manager
Manage Teleparent communications	Ongoing	Principal/Leadership team

Section Three: Support for Plan Implementation

(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.
 - 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.
 - 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 evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. Only those LEA SIG applications that have a proficient external provider selection process will be considered. USOE will use the following criteria to identify approvable applications in the area of external provider selection process:

- 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 may include, but are not limited to:
 - Analysis of the LEA's capacity and operational needs.
 - Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
 - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
 - Alignment between external provider services and existing LEA services.
 - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
 - Willingness of the external provider to be held accountable to high performance

standards.

- Capacity of the external provider to serve the identified school and its selected intervention model.
- 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.

Inadequate demonstrated capacity:

- The responsibilities of the external provider and the LEA are **not defined, minimally, or generally** aligned.
- Available providers have **not been or only generally researched**.
- The identified external provider **does not have a proven track record, this has not been addressed, or the track record does not align with the needs of the school**.
- The LEA has **not specifically indicated how** it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has **not been clearly addressed**.
- The LEA has not provided a clear and reasonable timeline to recruit, screen, and contract with an external provider as appropriate.

Proficient demonstrated capacity:

- The responsibilities of the external provider and the LEA are **clearly defined** and aligned.
- Available providers have been **thoroughly** researched.
- The provider identified has a proven track record of success in working with **similar schools and/or student populations**.
- The LEA has **specifically** planned how it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has been **clearly demonstrated**.
- The LEA has provided a clear and reasonable timeline to recruit, screen, and contract with an external provider as appropriate.

External Provider Selection and Support

While most of the school transformation initiatives will be adequately supported by an established LEA with sufficient resources, Granite School District and the newly-appointed Principal of Granger High School anticipate utilizing external provider(s) to provide professional development training, to assess program effectiveness, and to assist with collaboration training.

The school leadership team will be granted the authority to select and screen external providers, utilizing LEA logistical support as needed.. The external provider proposals would be selected based on their ability to support school transformation initiatives according to the following five criteria:

1. Evidence of improving student achievement

The external provider is able to demonstrate success with improving math and language arts achievement as a direct result of its proposal. Examples of the kind of activities that could be shown to directly improve student achievement are providing research-based instructional strategy training to teachers, supporting collaborative efforts that have been proven to serve students, or providing assessment tools that provide useful data to influence decision-making.

2. Integration into school transformation model

The school's approach to effecting change is to develop broad-based support for autonomous transformation initiatives. To this point, then, it is important to select external providers based on how well the provider supports transformation goals. It is not desirable to select a pre-packaged model; rather, it will be important to select providers based on their ability to support school transformation goals.

3. Strong concordance with the USOE's System of Support for Schools process (i.e. centered on the seven areas of focus)

- a. Curriculum
- b. Teaching and Learning
- c. Assessment
- d. Professional Development
- e. Leadership
- f. Parent/Community Involvement
- g. School Culture/Climate

4. Demonstrates knowledge of Utah and local contextual considerations

It is preferable to utilize a provider that is aware of the unique challenges facing Utah schools, and to be able to demonstrate success in working with populations of similar demographics and context.

5. Personnel with experience in school transformation at the secondary level.

Team leaders and personnel with whom the school collaborates should have experience effecting change and supporting literacy and math achievement. Team leaders and personnel will have a working knowledge of current research and strategies that lead to effectiveness in working with students at all levels (ELL, Special Education, etc.)

6. The external provider will be selected utilizing contracting procedures compliant with the rules of Granite School District and the laws of the State of Utah. It is anticipated that a Request for Proposal will be issued for interested providers and the successful provider will be selected on pre-established criteria. Work products will be reviewed and accepted at the time of delivery. Most products will be professional development and effectiveness assessments.

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

Granite School District will provide on-going support to assist the school to revise the plan and to improve student achievement. Results will be reviewed by the Instructional Appraisal Response Team (IART) comprised of the Director, High Schools; Director, Teaching and Learning; Director, Educational Equity; Director, Special Education; and Director, Title I to make recommendations and provided support to the school. Observations of the IART committee will be presented to Triage comprised of the Assistant Superintendent, School Services; Assistant Superintendent, Instructional Services; and Assistant Superintendent, Administrative and Legal Services, for guidance and direction.

Granite School District has committed instructional support to Granger High School and will continue to do so.

- Granite School District Title I staff have the explicit responsibility of supporting all schools in a coordinated effort for the school district to achieve adequate yearly progress. The Title I staff who will support Granger High School (at the discretion of the school's leadership team) in this effort include:
 - Rob Averett, Director, Title I
 - Linda Bryant, Assistant Director, Advancement Via Individual Determination (AVID)
 - Gary Martin, School Improvement Specialist
 - Clay Glad, Instructional Technology Specialist
 - Sonia Ashby, Instructional Consultant – Literacy
 - Linda Bolin, Instructional Consultant – Mathematics
 - Cindy George, Instructional Consultant - Literacy
 - Brenda Hatfield, Instructional Consultant – Literacy
 - Laura Jorgensen, Instructional Consultant – Mathematics
 - Stacey Lowe, Instructional Consultant - Literacy
 - Danece Mangone, Instructional Consultant – Assessment
 - Connie McCann, Instructional Consultant – Mathematics
 - Jo Lynn Miller, Instructional Consultant - Mathematics
 - Kristie Reather, Instructional Consultant – Literacy
 - Colleen Schow, Instructional Consultant - Literacy

- Granite School District staff of departments including Teaching and Learning, Educational Equity, Instructional Technology and more are also committed to serve Granger High School. The staff which support Granger High School (at the discretion of the school's leadership team) include but are not limited to:
 - Mathematics curriculum support – The lead mathematics specialist is Shari Goodman. Under her leadership math curriculum maps have been developed which align to the Utah State Core Curriculum requirements. The curriculum maps are available at this website:
<http://www.graniteschools.org/departments/instructionalservices/teachinglearning/curriculum/math/secondarymathematics/Pages/default.aspx>
 - English Language Arts curriculum support – The lead English Language Arts specialist is Rosanne Markham. Under her leadership English language arts specialists provide focused support to Granger High School. A description of services and alignment of resources is available at this website:
<http://graniteblog.graniteschools.org/ela/curriculum-and-instruction>
 - Science curriculum support – Stephanie Wood is the lead science specialist.

In addition to the supports focused on mathematics and language arts the school district has significant initiatives aimed at schools. An appraisal of Granite School District took place onsite on March 25-26, 2009 which provides evidence of the capacity of the LEA to support Granger High School in the school improvement process and the implementation of the School Improvement Grant. The appraisal was positioned as a follow up from the appraisal that took place during February 2008 as a pilot for the Utah State Office of Education (USOE). The current appraisal served primarily to assess progress made during the past year and thus used a more targeted approach to data collection, with only a small representative sample of respondents rather than the longer, more comprehensive approach. This approach was negotiated with the district in order to recognize the comprehensive nature of the appraisal last year and to target those areas that were identified as challenges in the past.

The appraisal team was comprised of two individuals from RMC Research Corporation in Denver, Colorado, who also participated in the February 2008 appraisal. This support was provided as part of the district-wide focus on improvement. RMC Research is the external provider to Granite School District for district improvement. Last year, the appraisal summarized data from 262 individuals, approximately 40 documents, and 2 observations. This year, the appraisal included information from a total of 39 individuals, including 21 district administrators, 6 teachers, 5 principals, and 7 parents. The team also reviewed approximately 22 documents. There were slight differences in the rubrics from the 2 years; in some cases, evidence from last year was accessed for validation purposes. The data were weighted slightly more toward the non-district respondents since they were the only voices from the "field."

The Granite School District serves approximately 68,400 students that attend 88 schools. The average attendance rate is 96% and the graduation rate is 88.7%. The district is comprised of 59% White/Caucasian students; 30% Hispanic/Latino students; 4% Asian students; 4% Pacific Islander students; 3% Black/African American students; and 1% Native American students (summing to over 100% due to rounding error). About 41.3% of students in the district qualify for free or reduced price meals. Approximately 81% of the Granite School District teachers are considered highly qualified under the provisions of the *No Child Left Behind Act of 2001* (NCLB).

During the 2007-2008 school year, 69% of students in Grades 3-8 and 78% of students in Grades 10-12 scored at the proficient or advanced level in reading/language arts. During the same year, 68% of students in Grades 3-8 and 47% of students in Grades 10-12 scored at the proficient or advanced level in mathematics. The district has been identified for improvement for both reading/language arts and mathematics in Grades 3-8 and for mathematics in Grades 10-12. This is the fourth consecutive year that the district has not made adequate yearly progress (AYP) in language arts and the second consecutive year that the district has not made AYP in mathematics.

The Granite School District has developed an ambitious intervention approach to ensure that the district makes adequate yearly progress in both reading/language arts and mathematics each year.

First, the district will take strong steps to ensure better coherence and consistency. Over time, these steps will include adopting a single textbook in each subject area, revising curriculum maps as needed, providing appropriate supplementary materials for those areas not covered by textbooks, and monitoring performance. In addition, the district will conduct instructional audits in every school, starting with those that have the slowest progress, to ensure that all teachers are teaching to standards, are using effective, engaging instructional practices, and are appropriately addressing any student that does not master the standards. The audit approach will entail creating customized audits for the district that reflect current research and district philosophy of teaching and learning.

Second, the district will conduct an in depth analysis of the students who have failed to make progress, with a concentration on mobility patterns and achievement patterns of students who are highly mobile. It is anticipated that the analysis will identify the content standards in which students reach proficiency and those they do not, along with the patterns of proficiency related to the mobility patterns. With this analysis, changes in the instructional programs will be made to accommodate the mobile students.

Third, the district will implement an intensive professional development initiative for algebra and geometry. This initiative will focus on helping struggling learners, that is, those who delay taking algebra until ninth grade or later and those who have not passed their algebra courses. Teachers will attend a summer institute on best practices, and then receive coaching throughout the year to help these struggling students.

Fourth, the district will implement AVID, an enhancement approach intended to accelerate learning for students needing additional instruction in each of the feeder schools.

Finally, the district will engage in a strategic planning process that leads to the development of a new mission and vision and enhanced progress monitoring.

District Strengths

- The district implements a systematic process to support the orientation and support of new and provisional teachers and principals.
- District leadership promotes partnerships with community agencies, organizations, and/or corporate enterprises in achieving its goals.
- The district acquires or assists with the acquisition and monitoring of all federal, state, and competitive grants and other sources of revenue that support increased student achievement.
- The district ensures instructional materials are aligned with the USOE Core Curriculum and embed current research-based strategies.
- The district has a system in place to inform all parents or guardians of students in the district of USOE Core Curriculum expected learning outcomes for students at each grade level.
- District professional development addresses educators' ongoing understanding and supports and monitors implementation of research-based teaching and learning strategies.
- District policy and practice provide time for frequent collaboration to analyze data related to student achievement and promote effective instruction for closing the achievement gap and raising the achievement for all students.
- The district has a policy stating clear expectations for allocation and protection of instructional time in all core subject areas and implements the policy consistently.
- District leadership implements a set of efficient operating procedures and practices that promote learning.
- District leadership builds and fosters collaborative relationships with internal stakeholders, including the School Board, administrators, teachers, staff, and students.
- The district has a transparent budget process and allocates resources based on cost effectiveness with student achievement as its focus.
- The district recognizes that educators are professionals and values their roles in meeting student achievement goals.

District Challenges

- District leadership aligns its procedures and practices with the Consolidated Utah Student Achievement Plan (CUSAP) to promote achievement of district goals.
- The district hires and/or assigns, and retains principals, teachers, and staff with strong instructional and leadership skills at underperforming schools to support achievement of district goals, with a priority on schools that have a high number of risk factors.
- The district ensures that the USOE Core Curriculum is clearly articulated and consistently implemented, K-12 (vertical articulation).
- The district ensures that the USOE Core Curriculum is clearly articulated and consistently implemented within each grade level and content area across the district (horizontal articulation).
- The district ensures instructional materials meet the needs of diverse learners.
- The district requires and supports implementation of common formative assessments that align with the USOE Core Curriculum and guide differentiated instruction.
- The district consistently and systematically implements policies and procedures to reduce tardiness and absenteeism.

- District leadership ensures that research-based strategies are implemented and incorporated with SMART (specific, measurable, attainable, realistic, and time-bound) goals.
- The district provides and maintains appropriate instructional resources and supports implementation through professional development.

- (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 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 have a proficient description of how the LEA identifies potential barriers and how it addresses them will be considered. USOE will use the following criteria to identify approvable applications:

Inadequate LEA commitment to modify its practices and policies:

- The barriers to successful implementation of interventions are **not defined, minimally, or generally** defined.
- The plan to address the identified barriers is **not clearly defined**.
- The LEA description **does not demonstrate** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Proficient LEA commitment to modify its practices and policies:

- The barriers to successful implementation of interventions are **clearly defined**.
- The plan to address the identified barriers is **clearly defined**.
- The LEA description **demonstrates** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Granite School District will consider modifying practices and policies when identified as impediments to school reform. The Principal, Granger High School, may initiate the requirements for review with the Instructional Appraisal Response Team (IART), for analysis and referral to Triage. The LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. In response to those barriers, the LEA has made the following adjustments to policy:

- Granite School District has granted the incoming Principal, Jerry Haslam, exception to human resources policies which would transfer teachers to the school involuntarily without the explicit review and acceptance of the principal. The principal was exempted from participating in the "surplus" teacher reallocation process in April 2010 in order to allow the principal to seek highly skilled staff.

- Granger High School is considering requesting authority to develop a new educator evaluation system which would be focused on student achievement and teacher performance. This request is prospective but would be developed in conjunction with the Board of Education and the Superintendency.

The role of the Director, Human Resources, and of leaders of employee associations is key in obtaining support for changes to policies as they are proposed. The support of leaders and groups will be sought as changes are identified and proposed.

(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.

Granite School District is committed to improving school and district achievement. Granite School District has provided focused support for Granger High School for several years and will continue to do so after the school improvement grant funds are used.

Ongoing supports (used at the discretion of the school's leadership team) include:

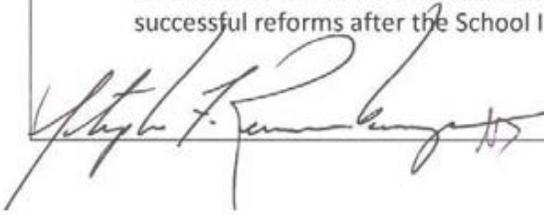
- Instructional services support in the areas of:
 - Mathematics instruction coaching
 - English language arts instruction coaching
 - Science instruction coaching
 - Social studies instruction coaching
 - Applied technology education instruction coaching
 - Instructional technology instruction coaching
 - Quality teaching coaching and mentoring
- School services support in the areas of:
 - School operations coaching
- Administrative and legal services support in the areas of:
 - Educational Equity coaching including methods to instruct English language learners
 - Student services coaching on student behavior and parental involvement
 - Title I coaching on school improvement and student achievement
- School facilities support in the complete rebuild of the school and upgrade of the campus in conjunction with formal community support.

Anticipated resources include equitable funding from state and local sources as well as support through Title I for district improvement.

- Granite School District has previously provided focused support on Granger High School for the purpose of appraising effectiveness and guiding improvement.
- Granite School District has provided and is continuing to provide fiscal support to Granger High School to help mitigate inadequate resources.

Assurance:

Granite School District will continue to focus support on Granger High School to continue successful reforms after the School Improvement Grant expires.

A handwritten signature in black ink, appearing to read "Stephen F. Ronnenkamp". The signature is written in a cursive style and is positioned to the left of the printed name.

Stephen F. Ronnenkamp, Ed.D.
Superintendent

Section Four: Logistics of Plan Implementation

- (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.

Year One School Transformation Program Timeline

The first year of the transformation model is critical, as it sets an initial tone for the success of the intervention. What follows is a timeline for the first year of interventions, along with an indication of which strategies will be ongoing and the party responsible for implementation.

It is important to note that many of these processes will be either repeated or ongoing as a way to continually reinforce and solicit feedback. Additionally, the responsible party will often work in concert with multiple stakeholders to ensure that the process is collaborative in nature.

Objective	Strategy Description	Timeline	Ongoing?	Responsible Party
2	Conduct targeted needs analysis for Language Arts and Math	05/01/09	N	District/LEA
1	Install new principal and assistants	03/01/10	N	LEA/ District
2	Actively recruit staff to bolster 10 th grade Language Arts and Math areas of focus	05/01/10	N	Principal
1	Hire the transformation project manager	07/01/10	N	Principal
1	Select or hire strong department chairs	07/01/10	N	Principal
1	Issue an RFP to contract with external provider	07/01/10	N	Principal/leadership team
2	Reallocate staff according to transformation goals	07/01/10	N	Principal
3	Allocate personnel to support sophomore Language Arts and Mathematics	07/01/10	N	Principal

Objective	Strategy Description	Timeline	Ongoing?	Responsible Party
1	Meet with external provider to determine project plan	08/01/10	N	Principal/leadership team
2	Schedule collaboration and continuous improvement time for the entire year	08/01/10	N	Principal/Leadership team
2	Obtain PLC training for the School Transformation Project Manager/Leadership team	08/01/10	N	School Transformation Project Manager
2	Conduct a teacher survey to determine needs and wants for ongoing support	08/01/10	N	School Transformation Project Manager
2	Conduct organizational meeting with teachers to establish shared goals and expectations	08/01/10	N	Principal/Leadership team
2	Collaboratively review existing behavior policy and adapt as needed	08/01/10	N	Principal/Leadership team
2	Collaboratively develop recognition and rewards system for students, establish student recognition committee	08/01/10	N	School Transformation Project Manager
2	Collaboratively develop recognition and rewards system for teachers, establish teacher recognition committee	08/01/10	N	School Transformation Project Manager
2	Develop provisional teacher mentoring collaborative group	08/01/10	N	School Transformation Project Manager
2	Develop other collaborative groups	08/01/10	N	School Transformation Project Manager
2	Install a laboratory classroom to conduct effective teacher instruction and practice	08/01/10	N	School Transformation Project Manager

Objective	Strategy Description	Timeline	Ongoing?	Responsible Party
2	Install school-wide structures for communication and support	08/01/10	N	School Transformation Project Manager
2	Collaboratively develop initial classroom observation scorecard (subject to revision)	08/01/10	N	School Transformation Project Manager
2	Begin to conduct ongoing classroom observations	08/01/10	Y	School Transformation Project Manager
3	Hire student advocates	08/01/10	N	Principal
4	Keep website updated	08/01/10	Y	School Transformation Project Manager
2	Conduct collaborative group training	09/01/10	N	School Transformation Project Manager, Center for the School of the Future
2	Begin ongoing continuous improvement trainings based on ISQ results, classroom observations, and research-based supports (e.g. Teach Like a Champion)	09/01/10	Y	School Transformation Project Manager
2	Implement regular PLCs	09/01/10	Y	School Transformation Project Manager
2	Participate in administrative PLCs	09/01/10	Y	Center for the School of the Future
3	Collect SRI, reading fluency, and comprehension assessments for each sophomore student	09/01/10	N	School Transformation Project Manager
3	Conduct a needs assessment for ELL and Special Education programs	09/01/10	N	School Transformation Project Manager

Objective	Strategy Description	Timeline	Ongoing?	Responsible Party
3	Develop a common disclosure, collect all disclosure documentation from teachers	09/01/10	N	School Transformation Project Manager
3	Teach and reinforce the positive behavior policy	09/01/10	Y	School Transformation Project Manager
3	Implement the "GAAP" program for tutoring struggling learners	09/01/10	Y	School Transformation Project Manager
3	Implement a student ambassador program to assist mobile students	09/01/10	Y	School Transformation Project Manager
4	Conduct community council elections	09/01/10	N	Principal
4	Selection of marketing committee consisting of existing staff, athletic directors, etc.	09/01/10	N	Principal/Leadership Team
4	Selection of a community social committee (or work with PTSA) to organize family centered events	09/01/10	N	Principal
4	Manage Teleparent communications	09/01/10	Y	Principal/Leadership team
1	Generate first external provider assessments	10/01/10	N	Principal/leadership team w/External Provider
2	Conduct the ISQ assessment	10/01/10	N	School Transformation Project Manager, Center for the School of the Future
2	Obtain technology and structural enhancements for teachers as needed, based on observations and teacher feedback	10/01/10	Y	Principal
3	Develop project plan to improve ELL and Special Education programs	10/01/10	N	School Transformation Project Manager
3	Conduct ISQ Assessment	10/01/10	N	Center for the School of the Future

Objective	Strategy Description	Timeline	Ongoing?	Responsible Party
3	Conduct ongoing assessments for struggling learners based on interventions	10/01/10	Y	School Transformation Project Manager
4	Conduct ISQ Assessment	10/01/10	N	Center for the School of the Future
4	Conduct community council trainings	10/01/10	Y	Center for the School of the Future
4	Review and revise web site documents as needed	10/01/10	Y	School Transformation Project Manager
2	Have teachers set personal goals for continuous improvement	10/20/10	N	School Transformation Project Manager
3	Build SHIELD school as an alternative program for at-risk students	10/20/10	Y	Principal/Leadership team
2	Develop accreditation project plan	11/01/10	N	School Transformation Project Manager
2	Begin sending teachers to continuous improvement workshops	11/01/10	Y	School Transformation Project Manager
2	Mid-year leadership meeting to discuss observation data and feedback from teachers	01/01/11	N	Principal/Leadership team
2	Incorporate teacher ideas and input into continuous improvement training. Have teachers teach one another and share best practices in professional development trainings	01/01/11	Y	School Transformation Project Manager
2	Conduct vertical team meetings for Mathematics and Language Arts	02/01/11	N	School Transformation Project Manager & Department Chairs
2	Conduct end of year assessments to determine adjustments to goals	05/01/11	N	School Transformation Project Manager

Existing School Improvement Plan Timeline

The following reflects the current school improvement plan developed in 2009 under the direction of RMC consultants, district personnel, teachers, and other stakeholders.

Many parts of the following plan coincide with the school transformation plan listed above, but were developed independently of the incoming leadership team. While the improvement goals will be addressed through the successful implementation of the transformation model, the implementation of each activity will be evaluated on a case-by-case basis.

SCHOOL IMPROVEMENT PLAN TIMELINE

Key: Planning and Preparation = P Completed = C Ongoing: >>

School Improvement Goal 1:

Improve language arts and math student achievement in each school year 2011, 2012, and 2013, by 10% as compared to the 2010 CRT scores, with particular attention paid to all subgroups students, by horizontally and vertically aligning and coordinating all organizational support structures, programs and practices.

		Nov	D e c	J a n	Feb	Ma r	Ap r	May	J u n	J u l	Aug	Sep	Oc t	No v	D E c	J A n	Feb	Ma r	Ap r	May	J u n	J u l	Aug	
Activity 1b	Who: Administration																							
	What: The administration would provide a review of professional expectations at Granger High School, for all school faculty and staff.							p	>	>	>	>	>											
Activity 1c	Who: District Support, Administrative coordination																							
	What: Provide for collaboration technique training including but not limited to PLCs, on data, and cross curricular teaming.								C															
Activity 1d	Who: Math Department, Administration																							
	What: Establish a committee to explore the possibility of unblocking math classes so they may meet daily.						P	>	>	>	>	>	>	>	C									
Activity 1e	Who: Counselors, Parenting Center, District Support																							
	What: Provide parents information about the importance and implications of CRT scores and other summative reports.						C	>	>	>	>	>	>	>	>	>	>	C	>	>	.>	>	>	

Professional Development Plan.

Describe the professional development necessary to support your activities.

Professional Development

Data-Based Decision Impacting Instructional Practices:

- School staff will be trained in the use of data and have a clear understanding of what the proficiency standards are on the CRT and other summative assessments. School staff will use data to identify students scoring below proficiency and develop plans that lead to interventions which directly impact student learning outcomes. This could include; pre and post writing assessment on self- evaluation, peer evaluation, and teacher rubric evaluation.
- Teachers will be provided professional development to acquire a deeper understanding of the AYP report, and how to access their nonproficient student data on Gradebook and other state and district assessment data sources including CRT data.
- Professional Development on diagnostic tools for identifying student weaknesses.

Instructional Practices That Impact Student Achievement

- Targeted professional development on effective teaching strategies on areas of student deficiency, by grade level, in Language Arts and Math, including the use of PD 360 and SIOP.
- Peer coaching will also be used to assist teachers in recognizing their strengths and weaknesses as they relate to student learning outcomes.
- Acuity math training will be provided to assist math teachers in providing formative assessment with timely feedback.
- Professional development on the use of reading across the curriculum.
- Training for CTE staff on curriculum mapping and its implications on vertical and horizontal alignment.

Coordinating all Organizational Support Structures and Programs:

- The Granger Leadership Team will review, their team's role in communicating and implementing these programs. A representative of the Leadership Team will orient the entire faculty about anticipated implementations, procedures, and timelines.
- Collaboration skills will be taught to all school sub-groups ie Leadership Team, Departments and other groups within the school as identified.
- The staff will receive targeted professional development on effectively implementing test taking strategies and accommodations..
- Teachers will be trained in the new Advisory model, their role in the program, and strategies to be used based upon the new advisory concept.
- Training in the use of TESA components as a means of increasing cultural awareness and sensitivities of faculty and staff.
- Researching the impact of unblocking math and how this would impact student achievement.
- PLC training will be provided to assist teachers in their development and use of collaborative techniques

Scientifically Based Research Support	<p>Leadership and Instruction:</p> <p>Copland, Michael, A., Knapp, Michael, S. (2006). <i>Connecting Leadership with Learning: A Framework for Reflection, Planning, And Action</i>, Association for Supervision and Curriculum Development.</p> <p>Kuhn, M.R.; Stahl, S.A. (2003). Fluency: A review of developmental and remedial practices. <i>Journal of Educational Psychology</i>, 95(1), 3-21.</p> <p>McDardle, P, Chhabra, V. (2004). <i>The Voice of Evidence in Reading Research</i>, Baltimore: Books Publishing.</p> <p>Pollock, Jane. (2007). <i>Improving Student Learning: One Student at a Time</i>, Association for Supervision and Curriculum Development.</p> <p>All other research outlined under Goals 1, and 2.</p>
Expected Impact in Core Academic Areas	<p>Outlined under Goals 1, and 2.</p>
Timeline	<p>See Attachment C (School Improvement Plan Timeline)</p>
Responsible Parties (<p>Outlined under Goals 1 and 2.</p>
Evaluation Process (How Will Success Be Measured?)	<p>Outlined under Goals 1 and 2.</p>
Mentoring Program	<p>In compliance with state law, all new teachers are assigned a trained mentor. Mentors work with and provide support for their mentees during the mentee’s first three years of employment. Additional support is provided for new teachers throughout the school year that have been designed to address the specific needs of provisional teachers. Paraprofessionals receive professional development working specifically for a district based program would get training and support. Granite District provides specific training in support of several intervention programs used in the district.</p>
Highly Qualified Teacher Plan	<p>Granite School District has an established process for ensuring the hiring of highly qualified teachers. This process begins with a screening interview conducted at the district office. The screening process is based upon the identified domains outlined by the district’s valid and reliable research-based evaluation system. The screening interview is used to determine whether the applicant holds an appropriate license and a degree in elementary education and whether the applicant has sufficient background in teaching strategies and methodology to be included in the hiring pool. Names of those applicants who are determined to have sufficient background for hiring are sent to principals for further interviews. While Granite District seeks applicants who can demonstrate that they have met highly qualified requirements for the</p>

teaching assignments.

Potential hires are required to have a degree in the area in which they are teaching. Granite District's past and present hiring and placement practices for high school teachers are in alignment with USOE's NCLB "highly qualified" guidelines.

- (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.

School Improvement Goal 1:

Improve language arts and math student achievement in each school year 2011, 2012, and 2013, by 10% as compared to the 2010 CRT scores, with particular attention paid to all subgroups students, by horizontally and vertically aligning and coordinating all organizational support structures, programs and practices.

Activities

- 1a. Establish a study committee to review high school reform models, including Judy Peterson's model, and utilize the outcomes of this study to lead reform at Granger.
- 1b. The administration would provide a review of professional expectations at Granger High School, for all school faculty and staff.
- 1c. Provide for collaboration technique training including but not limited to PLCs, on data, and cross curricular teaming.
- 1d. Establish a committee to explore the possibility of unblocking math classes so they may meet daily.
- 1e. Provide parents information about the importance and implications of CRT scores and other summative reports.
- 1f. Design and implement marketing strategies that promote the positive attributes of Granger, expand the exposure of Granger's accomplishments, and increase parent knowledge of the offerings provided at Granger.
- 1g. Increase positive recognition and appreciation of students and staff.
- 1h. All stakeholders will be responsible for attendance, including the accurate recording of attendance in the classroom.
- 1i. Extend community partnerships with businesses, government, and parent organizations.
- 1j. Build cultural respect both inside and outside the classroom for all school stakeholders with emphasis on the students.
- 1k. Continue to move forward with the Pathways programs expanding and marketing as applicable.
- 1l. Acquire funding, preferably from the 21st Century Grant, to hire a coordinator of Granger High School marketing strategies, activities, and extended parenting activities ie..parenting classes, tutoring, community connections.
- 1m. Train and implement the use of a common assessments and curriculum within departments.
- 1n. Implement Advisory Pathways as a student driven program.
- 1o. Communicate student progress, including report cards, by innovative means, to expand the level of parent knowledge of their child's accomplishments at school.
- 1p. Train and provide opportunities for CTE curriculum mapping.

Scientifically-Based Research Support

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: An essential part of the integrated whole*. Thousand Oaks, CA: Corwin.

Garmston, R., & Wellman, B. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gorden.

Manning, George, Curtis, Kent. (2008). *The Art of Leadership*, McGraw-Hill

- Marzano, Robert, Pickering, Debra, & Pollock, Jane. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Association for Supervision and Curriculum Development.,
- Kent D. Peterson & Terrence E. Deal,(2002). *Shaping School Culture*, Jossey-Bass
- Petrides, Lisa, & Nodine, Thad. (2005). *Anatomy of school system improvement: performance-driven practices in urban school districts*. New Schools Venture Fund
- Reeves, D. (2005). Putting it all together: Standards, assessment, and accountability in successful professional learning communities. In R. DuFour, R. Eaker, & R. DuFour (Eds.), *On common ground: The power of professional learning communities* (pp. 45-63). Bloomington, IN: Solution Tree (formerly National Educational Service).
- Von Frank, Valerie. (2008). *School district is eloquent in the language of cultural respect*. JSD Volume, Issue: Vol. 29, No. 1
- Wiggins, Grant, McTighe, Jay. (2005). *Understanding by Design, Expanded 2nd Edition*, Association for Supervision and Curriculum Development.

Expected Impact in Core Academic Areas

- 1a. A new school organization/curriculum model will be adopted which will change what courses and programs students would be able to participate in at Granger ultimately meeting student needs and positively impacting academic outcomes.
- 1b. School staff will have a clearer understanding of their expected professional responsibilities and roles that they are accountable for at Granger, thereby promoting a positive esprit de corps amongst faculty and staff.
- 1c. Teachers will have a greater knowledge of the shared expectation of their curriculum, data, and other areas that impact decisions related to student achievement.
- 1d. This committee would seek the possibility of students taking their math class daily, thereby providing increased rigor and student academic outcomes.
- 1e. With increased parent understanding of CRT scores and other summative data, the expectations is for increased parent accountability of student performance in school.
- 1f. Marketing the school would increase parent support ultimately increasing student support and participation inside and outside the classroom.
- 1g. Recognition and appreciation will provide incentives to students and staff that will positively impact the esprit de corps of the school and ultimately student learning.
- 1h. Increased student attendance accountability will result in increased student learning outcomes.
- 1i. Partnership increase the relevance of the curriculum and learning to students.
- 1j. Having a clearer understanding of student culture will build relationships and trust to increase academic outcomes.
- 1k. Pathways will increase both relevance and relationships for students increasing student participation and knowledge.
- 1l. With a coordinated focus on bringing the school closer to the community, there would be an increase of students returning to Granger and a feeling of the student body and community that Granger has a worthwhile education to offer students.
- 1m. With common assessment teachers would collaborate to create formative assessments as a group and standardizing curriculum and allowing students to change teachers, as needed, with continuity of content.
- 1o. Parents will have a great knowledge of their student's achievement ultimately impacting student achievement.
- 1p. Increased continuity vertically and horizontally in the CTE curriculum thereby providing students with a more coordinated learning program.

Professional Development to Support Activities (If Necessary)

- 1a. Teachers would meet to research and discuss different school reform models.
- 1b. Not necessarily a professional development activity unless there is a lack of understanding of the expectations.
- 1c. PLC training will be provided to assist teachers in their development and use of collaborative techniques.
- 1d. Researching the impact of how unblocking math will address student learning outcomes.
- 1e. Professional Development – NA
- 1f. A basic review for faculty and staff of programs and practices available at Granger so that everyone is on the same page.
- 1g. Professional Development – NA
- 1h. Professional Development – NA
- 1i. Professional Development – NA
- 1j. The use of TESA or other cultural awareness activities that increase sensitivity to diversity.
- 1k. Professional Development – NA
- 1l. Professional Development – NA
- 1m. Training on the how, what, and why of common assessments and their benefits to student achievement outcomes.
- 1n. Train teachers on the strategies to be used in the new Advisory Program and their role in building relationships In Advisory.
- 1o. Professional Development – NA
- 1p. Training on the preparation and usefulness of curriculum mapping.

Evaluation Process

- 1a. Ultimately designing a reform model for Granger and present to faculty and community.
- 1b. A faculty meeting is held with a review of the professional obligations of faculty and staff.
- 1c. Observed use of collaboration techniques/ PLC strategies in a variety of venues. Teams will use protocols and submit reports to administration monthly.
- 1d. Implementation of unblocked math in the master schedule, if adopted.
- 1e. Meeting, handouts or other adopted means provided to parents on summative assessments.
- 1f. The implementation of actual marketing strategies for public consumption and a positive perception of Granger as assessed by a survey.
- 1g. Survey staff on their perceptions of improved activities for recognition and appreciation.
- 1h. Attendance records as reported by the district are accurate.
- 1i. Signed agreements with new and old partnerships indicating their support of Granger.
- 1j. Conduct a pre and post survey of student's perceptions of the respect they receive from faculty and staff before and after the training.
- 1k. Providing a school display in the main hallway of all the Pathways available at Granger. Provide a listing of the Pathways available to the counselors and the number of students enrolled in each Pathway.
- 1l. Providing a .5 Marketing Coordinator on staff at Granger.
- 1m. Each department would provide a listing of the common assessments used in their curriculum.
- 1n. Students are enrolled in a student selected Advisory.
- 1o. In the parent survey, determine if parents have more knowledge of their child's academic progress at the school than in past years.
- 1p. A curriculum map is in place and used by the CTE department.

School Improvement Goal 2:

Improve language arts and math student achievement reducing the number of CRT Level 1 and 2 students by 10% based upon 2010 CRT scores for whole school for each year 2011, 2012, and 2013. Pay particular attention to all subgroups, especially those not achieving standards, implementing teaching and learning strategies that impact student outcomes on the standards being measured.

Activities

- 2a. Increasing knowledge and acquisition of data for all faculty and selected staff.
- 2b. Use data from formative assessments, CRT, UPASS, and UBSCT to identify student academic deficiencies, and guide instruction and instructional practices.
- 2c. Implement the use of SIOP strategies after review and training by the school-based SIOP coaches.
- 2d. Provide professional development on race, culture, tolerance and acceptance through the TESA Program
- 2e. Establish parenting classes to assist parents in understanding school offerings, programs and practices and raising early adolescents in today's world.
- 2f. Train and provide opportunities for peer coaching.
- 2g. Review and provide training on PD 360.
- 2h. Review, expanded training, and implementation of reading across the curriculum.
- 2i. Provide training for and use Acquity, a learning-based assessment program for math.

Scientifically-Based Research Support

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: An essential part of the integrated whole*. Thousand Oaks, CA: Corwin.

Francis, David, J. & Rivera, Mabel. (2006). Practical guidelines for the education of English language learners: Research-based recommendations for the use of accommodations in large-scale assessments. *Center on Instruction*. Houghton Mifflin. Test quest practice for mathematics K-6.

Marzano, Robert, Pickering, Debra, & Pollock, Jane. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, Association for Supervision and Curriculum

Development.

Moss, Glenda. (2004). *Critical Reading in the Content Areas*, McGraw-Hill.

Gambrell, Linda, Morrow, Lesley, & Pressley, Michael. (2007). *Best Practices in Literacy Instruction*, The Guilford Press.

Reeves, Douglas. (2005). *Data for Learning: A Blueprint for Improving Student Achievement Using Data Teams*, Advanced Learning Press.

Harrington, Patti. (2006). 2006-2007 Utah assessment participation and accommodation policy. USOE

Tomlinson, Carol Ann, McTighe, Jay. (2006). *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Association for Supervision and Curriculum Development.

White, Stephen. (2005). *Beyond the Numbers: Making Data Work for Teachers & School Leaders*, Advanced Learning Press.

Expected Impact in Core Academic Areas

- 2a. Increasing the use of data will allow teachers to have a clearer understanding of student academic deficiencies and provide a instruction and or interventions to address them.
- 2b. Data will help identify student academic deficiencies, and guide instruction and instructional practices.
- 2c. The use of SIOP strategies will ultimately increase student learning and test scores.
- 2d. TESA training will provide for a classroom environment more conducive to learning impacting student academic outcomes.

- 2e. Parents will be more knowledgeable of school expectations and will be better prepared to know what to hold their children accountable for.
- 2f. Teachers will be able to observe and share instructional techniques and strategies that work as well as note areas in need of improvement from a peer resulting in increased student learning.
- 2g. 360 will provide teachers with additional knowledge of instructional practices .resulting in increased student learning.
- 2h. Reading across the curriculum will increase student language arts skills.
- 2i. Acuity will provide a formative assessment to further guide instruction and instructional practices in math and provide timely feedback to teachers and students.

Professional Development to Support Activities (If Necessary)

- 2a. Training on the use of Discovery or other data sources.
- 2b. Training on the use of data sources for identifying student weaknesses on summative or formative assessments. Understanding and implementing varied strategies of differentiated instruction.
- 2c. SIOP training
- 2d. TESA training
- 2e. Professional Development –NA
- 2f. Peer coaching training
- 2g. PD 360 review and training as needed
- 2h. Reading across the curriculum training
- 2i. Acuity math training

Evaluation Process

- 2a. Observation and meeting logs of departments and other school groups using data.
- 2b. Progress made on AYP and other formative and summative assessments.
- 2c. Classroom observations and the use of a checklist to determine use.
- 2d. Student survey to determine comfort/climate level at the school
- 2e. Parent survey of parents attending training to determine usefulness of the classes they attended
- 2f. Teacher survey to determine benefits derived from the coaching experience.
- 2g. Classroom observations and a faculty survey to determine usefulness and applications used from PD360
- 2h. Classroom observations and checklist determining level of use as well as language arts scores on summative assessments
- 2i. Increased math scores on summative assessments and observations of the use of the program.

(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.

No Tier III schools will be served.

(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.

School Improvement Goal 1:

Improve language arts and math student achievement in each school year 2011, 2012, and 2013, by 10% as compared to the 2010 CRT scores, with particular attention paid to all subgroups students, by horizontally and vertically aligning and coordinating all organizational support structures, programs and practices.

School Improvement Goal 2:

Improve language arts and math student achievement reducing the number of CRT Level 1 and 2 students by 10% based upon 2010 CRT scores in each school year 2011, 2012, and 2013, by 10% as compared to the 2010 CRT scores. Pay particular attention to all subgroups, especially those not achieving standards, implementing teaching and learning strategies that impact student outcomes on the standards being measured.

(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.

Describe your plan for involving parents in the decision-making processes of your school

Granger will first need to increase communication with parents. Personnel at Granger have many ideas and what means of addressing the communication of which include:

1. Adding a parent tip to each letter or paper sent home to parents
2. Contacting parents through local churches and community organizations
3. Continue using the phone system to call home
4. Newsletters and increased positive press about Granger to parents
5. Advertising: outdoor marquee, combining events to make parent attendance more important, changing the times of meetings to make them more parent friendly
6. Increase communication with parent center
7. Use more languages to communicate with parents (including using district for translation)
8. Flier local businesses where parents do business

Describe the overall involvement of parents in the educational processes at your school, including the role they will play in meeting your goals.

1. Increase parent awareness of activities to help encourage their students to participate (CRT testing and its importance)
2. Increased SEOP's with parents including being open later hours in the counseling center
3. Improve attendance and decrease tardiness
4. Increased attendance in afterschool events
5. Increase literacy rates
6. Ask parents to commit 5 hours a year to volunteer at Granger and provide volunteer opportunities
7. Get parent feedback...how can we help them, help their students?
8. Parent classes
9. Make parent teacher conference more family friendly (day care)
10. Make the school a center for the community

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.

PART I - BUDGET INFORMATION

FILL OUT: All Sections of Part II, Detail of Budget Information BEFORE returning to this page (to open, double click on each of them at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into THIS page.

DISTRICT/ AGENCY NAME:	Granite School District		School Improvement Grant	
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READ THIS BEFORE YOU BEGIN THIS PAGE: Where you see a \$0 already inserted in the columns below, a formula has been inserted DO NOT DELETE THE FORMULA. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.

Budget Categories (Object Codes)		Amounts
For detailed information on Object Code Definitions, an expanded version can be found in USOE's School Finance & Statistics Workshop Binder, under Chart of Accounts. This binder is provided to District Business Administrators each year.		
A.	Salaries (100)	\$1,040,477.75
B.	Employee Benefits (200)	\$469,540.40
C.	Purchased Professional and Technical Services (300)	\$227,553.00
D.	Purchased Property Services (400)	\$20,000.00
E.	Other Purchased Services (excluding travel and construction services) (500)	\$0.00
F.	Travel (580)	\$45,000.00
G.	Supplies and Materials (600)	\$154,350.72
H.	Other (exclude indirect costs, audit costs, and property) (800)	\$0.00
I.	Total Direct Costs - Sum of Lines A through H	\$1,956,921.87
J.	Other - Audit Costs (800)	\$1,200.00
K.	* Indirect Cost (Restricted) (870)	\$41,878.13
	Enter <u>YOUR</u> Agency's Current Fiscal Year Indirect Cost RATE HERE:	2.14%
L.	Property (includes equipment & computer hardware) (700)	\$0.00
* TOTALS of Lines 'I' through 'L' (Total must equal amount available. Adjustment your figures in PART II, not on this page.)		\$2,000,000.00

* **How to figure your Direct Cost amount:** If you IC Rate is .94, convert it to 1.0094 X amount available \$1,000 (minus Lines J. and L.) = \$991. Subtract \$991 from \$1,000. This will give you the Direct Cost Amount.

* **PLEASE NOTE:** INDIRECT COSTS (Line K) IS FIGURED ON THE DIRECTS ONLY (Line I), - NOT the total grant amount.

PART II - DETAIL OF BUDGET INFORMATION

PLEASE READ THIS BEFORE YOU BEGIN - If you decide to use an existing list as an attachment to THIS page, enter the totals from your attachment as a single line entry. Make sure totals on your attachment are correct.

A. SALARIES (100) - Amounts paid to employees of the LEA/Agency in positions of a permanent nature OR hired temporarily, including substitutes for those that are in permanent positions (on payroll).

B. BENEFITS (200) - Amounts paid by LEA/Agency on behalf of employees which are over and above salary. (State & Local retirement, social security, group/industrial/unemployment insurance & other fringe benefits).

NAME	FTE	SALARY	BENEFITS	PRIMARY DUTY
		Enter amount(s) under each column - an inserted formula will add up the totals for you.		
Year 1				
	1	\$71,000.00	\$31,580.70	School Transformation Specialist
	1	\$65,000.00	\$30,010.50	English Language Arts Teacher
	1	\$65,000.00	\$30,010.50	English Language Arts Teacher
	1	\$65,000.00	\$30,010.50	Math Teacher
	1	\$65,000.00	\$30,010.50	Math Teacher
	1	\$32,500.00	\$10,752.63	Teacher Quality Coach (0.5)
Year 2				
	1	\$71,710.00	\$31,766.51	School Transformation Specialist
	1	\$65,650.00	\$30,180.61	English Language Arts Teacher
	1	\$65,650.00	\$30,180.61	English Language Arts Teacher
	1	\$65,650.00	\$30,180.61	Math Teacher
	1	\$65,650.00	\$30,180.61	Math Teacher
	1	fund if available Year 3	unfunded	Teacher Quality Coach
Year 3				
	1	\$73,502.75	\$32,235.67	School Transformation Specialist
	1	\$67,291.25	\$30,610.12	English Language Arts Teacher
	1	\$67,291.25	\$30,610.12	English Language Arts Teacher
	1	\$67,291.25	\$30,610.12	Math Teacher
	1	\$67,291.25	\$30,610.12	Math Teacher
	1	fund if available Year 3	unfunded	Teacher Quality Coach
Totals of Salaries and Benefits	18.00	\$1,040,477.75	\$469,540.40	

E. OTHER PURCHASED SERVICES (500) - Amounts paid for services rendered by organizations or personnel <i>not on payroll</i> of the LEA/Agency, <i>AND other than</i> Professional and Technical Services (300), <i>or</i> Purchased Property Services (400). This would also include expenses for meeting facilities, conference hotels (which may include <i>direct-billed items</i> for group meals and lodging provided to participants, equipment, space charges, and miscellaneous). Also, any travel and per-diem expenses for participants.			
Description			Amount
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		Sub Total	
		E.	\$0.00
F. TRAVEL (580) - Expenditures for transportation, meals, hotel, and other expenses associated with staff (on payroll) travel for the LEA/Agency. Payments for perdiem in lieu of reimbursements for subsistence (room and board) also are charged here. <u>Provide details such as:</u> Names of staff (on payroll) who will be conducting activities of this project and will be drawing from this fund source.			
Description			Amount
Year 1			
Conference Travel			\$15,000.00
Year 2			
Conference Travel			\$15,000.00
Year 3			
Conference Travel			\$15,000.00
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		Sub Total	
		F.	\$45,000.00

G. SUPPLIES AND MATERIALS (600) - Amounts paid for items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software).			
Description			Amount
Year 1			
Supplies			\$21,592.84
Instructional materials (supplementary texts)			\$41,757.88
Year 2			
Supplies			\$20,000.00
Instructional materials (supplementary texts)			\$40,000.00
Year 3			
Supplies			\$20,000.00
Instructional materials (supplementary texts)			\$11,000.00
		Sub Total	
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		G.	\$154,350.72
H. OTHER OBJECTS (800) - (Exclude Indirect Costs, Audit Costs, and Property) - Amounts paid for goods and services not otherwise classified above such as: dues and fees; judgments against the LEA/Agency; interest on bonds or notes;			
Description			Amount
		Sub Total	
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		H.	\$0.00

I. Total Direct Costs - (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)			
J. OTHER (800) - Audit Costs (not part of the direct costs associated with federally funded projects)			
Description			Amount
Audit Costs (.06%)			\$1,200.00
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		Sub Total	
		J.	\$1,200.00
K. INDIRECT COST (870) Restricted - (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)			
Administrator or call USOE for the correct rate. For the purpose of filling out this Standard Application for Financial Assistance, choose the current fiscal year rate that you want to begin the project in. Example: If the project's beginning date is July 1, 2000 ending September 30, 2001, use the FY01 Indirect Cost Rate listed for your district.			
<u>Notation</u> : When you start spending the funds and if expenditures appear in different fiscal years (the fiscal year in which you began your project and any carryover of funds into the next fiscal year) you will be using <u>two Indirect Cost Rates</u> over the course of your project. The two rates will be reflected in your reimbursement requests. <u>The Indirect Cost Rate to use will depend on the Fiscal Year in which you spend the funds.</u>			

L. PROPERTY (includes equipment) (700) – Expenditures for the acquisition of fixed assets, including expenditures for land or existing buildings and improvements of grounds; initial equipment; additional equipment; and replacement of equipment. (machinery, school buses, furniture & fixtures, audiovisual equipment, non-bus vehicles, computer equipment (hardware).

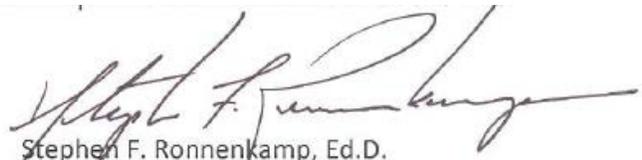
Notation: See also the next section on Construction, etc. – fill it out if you have included anything in this area

Description			Amount
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		Sub Total L.	\$0.00
CONSTRUCTION, REMODELING OR EQUIPMENT PURCHASES – Use this space to briefly explain any non-typical expenditure for construction, remodeling, or equipment (particularly any that may appear to be out of the ordinary); or to explain the details as the grant program may require.			
REMARKS - Provide any other explanations required herein or any other comments deemed necessary			

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.
- 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.


Stephen F. Ronnenkamp, Ed.D.
Superintendent

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.

Appendixes

Granger All Achieve Program (GAAP)

Objective: To provide extra instruction for and reduce failures among Language Arts and Math students.

WHO: Math and English departments (to be expanded to Science and Social Studies in year two)

WHAT: GAAP is extra tutoring sessions for failing students. Provide students extra tutoring and an opportunity to turn remediate a grade.

WHEN: During the second half of the term, teachers will choose between the following times:

1. Monday after school (Language Arts) or Tuesday after school (Math)
2. During Monday morning collaboration time (half hour for English, half hour for Math)

WHERE: In the core teacher's classroom or other acceptable place

WHY:

- Gives students hope in being able to remediate a grade.
- Gives teachers a chance to evaluate the failing students and consider what type of intervention is needed.
- Gives teachers a chance to receive extra pay

HOW:

Step	Action
1	Teachers provide a list of students who are failing their class at midterm to the Assistant Principal
2	Notice is sent home at midterm, through the mail, and/or over Teleparent to communicate the requirement to attend GAAP tutoring sessions
3	Teachers create a format for remediating a failing grade. Options may include: <ol style="list-style-type: none"> a. Allow students to complete and turn in missing work in exchange for the time spent in GAAP b. Give students extra credit for attending GAAP sessions c. Provide alternative assignments to demonstrate that students have fulfilled the instructional objectives of the class d.
4	Teacher holds the GAAP session at the agreed-upon time
5	Student signs a sign-up sheet and works on only the coursework required for English or Math remediation (additional reading or practice may be appropriate). A teacher should use direct instruction as much as possible to assess learning
6	Teacher provides feedback and data to leadership team and takes data back to collaborative group for further action

CARROTS AND STICKS:

Group	Carrot	Stick
Teacher	<ul style="list-style-type: none"> • Extra pay • Being able to intervene and help the failing students 	<ul style="list-style-type: none"> • Action plan/correction • Low rating on the "support school" initiative
Student	<ul style="list-style-type: none"> • Chance to pass a class • Chance to receive extra learning 	<ul style="list-style-type: none"> • Suspension