

School Improvement Grants

**Application for FY 2013 New Awards Competition
Section 1003(g) of the
Elementary and Secondary Education Act**

Fiscal Year 2013

CFDA Number: 84.377A

Utah LEA Application

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



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STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2013

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 Priority School the LEA commits to serve and identify the model that the LEA will use.						
SCHOOL NAME	NCES ID #	PRIORITY INTERVENTION				
		Turnaround	Restart	Closure	Transformation	
Meadowlark Elementary					<u>X</u>	
Lincoln Elementary (separate application submitted)					X	

LEA APPLICATION: REQUIREMENTS

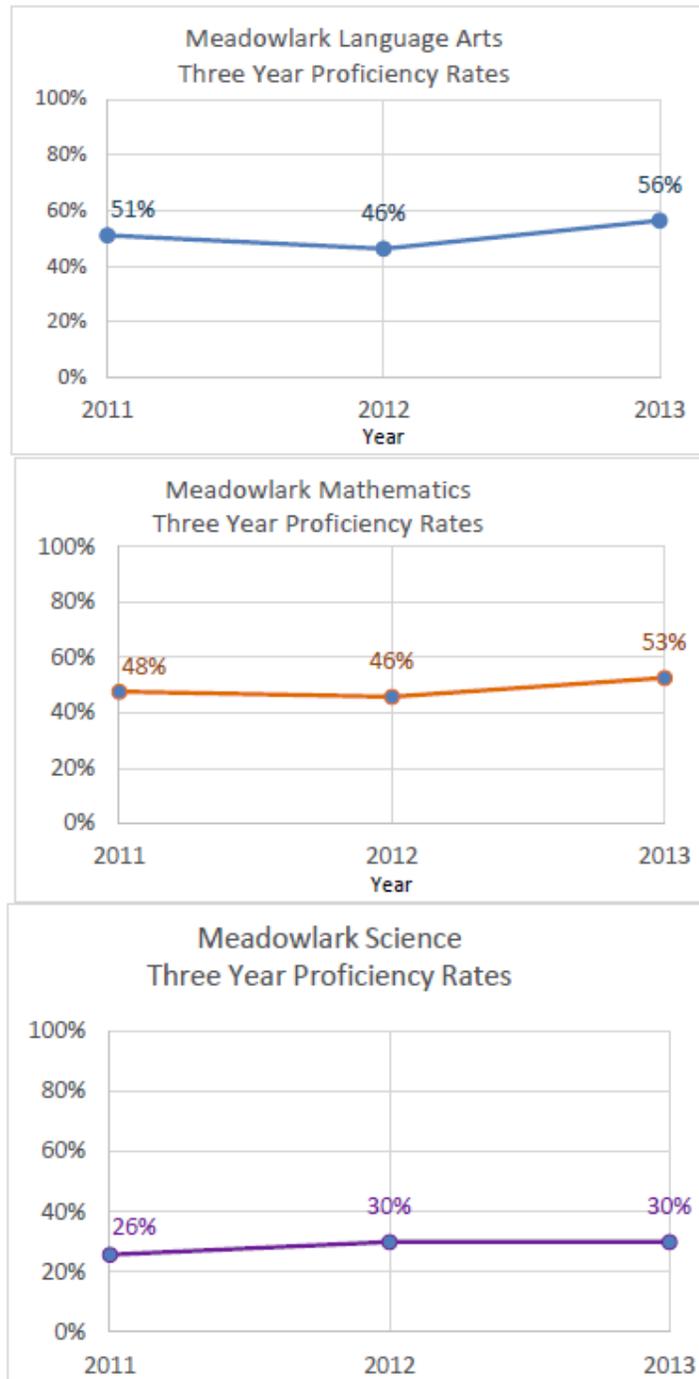
DESCRIPTIVE INFORMATION PART 1 (A1)

The LEA has analyzed the needs of each Priority School identified in the LEA’s application and has selected an intervention for each school.

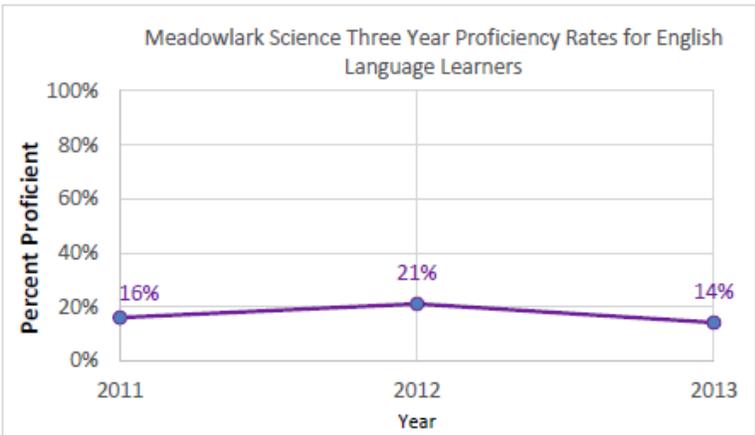
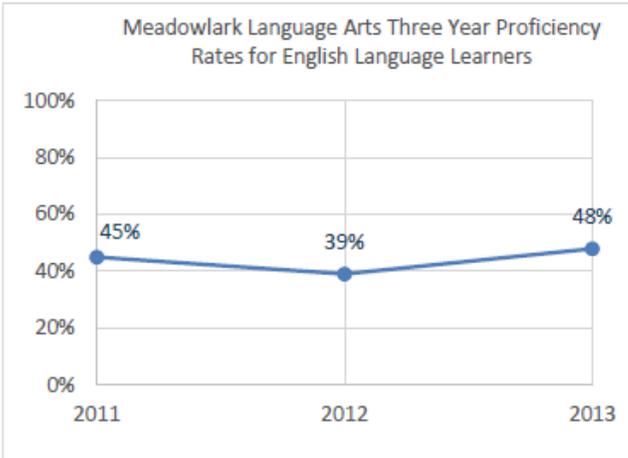
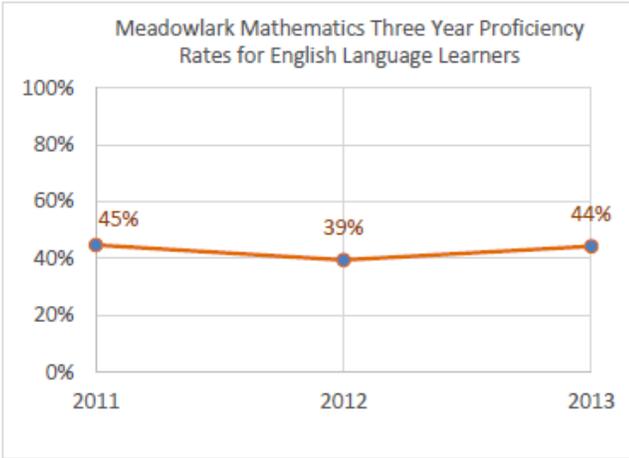
The percent of students scoring proficient in Reading Language Arts and Mathematics includes overall school and subgroup achievement

Since 2011, Meadowlark’s proficiency rate has hovered near 50% in both language arts and mathematics. The school has experienced a slight increase in the percentage of students who were proficient after having a slight decrease in 2012. Based on 2013 CRT results, 56% and 53% of students were proficient in language arts and mathematics respectively. Student proficiency in science is considerably lower with only 30% of students reaching proficiency, up slightly from 2011 results.

Unless noted otherwise, all data are for students enrolled for a full academic year and include data for students in grades 1 through 6.

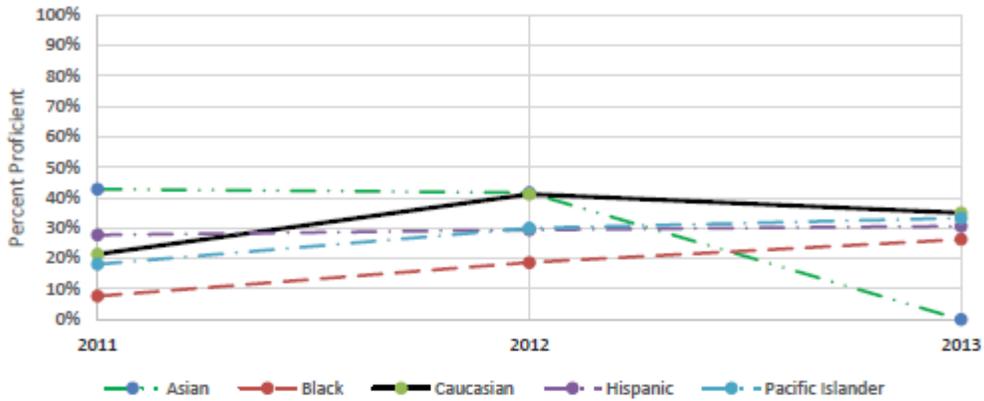


Students designated as English learners score slightly less well than the whole school with proficiency rates in language arts at 45% in 2011 up to 48% in 2013. Forty Four percent of English learners were proficient in mathematics in 2013, a rate that is essentially unchanged since 2011. English learners score at proficient in science at a rate substantially the school as a whole with only 14% reaching proficiency in 2013.

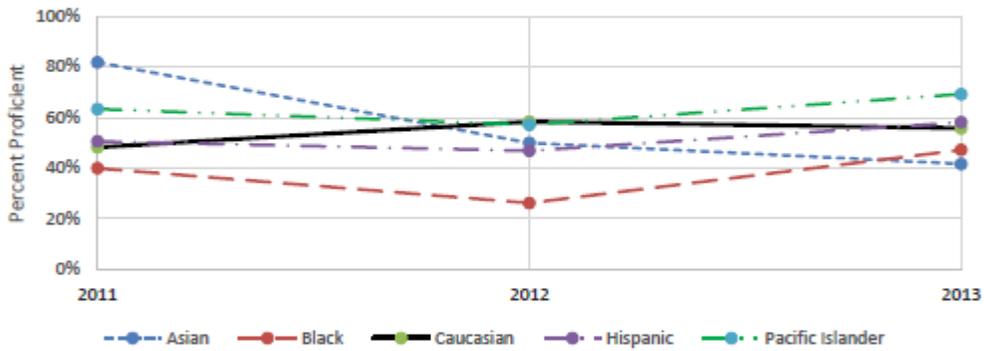


Student proficiency in language arts, mathematics and science by student ethnic group appear in the graphs above. The solid line indicates the performance of the Caucasian students in each subject. While the proficiency rate for black students has been below other groups in all three subjects, the group performance is on an upward trend in all three subjects. Caucasian students perform at slightly higher rates in both science and mathematics but not in language arts. The proficiency rate of students identified as Asian has declined in all three subjects. Overall, the performance of ethnic student groups shows less difference between the groups in 2013; low performance is not attributable to any one ethnic group.

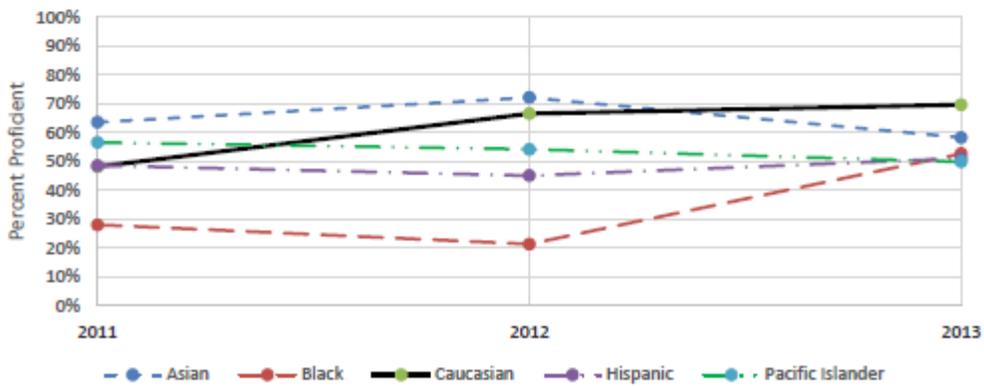
Meadowlark Proficiency Rate by Ethnicity
Math for Three Years



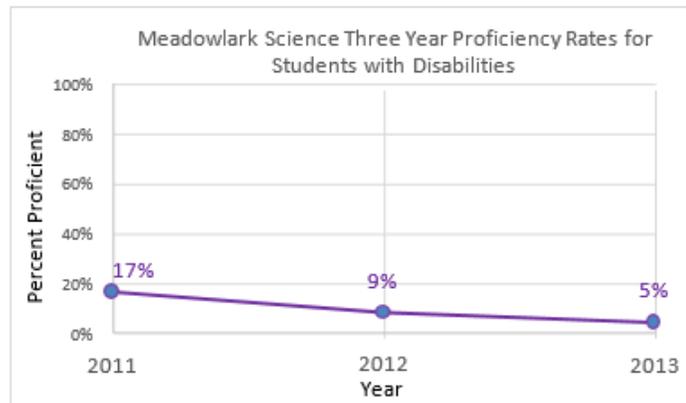
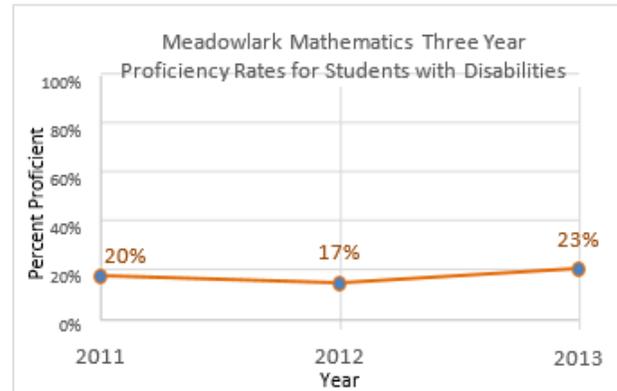
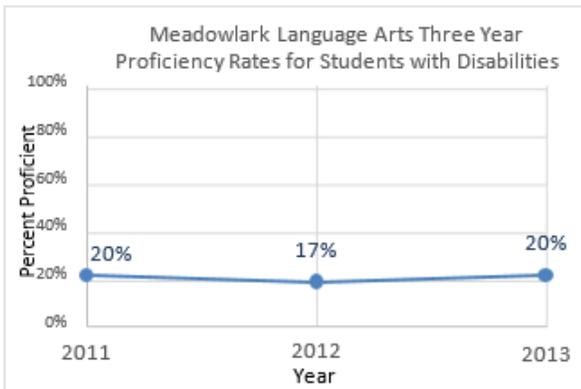
Meadowlark Proficiency Rate by Ethnicity
Language Arts for Three Years



Meadowlark Proficiency Rate by Ethnicity
Science for Three Years



The proficiency of students identified as low-income or economically disadvantaged mirrors the proficiency of the school as a whole. Given the high percentage of students eligible for subsidized meals, this is a logical outcome. The data for Students with Disabilities (SWD) includes 35 students in language arts and mathematics and 20-25 students in science. The proficiency of these students is markedly below that of other student groups. Proficiency rates for SWD are essentially flat for language arts, up slightly in mathematics and down considerably in science. Only 5% of SWD were proficient on the 2013 science end-of-year assessments.



While student proficiency in all three tested subjects is low, Meadowlark students do well on the Direct Writing Assessment (DWA). A review of DWA scores and improvement over the last three years shows that 88% of students who took the DWA scored in the proficient range. When compared to other schools (6 schools) within the Salt Lake City School District (SLCSD) with similar demographics, more Meadowlark students were proficient than four of the schools and had an increase in the number of students proficient than all but one of the schools. Meadowlark students score in the proficient range at a rate higher than the district average and have improved more than the district average.

DWA Proficiency and Growth				
	2011	2012	2013	Change 2012-2013
Backman	68%	71%	84%	13%
Edison	48%	89%	92%	3%
Mountain View	92%	76%	91%	15%
Lincoln	39%	32%	48%	15%
Meadowlark	66%	70%	88%	19%
Parkview	86%	51%	87%	36%
District	66%	69%	83%	14%

Meadowlark received a grade of 'F' by State rules on grading schools. The school's UCAS scores have been stable, and low, for the past two years. Meadowlark's overall UCAS points were 280 of the 600 possible. The growth points are 128 of 300 with all students at 83 of 200 and below proficient student growth at 45 of 100 possible points. The school received 152 of 300 points for overall achievement. While the point total in all content areas was lower than desirable, the points for science were especially low.

Based on 2013 CRT data measuring UCAS levels of proficiency as well as growth there are 15 schools that are at least 90% similar to Meadowlark. Similarity is determined by grades served, size and percentage of students who are minorities, low income, SWD and English learners. Of the 16 similar schools (including Meadowlark) Meadowlark UCAS points are lower than all comparison schools in science for both achievement and growth. A comparison of mathematics scores with the 90% similar schools ranks Meadowlark ahead of three of the schools compared. This same comparison in language arts places Meadowlark at the bottom of the list for percentage of students proficient but higher than four other schools on growth in student proficiency.

Trend data for both Language Arts and Mathematics includes overall school and subgroup achievement

As indicated in the previous section, there has been a very modest upward trend for most student groups in all three tested subjects in the last two years. However, considering data for the last three years, the trend in language arts and mathematics has improved modestly and the performance in science is down. This trend is not significantly different for discrete student groups except SWD though the overall proficiency rate changes by group. The three-year trend for groups defined by race or ethnicity shows a narrowing of the gap between the groups but does not indicate an overall upward or downward trend.

The percentage of Meadowlark students reading on grade level increases in each grade reported. 33% of first grade students, 39% of second grade students and 51% of third grade students read on grade level. While these results are lower than both the LEA and the

State, the impressive growth between second and third grade is not a pattern that is evident in the district or state scores. These results indicate that students enrolled at Meadowlark are benefitting over time from the instruction provided. As discussed in the previous section, student performance on the DWA has improved substantively and is above the district average.

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

The student enrollment at Meadowlark is 525 of which 93% are members of an ethnic minority group. 71% of enrolled students are Hispanic and 53% are English learners. This enrollment includes a pre-K program that serves 33 students and a regional self-contained placement for students with severe disabilities which serves 19 students. The majority of students (65%) are English learners. Of these English learners, 54% (281) of all students speak Spanish though there are 20 different languages spoken by students. Student enrollment has not increased significantly though the percentage of students eligible for free or reduced meals has increased, as has the percentage of students who are English learners. Student mobility is calculated as 17%.

Meadowlark Fall 2013 Enrollment Data	
African American	8%
Asian	4%
Caucasian	7%
Hispanic	71%
Native American Indian	1%
Pacific Islander	8%
Multi Ethnic	1%
2013 Total Minority %	93%
Fall 2013 Total Enrollment	525
Total ELL (340)	65%
Total Free and Reduced (498)	88.77%
Homeless (18)	3.43%
Kindergarten	83
Grade 1	82
Grade 2	91
Grade 3	52
Grade 4	51
Grade 5	88
Grade 6	59
K-6 SE	19
Total	525
Pre-K	33

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

Meadowlark Elementary sits in a residential neighborhood in the northwest corner of the Salt Lake City School District. The west side of the school is playground area and is immediately adjacent to I-215. The current administration has focused attention to improving the appearance of the school and has renovated the front office area and portions of the exterior façade. These improvements are significant as they create a more welcoming environment for parents, students, community members, employees and visitors to the school.

Student attendance is reasonable with average daily attendance fluctuating between 94% and 95%. Unfortunately, there are a significant number of students (45%) who miss ten days or more. Student referrals for behavioral infractions are a significant contributor to missed instructional time. During the 2012-2013 school year, there were 785 referrals for poor/bad behavior, an average of four referrals per day, resulting in 90 days of lost instructional time (as calculated by Educator's Handbook). During the 2011-2012 school year, there were 494 referrals, an average of two per day. The majority of referrals were for roughhousing and other relatively minor offenses. 80 students received an "in-school suspension" and another 80 received an "out-of-school" suspension. The bulk of behavior problems occur on the playground, between the hours of 11:00 and 1:00 and by students in the upper grades.

The school implemented the CHAMPS program at the beginning of 2013. Referrals have dropped to less than one per day (average). Far fewer students are referred for roughhousing and other minor offenses and less instructional time is lost. The most common reason for referrals at this time is for physical aggression. Teachers are better able to manage student behavior and are less likely to remove students from instruction. Only more serious negative behaviors result in lost instructional time.

Meadowlark administered the ISQ survey in 2012 and has not administered the survey since. At that time, survey results were unremarkable. Teachers reported that they cared for students, were knowledgeable in their content and provided good instruction. Students marked the quality of the instruction as needing improvement and felt that the rigor of the academic expectations was in need of improvement. Parents reported that instruction was good but that communication between the school and parents was poor. Parents, students and teachers reported that the condition of the building was poor. Since this survey, the administration has changed, parts of the building have been renovated, new curriculum is in place and administration and teachers more readily access student achievement data. That noted, there has not been a follow-up survey to determine the effect of any of these, or other, changes.

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

A total of 30-licensed staff is assigned to Meadowlark. This includes regular education teachers, ELP (Gifted and Talented) teacher, library media teacher, and all special

education teachers. All teachers are highly qualified for their assignment. Of the teachers assigned to Meadowlark 12 have a Bachelor's plus at least 20 additional hours of higher education credit, 2 have a Bachelor's, 9 have a Master's degree and 8 have a Master's degree with at least 40 additional hours of credit. There was substantial turnover of teachers attributable to teacher transfers and retirement. The newer staff are less experienced than the previous staff. The average number of years of experience in 2012-2013 was 12.8 years. This average fell to 9 years of experience for the 2013-2014 school year.

Of the licensed staff assigned to Meadowlark for the 2013-2014 school year, 5 are in their first year of teaching, 4 are in their second year, 3 in their third year, 4 in their 4th year, 6 in years 5-9 and 10 with 10 or more years of teaching experience. Two teachers have 30 years of experience. Meadowlark has 12 teachers on provisional contracts and six teachers are new to the school. The inexperience of the staff as well as their early years in the school and district require additional supervision, observation, feedback and evaluation. Teachers in the SLCSD in the first three years of teaching receive a one-year only contract. Principals must closely monitor the performance and growth of these teachers and communicate whether these staff should be retained to the district by March of each year. All principals have the responsibility to determine when early years staff will be retained.

Teacher attendance at Meadowlark is not problematic. Average teacher attendance for 2012-2013 was 95% with a range of attendance of individual staff from 79% to 100%. Two teachers with absences well above the rest of the staff accounted for 64 of the 282 total teacher days missed. Both of these teachers were on maternity leave during the academic year. As of January 31, 2014, average daily attendance of teachers for the 2013-2014 school year is 99%. One teacher has missed 13 days of the 69 total days missed by all teachers.

Salt Lake City School District provides an effectiveness rating for all teachers who teach CRT/SAGE assessed subjects. This rating is determined by calculating the change in student proficiency, using a scaled score, for students who had a CRT score the previous year. Students are grouped into ten "bins" to facilitate comparison of students only against students whose previous level of proficiency is similar. Teacher effectiveness is then determined by the percentage of students, by "bin", who improve their scaled score more than the average of all similarly proficient students, using the same test sequence, in the district.

Teachers who move 75% of students more than the district average are considered Highly Effective. Teachers who move between 45% and 74% are Effective, 25% to 44% are Marginally Effective and below 25% are Ineffective. Rating of teachers by effectiveness level is determined separately for mathematics and language arts and science. The following table provides an example of how effectiveness determinations are calculated.

Teacher Effectiveness Determination EXAMPLE			
Example Scaled Score Bins Math 3 to Math 4	Average Change in Scaled Score	Number of Students in Teacher's Class in This Bin	Number of Students in This Bin With a Change in Scaled Score Above The District Average
130-136	+3	3	0
136-140	+6	4	2
141-153	+4	6	2
154-158	+2	2	1
159-162	+3	5	3
163-166	+2	2	0
167-169	+1	2	0
170-173	+2	3	1
174-180	+1	2	1
>180	+2	1	0
		Total 30	Total 10
		10/30	33% Marginally Effective

Based on data from the 2013 CRT, Meadowlark teachers' effectiveness ratings were determined. The result of this calculation is included in the table below. While effectiveness is not yet included as part of the evaluation process, administrators do consider the effectiveness rating of teachers in prioritizing the work of academic coaches, assignment of teachers to grade levels and in determining the time spent observing teachers and providing support, feedback, performance assistance or another intervention. Additionally, teachers with an effectiveness rating of ineffective may not provide extended day or extended year interventions. No more than one teacher with a rating of marginal at each school is permitted to provide student intervention during after-school or summer programs.

2013 Meadowlark Teacher Effectiveness as Measured by CRT Growth			
Subject	Growth Code	Teacher Count	Percent of Total
LA	Ineffective	3	13%
LA	Marginally Effective	4	17%
LA	Effective	9	39%
LA	Highly Effective	7	30%
Total		23	
MA	Ineffective	5	22%
MA	Marginally Effective	4	17%
MA	Effective	9	39%
MA	Highly Effective	5	22%
Total		23	
SC	Ineffective	2	40%
SC	Marginally Effective	1	20%
SC	Effective	1	20%
SC	Highly Effective	1	20%
Total		5	

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 evaluations)

The principal and assistant principal of Meadowlark Elementary were replaced specifically to facilitate the implementation of the UVa/ PLE Turnaround. Both administrators were selected by the district to replace the previous administrative team with the idea that Meadowlark would be eligible for SIG and would participate in the Turnaround training. The principal was selected based on a Behavioral Event Interview (BEI) conducted by Clearview Consulting. The current administrators have been in place less than two years and have begun the work of preparing to implement the reform model. Both administrators have received good evaluations (Professional Status) at all schools to which they have been assigned.

Heidi Greene has been an elementary principal in SLCSO for eight years. Prior to her appointment to Meadowlark, she was the principal of Uintah Elementary. Before coming to SLCSO, Heidi worked in the Alpine School District as a teacher and taught third, fourth, fifth and sixth grades from 1990-2003. From 2003-2008 Heidi was a teacher on special assignment in the Curriculum Department at Alpine School District. At the district level, Heidi provided support for elementary math teachers, assisted with new teacher mentor training, and worked with curriculum coaches. Heidi has earned a Master of Education in Educational Leadership and Policy from the University of Utah, a Bachelor of Science in Elementary Education from Utah State University and an English as a Second Language Endorsement from Brigham Young University.

Liz Garcia is the Assistant Principal of Meadowlark Elementary. Liz began her teaching career as general education elementary teacher and as a teacher in a bilingual program in SLCSO. In 2010, Liz was an assistant principal at Newman Elementary and worked at the district office as the Bilingual/Dual Immersion program coordinator. Liz holds a Masters of Arts in Educational Administration and Supervision from the University of Phoenix, a Bachelors of Science in Elementary Education from the University of Utah. She has Endorsements in English as a Second Language and Bilingual/Dual Immersion.

Effectiveness of prior school reform efforts

Meadowlark implemented Success for All during the era of Comprehensive School Reform Demonstration (CSR). Implementation of that reform model was above adequate in the beginning but declined over the following 15 years. Student results declined over time. Nonetheless, it was only recently eliminated in all grades.

Because the school used SFA materials and strategies, they did not embrace the district preferred basal reading program. The upper grades decided to use the basal program when the district offered to pay for the materials. District literacy coaches supported teachers in

these grades. Only after Heidi Greene was appointed did the lower grades abandon SFA and begin using Story Town.

Meadowlark achievement scores danced around the AYP line for almost 15 years. One year the school would just make AYP and the next year they would not make AYP. Only twice, did the school fail to make AYP for two consecutive years and was identified as “in need of improvement”. The first time, a support team was configured and a new plan was written. The lead for the support team the first time was the Assistant Superintendent. Student achievement did rise and the school exited “improvement” after two years. The school was identified as an “improvement” school again four years ago. At that time, several parents in a specific neighborhood organized together to inform parents of the state of the school and to request district paid transportation to a different school. When the principal was replaced, most parents brought their students back to Meadowlark.

Meadowlark did implement a Tiered Reading Intervention Program (TRIP) that relied on staff and paraprofessionals to provide a 45-minute block of reading intervention with students assigned to groups based on their reading level. Reading achievement under this plan was not able to improve scores over time.

With the new principal in place, the school has started to turn around but this improvement is inconsistent. Multiple programs (perhaps too many) have been introduced and large amounts of professional development. The most important professional development thus far is training on engagement strategies. Student misbehavior was at a critical level in part due to un-engaging instruction and inconsistent use of instructional strategies to keep students active in the lesson. Annette Brinkman and Ellen Williams provided multiple professional development and technical assistance sessions. The school implemented observation protocols as part of the use of the “Big 8” engagement strategies. This set of teacher behaviors along with UMTSS efforts have decreased student behavior problems and have tightened instruction in important ways.

DESCRIPTIVE INFORMATION PART 1 (A 2)

The LEA has selected an intervention model for each identified Priority School

Identify the school(s) for which the LEA is making application

Salt Lake City School District is making application for both Meadowlark Elementary and Lincoln Elementary. Descriptions in this specific application are relevant to Meadowlark Elementary. Information regarding Lincoln Elementary conditions and plans will be submitted as a separate application.

Identify the intervention model chosen for each school

Meadowlark Elementary will implement the Transformation Model. Using the checklist included as part of the Decision Making Tool developed by the Center on Innovation & Improvement and made available by the Utah State Office of Education during the first round

of SIG applications, the right fit for Meadowlark Elementary is either the Turnaround or Transformation model. School closure is not a practical option given the enrollment of other elementary schools in the district, which are at building capacity. The formation of a charter school as a restart model is not possible given the current cap on schools and charter school enrollment.

Provide the rationale for the model chosen for each school

The selection of the Transformational Model is based on several factors. After a careful review of the conditions at Meadowlark, and a review of published works describing the benefits and challenges of implementing the four available reform options, SLCSO is choosing to implement a Transformational Model. Our examination of published research on successful turnaround models of reform asserts that the replacement of a large percentage of staff is not common and not necessary to implement an effective turnaround reform. The requirement to replace 50% of a school's teaching staff immediately appears to be inconsistent with published research and therefore ill advised. As a SIG school, Meadowlark faculty and staff that have proven ineffective at teaching students, who are not interested in being part of transformational change, and who do not believe that they can and will successfully teach the students at this school will be moved out of the school. The percentage of teachers who are replaced may ultimately reach or even exceed the 50% mark but given the current staffing at Meadowlark, this is not an appropriate move to begin the SIG process.

Meadowlark has participated as a partner school with the University of Virginia Partnership for Leaders in Education (UVa/PLE) for 1.5 years. Because of this partnership and the accompanying training, the leadership team is ready to implement the Transformation Model and to use each aspect of the model to create and maintain accountability for student achievement. Observation rubrics, data analysis tools, 90-day plan templates, teacher action plans and talent-management expectations of the PLE process are fully consistent with the elements of the Transformational Model.

Because of our unique experience implementing the Transformational Model at three other SIG schools, we have a thorough and unvarnished understanding of our district's ability to support the model. All previously funded SIG schools have experienced an increase in student achievement. In fact, both Edison and Northwest have experienced unprecedented increases in student proficiency. We are committed to use our experience and understanding of the model to repeat a successful implementation at Meadowlark. Salt Lake District will maintain the funding for an assistant principal at Meadowlark and an additional district School Support Team Member that will be assigned to provide the "ongoing, intensive technical assistance and related support from the LEA" required as part of the Transformation Model. This model is the most probable model to be sustainable at the conclusion of the SIG categorical funding. Additional discussion of the "fit" of the Transformation model for Meadowlark appears in the implementation plan later in this document.

DESCRIPTIVE INFORMATION PART 1 (A 3)

Based on the analysis of the data, select, design, and implement the interventions consistent with the final federal requirements

Describe how the LEA will implement with fidelity each requirement associated with the intervention model(s) selected for its eligible schools. Provide sufficient information describing how the LEA will successfully implement each requirement

Replace the principal who led the school prior to commencement of the transformation model.

The principal and assistant principal of Meadowlark Elementary were replaced specifically to facilitate the implementation of the UVa/ PLE Turnaround. Both administrators were selected by the district to replace the previous administrative team with the idea that Meadowlark would participate in the Turnaround training. The principal was selected based on a Behavioral Event Interview (BEI) conducted by Clearview Consulting. The current administrators have received considerable training as part of the first cohort of SLCS D schools to collaborate with UVa/PLE. The second year of that partnership will conclude in June of 2014. The training, support monitoring and feedback that have been provided by consultants from UVa as well as the increased support from the district as part of this partnership are irreplaceable. This investment in the principal makes her uniquely capable of implementing the SIG Transformational model.

Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement

In the fall of 2013, the Salt Lake City School District began phasing in a new Educator Collaborative Assessment Program (ECAP). Designed by a committee comprised of teacher, administrator, and parent representatives, this new program reflects the district's effort to better ensure the evaluation system both explicitly describes and accurately recognizes effective educator performance. An outcome of the Utah State Office of Education's initiative to increase educators' effectiveness as well as to comply with federal Elementary and Secondary Education Act flexibility requirements, the evaluation system measures teachers using the ten Utah Effective Teaching Standards:

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

- Professional and Ethical Behavior The components of this new program include a yearly orientation/review of the evaluation process, the development of a Professional Growth Plan for the current school year, fall, mid-year and spring Collaborative Conferences, year-long monitoring by the principal and/or assistant principal and an evaluation. Once the evaluation components of Observed Professional Practices have been reviewed and discussed an educator receives one of four ratings:
 - Not Effective
 - Minimally Effective or Emerging Effective for Provisional Educators
 - Effective
 - Highly Effective

The use of a four rating system is a departure from the old three rating system. This new system better supports and informs collaborative assessment practices, provides guidance in determining need for professional development and growth and gives recognition to teachers who exemplify the highest levels of instructional skills and professional responsibilities.

Beginning in the fall of 2014, the additional evaluation components of Stakeholder Input through student and parent surveys as well as Student Growth Data will be added. Student Growth Data will be based upon student growth percentiles for tested subjects/grades and student learning objectives for non-tested subjects/grades.

In addition to the above resources, provisional teachers are assigned a mentor to assist them. The mentor is required to be a career educator with at least three years of successful educational experience. In addition, supporting teachers new to the profession as well as veteran teachers needing to increase their effectiveness are the district's Peer Assistance and Review (PAR) Consulting Teachers. These mentors are the result of a collaborative venture between the district and the Salt Lake Teacher's Association (SLTA). These teachers provide intensive mentoring, classroom support and evaluations to educators working with them. The PAR program is another layer in the district's effort to increase student achievement by promoting effective instruction and providing intensive support to teachers.

Although the formal teacher evaluation only requires a limited number of classroom observations each year, it is a clear focus of the district to strengthen the level of instructional leadership of principals. Being in classrooms daily is the expectation of principals so they may have a clear understanding of the progress made toward improved teaching and learning. At Meadowlark, as a partner school with UVa, administrators attend weekly collaborations with teachers structured to review student achievement and design intervention or reteach plans. These plans, including specific students and specific instructional strategies, will be provided for the administrator and will be priority content for observations.

If during the monitoring portion of the evaluation system, the administrators determine an educator needs additional support to increase effectiveness the following steps are to be followed:

- Collaborative Intervention: this is informal with a supervisor working with the educator.

- Performance Assistance: this is more formal with additional support personnel including representatives from SLTA as a partner in providing intensified support.
- Remediation: this is a very formal, well-defined, high stakes process to help correct unresolved deficiencies. If after going through these steps poor performance continues, the result would be termination.

Principals are formally evaluated by district School Support Directors annually using district developed tools. Assistant principals are evaluated by the school principal. The tools used to evaluate principals and assistant principals outline a set of expected administrative competencies as required for all school level administrators. These competencies are described as six Educational Leadership Standards. Those standards are:

- Visionary Leadership
- Teaching and Learning
- Management for Learning
- Community Collaboration
- Ethical Leadership
- Systems Leadership

In addition to monitoring, observation and feedback from the School Support Director assigned to each school, data collected on administrators will include teacher, parent and student surveys. As is the case with educators, beginning in fall 2014, the component of Student Growth Data will also be added to the educator evaluation system. The annual evaluation process consists of the following steps:

- Principals and assistant principals develop yearly goals in one or more of the administrative competencies during a meeting with their immediate supervisor (School Support Director). Supervisors may suggest or require specific competencies on which administrators will target improvement.
- Supervisors review annual goals at least twice during each school year with a formal summative evaluation in the late summer of each year.
- Administrators are informally monitored throughout the year by supervisors and if, at any time, a supervisor believes an administrator's performance on any administrative competency, whether identified as an individual goal or not, to be unsatisfactory, administrators can be assigned a "needs improvement" designation.
- At this time, the administrator will be required to participate in a time-limited collaborative intervention plan designed to improve administrative ability in the identified competency. Failure to improve following the implementation of the intervention plan would result in a plan of formal remediation. Continued poor performance would result in termination.

As a SIG school, School Support Directors, acting as principal coaches, will be present in the school at least once per week to monitor the implementation and effect use of administrator competencies.

Identify and reward school leaders, teachers, and other staff who have increase student achievement and remove those who have not done so.

The district plan of implementation includes performance bonuses for teachers, coaches and administrators who reach the student achievement goals outlined for each classroom or school. At Meadowlark, teachers, coaches and administrators who, in implementing the Transformation Model increase student achievement to levels declared as individual and school level goals will receive an achievement bonus equal to an average of 8% of the average base salary for teachers or similarly positioned administrators in the district. All classroom teachers who are eligible for achievement bonuses for each assessed Core area in their grade (anticipated to be approximately \$4,543 per teacher). Individual teacher goals will be based on the percentage of their students who improve on the scaled score of the year's state SAGE testing in language arts, mathematics and science.

Teachers will be expected to maintain proficient performance for not less than 95% of students who start the year with a proficient score from the previous year and to improve scores of students who are not yet proficient at a rate higher than the district average for at least 65% of students. Teachers will receive an achievement bonus of up to 4% per assessed area (2% for maintaining proficient students and 2% for growth of non-proficient students) if they meet the targets established. Kindergarten teacher bonuses will be based on student achievement on the district Kindergarten assessment in both literacy and mathematics and on formative assessments such as DIBELS letter naming fluency, assessments of the Early Reading Intervention program, phonics assessments and developmental writing measures and the DRA. With a new assessment and the shift toward adaptive testing and scoring, we acknowledge the need to analyze student achievement data carefully following the administration of yearly SAGE tests to ensure that our goals are attainable but rigorous for all classrooms, grades and content areas.

Bonuses for the administrative team, library media teacher and academic coaches will be based on the same goals for language arts and mathematics with the expectations of student achievement calculated at the whole school level. Bonuses for science teachers will be based on the same calculations of student achievement in science.

All teachers will administer district developed interim assessments in all SAGE tested subjects. The district has purchased a testing and scoring platform (Illuminate) that allows either computer-based or paper and pencil testing. The district goal is to have interim test results available within 48 hours of testing. Reports will include student scores by item and standard, data on correct and incorrect student responses and data on previously tested concepts as well as current content. Continued district support for personnel and systems needed to make accurate reports available in a timely manner will be essential. Interim testing results will be used by teachers, coaches and administrators to monitor student and teacher success. Individual conversations with teachers with an explicit expectation that action plans for re-teaching and intervention will follow every interim assessment. Administrators will have the information needed to deploy resources to support struggling teachers before year-end student testing results show a problem. Teachers with low rates of student success will be given responsive support by the academic coaches, grade level colleagues and the administrative staff to

improve their practice. Failure to improve student outcomes will result in formal performance assistance, remediation and the possibility of termination.

The effect of instruction based on the skill of the teacher is critical to the task of improving student achievement. Teachers who are unable or unwilling to improve practice sufficient to improve outcomes for students will not be permitted to continue the same instructional practices with students who need the best instruction possible. The teacher evaluation system will be used to its full potential to identify areas of needed growth for teachers. This will happen only with the placement of competent and courageous leaders in each of the SIG funded schools. We believe the supported we have received to more strategically screen and select school leaders has resulted in the effective placement of principals given the actions that are needed in SIG schools.

Of schools participating in past SIG grants, administrators have received support to develop collaborative interventions, move teachers to performance assistance and remediation, and have used the system to terminate employees, at a rate that appreciably higher than other schools in the district. Additionally, SIG schools have been successful in moving resistant or recalcitrant teachers out of the building and out of the profession through involuntary and voluntary transfers, increased teacher resignation and earlier retirement for teachers not able to adjust to the increased accountability. We have selected leaders for the SIG and Turnaround schools with this expectation in mind. With school-based leaders in place, the district leadership will provide support and steady presence in each of the funded schools to support the school administration and to remove barriers to using the teacher evaluation system fully. The increased on-site support from School Support personnel, acting as principal coaches, will maintain this responsibility as a high priority.

Provide staff ongoing, high quality, job-embedded professional development

Coaching support for mathematics and language arts will be increased to a full-time position at Meadowlark for each content area. Currently Meadowlark has one half-time mathematics and one half-time literacy coach assigned to the school. Coaches will provide daily job-embedded professional development consisting of demonstration teaching, co-teaching, formal observation and feedback to teachers, large and small group professional development intended to increase teachers declarative and procedural knowledge of subject specific pedagogy, large and small group and individual professional development designed to increase teachers' situational knowledge and skill needed to differentiate instruction for students. Coaches will participate in professional dialogue groups as part of weekly grade level collaborative sessions. All teachers will have access to academic coaches during a one hour per day planning session as part of every instructional day. Coaches will be available to help teachers plan instruction and assessments, review student work with teachers and discuss teaching strategies and priorities. Coaches will support the skillful use of selected materials and will assist teachers across grade levels to vertically align curriculum and instruction and to horizontally align instruction to the core standards. Coaches will also teach district level

content area courses in mathematics, reading, and language arts. Teachers who attend these courses will earn CACTUS credit that can be used for re- licensure or salary schedule lane change.

Teachers cannot be expected to deliver high quality instruction if that instruction is not well planned. Meadowlark’s schedule will include a full hour planning period during every instructional day to ensure consistent opportunity for teachers to plan together.

“Specials” (science, library physical education) are incorporated into every instructional day to allow teachers to plan during the day rather than only after or before school. By extending the school day for one hour for students and providing instruction by teachers other than the classroom teacher planning time is made available during the academic day. As needed and desired, teachers can participate in professional dialogue and collaborative opportunities during the day. The schedule allows grade level teachers to meet together for a variety of professional growth experiences. Additionally, moving a portion of teacher planning to the instructional day allows for coaches and administrators to provide additional support and guidance to teachers who may need extra assistance to acquire or perfect sound instructional practice. This planning period will be possible with the addition of certified staff to teach science, library skills, and physical education. This change also provides every student with an additional hour of instruction, increased science instruction by a certified teacher and additional physical education instruction.

An academic coach hired to improve English language instruction for English learners and students whose English language is underdeveloped for any reason. The work of this district-based coach will prioritize support for the two SIG schools (Meadowlark and Lincoln). This coach will also provide support for teachers to shelter content instruction so that students who are learning English can participate in and benefit from content area instruction. Additionally, this coach will support school wide implementation of English Language Development (ELD) materials (E.L. Achieve) and instructional strategies during the required daily ELD instructional time. Consultants from the program publishers will be contracted to provide three professional development sessions on the use of the E.L. Achieve curriculum. The district ELD coach will provide job-embedded support and feedback between each of the scheduled professional development sessions. The Educational Equity Department will also provide professional development and technical assistance to building administrators and staff to increase parent and community engagement with the schools.

The literacy and math coaches will be supported by the content area specialists under the direction of the Director of Curriculum and Instruction. Support for coaches will include bi-monthly coaches’ professional development to include instruction and structured experiences intended to improve coaches’ skills as facilitators, presenters, content and pedagogical experts, and instructional consultants. Coaches will work with the Educational Equity Department to better be able to provide support that is appropriate to the students and communities of Meadowlark. Coaches will also work with the Special Education Department to improve their ability to assist teachers to differentiate instruction for students who are not yet proficient. The Evaluation and Assessment Department provides the coaches, administrators, and teachers the data necessary to monitor

changes in student achievement, which will guide the direction of professional development at Meadowlark facilitated by the coaches.

Principals and district administrators will participate in professional development provided by district staff, the University of Virginia, Clearview Consulting and other sub-contractors working with the University of Virginia. Professional development and technical assistance services will include formal seminars and colloquia, reflection dialogue groups, on-site observations and feedback, and the organization and distribution of relevant administrative tools and published research that supports increased principal effectiveness and enhances the principal's ability to implement the model fully.

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

As of 2007, the district has offered an increased hourly rate to teachers who provide extended day or summer school instruction to non-proficient students. This increased hourly rate is available only to teachers who qualify as Prime Time teachers, having substantially increased student proficiency in previous years. Through the identification and deployment of these teachers to Title 1 schools throughout the district, we have seen significant increases in student achievement and have learned from these exceptional teachers what strategies are most likely to recruit and retain our most successful teachers to work with high-need students. Based on data gathered through surveys and focus groups and individual interviews, these teachers identified increased pay and the opportunity to work with other highly successful teachers as primary strategies to recruit and retain them. Teachers also reported that increased pay or bonuses must be given based on teacher performance rather than made available to the entire staff for reasons that are perceived as arbitrary. Excellent teachers who achieve excellent results with students know who they are and equally important know the teachers who are less skilled or less committed. Strategies that reward all teachers equally do not persuade the best teachers to work with non-proficient students. Teachers identified as Prime Time can, and often do, provide tutoring at schools to which they are not assigned. With the schedule changed to a release time of 3:10 (part of the increased instructional time strategy), more Prime Time teachers from other schools can tutor students after school and during the summer months. Prime Time teachers do receive the higher rate and will be compensated for their mileage to SIG schools.

The earning potential for teachers who are selected and who agree to provide instruction at Meadowlark will be substantial and should help to recruit capable staff to the schools. Additional compensation will be provided as teacher bonuses, additional paid professional development, additional paid opportunity to analyze student achievement data and additional paid time to work with students after school and during the summer months.

Teachers who do not want to participate in the reform efforts or are not capable of committing the time and effort needed to transform the school can request to a reassignment to another school in the district. This is an option available only to Turnaround or SIG schools. It will be critical to replace these exiting teachers with committed and skilled teachers. A strong recruitment tool is word of mouth; teachers in the school inviting and encouraging capable peers to join the Meadowlark staff. Collective action to increase the concentration of strong teachers at Meadowlark is needed.

Principals will conduct interviews as soon as district timelines allow maximizing the potential for securing the best available candidates. The district human resources staff will prioritize placement of strong candidates to the SIG schools. Interview teams will include the most successful teachers and interview techniques will include questions that produce answers that are practical and behavioral rather than theoretical. Interview procedures will also include observations of instruction and an assessment of teacher writing. There is strong research supporting the importance of verbal skill in predicting teacher effectiveness.

The assignment of teachers is defined in the Written Agreement. The district acknowledges the need to seek an exception to some of the content of the Written Agreement and has been successful in doing so in the past. No teacher will be moved to Meadowlark without the approval of the teacher and the administrator. Teachers will be recruited based on their past success with students and not by seniority.

Use data to identify and implement an instructional program that is research- based, vertically aligned, and aligned with Utah Core Standards

The Curriculum and Instruction Department continually works with academic coaches, curriculum specialists, teachers, administrators and the Assessment and Evaluation Department to ensure that instructional programs are vertically aligned as well as aligned to Utah Core Standards and the intended learning outcomes for students. Data is a key component of this process. Data is used to measure the effectiveness of educators' work in "breaking apart the standards" in order to ensure students' access to all aspects of the Utah Core Standards. Teachers, administrators and coaches use the data daily in PLCs to measure effectiveness of teaching and curriculum materials and to target specific re-teaching needs as well as areas for further professional development. Every year, all parties use data to measure how well curriculum and assessments used throughout the school year correlate to student performance in end-of-level tests such as SAGE, WIDA and DIBELS. Furthermore, while comprehensive research-based curricular programs for both language arts and mathematics have been identified and fully implemented in all grade levels, the new Utah Common Core Standards has helped to identify areas where these curricular programs fall short. Data is used to target very specific areas where additional curricular resources are needed.

Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction (e.g. curriculum review,

UMTSS model, additional supports for students with disabilities and English language learners)

SIG funded schools will be supported to use data from all levels and frequencies of assessments including summative (SAGE), interim (District developed as well as USOE benchmark assessments), and formative (teacher or grade level developed or selected from item banks). Discrete time for teachers to review and use the information from assessments to direct teaching, reteaching and intervention will occur at the beginning of the year (summative review), during “deep data dives” scheduled after each interim and as part of weekly grade-level Professional Learning Community meetings held every week of the academic year.

SLCSD purchased a testing and reporting platform (Illuminate) in 2013. Concurrent with this purchase, academic coaches, under the direction of the Mathematics Supervisor and the English Language Arts Supervisor, took on the task of writing interim assessments aligned with the new Utah (Common) Core. Specialists and coaches in mathematics, language arts and science had previously developed pacing maps to provide guidance to teachers necessary to ensure teaching of the full Core and to provide direction on the effective use of the curriculum and materials used throughout the district. Interim assessments, specific to the tasks of the Core and consistent with the curriculum materials in use and the district pacing maps, are being written and entered into the Illuminate platform for each instructional block in all three tested subjects. Teachers will administer the interim assessments at the end of each instructional block, typically every six to eight weeks.

Whether students take these interim assessments by computer or using a bubble sheet with a paper and pencil assessment, raw data will be available to teachers immediately. Illuminate will facilitate better-organized data reports on student achievement within 48 hours of assessment. These data reports will include information on each item, including the most often given incorrect answer, student achievement on all questions related to a single standard and student performance on previously assessed content. Armed with this information and the actual test given, teachers will deeply analyze student achievement on multiple representations of Core content and will develop specific re-teaching plans, small-group interventions and individual student interventions.

SIG school teachers will be compensated to conduct initial data reviews during non-student time at not less than three half-days throughout the year. Additionally, teachers will be compensated for extra planning around the student achievement results as they relate to more significant shifts in planned instruction and the use of curriculum. Teachers will develop re-teach and review opportunities at these meetings and at weekly PLCs. SIG schools will have the opportunity to designate teacher workdays during already scheduled non-student time or by adapting the student instructional calendar. SIG schools will also be permitted to excuse teachers from district planned professional development if they determine that school-based, specific professional development or data review.

Following each interim assessment, individual teachers, in addition to grade-level teams, will develop individual Teacher Action Plans (TAP) that outlines plans for specific groups of students or for single students as needed. These TAPs will be reviewed with each teacher by an administrator pre-determined times during the year. Administrators will be encouraged to schedule these meetings for all teachers and to concentrate scheduling these meetings with teachers who need additional support. Administrators will be present at all PLC meetings to facilitate ongoing familiarity with teacher success and need for additional support. Coaches will also participate as part of PLC meetings and data analysis meetings so that coaching support can be tightly aligned with teacher and student need.

Meadowlark will continue to collect data on teacher referrals and student behavior challenges. Prior to the training on the CHAMPS program, Meadowlark did implement a PBIS/UMTSS plan. The school has maintained specific school behavior expectations and has outlined consequences for various behavioral infractions. Meadowlark refers to these consequences as “Meadowlark Manners Malfunctions”. Teacher consistent use of the standards outlined for setting expectations, consequences and interventions is directly related to changes in accounts of behavior problems. When teachers do not behave in a uniform manner, student misbehavior increases and lost instructional time is more likely for behaviors that should have been mitigated. Inconsistent boundaries serve to increase poor student behavior. Continued gathering of student behavior data through Educator’s Handbook is planned and an analysis of the type, time, frequency and location of misbehavior will be completed on a monthly schedule. As indicated through this review, increased support for teachers and increased accountability for consistent implementation of the PBIS/UMTSS will occur. Support from the special education department is consistently available to support school faculties and individual teachers. Changes in student behavior can be incorporated into weekly PLC meetings as an additional important data point to be reviewed.

Recent reviews of special education practice in SIG funded schools in SLCS D has revealed poor involvement of regular education teachers in developing and implementing student IEPs. Students with disabilities continue to reach proficiency at low rates and instructional audits demonstrate that these students do not always truly have access to grade level Core content. The performance of SWD will be disaggregated for every interim assessment and plans to intervene with SWD will be part of all re-teaching or intervention plans and will be monitored in all TAPs. IEP revisions will include greater (monitored) involvement of regular education teachers and coaches and will include scheduled reviews of progress and reports to parents.

The progress of English learners will also be disaggregated for every analysis of student achievement based on interim, formative and summative assessments. Additionally, all teachers will use a common program (EL Achieve), structured to address student’s language development specific to each student’s current level of proficiency regardless of the students home language. Data from language proficiency assessments as well as the formative data generated from the curriculum will be included in PLCs and in half-day data meetings. Additional data from the computer-based Imagine learning program

for students in primary grades will be included as an expected part of student achievement data reviews. As outlined earlier in this grant, SWD and ELL students' progress less well than the student population as a whole and have a downward trend. The continuous analysis of the progress of these two student groups will be deliberate.

Implementation of strategies included as part of the Big 8 student engagement strategies supports the use of "on the ground" assessments of student understanding and will be used to immediately check for understanding and adapt instruction.

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

Meadowlark will implement EL Achieve curriculum and materials across all grades and in all general education (to include resource students) classrooms. This program was identified by the district as a comprehensive program to better support English language development (ELD) and provides consistency of ELD instruction across the district. As a SIG school, Meadowlark will fully implement the program.

EL Achieve uses a systematic and explicit approach for developing English proficiency. The program aligns with the demands of the Utah Common Core and explicitly teaches language that supports academic learning and real-life interactions. EL Achieve supports language development throughout all instruction and develops language to support grade level content learning. The program also includes assessments to monitor student progress and to place students in appropriate language instruction groups quickly.

The implementation of EL Achieve will require students to be grouped by language level, rather than by grade level, for language development instruction. This practice is common in all SLCSD schools for students with a home language other than English or who have qualified as an English learner. However, EL Achieve groups will include all students. This will be a departure from standard practice and will require operational flexibility at the school level. Formative data from the program will be used to monitor the progress of students and will be explicitly reviewed in PLC groups. Summative assessment for English learners will be WIDA. WIDA results will be used to measure progress toward AMAOs one and two; increased proficiency and increased fluent students.

Consultants identified by the program will provide professional development for EL Achieve. Additionally, a district-based ELD instructional coach will support the implementation in classrooms throughout the year. This consultant's work expectations will be modified to concentrate support and assistance in the SIG schools. SIG schools are the only schools that will be required to implement the program school wide.

Use and integrate technology-based support and intervention as part of the instructional program

In order to help ensure desired increases in student achievement, technology-based supports and interventions will be used to enhance the delivery of instruction, provide immediate feedback to teachers and students, and adapt curriculum to students' needs. The district recognizes that these instructional tools work interactively to help educators deliver instruction in a more student-engaging manner than traditional delivery. Technology will be used by students for independent practice in skills needed for mastery of core requirements. Computer assisted instruction will support English learners (*Imagine Learning*), mathematics (*FasttMath*), and language arts (*Read Naturally*). The district office provides a wide variety of on-line and professional development to support the integration of technology tools and pedagogy as a strategy to improve student learning.

Primary among these supports will be the priority of installation of interactive whiteboards (SMART boards) in SIG classrooms and student response clickers. This interactive technology provides "right now" information for teachers to guide intervention. Given the increased use of this technology, facility services staff are often in high-demand. Installation can take several weeks and even months in some cases. Equipment and software will be installed at SIG schools by the beginning of teacher workdays in August of every school year.

Presently, fewer teachers and students are advancing the use of computer-assisted instruction as online testing dominates the computer lab schedule. Increasingly, technology based interventions occur during the after-school or summer school program. The proposed structure of "8th Period" could serve as an appropriate time to continue using software and other technology-based interventions.

Establish schedules and strategies that provide increased learning time

The instructional day for students has been increased from 5.5 hours per day to 6.5 hours per day. Students in the elementary will receive between 150 to 180 minutes of instruction in reading and language arts; 45 minutes of instruction in Language Development and 60 to 90 minutes of instruction in mathematics every day. The longer instructional day will allow for all students to receive ample instruction in the assessed Core areas and provide time to include instruction in other areas of the Core essential to student success such as social studies, physical education, library media and science. All but three to five short days will be eliminated. This increase in instructional time will apply to all students and will increase total instructional time from 1,000 hours to approximately 1,150 hours.

The increase in the instructional day is made possible by incorporating teacher-planning time into the instructional day rather than providing planning time after school or on short days. Teachers will have one hour per day planning while students receive instruction from additional teachers, physical education instructors and the library media teacher. Instructional time for students increases by one hour per day without increasing the amount of time teachers are in front of students. Meadowlark has opted to hire two additional licensed teachers to teach science. This decision ensures that all students will receive two hours of science instruction, two hours of physical education and one hour of library media every week during the grade level teachers' planning time. This is a significant increase in

the access students at Meadowlark have to a more comprehensive curricula.

SIG schools will revise the after-school program to include instruction by licensed staff and enrichment opportunities also provided by licensed staff. Currently, a district designed two to three-hour after-school program is open to all students for a nominal fee. This time has traditionally been supervised by group leaders (paraprofessionals or non-instructional assistants) who work with students during the after-school hours. Assistant principals oversee the after-school program with the hiring of staff done at the district level and then assigned to specific schools. Students participate in homework time, computer-assisted instruction and enrichment activities for the first hour of the after-school program. This “8th period” will provide an opportunity for teachers to identify specific students who need additional support and to provide that support in near real-time. This intervention can be more specifically tailored to the current needs of students. By adding opportunities for students to also participate in exploration activities serves to create better bonding of students and families to the school and can also provide an opportunity for students to participate in a wide range of activities. Teachers will be asked to design and supervise activities to be implemented in five -week intervals. Teachers will select the focus of these activities and are encouraged to go beyond what might be offered in a more traditional setting. Examples could include arts and crafts, running, board games, dance, fitness and music. Academic intervention and exploration opportunities will be offered on alternating days. Teachers will be compensated for this time at the district non-contract hourly rate.

The school will run a five week summer session for students who have been identified in greatest academic need in reading or language arts. The teachers for summer session will be strategically chosen using student achievement data showing they have past experience of consistently increasing students’ achievement scores. Teachers who do not have a rating of effective or highly effective will not be permitted to provide additional instruction to students. Teachers will be compensated for this time at the district non-contract rate unless the teacher qualifies for Prime Time (highly effective, in which case they will be compensated at \$40 per hour.

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

Recognizing that family and community engagement is critical for student success as well as sustainability of improvements made through the grant, steps to build this would begin as soon as possible. These would include the School Support Director, the Educational Equity Department and school administration seeking input from stakeholders in finding ways to increase parent involvement and leadership as well as meeting the needs of families so they may support student academic achievement. The Community Education Department, Salt Lake Foundation and other community partners will be valuable resources in this effort.

Because the Salt Lake City School District operates with a Shared Governance process, some mechanisms for family and community involvement are already in place.

Specifically, this process requires that a School Community Council (SCC), ideally comprised of parent, teacher, and community representatives is directly involved in decisions regarding planning parent involvement activities, providing input into how the budget is used, monitoring the needs of the school and writing and monitoring the SIP. The timing of this grant would be particularly fortuitous as it smoothly facilitates conversations and decisions regarding the SIP that would be grant specific.

The Meadowlark SCC has not met and are not fully informed of the requirements and plans to address SIG. The SCC has been part of planning and implementation of activities of the school as a Focus school and of behaviors adopted as part of the UVA/PLE training and discharge. Upon acceptance of the application, the School Support Director will immediately work with the administration to schedule parent and community meetings to provide more information related to the requirements and opportunities inherent to the implementation of the model. Additional opportunities to meet with parents throughout the summer to keep communication and involvement active will be scheduled. From the onset and continuing throughout the process, the district Communications Department will post information regularly regarding the development and implementation on both the school's and the district's web pages, the district's Facebook page and through the district's Twitter account. The school will continue communicating with parents through newsletters and school meetings. This communication will include a synopsis of the school's activity and the academic progress of the students.

Meadowlark has a pre-school program in the building that is funded with local revenue. All kindergarten classes are full day. Community groups use the building to provide classes for the parents of Meadowlark students. The district coordinates the distribution of food from the Utah Food Bank to families. The students and families of Meadowlark are also the beneficiaries of services from DCFS, IHC and independent providers. These entities provide services on-site, providing dental care and immunizations. Meadowlark has also benefitted from a partnership with Comcast. Comcast has secured large numbers of volunteers and has organized the community to provide services to improve the building and grounds. Comcast also provides technology to students and reduced rates for internet access to Meadowlark students and their families.

Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting)

Meadowlark will be given operational flexibility to:

- Determine the hiring and placement of teachers,
- Refuse the placement of a teacher,
- Determine the use of discretionary funds, I
- Incorporate teacher preparation time into the school day and into the school calendar,
- Have teachers who wish to transfer be given an option to request a reassignment and to have that request honored if at all possible,

- Request reassignment of teachers before implementation of the model formally begins
- Provide additional pay to teachers for professional development, data analysis days and “8th period” instruction or intervention
- Include all students in language development instruction
- Adjust the time of ELD instruction including the extent to which that instruction is segregated and the amount of time per day required.

The flexibility described above will be publicly communicated in writing and verbally upon receipt of the grant. The monitoring of these areas of flexibility will be the responsibility of the School Support Director and the Associate Superintendent. These two entities will also monitor the expectation that district staff and district programs do not interfere with the full implementation of the model which could include being more flexible with timing of professional development offerings (whether required or voluntary).

Ensure that the school receive ongoing, intensive technical assistance from the LEA, SEA, or external consultant organization) e.g. new governance arrangement, weighted per pupil budget formula

Ongoing assistance to SIG schools will be provided by multiple sections of the organization including, but not limited to Academic Services, Assessment and Evaluation, Special Education, Facility Services, Community Education, Educational Equity, Title 1 and Human Resources. The School Support Director assigned to the school, the Associate Superintendent and the Title I Director and Coordinator, will broker each of these aspects of technical assistance. As schools with high numbers of non-proficient students, many provisional teachers, high eligibility for free lunch and high numbers of English learners, Meadowlark receives preferential allocation of local revenue as part of a district school improvement budget.

Technical assistance from schools that have implemented the Transformational model and that have improved student achievement will be available at any time. Whether this takes the form of one-on-one dialogue with leaders, teachers or coaches, or as opportunity for Meadowlark teachers and leaders to observe high-quality implementation of assessment, instruction or PLC conversations, Meadowlark will be able to benefit from the experience of other schools in SLCS and other districts in the state. Edison, Glendale and Northwest have established helpful two-way relationships with Ogden and Tooele and we anticipate that the assistance will continue to strengthen our efforts.

Technical assistance will also be provided by the UVa/PLE personnel, including sub-contractors and recommended providers. Twice yearly on-site assistance, ongoing “right now” telephone and email contact, separately scheduled on-site support with sub-contractors and assistance with Behavioral Event Interviews will provide essential and excellent technical assistance.

A more comprehensive overview of technical assistance and support is included in section B of this application.

Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models

Replace the principal who led the school prior to commencement of the transformation model. The principal and assistant principal of Meadowlark Elementary were replaced specifically to facilitate the implementation of the UVa/ PLE Turnaround and with an expectation that SIG would be a possibility. The need to improve leadership and implement new and effective strategies was a strategy that could not be delayed. Both administrators were selected by the district to replace the previous administrative team with the idea that Meadowlark would participate in the Turnaround training.

Use rigorous, transparent, and equitable evaluation systems that take into account data on student growth and are designed and developed with teacher and principal involvement.

Meadowlark is in the early of stages of implementing the district's new Educator Collaborative Assessment Program (ECAP). Both the administration and the faculty will need technical support to help them use this system in a manner that is meaningful and effective.

Provide staff ongoing, high quality, job-embedded professional development.

Teachers at Meadowlark already benefit from the support of one half-time mathematics and one half-time full-time literacy coach and several teachers have already benefited from preliminary training and coaching in the English Language Development materials, EL Achieve.

Implement strategies designed to recruit, place, and retain staff. Meadowlark has a few teachers on staff that are eligible to take advantage of the district's opportunity for an increased hourly Prime Time rate. The increased capacity resulting from implementation of the grant would mean more teachers could qualify for this designation. It would also attract teachers from elsewhere who appreciate being rewarded for effectiveness as a teacher.

Promote the continuous use student data. Administration and faculty have started using district and USOE developed interim and benchmark assessments as well as learning how to write a formative assessment that are approaching the depth of knowledge required in the Utah Core Standards.

Provide additional support and professional development to teachers and principals to support students with disabilities and English language learners.

Nine teachers at Meadowlark have attended the 3-day training for the English Language Development program, EL Achieve. These teachers have implemented elements of the program in their classrooms this year. Ongoing training will be needed for these educators as well as implementation training/coaching will be needed for the remaining teachers in the school.

Establish schedules and strategies that provide increased learning time.

Meadowlark has increased the instructional day from 5.5 hours to 6.5 hours per day.

Provide a detailed timeline for implementation for the intervention model chosen for each school the LEA intends to serve

Transformational Model Implementation Timeline

March/April '14

- Communicate SIG specifics to community and school stakeholders
- Communicate SIG specifics to school staff
- Teachers declare intent to return or to seek a reassignment

April/May

- Provide staff with the opportunity to transfer
- Recruit to fill vacancies
- Finalize school calendar/bell schedule to reflect increased learning time
- Schedule professional development days
- Distribute communication to parents regarding adjusted calendar/bell schedule and registration
- RFP for Evaluation
- Finalize plan of evaluation
- Select consultant(s) to administer the USOE appraisal
- Screening, interviewing, hiring and placement of instructional and support staff

May/June

- Conduct initial appraisal of USOE tool
- Stakeholder surveys
- Determine professional development needs for first 90 days – based upon survey results and preliminary data from end-of-year assessments
- Materials ordered and organized
- Registration
- Communication with stakeholders as needed
- Identify school improvement team
- Screening, interviewing, hiring and placement of instructional and support staff
-

July

- Review and select external evaluator
- Plan and prepare for professional development
- Attend UVA/PLE conference
- Begin developing 90-Day plan

- Redistribute communication to parents regarding adjusted calendar/bell schedule and registration
- Communication with stakeholders as needed
- Screening, interviewing, hiring and placement of instructional and support staff

August

- Registration
- Teachers back to school/professional development and planning
- Day one of EL Achieve professional development for teachers who have not yet received training
- Create Master Schedule maximizing instructional time and structure teacher planning time
- Students back to school
- Further communication of Title I and SIG specifics to school stakeholders
- Orientation/Review of Illuminate
- Orientation/Review of educator evaluation process
- Complete 90-day Plan

September

- Teachers/Administrators complete evaluation self-assessment and Professional Growth Plan
- Begin PLCs
- Fall collaborative conferences between administrators and educators
- Begin Focus Team/School Improvement Committee and School Community Council meeting cycle
- UVA Site Visit
- Day two of EL Achieve professional development for teachers who have not yet received training

October/November

- Formal observations of provisional teachers
- Interim one (Scheduled every six to eight weeks at least)
- Day three of EL Achieve professional development for teachers who have not yet received training

January '15

- Mid-year UVA retreat
- 90-day Plan
- Mid-year collaborative conferences between administrators and educators

February

- Formal observations of provisional teachers and career teachers in third year of cycle
- Begin staffing and hiring planning

March/April

- Begin cycle of providing staff opportunity to transfer/recruiting to fill vacancies
- UVA Site Visit

May/June

- Use preliminary data from end-of-year assessments and stakeholder input regarding first-year implementation to begin planning for second-year implementation
- Ongoing Throughout the Year
- Teacher observations and feedback
- Communication with stakeholders and opportunities for stakeholder involvement
- Job-embedded professional development by academic coaches based on teacher/student needs
- PLCs
- Focus Team, School Improvement Committee, School Community Council meetings
- Support from LEA

Years two and three will be scheduled similarly to year one with the understanding that what we learn from year one will influence timing and content of activities, training for teachers and a modified timeline for assessment review.

DESCRIPTIVE INFORMATION PART 1 (A 4)

Based on the analysis of the data, the LEA will design annual SMART goals in reading/language arts and mathematics

Describe annual SMART goals for the state's assessment for reading/language arts

95% of full academic year (FAY) students who achieved a proficient score on the SAGE in language arts for the previous year will remain proficient.

65% of full academic year (FAY) students, who scored at a level below proficient in language arts, as measured by SAGE, will improve their language arts scores by an amount greater than the average of similar students in the state. Students will be grouped by scaled score on the previous year's end-of-level assessment.

90% of students participating in the DWA will earn a proficient score.

Describe annual SMART goals for the state's assessment for mathematics

95% of full academic year (FAY) students who achieved a proficient score in mathematics, as measured by SAGE, for the previous year will remain proficient.

65% of full academic year (FAY) students, who scored at a level below proficient in mathematics, as measured by SAGE, will improve their language arts scores by an amount greater than the average of similar students in the state. Students will be grouped by scaled score on the previous year's end-of-level assessment.

Describe annual SMART goals for the state's assessment for science.

The percentage of students, who are proficient in science, as measured by SAGE, will increase by not less than 7% each year of the School Improvement Grant. Student proficiency in science will increase from 30% proficient to 37% proficient in year one of the SIG, to 44% proficient following year two of SIG and to 51% proficient by the end of year three of the SIG implementation.

The LEA must consult with relevant stakeholders regarding the LEA's application and implementation of the chosen intervention model in its Priority Schools

The LEA has identified the process through which it will involve administrators

From the time they were placed at the school, the administrative team at Meadowlark has been informed of the School Improvement Grant application and the implementation requirements of the Transformation Model. The team was specifically selected to facilitate the implementation of the University of Virginia Partnership for Leaders in Education (UVA/PLE) Turnaround with the understanding that the implementation of the Transformation model was a real possibility at the school. In order to maximize the potential of a successful implementation, Heidi Greene, was selected as principal based on a Behavioral Event Interview (BEI) conducted by Clearview Consulting. Meadowlark began participating as a partner school with the UVA/PLE in the summer of 2012 and will continue this participation throughout the grant. Because of this partnership and the accompanying training, the leadership is ready to implement and use each aspect of the model to create and maintain accountability for student achievement.

As a Focus school prior to the new designation of Priority school, administration and teacher teams met weekly and then bi-monthly to review progress, develop interventions, plan professional development, advise the use of resources and select strategies to help the school urgently improve student achievement. District leadership has sought and received input to inform the development of this grant application via email, face-to-face meetings and telephone conversations.

The LEA has identified the process through which it will involve teachers

As with the administrative team, teachers at Meadowlark have been aware of the possibility of the school working under the requirements of a School Improvement Grant. Furthermore, the work of the administrative team with UVA/PLE has prepared them for the requirements of the Transformation model. Representatives of the School Support Department have met with teacher representatives to inform them of the specific model requirements. Because teachers are a critical component in successful implementation,

communication between all parties will be ongoing. As outlined in the district's Shared Governance policies, educators are to be integrally involved in decision making thereby ensuring that they will be informed and contributing partners throughout the process. District staff has reviewed the expectations of the Transformational model with the faculty and will continue to inform and engage the teachers throughout the enactment of the SIG.

The LEA has identified the process through which it will involve parents

A meeting with the School Community Council (SCC) has not yet taken place to discuss school's eligibility to apply for the grant as well as the requirements of the Transformational Model. The SCC has been continuously informed of the activities of the school as a Focus school and of behaviors adopted as part of the UVA/PLE training and discharge. Upon acceptance of the application, the School Support Director will immediately work with the administration to schedule parent and community meetings to provide more information to the parent community related to the requirements and opportunities inherent to the implementation of the model. Additional opportunities to meet with parents throughout the summer to keep communication and involvement active will be scheduled. Because effective communication between the school and family is critical to families feeling connected and that teachers and administration are working with them to address their child(ren)'s academic issues, concentrated efforts will be made to increase and improve the two-way communication between the school and families.

Administrators, with input from stakeholders, will create protocols for specific ways educators will regularly communicate student progress as well as how parents may best communicate with the school. From the onset and continuing throughout the process, the district Communications Department will post information regularly regarding the development and implementation on both the school's and the district's web pages, the district's Facebook page and through the district's Twitter account. The school will continue communicating with parents through newsletters and school meetings. This communication will include a synopsis of the school's activity and the academic progress of the students.

In addition to increased/improved communications, SEP and parent/family nights will be restructured to make them more engaging and informative for parents. Included in this effort will be sessions to help parents access PowerSchool and understand what the information on the site means for students and their families. These sessions will also include information on reading district student progress reports. Performances and other ways to spotlight students will be increased as a way to encourage family and community presence in the school building thereby increasing their level of comfort and sense of belonging.

The timing of this grant application facilitates the complete inclusion of the model components into the School Improvement Plan. The development of this plan occurs over several months and is the responsibility of principals, teachers and parents (SCC). Decisions about how to prioritize the discretionary budget including LAND Trust, select and incorporate assessment, design professional development, outline the testing

schedule, determine the instructional schedule and declare vacancies are all decisions that will be informed or made by the SCC and the SIC and faculty.

The LEA has identified the process through which the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources)

The Board President has given approval for the submission of this application and will fully support the implementation of the activities outlined. No element of this application requires a revision of district policies or procedures. The school board will receive reports from the School Support Department and will participate in the conversations and negotiations for operational flexibility with the Salt Lake Teachers' Association (SLTA) as required. The school board will not take an active role in the day-to-day management and implementation of the components of the grant.

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

The LEA has identified how it provides leadership and support to each Priority School identified in the application

The reform model implementation funded through this grant will be under the direct supervision of Dr. Patrick Garcia, Associate Superintendent. Dr. Garcia supervises most all departments responsible to provide instructional leadership, school support services and school accountability.

The chief role of the **School Support** section (which houses **Title I**) will be to act as the lead office for implementation of the reform model in each of the funded schools. This section will be responsible to prioritize the time and activity of the School Support Directors to provide intensive support and oversight for the selected schools. This section will also have responsibility to:

- secure or design professional development and assistance for school administration,
- facilitate the dependable and consistent use of the teacher and administrative evaluation systems to include student achievement as a measure of employee performance,
- develop a pool of potential turnaround and transformational leaders,
- mentor principals,
- act as the primary liaison between the reform school and all other partners,
- bolster principals to hold all school staff accountable for practices that improve student achievement,
- communicate regularly and problem solve with the school administration,
- observe and monitor school implementation of the reform model,

- communicate with key stakeholder groups (including district departments, the Superintendent, the Board and the Salt Lake Teachers Association), and
- Ensure each participating school has adequate operational flexibility and backing to execute the reform model fully.

Additionally, these supervisors have deep knowledge of district policies and procedures including the Written Agreement between the Salt Lake City School District and the Salt Lake Teachers Association and the district's Shared Governance decision-making protocol. The significance of this understanding is critical to changing the current expectations and instructional quality prevalent at Meadowlark Elementary.

As mentioned, the School Support section also houses **Title I** and will take a lead role in completing all reporting requirements and ensuring compliance and accountability for this undertaking. The Title I Director, currently assigned to supervise schools throughout the district, will be assigned to provide direct and intensive support to the school implementing the Transformation Model. The Title I Director will act as the immediate supervisor for the building principal and, in conjunction with the Title I Coordinator, will establish strong relationships with the administration, teaching and support staff and community members of Meadowlark.

Within the district, other departments and sections will play important roles relative to the implementation of the intervention model.

The role of the **Assessment and Evaluation Department** will be to provide data needed to inform the implementation related to student achievement and progress throughout the implementation period. A skilled set of data and assessment personnel already present in the district assist the schools to collect, organize, analyze and utilize student achievement data that are formative, interim, and summative. Although the knowledge and skills are already present within the Assessment Department, funding through the SIG allowed the district to hire an additional staff person to ensure efficient and thorough organization and presentation of student achievement data. This data specialist will be maintained at district expense to continue to provide well organized and timely data to SIG schools this data specialist will provide data to teachers, administrators and district technical assistance staff. The data are used to:

- celebrate growth and success in student learning
- target instructional time based on identifying core concepts with which students struggle,
- inform and differentiate instruction based on identifying which student groups and individual students struggle in particular core concepts,
- determine instructional material necessary to supplement gaps in student learning,
- monitor the effectiveness of individual teachers, grade level teams, and the whole school,
- link student growth by content area to particular teachers as a critical piece of teacher evaluation, and

- Link student growth by content area on interim and summative assessments to the administrative team as a critical piece of administrator evaluation and coaches.

Prebuilt teacher reports are published in Illuminate and the district has ready access to a wide range of student achievement data. Once teachers are more thoroughly trained and comfortable, custom report building will be supported at the teacher, grade level and school level. This department will have the additional role of providing records of student achievement and progress on interim assessments and leading indicators needed for reporting and monitoring of school progress.

- The **Curriculum and Instruction Department** will assist schools to select, secure and use research-based curricular materials and instructional strategies. The leadership and staff in the Curriculum and Instruction Department have developed curriculum maps that ensure curriculum is vertically aligned from one grade to the next and aligned with state academic standards. A full-time academic reading/language arts coach and an academic mathematics coach will provide funding through grant monies. The coaches who are content specialists will ensure the strengthening of effective teaching as they:
 - provide focused and relevant job-embedded professional development aligned with the school's instructional program and designed with school staff,
 - assist teachers in identifying and effectively using formative and interim assessments that are well aligned to the Core curriculum,
 - model instruction,
 - co-teach,
 - observe teachers and provide feedback on the implementation of curricular and instructional adjustments,
 - provide material and guidance for professional dialogue and teacher collaborative learning,
 - Create structures and expertise within each school to facilitate the continuous review of student work and improved individualized instruction.

Under direct supervision of the Academic Services Department, content area coaches will support teachers by providing on-site, job-embedded professional development to maximize the ability of all teachers to implement research-based instruction fully in all content of the Utah Core Curriculum.

The **Human Resources Department** will prioritize the hiring and placement of high quality teaching staff in the reform school, which may include early recruiting, and selection of staff for these schools. Teachers who choose to transfer from Meadowlark will be placed in other schools within the district. The department will help to facilitate the transfer of teachers with a record of effectiveness into Meadowlark and will work with principals at all schools to facilitate staff trades needed to staff Meadowlark with high quality teachers. The Human Resource Executive Director will also have a primary role in working with the teachers' association to negotiate the interpretation of Written

Agreement to allow school autonomy in filling vacancies and assigning staff.

An additional crucial role of this department will be to train and provide on-going technical assistance to principals and district administrators to understand the parameters of any applicable laws as well as district policies and procedures related to employment. Human Resources will provide support for school and district administrators to correctly and effectively use the employee evaluation systems to fairly and equitably hold teachers and principals accountable and to appropriately structure job-related assistance aimed at improving performance.

Other departments with supportive roles include **Special Education** (individualized and differentiated instruction, Tier III interventions, access to the Core for all students, professional support for teachers and administrators, academic and behavioral coaching), **Student Services** (positive behavioral interventions and support, school climate, support structures for students who are homeless or who are refugees), **Educational Equity** (equitable access and outcomes for students, English language acquisition support, family and community engagement, culturally relevant practices) and **Internal/External Communication** (family support, volunteers and ongoing mechanisms for family and community engagement).

The leadership of each supporting department will meet together at least monthly to discuss school progress and challenges and to formulate school specific support or intervention.

The LEA has identified LEA staff assigned to support the implementation of the school improvement model

Dr. Patrick Garcia is the Associate Superintendent for SLCSD. As a member of the Superintendent's Cabinet, Patrick participates in dialogue with all other members of the cabinet and with the Board leadership. Patrick will represent the interests of the two SIG schools with the highest levels of district leadership including the Superintendent, Business Administrator, Chief Information Officer and with the Board. Patrick supervises and sets direction for the School Support Directors, Title 1 Director, Director of Educational Equity and the Director of Curriculum, Instruction and Professional Development. Patrick is the District Shepherd for the Turnaround schools and heads the district leadership team in the partnership with UVa. In his role, he has the authority to concentrate support for the SIG schools across multiple departments.

Dr. Laurie Lacy is the Title 1 Director and one of five School Support Directors. At present, she is the direct supervisor for schools participating in the SIG effort though this assignment may shift to an Elementary Director assigned to work with the Turnaround schools.. Laurie has led the successful execution of the Transformational model at Northwest Middle School, Edison Elementary School and Glendale Middle School. . . Laurie, or the new Director, will participate at every level of the SIG implementation and

will inform all aspects of the required elements acting as both a broker of support throughout the district and as an advocate for each of the schools in prioritizing the distribution of time, space, people and money. Kim Knettles is the Title 1 Coordinator. In this role, she will support the Title 1 director, manage the Tracker input for the SIG schools, provide technical assistance to the faculties of both schools to ensure full implementation of PLCs, and to support the work of coaches assigned to the schools. Paula Espinoza-Wells is the Data Specialist that will be assigned to both SIG schools. Paula will have responsibility to make data reports available to PLC teams as well as to the administrative team with a shortened timeline. Paula will help to monitor the accuracy of reports and will directly support the principal, assistant principal, coaches and teachers to analyze the data. Paula will also support these two schools to use Illuminate effectively as both a reporting and testing platform, including the publishing of formative assessments specific to each school.

Dr. JoEllen Shaeffer is the Director of Evaluation and Assessment and directs the work of testing, Illuminate support and the assignment of data specialists. JoEllen will be responsible to oversee the prioritization of the two SIG schools in the development of reports, testing schedules and timeliness of feedback. JoEllen will facilitate the collecting and organizing of data on leading indicators, changes in student achievement, and the impact of coaching support. JoEllen will provide data from other district assessments including DIBELS, DWA and DRA. She will supervise proctors for SAGE testing, will deploy district testers for DIBELS and WIDA. JoEllen will have an enhanced role with the UVa Leadership Team.

Barbara Kuehl is the Director of Instructional Services. This department supervises the instructional coaches and provides ongoing professional development for the coaches and by the coaches. She has direct influence over the assignment of coaches to SIG schools. Barbara also oversees the mathematics, language arts and science supervisors and sets direction for the selection and implementation of curriculum and district supported instructional materials. District support for the implementation of EL Achieve is also housed in Barbara's department and the commitment to prioritize the work of this specialist to the SIG schools is her responsibility. Barbara is also a member of the UVa Leadership Team.

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

Dr. Patrick Garcia is a long time employee of the SLCS. Patrick was a principal at two Title 1 schools in the district. He was an Area Director/School Support Director in the district office until he began working as the Executive Director of Human Resources. Dr. Garcia held that position for eight years prior to his appointment as Associate Superintendent. Patrick has participated in summer and winter training provided by the University of Virginia PLE with the district's second cohort of Turnaround Schools. As district Shepherd he has also deepened his knowledge and skill required to support schools to be accountable for improvement s student achievement. Patrick brings advance knowledge of human resources procedures and policies, a profound

understanding of teacher and administrator evaluation and unmatched experience working closely with the Salt Lake Teacher's Association (SLTA). Patrick has trained in the use of BEI and has been a critical member of the district team working with Clearview Consulting. The breadth and depth of Dr. Garcia's understanding and reach are significant to the full implementation of the model. Patrick earned his doctorate in Education Leadership and Policy from the University of Utah.

Laurie Lacy also received her doctorate in Education Leadership and Policy from the University of Utah. Laurie has worked in Title 1 at both the State and district level. More importantly, Laurie has worked with low performing Title 1 schools for 15 of her 29 years as an educator in Utah. Laurie is well versed in research related to school reform and has used that knowledge to improve student achievement throughout the state. Laurie led the USOE to write the first consolidated application for programs authorized under ESEA. She led the USOE team, in partnership with the University of Utah, to write and successfully implement both Reading First and Reading Excellence grants. Laurie supervised the implementation of SIG grants at Glendale, Edison and Northwest. All three of these schools have improved student achievement dramatically. Student achievement at Northwest Middle has been so substantial that the Secretary of Education visited the school to learn the structures and activities that led to these extraordinary results. Laurie initiated district efforts to strengthen leadership in Title 1 schools through the placement of assistant principals in all Title 1 schools. She also instigated the analysis of teacher effectiveness based on student growth, developed the productive Prime Time teacher intervention effort, structured requirements for selecting effective teachers to staff after-school and summer school programs and acted as a principal coach for UVa/PLE schools. Laurie has participated in UVa summer, winter and District Boot Camp trainings since the beginning of the district's involvement with the Turnaround partnership. . As a School Support Director, she is currently a direct supervisor of principals and as the Title 1 Director, she has influence over the use of discretionary funds in Title 1 schools.

JoEllen Shaeffer has been instrumental in the creation of the SLCS D culture of data driven. She has successfully introduced student achievement reports and school structures to support the review and use of these data. JoEllen has played a significant role with the state and the district in improving the overall quality and accuracy of student achievement data. Dr. Shaeffer is leading the district use of the Illuminate testing and reporting platform and has developed professional development for all schools to incorporate formative and interim test taking and data use. JoEllen has successfully managed a team of data and assessment specialists that are increasingly responsive to the urgency of transformational reform. She and her staff have prioritized the reporting and technical assistance for SIG and Turnaround schools. JoEllen has participated in UVa winter training with the second cohort of UVa/PLE schools. JoEllen has been an elementary teacher. She has an administrative license and she received her doctorate in Education Leadership and Policy from the University of Utah.

Barbara Kuehl began her work in SLCS D as the mathematics supervisor where she led the work of developing pacing maps, outlining achievement essentials, structuring and implementing district led mathematics endorsement program and the first ever district

wide adoption of a mathematics program. Barbara’s success in improving the impact of coaching and professional development has been considerable. She has successfully led on-going training for academic coaches. Barbara became the Director of Academic Services (curriculum, instruction and professional development) in 2010. In that role, she has effectively driven the development of interim assessments and the implementation of the Utah Common Core. She has a Master’s Degree in Secondary Education with an emphasis on mathematics education from Utah State University and completed additional graduate credit to earn administrative/supervisory certification. Barbara is experienced in facilitating mathematics professional development for k-12 teachers at both the state and national level and is an author and consultant with the Mathematics Vision Project, a group that publishes secondary mathematics curriculum for the Utah Common Core State Standards and provides professional development for districts around the country. Barbara has participated as a member of the district UVA Leadership team in all training with the PLE.

Kim Knettles was a highly effective Prime Time teacher at both Lincoln Elementary and Edison Elementary before joining the Title 1 department as Coordinator in 2013. Kim is proficient in DuFour’s model of PLCs, having been trained by the actual DuFour’s, and has been a grade level lead in successfully using that model to guide professional dialogue and data review. Kim was a successful mathematics coach. She has done the actual work of supporting instruction, developing assessments, leading meaningful discussions among and between teachers and administrators. Kim is an adept user of Tracker.

The LEA has described how it will provide technical assistance to ensure each school is successful

Technical assistance will be provided directly by the School Support Director/Title 1 Director, the Title 1 Coordinator, academic coaches in mathematics, language arts and ELD, the Special Education Director, Special Education Consultant, Human Resources staff and the data specialists assigned to the school. The following table provides a review of the technical assistance activities for each element of the model. The Directors of Academic Services and Assessment and Evaluation will provide supportive resources prioritized to back SIG schools. Additional technical assistance providers

Element of Model	Position(s)	Description
Use rigorous, transparent, and equitable evaluation systems.	<ul style="list-style-type: none"> • School Support Director • Human Resources Educator Evaluation 	<ul style="list-style-type: none"> • On-site every week assisting with observations, problem-solving dialogue and backing to use the full system. Evaluation of administrator. • On demand assistance via phone, email, templates and

Element of Model	Position(s)	Description
	Coordinator <ul style="list-style-type: none"> • SLTA • Assessment and Evaluation 	documents or face-to-face. <ul style="list-style-type: none"> • Ad hoc support for teachers and administrators to use evaluation systems appropriately and effectively. • Following each interim, organization and publication of teacher effectiveness data and teacher progress on interim assessments.
Identify and reward school leaders, teachers, and other staff.	<ul style="list-style-type: none"> • Title 1 Director • Clearview Consulting • University of Virginia PLE 	<ul style="list-style-type: none"> • Design of bonus structure • On-site assistance with administration, teachers and SCC to ensure accurate understanding of structure • Conduct Behavioral Event Interviews to assist with placement of administrative staff • Ongoing monitoring and feedback on the strength of administrators and twice-yearly professional development.
Ongoing, high quality, job-embedded professional development	<ul style="list-style-type: none"> • Academic coaches • Director of Academic Services 	<ul style="list-style-type: none"> • On-site professional assistance for language development, language arts and mathematics. • District professional development and consultation on effective site-specific professional assistance. Support to implement effective

Element of Model	Position(s)	Description
	<ul style="list-style-type: none"> • Data specialist • School Support/Title 1 Director and Coordinator • Director of Special Education and district consultant • UVA/PLE 	<ul style="list-style-type: none"> • PLCs. • On-site assistance to use Illuminate for testing and reporting. Full participation in PLCs to support analysis of data and decision-making. • Professional dialogue and problem solving around implementation of the model. • Whole school professional development to strengthen teachers' understanding of special education designations and the content of IEPs. Assistance to review student IEPs and develop instructional plans. • Ad hoc use of consultant/sub-contractors associated with the UVA/PLE
Strategies designed to recruit, place, and retain staff	<ul style="list-style-type: none"> • Title 1 Director • Human resources 	<ul style="list-style-type: none"> • Design of bonus structure • Advertising positions outside of district • Early interviews • Priority assignment of excellent teachers
Use data to identify and implement an instructional program	<ul style="list-style-type: none"> • Director of Academic Services and coaches • EL Achieve Consultants • Director of Assessment and Evaluation and data 	<ul style="list-style-type: none"> • Review of potential materials • On-site professional development for teachers on the effective use of program • Data on student progress

Element of Model	Position(s)	Description
	specialist	<ul style="list-style-type: none"> • Support to analyze student achievement data
Promote the continuous use of student data	<ul style="list-style-type: none"> • Data specialist • School Support Director • Academic coaches • UVA/PLE Consultants and District Leadership Team 	<ul style="list-style-type: none"> • Rapid turnaround of interim results • Assistance to use Illuminate to administer formative assessments • Full participation in PLCs to assist with the analysis of data • On-site support for administrators to use accountability measures to deepen implementation. • Classroom observations • PLC observations and feedback • Analysis of assessment results with teachers • Development of re-teach plans and individual action plans that are responsive to student achievement data • Professional development to strengthen the use of data to drive decisions
Support students with disabilities and English language learners	<ul style="list-style-type: none"> • Director of Special Education and teacher consultants 	<ul style="list-style-type: none"> • Professional development for administrators • Professional development for teachers • Review of IEP • IEP at a glance to all teachers of specific SWD • Support increased progress monitoring

Element of Model	Position(s)	Description
	<ul style="list-style-type: none"> • ELD coach • EL Achieve 	<p>and reporting with general education and special education input.</p> <ul style="list-style-type: none"> • Support to transition students to middle school • Ongoing technical assistance and in-class support for teachers • Organize and oversee professional development events • Monitor instruction and provide feedback • Advocate for the program and the structure as appropriate
<p>Use and integrate technology-based support</p>	<ul style="list-style-type: none"> • Educational Technology Supervisor and teacher consultants • District facility services • After-school Coordinator • Director of Academic Services and coaches 	<ul style="list-style-type: none"> • On-demand assistance via phone, email, templates and documents or face-to-face • Give priority to installation of interactive whiteboards and other hardware • Utilizing district approved software and websites that support student learning <p>Research and Identify appropriate programs and sites that meet individual student's instructional needs through adaptive</p>
<p>Provide increased learning time</p>	<ul style="list-style-type: none"> • Title 1 Director and Coordinator 	<ul style="list-style-type: none"> • Identify Prime Time teachers • Work with SIG schools to restructure after-school and summer

Element of Model	Position(s)	Description
	<ul style="list-style-type: none"> • Human Resources • After-school Supervisor • Director of Academic Services • Director of Educational Equity 	<p>school</p> <ul style="list-style-type: none"> • Administer extra pay • Create selection criteria for staff providing extended day and year programs • Support differentiated pay • Partner with School Support and Title 1 to design accountability for programs • Coordinate with community partners to strengthen the variety and quality of activities • Academic coaches support extended day staff • Screen and select computer based instruction tools • Create and maintain culturally relevant support for students and families
<p>Family and community engagement</p>	<ul style="list-style-type: none"> • Title 1 • External Relations Department 	<ul style="list-style-type: none"> • Idea Book maintained • Provide feedback to the Board • Assist with compliance to Title 1 communications to families/ Family and School Collaboration and Communication Idea Book • Act as liaison between families/school community and community partners • Work with parents and community members to identify yearly goals • Review web pages

Element of Model	Position(s)	Description
		<ul style="list-style-type: none"> • Train teachers • Mobilize other departments • Establish and maintain strong partnerships with businesses that support district students.
Give the school sufficient operational flexibility	<ul style="list-style-type: none"> • Assistant Superintendent • Human Resources • School Support Director working with all departments 	<ul style="list-style-type: none"> • Work with department Directors to ensure responsiveness • Support School Support Directors to introduce and sustain flexibility. Give permission.

The LEA has identified the fiscal resources (local, state, and federal) that will be committed to ensure full implementation

Fiscal Resource	Purpose
Title I	Salary for Title I Coordinator Allocating ppc at highest level possible (and legal) Salary for academic coaches
Title II	Salary for academic coaches
Local Revenue Local School Improvement Funds	Additional funding for Title I schools Salary for pre-school staff Salary for academic coaches
	Salary for additional School Support Directors Full funding for summer school and after-school programs Salary of Assistant Principals in high-need schools Salary for additional data specialist
Special Education	Additional salary for school staff and instructional materials. Extending the day will necessitate additional money for hourly employees.

The LEA describes the process to involve the school and the community in full implementation of the school's plan

A process for involving the school and the community has already been in place. The leadership team at Meadowlark was specifically selected to facilitate the implementation of the University of Virginia Partnership for Leaders in Education (UVA/PLE) turnaround with the understanding that the implementation of the Transformational Model was a real possibility at the school. Meadowlark began participating as a partner school in 2012 and will continue this participation throughout the grant. As with the administrative team, teachers at Meadowlark have been aware of the possibility of the school working under the requirements of a School Improvement Grant. Representatives of the School Support Department have met with administrators, teachers, will meet with parent representatives to review the expectations of the model, and will continue to inform and engage the school and the community in meaningful dialogue.

In addition to the above steps, the Salt Lake City School District's process of Shared Governance provides another avenue for community involvement. This mechanism requires the existence of a School Community Council (SCC). The SCC is ideally comprised of parent, teacher and community representatives. This body is directly involved in decisions regarding planning parent involvement activities, providing input as to how the budget is used, monitoring the needs of the school and writing and monitoring the School Improvement Plan (SIP). The timing of this grant would be particularly fortuitous as it smoothly facilitates conversations and decisions regarding the SIP that would be grant specific. In addition, the SCC has been continuously informed of the activities of the school as a Focus School and of behaviors adopted as part of the UVA/PLE training.

To continue and build upon the work already in progress, upon acceptance of the application, the School Support Director will immediately work with the administration to schedule parent and community meetings to provide more information related to the requirements and opportunities inherent to the implementation of the model. Additional opportunities to meet with and further involve the school will continue throughout the summer and school year. Invitations to be involved will be extended at every opportunity. A concentrated effort will be made to increase and/or improve two-way communication between the school and families. Administrators, with input from stakeholders, will create protocols for specific ways educators will regularly communicate student progress as well as how parents may best communicate with the school. To further this effort, SEP and parent/family nights will be restructured to make them more engaging and informative for parents. Included in the effort will be sessions to help parents access PowerSchool and understand what the information on the site means for students and their families. These sessions will also include information on reading district student progress reports. Performances and other ways of spotlighting students will be increased as a way to encourage family and community presence in the school building thereby increasing their level of comfort and sense of belonging. Additionally, input from the Educational Equity and Community Education departments as well as the Salt Lake Foundation and other community partners for ways to further involve the community will be sought. The district Title I Department also has a Family and School Collaboration and Community Idea book, which will serve a resource for stakeholder involvement as well. The district recognizes that family and community engagement is critical for both student success and

sustainability of improvements made through the grant and is committed to providing the time and resources to make it happen.

The LEA has described how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources)

The Board President has given approval for the submission of this application and will fully support the implementation of the activities outlined. No element of this application requires a revision of district policies or procedures. The school board will receive reports from the School Support Department and will participate in the conversations and negotiations for operational flexibility with the Salt Lake Teachers' Association (SLTA) as required. The school board will not take an active role in the day-to-day management and implementation

The LEA has described how it will evaluate the effectiveness of the reform strategies

The district will prepare a formal RFP to select an evaluator. At that point, the evaluation plan will be fully formed. The expected outcomes of the grant are fully consistent with the USOE appraisal tool (revised 2013). The district plans to use the appraisal document at the beginning of the grant and at the end of the grant to measure changes in the rating of the elements on the appraisal. Additionally, the district plans to measure changes in student achievement, changes in staffing and staff members, shifts in the use of local resources, and changes in community and parental support of the schools. Meadowlark will likely administer the ISQ when the instrument is in a final form. Meadowlark will participate and accommodate all USOE or US DOE monitors.

The LEA has described how it will monitor student achievement by individual teacher/classroom

Based on the availability of interim assessments and the implementation of the new reporting platform (Illuminate), there are ongoing opportunities for monitoring student achievement throughout the year. Following each interim assessment, results will be used by teachers, coaches and administrators in PLCs to monitor student and teacher success. Conversations regarding these results will center on specific teacher action plans for re-teaching and interventions. Because administrators and coaches will be present at these meetings, they will have the information needed to deploy resources to support struggling teachers before year-end student testing results show a problem. Teachers with low student success on interims will be given responsive support by coaches, grade-level colleagues, and administration to improve their practice thereby positively affecting student achievement.

In addition to the above-mentioned monitoring opportunities, individual teacher effectiveness towards student achievement will also be tracked through the district's

policy of determining a teacher's effectiveness based upon end-of-level tests, as well as the formula used for awarding bonuses under the grant.

If student achievement results do not meet expected goals, the LEA has a plan to make necessary revisions

All efforts to implement the reform strategies will support the Meadowlark learning community to meet expected goals. As the reform is implemented, ongoing monitoring of success and necessary adjustment will be critical to make the gains wanted. As we have successfully experienced the implementation of the SIG in other schools we have learned that the bolstered involvement of district leadership, the direct conversations about transformational change, the intentional supervision of teacher performance, and the increased instructional time and school year have applied the necessary pressure to make clear that the intention of the reform is to increase the achievement of students. If it were the case that the school does not meet the goals, the district leaders will continue to work with the school community to strengthen the implementation efforts. This may include modifying the school day, shifting the focus of professional development, and being creative about student groupings for Tier I, II, and III instruction. As we know, the greatest factor in student achievement is the teacher; failure to meet the expected goals may necessitate removing ineffective teachers. District support will be provided to Meadowlark administrative team to follow the determined process for removing a teacher described above and reviewed again here:

- Teacher and administrator participate in a time-limited collaborative intervention plan designed to improve teaching ability in the identified competency.
- Participation in a formal remediation will follow if the teacher fails to improve following the implementation of the intervention plan
- Continued poor performance will result in termination.
- Likewise, continued failure to improve student achievement following ample professional assistance will result in the teacher being removed and replaced.

If the LEA is not applying to serve each Priority School, an explanation is provided regarding why it lacks capacity to serve each Priority School

SLCSD is applying to serve both Priority schools and has the capacity to serve both Meadowlark and Lincoln through the implementation of the Transformational model.

DESCRIPTIVE INFORMATION PART 1 C

The LEA has considered the needs of the school(s) in relation to the chosen intervention model and must describe the process used to recruit, screen, and select 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 the expected services that the contractor will provide.

SLCSD will continue to work with the UVA PLE consultants. When this grant is approved and awarded funds, Meadowlark will be in the last stages of their partnership with UVA. SLCSD has begun discussions with UVA to develop a maintenance level of support for Meadowlark until the reforms become more a part of the school's fabric.

SLCSD has had significant positive progress since we began our partnership with UVA. This partnership has facilitated improved administrator selection, greater use of student achievement data, the creation of school climates that are data-dependent and substantial improvements in the district's ability to distribute resources and monitor for accountability. Meadowlark is part of cohort 9 of the partnership, Lincoln is part of cohort 10 and we will participate with three new schools as part of cohort 11.

Additionally, the district will contract with EL Achieve publishers to provide training for Meadowlark as they implement the curriculum with fidelity. This external provider will provide three sessions throughout the 2014-2015 school year, beginning before the start of that year in August. This provider is a sole source provider, though they will train teacher specialists in the district to provide continuous support.

LEA is required to use an experienced School Support Team Leader who is external to the LEA

SLCSD is committed to using an experienced School Support Team Leader approved by USOE, to conduct the school appraisal at the beginning of the school year and, funds permitting, at the end of the third year of implementation. The second administration will be included as part of the evaluation of efforts.

In selecting external providers, the LEA must take into account the specific needs of the Priority School(s) to be served. These criteria must include, but are not limited to:

Meadowlark Elementary has partnered with the University of Virginia PLE since 2012. This external provider works directly with the leadership at participating schools to provide mentoring and support to enact rapid and sustainable change in low-performing schools. The specifics of this change are determined at each building by the principal, assistant principal with district support and approval. The specific need at each participating guides the decisions and actions at each school.

The district will extend a current relationship with consultants from EL Achieve to provide professional development to teachers at Lincoln and Meadowlark who are not yet trained in this ELD program. All Title 1 schools have implemented this program in some grade levels. This extension will allow SIG schools to fully implement the program at every grade and in every classroom as each school needs.

SLCSD will prepare and post a RFP to select an external evaluator. Included in this RFP will be an appeal for prior work in evaluation of school reform efforts, ability of the evaluator to conduct observations, focus groups and surveys, description of past success in this type of evaluation, a description of how the evaluator will work with relevant district staff including the Title 1 department, Evaluation and Assessment and School Support Directors from both the district and the state.

Successful bids will include a record of prior experience, contact information from other LEAs or entities with which the evaluator has worked, testimonials of support from other LEAs or organizations on behalf of the provider and samples of evaluation reports prepared for other LEAs or groups

The LEA must describe the alignment between external provider services and existing LEA services

UVA/PLE has been able to establish a strong working relationship that is both critical and supportive of SLCSD efforts to support schools that are reforming practice. UVA meets with district support and with school-based administrators, provides feedback and direction via email and phone.

Contracted Professional Development from EL Achieve has been available to schools throughout the district during the limited implementation of EL Achieve. The teacher training and feedback is thoughtful and well delivered. Without this grant opportunity, SLCSD was preparing to implement a less effective Training of Trainers. With SIG support, the applicant schools will benefit from professional development from contractors who have deep knowledge of the program components and a history of successful training.

The responsibilities of the external provider and LEA are aligned and clearly defined;

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

Continuation of the partnership between SLCSD and UVA will be determined at the end of each two-year contract. Success of this effort will be based on changes in student achievement. All support, monitoring, feedback and training are outlined in the contract signed at the beginning of each partnership agreement. The Associate Superintendent will be responsible to ensure all contract terms are fulfilled.

The expectations of the district contract with EL Achieve are limited to training of teachers in the program. The ELD teacher specialist and the Title 1 Coordinator will monitor this agreement.

The program evaluator will discuss evaluation tools and purpose before any tool is used to evaluate SIG schools. Evaluators will work with SIG implementation teams to outline a plan for evaluation before the 2014-2015 school year begins. Evaluators will meet all

established deadlines and will provide information to the district in a timely and organized manner. Evaluators will measure changes at the student, classroom, school and district levels. A formal report of Year 1 and then year 2 will be provided so that any adjustments to implementation can be made. The contract for evaluation will be renewed each year based on successful implementation of all previous years' success and the timely reporting of evaluation activities.

The LEA must describe the reasonable and timely steps it will take to recruit and screen providers to be in place by the beginning of the 2014-15 school year.

The RFP for potential evaluators will be prepared and posted by September 1, 2014 and will include the successful SIG application. Bids will be returned for review by September 29, 2014. A final decision on the choice of an evaluator will be made by October 19, 2014. If the RFP process can be sped up, we will work as quickly as possible. We do want to take care to select a successful evaluator and to be clear about the expectations of evaluation.

DESCRIPTIVE INFORMATION PART 1 C

The LEA's local school board will identify and modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

The LEA has identified and clearly defined practices and/or policies that may serve as barriers to successful implementation

The SLCSD's previous successful implementation of SIG grants in other schools has served to mitigate the effects of barriers to the implementation of this grant. Possible practices and policies that have been barriers in the past and may come up again relate almost exclusively to the Written Agreement negotiated between the teachers' union (SLTA) and the district leadership and are related to:

- teacher contracts granting seniority for staffing decisions
- misunderstanding that a teacher contract only requires a 5.5 hour work day
- teacher evaluation which includes Student Growth Data
- the Shared Governance policy which teachers misunderstand as part of the Written Agreement and also misunderstand that they have a final say on decisions
- the salary schedule which allows teachers to get paid the same amount as any other teacher with the same level of education and the same years of experience thereby possibly serving as a barrier to differentiated bonus pay

Additional possible barriers may include our ability to move teachers both to and from the school, scheduling of professional development and securing support from school communities for student participation in extended instructional time.

The LEA has described and clearly defined proposed steps to modify identified practices and/or policies to minimize barriers

Previously successful steps to minimize barriers will continue. The district will keep its commitment to keep communication with the SLTA open and ongoing, to be fully transparent with regard to the planned activities associated with the grant, and to mediate challenges made to its full implementation. Quarterly meetings between the leadership of SLTA and the directors of the Human Resources and School Support departments as well as SLTA representation at school level meetings have been important elements of this commitment and will continue. With respect to including Student Growth Data in educator evaluations, recent changes in state law and the implementation of an updated educator evaluation system in the district have addressed this.

To address the potential barriers to moving teachers to and from the school, scheduling of professional development and securing support from the school communities for extended instructional time, the ongoing practices implemented with previous school improvement grants will continue. Strategic recruitment and ample support for transferring teachers, working with teachers to identify scheduling conflicts and frequent dialogue with parents and community members regarding the expectations of the reform are all examples of these ongoing practices.

The LEA has described its procedure to identify and resolve future issues related to practices and /or policies that may serve as barriers to full implementation

As addressed above, the commitments to ongoing, transparent conversations have worked to successfully identify and resolve past issues and should continue to identify and resolve future issues related to practices and/or policies that may serve as barriers to full implementation in the future.

The LEA describes how it will collaborate with key stakeholders (e.g., associations, administrators, local board of education, parents and other key stakeholders) to implement necessary change to practices, policies and procedures

The district's shared governance policies provide an efficient way to collaborate with key stakeholders to implement necessary change to practices, policies and procedures. The practices of communicating and collaborating with SLTA, SIC, and SCC as well as regular reports to the school board help to ensure that all stakeholders feel represented, involved and informed.

DESCRIPTIVE INFORMATION PART 1 E

The LEA must include information regarding how it will sustain the reforms after the SIG funding period ends

The LEA includes a list of the ongoing supports needed to sustain school improvement after the funding period ends

The SLCSO's prior successful experiences with school improvement grants has taught district leaders the importance of sustaining the following elements of the Transformational Model:

- Placement of administrators vetted through the BEI process in past, current and future SIG schools
- Additional School Support personnel necessary to support administrators and the faculty in their efforts to maintain and build upon successes resulting from the implementation process
- Continued relationship with UVa/PLE
- Continued use and refinement of the testing and scoring platform Illuminate
- Continued ongoing, high quality, job-embedded professional development provided by district academic coaches specifically assigned to SIG schools
- Structured training for all district administrators through bi-weekly General Administrator Meetings and annual Leadership Institutes specifically focused on elements of the Transformational Model for the purposes of supporting SIG administrators as well as disseminating the information to administrators of other district schools
- Strategies designed to recruit, place and retain staff
- Use of data to identify and implement instructional programs that are research-based, vertically aligned and aligned with Utah Core Standards
- Use of student data to inform and differentiate instruction
- Salaries and benefits for data specialists to compile data in ways that allow its use to inform and differentiate instruction
- Sustained support for the school wide use of EL Achieve in SIG schools as well as other district schools
- The use and integration of technology-based support
- Enhanced after-school programs based upon lessons learned through the grant implementation
- Increased and varied ways to continue and increase family and community engagement
- The creation of more supportive systems for ELL and SWD resulting from lessons learned through the grant implementation
- A commitment not to undo decisions that have been beneficial to schools under operational flexibility

In addition to the above list, commitment to sustain other elements identified through the evaluation of both the implementation and outcomes of this initiative will be made as well.

The LEA describes and enumerates the anticipated resources that will be committed to meet the needs identified above

SLCSO has the capacity and commitment to realign existing resources to sustain the

parts of this initiative that prove successful. At present, we believe sustainability will require realignment of existing supplemental financial resources (including Title I, Title II, Title III and local school improvement funding) at Meadowlark and at the district office. Our intent is to support elements of the transformation that prove effective including the use of these funds to support additional instructional time. The district will rely on state, federal and local funds to support the ongoing implementation of key activities and will seek additional funding from public and private entities to do so.

Local funds will be used to maintain the placement of assistant principals to maximize the administrators time spent as the instructional leader of the building. Title II funds and Title I funds will support the hiring, placement and on-going training for academic coaches. Title III money will be aligned to support the described plan to provide language acquisition instruction, Title 1 and private funding will be set-aside to the extent practicable to continue Prime Time teacher compensation. Additional School Support Director positions will be paid from district revenue and will be maintained if possible.

This application avoids the hiring of additional staff from the SIG award that would not be sustainable at the conclusion of the funding period. With respect to the continuation of performance bonuses, the district will support schools to realign school discretionary funds to support ongoing bonuses. We will also assist the schools to identify and secure private resources to maintain the bonus structure. The intensified technical assistance specifically assigned to SIG schools may not be sustainable though the district is bearing the full cost of additional staff to provide this support.

The LEA included a written assurance from the superintendent that he will continue to support the implementation and refinement of the intervention model described in the LEA application.

See Appendix D

The LEA included a written assurance from the local school board that it will continue to support the implementation and refinement of the intervention model described in the LEA application

See Appendix D

BUDGET INFORMATION PART 2 (A)

**The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority School identified in the LEA's application
The LEA provides a budget for each of the three years of the grant for each Priority School included in the SIG application.**

The budget provided is for three years. We do not believe the budgetary needs will be substantially different from one year to the next. An exception to this is the ongoing support from UVA. We have requested funding for only the next two years. The requested amount is an estimate only. When the application is funded we will work with PLE to tightly define the full range of support and the associated cost.

If, at the conclusion of any year, there are funds remaining from the planned budget, the district will use those extra funds to address

For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected.

The following budget contains items outlined in the body of the grant as essential to the implementation of the transformational model.

- Job-embedded professional development including coaching support and compensated time for teacher participants,
- extended day activities that both support students who are not yet proficient and for students to participate in a more comprehensive curriculum.
- materials and training to improve instruction and outcomes for English learners,
- intensive technical assistance,
- identifying and rewarding successful teachers and administrators,
- recruiting and retaining qualified staff, and
- evaluation of program efforts.

If the LEA plans to apply for SIG funds to support LEA efforts, the budget includes costs associated with LEA leadership and support of the school intervention models

SLCSD is not applying for budget to support LEA activities. All activities at the LEA level are supported from district funds.

The LEA budget includes costs for purchased professional services to ensure quality consultants to facilitate research-based reform

Professional services are requested to support professional development by EL Achieve and to cover the cost of additional assistance from UVA/PLE and their sub-contractors.

The LEA has considered any costs associated with program evaluation.

The costs associated for program evaluation are estimated. When the application is approved and the funding level is known, SLCSD will prepare an RFP for program evaluation and will contract with an external School Support leader to conduct the appraisal.

Meadowlark Elementary SIG Proposed Budget								
Expense	Calculation					Total Year 1	Total Year 2`	Total Year 3
Coaching support	2 @ .5 FTE					96,701	96,701	96,701
PD data dive	5 days * 6 hours*\$36*28 teachers					30,240	30,240	30,240
Extend day 8th period	1 hour*28 teachers*31 weeks* \$36 hour					31,248	31,248	31,248
EL Achieve material	6 teachers					20,129		
EL Achieve consulting						8,000		
UVA year 3 and 4 support	estimate					25,000	25,000	
	# of recipients	Math Per Teacher	ELA Per Teacher	Bonus Total	Pyroll Taxes	Total Year 1	Total Year 2`	Total Year 3
90% of 31 teachers	28	2,272	2,272	127,204	30,529	157,733	157,733	157,733
Science	2	2,272	2,272	9,086	2,181	11,267	11,267	11,267
Admin	2	2,272	2,272	9,086	2,181	11,267	11,267	11,267
Coaches	1 per content area	4,543	4,543	9,086	2,181	11,267	11,267	11,267
Data support clerk	36 weeks @ 20 hours * 10.50 + taxes					9,360	9,360	9,360
Evaluation /Appraisal	estimate					28,000	28,000	28,000
						440,211	412,082	387,082
								1,239,375

Meadowlark Elementary SIG Proposed Budget								
Expense	Calculation					Total Year 1	Total Year 2`	Total Year 3
Coaching support	2 @ .5 FTE					93,601	93,601	93,601
PD data dive	5 days * 6 hours*\$36*28 teachers					30,240	30,240	30,240
Extend day 8th period	1 hour*28 teachers*31 weeks* \$36 hour					31,248	31,248	31,248
EL Achieve material	6 teachers					20,054		
EL Achieve consulting						8,000		
UVA year 3 and 4 support	estimate					25,000	25,000	
	# of recipients	Math Per Teacher	ELA Per Teacher	Bonus Total	Pyroll Taxes	Total Year 1	Total Year 2`	Total Year 3
90% of 31 teachers	28	2,272	2,272	127,204	30,529	157,733	157,733	157,733
Science	2	2,272	2,272	9,086	2,181	11,267	11,267	11,267
Admin	2	2,272	2,272	9,086	2,181	11,267	11,267	11,267
Coaches	1 per content area	4,543	4,543	9,086	2,181	11,267	11,267	11,267
Data support clerk	36 weeks @ 20 hours * 10.50 + taxes					9,360	9,360	9,360
Evaluation /Appraisal	estimate					18,000	18,000	18,000
						427,036	398,982	373,982
								1,200,000

BUDGET INFORMATION PART 2 (B)

The LEA has aligned other local, state and federal resources with the SIG award to fund the intervention model it intends to implement

The LEA has provided a list of the financial resources and the amounts allocated to support the intervention model (e.g. local, state, federal funds, and other private grants, as appropriate)

- Title I 150,000 Salary and benefits Title 1 Director (.5) and Coordinator (1.0)
- 100,000 UVA/PLE partnership (50,000 from State)
- Title I 100,000 Salary and benefit 2 @ .5 FTE Coaches
- Title II 90,000 Salary and benefit ELD Specialist

50,000 Professional development for teachers

District funding is priceless. District funding supports the hiring of multiple professionals who are essential to the reform effort. The district office is lean but we can reallocate our time.

The LEA has described how each of the financial resources listed about will support the requirements of the selected intervention model

The most important resource we have to implement the reform model is the expertise of our staff and the time we arrange to provide direct support. As a district, we have sound policies and accompanying procedures that should support the reform we are undertaking. The guidance on selection and use of materials improves constantly. Our ability and desire to work across departments is often quite strong. The greatest need we have is to prioritize effectively, attend to what will make a difference and to execute with purpose. The SIG effort will provide information and opportunity to re-define our work and support as priority the SIG schools.

The LEA has described how LEA program personnel will collaborate to support student achievement and school reform

Key personnel in the implementation and support of SIG are provided on pages 37-43.

BUDGET INFORMATION PART 2 (C)

The LEA has designed approvable pre-implementation activities to assist the school(s) in preparing for full implementation when the 2014-2015 school year begins. The focus of the activity must be its relationship to the needs to the school and selected intervention model.

March/April '14 No Cost

- Communicate SIG specifics to community and school stakeholders
- Communicate SIG specifics to school staff
- Teachers declare intent to return or to seek a reassignment

April/May

- Provide staff with the opportunity to transfer
- Recruit to fill vacancies
- Finalize school calendar/bell schedule to reflect increased learning time
- Schedule professional development days
- Distribute communication to parents regarding adjusted calendar/bell schedule and registration
- RFP for Evaluation
- Finalize plan of evaluation
- Select consultant(s) to administer the USOE appraisal

- Screening, interviewing, hiring and placement of instructional and support staff
May/June

- Conduct initial appraisal of USOE tool Not to exceed \$10,000
- Stakeholder surveys
- Determine professional development needs for first 90 days – based upon survey results and preliminary data from end-of-year assessments
- Materials ordered and organized EL Achieve \$20,000
- Registration
- Communication with stakeholders as needed
- Identify school improvement team
- Screening, interviewing, hiring and placement of instructional and support staff
-

July

- Review and select external evaluator
- Plan and prepare for professional development
- Attend UVA/PLE conference \$25,000 estimate
- Begin developing 90-Day plan
- Redistribute communication to parents regarding adjusted calendar/bell schedule and registration
- Communication with stakeholders as needed
- Screening, interviewing, hiring and placement of instructional and support staff

August

- Registration
- Teachers back to school/professional development and planning PD \$8,000
contract, non-contract pay
- Day one of EL Achieve professional development for teachers who have not yet received training
- Create Master Schedule maximizing instructional time and structure teacher planning time
- Students back to school
- Further communication of Title I and SIG specifics to school stakeholders
- Orientation/Review of Illuminate
- Orientation/Review of educator evaluation process
- Complete 90-day Plan

PART III: ASSURANCES

Salt Lake City School District assures that they will adhere to the applicable statements and requirements outlined in this section.

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

The LEA must assure that it will follow U.S. Department of Education assurances:

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the LEA commits to serve consistent with the final requirements; ★
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds; ★
- If the LEA implements a Restart Model in a Priority School the LEA must 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★
- The LEA must monitor and evaluate the actions the school has taken, as outlined in approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality.★
- The LEA must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG ★
- Report to the SEA the school-level data required under section III of the final requirements. Utah State Office of Education assurances.★
- The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided. ★
- The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. The LEA is required to use an experienced School Support Team Leader who is external to the LEA. An SST Leader could assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders is available upon request of USOE staff. ★