

# School Improvement Grants Application

**Section 1003(g) of the  
Elementary and Secondary Education Act**  
CFDA Numbers: 84.377A; 84.388A



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

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APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: <b>SALT LAKE CITY SCHOOL DISTRICT</b>	Applicant's Mailing Address: <b>440 EAST 100 SOUTH SALT LAKE CITY, UTAH 84111</b>
LEA Contact for the School Improvement Grant  Name: <b>DR. DOROTHY COSGROVE</b>  Position and Office: <b>ASSOCIATE SUPERINTENDENT, SALT LAKE CITY SCHOOL DISTRICT</b>  Contact's Mailing Address: <b>440 EAST 100 SOUTH, SALT LAKE CITY, UTAH 84111</b>  Telephone: <b>801-578-8344</b>  Fax: <b>801-578-8246</b>  Email address: <b>dorothy.cosgrove@slcschools.org</b>	
LEA Superintendent or Charter School Director (Printed Name):  <b>Dr. MCKELL WITHERS</b>	Telephone:  <b>801-578-8349</b>
Signature of the LEA Superintendent or Charter School Director  X _____	Date:  <b>3 MARCH 2011</b>
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.	

# STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2010 LEA APPLICATION: REQUIREMENTS

## **Utah Definition of Persistently Lowest-Achieving Schools:**

### **Tier I Schools:**

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

### **Tier I Newly Eligible Schools:**

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency (2006-07, 2007-08, 2008-09, 2009-10) in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier 1 (Dual Immersion at 42% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on Utah Performance Assessment System for Students (UPASS) Progress Score – 3-year average from years 2007-08, 2008-09, 2009-10). The state of Utah did not weight “all student” group compared with subgroups.

### **Tier II Schools:**

- Title I Eligible (Served or Not) Secondary School:
  - Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools); OR
  - Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

### **Tier II Newly Eligible Schools:**

- Title I Eligible (Served or Not) Secondary School:
  - 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion Academy at 42% proficiency)];
  - Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score – 3-year average);  
OR
  - Graduation Rate less than 60%.

**Tier III Schools:**

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

**Tier III Newly Eligible Schools:**

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: Higher than lowest Tier I school (Dual Immersion Academy at 42% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 64% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on UPASS Progress Score – 3-year average).
- Schools included on Tier III list that were excluded due to an n size < 40.

**LEA APPLICATION REQUIREMENTS**

<b>SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.</b>								
An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Horizonte Alternative High School	490087000732		X					X
Edison Elementary School	490087000487			X				X

**PART I: DESCRIPTIVE INFORMATION**

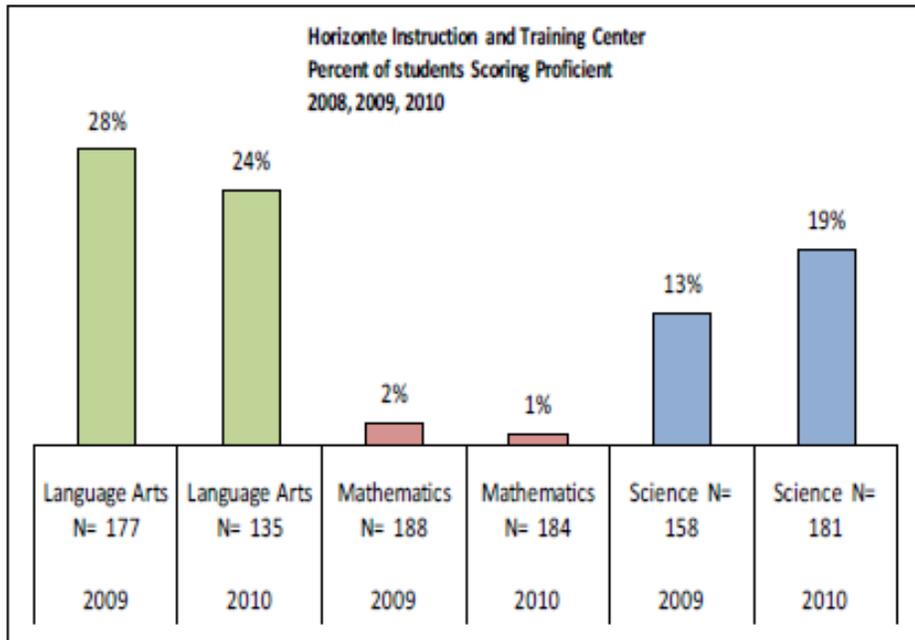
The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

- A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.**

1. The state of Utah requires that any LEA making application for the School Improvement Grants 1003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state's identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:
  - a. The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Horizonte Instruction and Training Center (Horizonte) overall school results display that 28% of students included in the Criterion-Referenced Test (CRT) administration who attended full academic year in 2009 were proficient on the Language Arts CRT, that number was 24% in 2010. For Mathematics, one percent of students scored proficient in 2010 and 13% in 2009. For Science, 19% students scored proficient in Science in 2010, 13% in 2009.

Horizonte Instruction and Training Center				
Utah Criterion Referenced Tests 2009 and 2010 Percent of students scoring proficient	2009		2010	
	N size	% Proficient	N size	% Proficient
	Language Arts	177	28%	135
Mathematics	135	2%	184	1%
Science	158	13%	181	19%



The following charts display results for subgroup achievement in CRT Language Arts and Math for 2009 and 2010.

Horizonte Instruction and Training Center		
Year	Group	LA CRT% Proficient
2009	Whole School N= 177	28%
2010	Whole School N = 135	24%
2009	Asian N = 3	33%
2010	Asian N = 2	0%
2009	Black N = 4	25%
2010	Black N = 2	0%
2009	Caucasian N = 55	35%
2010	Caucasian N = 25	32%
2009	Native American N = 9	11%
2010	Native American N = 5	0%
2009	Pacific Islander N = 9	11%
2010	Pacific Islander N = 6	33%
2009	Non English Learner N = 113	27%
2010	Non English Learner N = 89	27%
2009	Fluent English Learner N = 23	52%
2010	Fluent English Learner N = 17	35%
2009	English Learner N = 41	20%
2010	English Learner N = 28	11%
2009	Non Low Income N = 35	40%
2010	Non Low Income N = 10	40%
2009	Low Income N = 142	25%
2010	Low Income N = 125	23%
2009	Special Education N = 22	0%
2010	Special Education N = 19	11%

Horizonte Instruction and Training Center		
Year	Group	MA CRT% Proficient
2009	Whole School N= 188	2%
2010	Whole School N = 184	1%
2009	Asian N = 4	0%
2010	Asian N = 1	0%
2009	Black N = 8	13%
2010	Black N = 4	0%
2009	Caucasian N = 61	5%
2010	Caucasian N = 42	0%
2009	Native American N = 11	0%
2010	Native American N = 7	1%
2009	Pacific Islander N = 9	0%
2010	Pacific Islander N = 5	0%
2009	Non English Learner N = 119	3%
2010	Non English Learner N = 118	2%
2009	Fluent English Learner N = 21	0%
2010	Fluent English Learner N = 18	0%
2009	English Learner N = 48	0%
2010	English Learner N = 47	0%
2009	Non Low Income N = 41	5%
2010	Non Low Income N = 16	0%
2009	Low Income N = 147	1%
2010	Low Income N = 168	1%
2009	Special Education N = 17	0%
2010	Special Education N = 32	0%

- b. Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Genuine trend data is difficult to determine, as students typically do not attend Horizonte for a full academic year (160 days). However, in an attempt to analyze a trend, three years of a cohort participating in testing is needed. Displayed below are students who participated in CRT test administration at Horizonte who also had participated in CRTs in 2009 and 2008. Their previous participation could have been anywhere in the Salt Lake City School District (SLCSD) or state.

Trend Data Horizonte Instruction and Training Center (All students participating in 2010 CRT administration at Horizonte with 2009, 2008 CRTs anywhere in SLCSD or State)			
Horizonte Language Arts	LA CRT% Proficient 2008	LA CRT% Proficient 2009	LA CRT% Proficient 2010
Mean	46%	34%	25%
2010 cohort N size	271	271	271

Trend Data Horizonte Instruction and Training Center (All students participating in 2010 CRT administration at Horizonte with 2009, 2008 CRTs anywhere in SLCSD or State)			
Horizonte Mathematics	MA CRT % Proficient 2008	MA CRT % Proficient 2009	MA CRT % Proficient 2010
Mean	32%	6%	2%
2010 cohort N size	178	178	178

- c. Demographic information relevant to the school's achievement in Language Arts and Mathematics;

A single-day or snapshot of enrollment on January 1, 2011 displays that 76% of students attending Horizonte were non-Caucasian. 81% of students are economically disadvantaged and 43% of students are English Learners. Students with disabilities make up 17% of the population. As an alternative high school in the heart of urban Salt Lake City, Horizonte serves a diverse population of students with multiple needs.

Horizonte January 1, 2011 Demographics (Single Snapshot of Enrollment)		Count	%
Whole School	Group	713	100%
ETHNICITY	ASIAN	10	1%
	BLACK	23	3%
	CAUCASIAN	185	26%
	HISPANIC	435	61%
	AMERICAN INDIAN	26	4%
	PACIFIC ISLANDER	34	5%
HISPANIC_NON	NON HISPANIC	278	39%
	HISPANIC	435	61%
CAUCASIAN	NON CAUCASIAN	185	26%
	CAUCASIAN	528	74%
SOCIOECONOMIC STATUS	NON ECO DIS	138	19%
	ECO DIS	575	81%
ENGLISH LEARNER	NON ELL	408	57%
	ALL ELL	305	43%
SPED	REGULAR ED	590	83%
	SPED	123	17%

While the above chart represents a single day or snapshot of enrollment, the chart below displays the total demographic enrollment for the past three years. As shown, over 1200 students attend Horizonte at some point during the school year, thus leading to difficulty in showing meaningful achievement results tied to learning experiences at Horizonte. Less than 20% of the total enrollments have historically been included in achievement data results.

Horizonte Total Enrollment Demographics 2008,2009,2010		Horizonte Instruction and Training Center (cumulative enrollment trends)					
		2008		2009		2010	
		Count	%	Count	%	Count	%
Whole School	Group	1302	100%	1265	100%	1208	100%
ETHNICITY	ASIAN	20	2%	19	2%	15	1%
	BLACK	70	3%	50	4%	49	4%
	CAUCASIAN	416	32%	336	27%	346	29%
	HISPANIC	643	49%	725	57%	661	55%
	AMERICAN INDIAN	62	5%	52	4%	58	5%
	PACIFIC ISLANDER	78	6%	72	6%	69	6%
HISPANIC_NON	NON HISPANIC	646	50%	529	42%	537	44%
	HISPANIC	643	50%	725	58%	661	55%
CAUCASIAN	NON CAUCASIAN	876	68%	918	73%	852	71%
	CAUCASIAN	416	32%	336	27%	346	29%
SOCIOECONOMIC STATUS	NON ECO DIS	358	27%	311	25%	256	21%
	ECO DIS	944	73%	954	75%	942	79%
ENGLISH LEARNER	NON ELL	847	65%	721	58%	763	63%
	ALL ELL	455	35%	512	42%	445	37%
SPED	REGULAR ED	1117	90%	1157	91%	1030	85%
	SPED	125	10%	108	9%	178	15%

Over the past three years, students identifying ethnically as Asian have made up approximately one-to- two percent of the population, Black students four percent, Native Americans five percent, and Pacific Islander five percent. These distributions represent similar distributions across SLCS D. Caucasians represent 29% of the population, which is approximately 15% under the SLCS D average and Hispanic 55%, which is approximately a 15% overrepresentation of the SLCS D. Students who are economically disadvantaged as represented by free and reduced lunch qualification continue to increase and represent 79% of Horizonte’s population, which is approximately 15% higher than SLCS D high school averages. English Learners represent 37% of the population, which is similar to the SLCS D, and students with disabilities have increased from 10% in 2008, to 15% of the population in 2010, four-to-five percent higher than SLCS D averages.

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

Attendance Rates

Horizonte displays 91.6% attendance rate for the whole school for 2010. Students identifying as Pacific Islander have the highest rate of attendance at 94%. Native American students display the lowest attendance rates of 88%.

Horizonte Instruction and Training Center Attendance Rates 2009 and 2010		2009 Mean	2010 Mean
Race/Ethnicity	Asian	94%	91%
	African American	92%	91%
	American Indian	89%	88%
	Caucasian	93%	93%
	Hispanic	92%	91%
	Pacific Islander	91%	94%
	Other	85%	94%
SES	Non Economically Disadvantaged	94%	94%
	Economically Disadvantaged	92%	91%
English Learner Status	Native English or Opt Out	92%	91%
	English Language	93%	92%
Special Ed/Reg Ed	Regular Ed	92%	92%
	Special Ed	90%	92%

### Graduation Rates

The baseline graduation rates for 2010 are listed in the following table. Graduation rate is the percentage of students in a high school graduation cohort who received a diploma from school prior to September 30 of their graduation year. Students are tracked from their tenth grade year and their completion status determined at the end of the summer of their twelfth grade year.

		Horizonte 2010 Cohort Graduation Rate																	
Horizonte Instruction and Training Center		All Students	Asian	African American	American Indian	White	Hispanic	Pacific Islander	Economically Disadvantaged	Limited English Proficient	Students with Disabilities								
2010	394	27%	n<10	18	17%	18	6%	111	42%	216	22%	23	13%	299	24%	162	23%	25	24%

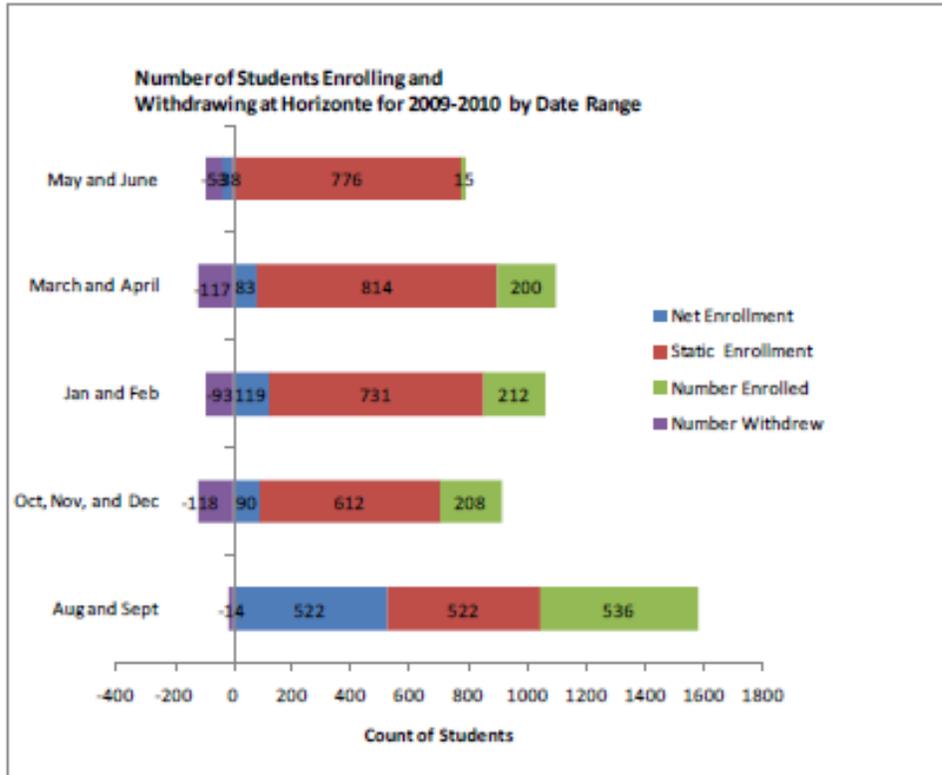
### Suspension Rates

Horizonte had an overall suspension rate of three percent for discipline actions that were reported to the SLCS D in 2009. Students identifying as Asian had the highest suspension rate at 10.5% with the caveat that the student group is relatively small compared to other student ethnic groups (see demographic table above for more detailed information).

2009 Suspension Data			
	N	Total Population	% of Population
Asian	2	19	10.5%
Caucasian	9	336	2.7%
Hispanic	22	725	3.0%
Native American	2	52	3.8%
Pacific Islander	2	72	2.8%
Other	1	11	9.1%
Whole School	38	1265	3.0%

Mobility Rates

To demonstrate the mobility of students that occurs at Horizonte, the following chart illustrates the student movement during five date ranges throughout the 2009-2010 school year.



Dropout Rates

This chart presents Horizonte’s single-year dropout rate. The single-year dropout rate calculates the percentage of secondary students who dropped out of school in a single year, regardless of their cohort. The Utah State Office of Education (USOE) uses a Statewide Student Identifier (SSID) to accurately track each student.

Category	Count	Dropout Rate
Horizonte Instruction and Training Center		
All Students	609	39%
Asian	n<10	
African American	19	53%
Native American	29	59%
White	166	32%
Hispanic	352	40%
Pacific Islander	30	37%
Economically Disadvantaged	485	38%
Limited English Proficient	167	41%
Students with Disabilities	98	32%
2010		

### Parent and Community Survey

Utah State University's Center for the School of the Future designed and administered a questionnaire to determine Indicators of School Quality (ISQ) for Horizonte. The questionnaire was administered to students, parents, teachers and staff with the findings summarized in global domains by the audience. The disaggregated data ranked the responses as Exemplary, Superior, Typical and Opportunity to Improve. According to the ISQ results, "Parent Support" was the only domain that was rated with an opportunity to improve by the teacher audience. The domains "Teacher Excellence", "Student Commitment", "School Leadership", "Instructional Quality", "Resource Management and School Safety" scored average ratings and were either in the superior or typical ranges by all audiences. Teachers and staff in the "Teacher Excellence" domain gave exemplary ratings.

Furthermore, the "Enough Students to Participate in Extracurricular Activities Domain" had an Opportunity to Improve ranking by parents and students. Another area that needed improvement was "Administration is Accessible to Parents, Students and Staff" and was ranked as an Opportunity to Improve by students as well.

There were adequate numbers of respondents by student and parents and a significant number of respondents by teacher and staff. The highest student ethnicity was Hispanic (53%) with Caucasian (27%) being second. The overall neighborhood risk is high with "Economic Status and Community Affiliation" being the highest risk factors. The school priority ranking by parents and teachers were lowest in "Involve Families Meaningfully", "Develop Community Involvement", and "Provide Breadth in Learning Experiences". The ranking was highest in "Treat All Students with Respect". A copy of this survey is found in Appendix I.

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

A total of 26.67 full-time equivalent (FTE) are assigned to the alternative high school program at Horizonte. This includes five FTE Youth in Custody (YIC), and two FTE in Special Education. Horizonte has a unique program in that the largest high school program has eight FTE. The remaining FTE are divided among 17 other programs ranging from one to five FTE. This requires the teacher(s) to give instruction in multiple subjects, many not in their area of endorsement or license. Having highly qualified teachers is a challenge due to the varying credit needs of students who are referred to Horizonte. Consequently, many teachers are required to teach courses outside their endorsement or license area. A teacher who is highly qualified in that area is the teacher of record (Appendix II).

A large percentage of teachers assigned to Horizonte have been at the school for fewer than five years (52%). Teachers who have been at Horizonte for 6-15 years make up 26% and 22% have been at Horizonte for 16 years or more. The turnover rate of contract teachers at Horizonte is low with the rate from 2010-2011 at eight percent. According to an absentee report from 2009-2010, contract high school teachers missed 1968 hours of school in a year. This is an average of 63 hours per teacher. Teacher absences attributed to teacher sick leave is 68% of the total hours missed, participation in professional development 18% and personal reasons 14% of the total hours missed. The range of teacher hours missed is from eight hours to 167 hours.

SLCSD requires that contract teachers be evaluated by an administrator bi-annually. All teachers at Horizonte had a fall collaborative to set goals and have another evaluation in the spring 2011. All teachers currently have a proficient status; none are under remediation. SLCSD requires all teachers to earn an ESL endorsement within the first three years of their employment with the SLCSD. All teachers at Horizonte are in compliance with that requirement.

Students referred to Horizonte come with multiple risk factors. Teachers at Horizonte have had training and experience in instruction of students with many risk factors. Risk factors are defined as ethnicity other than the majority (Caucasian), low income, English Learner, and students with disabilities. While no single factor is a determinant of performance, in the aggregate it is understood that these factors historically correlate with lower academic performance. Detailed information on FTE per program, subjects taught, teacher tenure and highly qualified subjects is included in Appendix II.

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

The principal position is in transition at Horizonte. The former principal retired at the end of SY09 and an acting principal was placed at the school. The hiring of a new principal will take place in spring 2011. Qualifications for new principal of the transformation school will include success as a principal in a SLCS D school, deep knowledge of shared governance, and a clear understanding of SLCS D policies, procedures and the Written Agreement. Also qualities of competencies significant to the assignment such as a clear focus on student achievement, initiative and persistence, monitoring effectiveness, ability to plan and organize, ability to influence the behavior of others, ability to lead teams of teachers and promote positive morale, commitment to developing the skills of teachers, ability to think analytically and conceptually and self-confidence relevant to implementing the requirement of the reform. The principal must also have a working knowledge and understanding of the scope and complexity of the programs offered at Horizonte.

Acting Principal Mindi Holmdahl has earned a Master of Education in Educational Leadership and Policy, (2004 University of Utah) a Master of Arts in Curriculum and Assessment Design (1999 Adams State College) and a Bachelor of Arts in English secondary education (1996 Utah State). She has been an assistant principal for seven years and is serving as the acting principal at Horizonte for SY 2010-2011. Mindi has worked in both traditional and alternative settings. She taught in Colorado for five years where she co-authored state standard aligned curriculum and assessments for all English Department courses at Rifle High School. Mindi has received outstanding performance evaluations during her entire career.

Assistant Principal David Chavez graduated from Brigham Young University with a B.S. in Elementary Education. He received a M.A. from Northern Arizona University in English/Linguistics and an Educational Administrative License from the University of Utah. He has worked a total of 29 years as an educator, including the following positions: bilingual teacher, secondary and adult teacher, and nine years as an administrator. He is currently serving as assistant principal at Horizonte and has received outstanding performance evaluations during his entire career.

Assistant Principal David Martinez graduated from Brigham Young University with a B.S. in Psychology. He received an Administrative Masters of Education in 1979. He has been employed in the SLCS D from 1984 until the present. He has earned endorsements in Psychology, Sociology and Spanish. He taught at Horizonte and has been an assistant principal in the SLCS D since 1987, all but three of those years at Horizonte. He has received outstanding performance evaluations during his entire career.

School administrators are formally evaluated annually using the SLCS D developed administrator evaluation system. The Director of Secondary School Support evaluates the principal. The school principal evaluates assistant principals. The evaluation of school administrators includes a measure of the extent to which each school's School Improvement Plan has been implemented as written and approved though the evaluation does not currently include direct accountability for student achievement.

The domains and competencies used for principal evaluations appear in Appendix III.

g. Effectiveness of prior school reform efforts.

During the 1992-93 school year an Alternative School Advisory Committee was formed as directed by the SLCS D Board and the Superintendent. The Committee researched the current system of serving alternative students and decided that a multiple-site school would best serve the non-traditional students. Key factors in this decision were: the anonymity of non-traditional students at the larger secondary schools, the lack of quality east/west transportation in the SLCS D (secondary students rely on public transportation), and a “neighborhood school” concept. Research demonstrates that the smaller the school, the more likely a student will be known by their teachers and administrators. The Committee felt that the better the student/teacher relationship, the better the performance academically and socially. The Board embraced the recommendations of the Committee and the multiple-site delivery system for non-traditional students was adopted. Currently Horizonte has sites strategically located throughout the SLCS D (11 sites grades 9-12 and 3 sites grades 7-8). The size of the site varies from one teacher to eight teachers. Smaller sites, coupled with an advisory period, allow all students to be known by the staff. The smaller neighborhood locations also reduce transportation problems and preserve the “neighborhood school” concept.

Horizonte has been involved in a steady progression of educational reform efforts for the past twenty years. Most components were somewhat effective and remain in place today. The following are reform efforts implemented by Horizonte.

Student Referral Process: In order to attend Horizonte, the student must have a referral from their home school. Initially, no formal system was in place in the SLCS D to establish who was referred to Horizonte and why they were referred. In the early 1990’s a referral form was developed in cooperation with the traditional school administrators and the SLCS D Student Services Department. The Student Services Council (SSC) was established at all secondary schools in SLCS D. The SSC at each traditional high school comprised of administrators, counselors, teachers, special education teachers, parents and student met to identify potential in-school interventions. Interventions were to occur at the home school prior to referring students to Horizonte. If the interventions did not work a referral to Horizonte was made via the Horizonte Referral Form as shown in Appendix IV. Often times there were minimal to no interventions for the student. The concept was that interventions should follow a “continuum of services and support” for the student.

Intake/Placement Process: Referred students must complete a two-day orientation prior to placement at a Horizonte program. During the orientation students are assessed for reading and math levels, writing skills and career interest. Horizonte school policies and procedures are explained to students. In addition, a power point outlining the Positive Behavior Incentives and Support Program (PBIS) is presented to all students. After successful completion of the two-day orientation the Horizonte SSC meets with the parent/guardian to review the assessment results, discuss prior interventions and determine an appropriate placement in a Horizonte program.

Advisory Period: Every teacher at Horizonte has 65-minute advisory period. The purpose of this class is for one teacher to manage a small group of students with respect to academic progress, graduation requirements, behavior, attendance, tardiness, parent contact, etc. An advisory curriculum was developed and implemented. The focus of the curriculum is on life skills, interpersonal skills, career interests and educational planning. One of the responsibilities of each advisory period teacher is to maintain a relationship with the student and their parent/guardian. The advisory teacher assumes the role of student advocate for the advisees. The ISQ Survey conducted by Utah State University for the 2007 accreditation site visit identified the advisory period as the favorite class of most Horizonte students. For many students the positive and personal relationship developed with a teacher was a first in their secondary education experience. This has been one of the most effective pieces of Horizonte’s reform efforts.

Twenty-Minute Reading: A daily twenty-minute reading component is integrated into the advisory period. Teachers are trained in reading instruction, assigning appropriate grade level materials to students and questioning techniques. Activities are developed to assist students in becoming competent readers. Through the accreditation process over the past seven years, Desired Results of Student Learning (DRSL) in reading were identified as school goals. Objectives are identified by student performance on the Utah Basic Skill Competency Test (UBSCT). Aligning the focus of instruction with the DRSLs has produced excellent results on UBSCT retakes.

Writing Across the Curriculum (Six Traits): Every teacher has a five-minute writing activity integrated into every class, each day. Teachers were trained in the Six Traits writing program. Effective Writer DRSLs were identified by student performance on the writing section of the UBSCT. Aligning the focus of instruction with the DRSL's produced excellent results on UBSCT retakes. Because the UBSCT is no longer required for graduation, writing DRSLs are listed as goals but effort by teachers is minimal.

Math Problem: Every class at Horizonte starts with a daily math problem. Capable Math Problem Solver DRSLs were identified by student performance on the math section of the UBSCT. Aligning the focus of the daily math problem with the DRSLs produced excellent results on UBSCT retakes. Horizonte students steadily improved in math skills over the five-year period. Because the UBSCT is no longer required for graduation, math DRSLs are now taken from student performance on the Tests of Adult Basic Education (TABE) and General Education Diploma (GED). Effectiveness is now determined by level gains on TABE posttests. Math objectives addressed in the Accuplacer college assessment are also now being infused into the daily math problems.

Editing Problem: Every class at Horizonte starts with a daily editing problem. Effective Writer (communication skills) DRSLs were identified by student performance on the writing section of the UBSCT. Aligning the focus of the daily editing problem with the DRSLs produced excellent results on UBSCT retakes. Horizonte students steadily improved in writing skills over the five-year period. Because the UBSCT is no longer required for graduation, writing DRSLs are now taken from student performance on the TABE and GED. Effectiveness is now determined by level gains on TABE posttests. Language Arts objectives addressed in the Accuplacer college assessment are also now being infused into the daily editing problems.

Incentives: Incentives for students have been an integral part of reinforcing attendance and academic performance at Horizonte. Standards for awarding incentives were set each year by the School Improvement Council (SIC) and often changed from year to year. Private donors, vending machine profits, corporations and Utah LAND Trust funded the incentive program. Five years ago the incentive program was formalized when the SIC adopted PBIS. An implementation team was formed, supported and trained by the USOE. The team trained the entire staff and implementation of PBIS has been a school goal for the past four years. The program has been effective as a model for reinforcing positive student behavior. A data gathering and analysis effort has been made the past two years to determine the number of disruptive incidents, tardiness, attendance, etc. Professional development and program decisions are made based upon the data. The effectiveness of PBIS data gathering will improve as teachers, faculty, students and parents become more familiar with the standards and parameters of PBIS.

Additionally, Horizonte continues to maintain high levels of rigor and relevance pertaining to professional development for teachers and staff. The following charts outline the variety and depth of the teacher professional development over the last four years.

Horizonte Professional Development Trainings 2007-2011  
2007-2008

Date	Topic	Hours
August 20-27, 2007	Positive Behavior Support	1.5
	Horizonte Accreditation Action Plan	3.0
	Classworks Training	2.0
	Strategies for Teaching Students' Areas of Deficit in Writing/Reading/Math	3.5
	Utopia Database Training	1.5
	Horizonte Funding Formula	1.0
	Strategies to Improve CASAS&TABE Scores	3.0
	New Graduation Requirements	1.0
November – April 07-08 Two-hour after school sessions	Curriculum and Assessment Designed to Reach Horizonte DRSLs	2.0
	Financial Literacy Curriculum for Advisors	2.0
	Positive Behavior Support Successful Strategies	2.0
Professional Development September 28, 2007	Preparing for Accreditation Site Visit: Horizonte Believes & Mission Statement Open Disclosures Horizonte Goals and DRSL Classroom Implementation	7.0
June 6, 2008	Horizonte UBSCT Data Positive Behavior Support Classroom Technology Departmental Analysis	7.0
June 9, 2008	UBSCT/ TABE/CASAS Intervention Strategies in Math, Reading, Writing, and Listening Classworks Training	7.0

2008-2009

Date	Topic	Hours
August 19-25, 2008	Horizonte Scores and DRSL Indicators	1.0
	Silent Sustained Reading/	1.0
	Positive Behavior Interventions and Support/ School Policies	
	Advisory Curriculum	2.0
	UBSCT/ TABE/CASAS Intervention Strategies in Math, Reading, Writing,	2.5
	Inclusion Training	4.0
	Classworks Training	2.0
	<i>Worksheets Don't Grow Dendrites</i> Book Presentation	1.0
	Grammar Punk Game	1.0
	October - May 2008-2009 Two-hour after school sessions	Classworks to Support Reading
Classworks to Support Math		2.0
Classworks to Support Writing		2.0
CASAS Listening		2.0
Inclusion Part 3		2.0
Classworks Update		2.0
Horizonte Scores and DRSL Indicators Update		2.0

Professional Development October 20, 2008	Inclusion Part 2	4.0
March 9, 2009	Classworks	4.0
June 10, 2009	Horizonte School Goals for the Next School Year	7.0

2009-2010

Date	Topic	Hours
August 18-24, 2009	Horizonte Goals, DRSLs and Strategies to Reach Them	2.5
	How to Run Advisory Period	1.5
	Horizonte Discipline Protocol	2.5
	PBIS Incentives and Procedures	2.0
October-April 2009-2010 Two-hour after school sessions	Technology in the Classroom	2.0
	Classworks	2.0
	TABE/CASAS Best Practices	2.0
	Democracy Training	2.0
Professional Development Nov 25, 09, Mar 8, 2010	Equity/Culture Sensitivity Training	4.0
	Classworks/PBIS/Equity Part 2	7.0
June 10, 2010	Classworks Assessment/Lesson Enhancement Culturally Relevant Pedagogy PBIS Accuplacer/CPT Tests	7.0

2010-2011

Date	Topic	Hours
August 18-24, 2010	Horizonte Goals & DRSLs Update	1.0
	PBIS	2.0
	School Network Update	1.0
	Portable Labs	
	Utopia New Credit Requirements	1.0
	New Graduation Requirements/Course Codes	1.0
	TABE/CASAS Skill Coordinators' Presentations	2.0
	Advisory Training	1.0
	Classworks Online Training	2.0
	Equity Training	2.5
	High Academic Expectations	1.0
	Emergency Procedures/ECAP/Sexual Harassment Policies	1.0
	November-April 2010-2011 Two-hour after school sessions	Utahfutures Database
Classworks Review		2.0
ALS Data and Remediation Interventions by PHLOTE Scores		2.0
Essay Writing/Mapping Writing Curriculum		2.0
Gang Prevention Interventions		2.0
June 10, 2011	Math & LA Curriculum Common Core High Academic Expectations Accountability	7.0

2. Based on the analysis of the above data **select**, design, and implement interventions consistent with the final federal requirements.
  - a. Identify the intervention model chosen for each school; and

Salt Lake City School District (SLCSD) has chosen to implement the Transformation model at Horizonte. Using the checklist included as part of the Decision Making Tool developed by the Center on Innovation and Improvement and made available by the USOE, the right fit for the school included in this application is either the Turnaround or Transformation model. School closure is not a practical option. A charter model was not chosen because although Utah law permits local school boards and the state charter school board to authorize charter schools, subject to state board of education approval. The law also limits the number of new charters and the limits annual increase in statewide charter school enrollment capacity to 1.4% of the total number of Utah school district enrollment in the previous school year. The formation of a charter school as a restart model is not possible given the current cap on schools and charter school enrollment.

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

Having reviewed the requirements of both the Turnaround and Transformation models, our understanding is that the two models are more similar than they are different. The most significant differences between the two models is the percentage of staff that must be removed from the school and the requirement to develop a “rigorous, transparent, and equitable evaluation systems for teachers and principals” that uses multiple data sources including student achievement and is developed with both teachers and principals.

The SLCSD is opting to implement a transformation model based on a review of published research on successful turnaround models of reform, which 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 immediately replace 50% of a school’s teaching staff appears to be inconsistent with published research. The SLCSD will replace staff at Horizonte as attrition, retirement and teacher opting out of working at a SIG School. The percentage of teachers who are replaced may ultimately reach or even exceed the 50% mark. However, the data currently available confirms that Horizonte has pockets of both strong and weak teachers indicating that the set minimum percentage of 50% may not be appropriate.

Additionally, SLCSD believes the revision of our current systems of evaluation to include a strong measure of accountability for both teachers and principals for improved student achievement to be in the best interest of our employees, students and communities. The SLCSD’s decision-making model, Shared Governance, and employee evaluation procedures are fully consistent with the requirements that evaluation tools be transparent and equitable and based on multiple data sources (Appendix III).

SLCSD has also taken steps to make the use of such an evaluation system effective by hiring additional administrative support at both the school and SLCSD levels. These steps include the hiring of assistant principals (new and additional) and the structuring of the School Support Department of the agency under the direct supervision of the Associate Superintendent. This division has not been specifically tasked to act as a “turnaround” section but has been assigned to supervise and support schools and school stakeholders, and is therefore well-positioned to provide the “ongoing, intensive technical assistance and related support from the LEA” required as part of the transformation model. The transformation model at Horizonte is sustainable at the conclusion of the ARRA-SIG categorical funding.

The SLCSD is committed to improving teaching and learning in all ARRA-SIG identified schools.

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

Previous CRT scores demonstrate a significant need at Horizonte curriculum alignment and curriculum mapping in math and language arts.

Horizonte, SLCS D's non-traditional high school, serves students with many risk factors. These demographic indicators for SLCS D include students receiving Special Education support, English Language Learning support, free and reduced lunch and ethnic minority status. Students are referred to Horizonte for a variety of reasons. Truancy, high mobility, poor grades, low credits and sometimes a pattern of serious behavior violations are among many of the reasons cited for a student's referral. Horizonte's alternative model is made up of a main location and several satellite sites to provide education for students in smaller settings. The Rose Park site has three teachers, Odyssey House has three teachers, Highland has two teachers, and South City is a one-teacher site with two half-day programs for students with high skills. South City also houses a one teacher Youth-in-Custody site. Centro Civico is a one-teacher site with two half-day programs for students who have been through a SLCS D hearing for a serious issue. Other one-teacher programs include directed studies program, an afternoon program, an evening program and day and evening young parent programs. For further information on teacher name and sites see Appendix II.

The small sites reflect the Horizonte philosophy of never giving up on a student. Small sites provide several program options as students work to be successful by transitioning from their home school to Horizonte. Many risk factors often interfere with student academic success and they often need more than one option to find that success. A smaller site provides meaningful opportunities for students to connect with their teachers and allows teachers the opportunity to understand students as individuals and cater to their very specific academic and social needs. Smaller sites also serve as a way to divide dysfunctional groups of students into different programs if they have been referred for fighting. Small sites by nature also present a unique academic service pattern. Horizonte is not a traditional school nor is it an alternative school that is modeled after a traditional school service pattern. It has a long and very successful history of serving students as seen through graduation rates, UBSCT results and thousands of successful students who benefited from the programs.

Utah's Criterion Referenced Test (CRT) scores indicate that Horizonte must focus on math and language arts instruction. Teachers and administrators are concerned with these scores and feel that with a specific focus, proven with the successful UBSCT preparation and exams, Horizonte will improve students' CRT scores.

Horizonte will utilize SIG funds to hire a math coach, two language arts coaches, a literacy coach, an assessment/data coordinator and a counselor. The SIG funds will support professional development, a longer school day and add educational programming throughout the summer as shown in Appendix V. These efforts will be coordinated with the ultimate goal of improving academic achievement on the CRTs.

The math and English coaches will be responsible to identify an appropriate skill assessment for students to complete during their initial two-day orientation prior to registration and before being placed in a program at Horizonte. The assessment will identify abilities and deficiencies in math and language arts skills. The math and language arts coaches will also create benchmark assessments for the end of each of the five academic terms at Horizonte. Additionally the coaches will map course curriculum aligned with

the benchmarks and ultimately the CRTs. The initial assessment, the benchmark assessment and finally the CRTs will demonstrate growth in student achievement.

The math and language arts coaches will assist in classrooms every day to observe and coach teachers as well as interact with and assist students in the teacher's classroom. In addition to the math and English content teacher and the coach, Horizonte will employ an additional hourly instructor/paraprofessional with a degree in math or English. In every math and language arts class there will be a teacher and an instructor as well as a math or language arts coach on a rotating schedule two to three times a week. Additional staff in the classroom will increase individual instruction time per student. The instruction during these classes will be intensely focused on the aligned curriculum and there will be enough additional support in the classroom to assist students, help them stay focused, and/or work in smaller groups having similar skill gaps in the content.

The math coach will produce professional development to begin when teachers return in August 2011. The professional development will focus on data reports that include an explanation of previous student performance on the CRTs and the plan of action for improving student scores. The specialist will teach math instructors how to implement the course curriculum map, lesson plans, and teaching resources (textbooks, software etc.) consistent with the skills assessed on each end-of-term benchmark assessments and the CRTs. The math coach will be in math classes' everyday observing teachers, demonstrating teaching concepts, mentoring teachers on instructional strategies and assisting students. The coach will have a rotating schedule and travel to the outside sites as well. There will be professional development specific to math for all content teachers. Every class period, every day currently begins with a math and editing problem. The training for the daily math problems will occur weekly in the program meetings that are currently established as well. Group professional development will occur monthly for math teachers to discuss progress on the aligned curriculum and benchmark assessment results. Additionally a one-on-one instructional strategy assistance and lesson-planning meeting will take place. The math professional development budget will include compensation for teachers to attend both the group and individual meeting once a month. The math coach and the math teachers will utilize the students' initial assessment in orientation and the session benchmark assessments to identify deficiencies and gains in teaching and learning to direct lesson planning and instructional strategies in the classroom.

The language arts curriculum is applicable school wide, across all content areas and is a critical component to student academic success. In a best effort to improve CRT scores and student achievement for the first year of the SIG grant, these two FTE will be dedicated as language arts coaches. Students need to be constructing writing, word study and critical thinking skills in *every* content area. Language arts coaches will assist teachers in every course code for social studies, science, fine arts, CTE and electives to teach students appropriate writing in those areas. School wide writing formats will be implemented.

There will be professional development specific to language arts for all content teachers. The language arts coaches will develop professional development to begin when teachers return in August 2011. The professional development will include an explanation of previous performance on the CRTs and the plan of action for improving student scores. The coach will instruct language arts teachers how to implement the course curriculum map, lesson plans, and teaching resources (textbooks, software etc.) consistent with the skills assessed on each end-of-term benchmark assessment and the CRTs. The language arts coaches will be in English classes and other content classes everyday, observing teachers, demonstrating teaching concepts, mentoring teachers on instructional strategies and assisting students. The coaches will have rotating schedules and travel to the outside sites as well. Every class period, every day has begun with an editing problem for the last three years. The training for the daily editing problems will occur weekly in the program meetings that are currently established.

Group professional development will occur monthly for language arts teachers to discuss progress on the aligned curriculum and benchmark assessment results. Additionally a one-on-one instructional strategy assistance and lesson-planning meeting will take place. The language arts professional development budget will include compensation for teachers to attend both the group and individual meeting once a month. The language arts coaches and the language arts teachers will utilize the students' initial assessment in orientation and the session benchmark assessments to identify deficiencies and gains in teaching and learning to direct lesson planning and instructional strategies in the classroom.

A literacy coach will provide curriculum, benchmark assessments, and instructional strategies to enhance a twenty-minute sustained reading program that has been in place for the last eight years at Horizonte. In order to focus and better utilize this dedicated reading time, the literacy coach will create CRT based reading instruction curriculum and session assessments. The literacy coach will go to advisory classes during the sustained reading time, assist with reading instruction and demonstrate teaching reading skills. Historically, students referred to Horizonte have reading skills that range anywhere from second grade to college level. The literacy coach will provide specific reading instruction to students at the low end of the spectrum. Scholastic Reading Inventory (SRI) will also be used to track student reading improvement.

Literacy skills will also be integrated into the content classes. The literacy coach will develop and provide professional development for teachers regarding informational reading instruction for students. The literacy coach will assist teachers in all content areas including English, math, science and social studies with building student reading skills in grade level texts. The coach will have a rotating schedule and travel to outside sites.

Accountability is a critical to the implementation of curriculum alignment and teaching strategies. Benchmark assessments at the end of each session will indicate student progress with the ultimate goal of demonstrating student improvement on the CRTs in math and language arts. The curriculum maps will account for the open entry policy at Horizonte. Every Monday 15-30 new students enroll. Core concepts appearing on CRTs must be taught with a spiral reteach/review/reinforce approach every session. These concepts will be identified in the curriculum maps and lesson plans identifying the concepts. The concepts will appear on every term benchmark assessment. Many schools try to solve this issue with enrollment deadlines and open/closing dates every term. Horizonte's mission and philosophy of providing every opportunity possible for students to attend school regardless of their life circumstance is achieved through the open-entry policy and our many sites and program options.

Mapping the curriculum specific to open-entry, over five terms, our Horizonte sites and program options with a CRT spiral will clarify curriculum and bring a point-by-point focus to the academic needs of students. The mapping and benchmarks will assist teachers and students as well if a student requires a "lateral transfer" from one site or program to another. Teachers and the students will be at similar places in the curriculum regardless of the students' location. Horizonte does not have to "give-up or kick out" a student who may be struggling with behaviors or conflicts with other students. The student can attend a different Horizonte program and pick up where he/she left off at another site. Students who have attended at least four weeks of any term will be assessed with that term's benchmark assessment.

Horizonte will structure school wide teaching and student schedules to provide English and math classes during the most optimal times of the day for teaching and learning (Appendix V). As a staff we have concluded that student attendance, attention span, and focus are best during second and third periods; therefore, we will teach the most critical content during those hours. Ten minutes a day will be added to each class, which will add 20 instructional minutes to everyday equaling 100 additional instructional minutes in math and language arts each week. In conjunction with aligned curriculum, an additional instructor, a math or language arts coach, a literacy coach, focused instruction, increased instructional time, and benchmark assessments the potential for student academic growth on the CRTs will increase exponentially.

The chart below specifies the student hours of instruction and teacher instructional hours teachers at a traditional SLCS D high school in comparison with Horizonte. The percentages of increase in both categories are calculated as the scheduled instructional hours increase.

Hours of Instruction

	Student hours of instruction per year	Teacher instructional hours per year	Percent increase of student instructional hours	Percent increase of teacher instructional hours
Other H.S. in SLCS D - modified block schedule	1032.50	796.50		
Horizonte Current Schedule	994.15	855.50		
Horizonte Proposed Schedule-longer school day, <i>without</i> adding additional days of instruction	1097.40	961.70	10.50%	12.50%
Horizonte Proposed Schedule-longer school day, <i>and</i> 5 additional days of instruction	1128.40	988.90	13.50%	15.50%
Horizonte Proposed Schedule-longer school day, <i>and</i> 5 additional days of instruction, <i>and</i> summer programs (academies, day, <i>and</i> evening classes)	1311.60	1203.10	32.00%	40.50%

In order to successfully implement the changes to increase student achievement, teachers will begin the school year two weeks earlier. One week will be dedicated to professional development for training to implement changes and the second week will provide an additional week of instruction for students at the beginning of the year. Professional development for math and English teachers will occur each month after school for one and a half hours. Teachers will meet with the academic coaches to discuss student progress on the aligned curriculum, benchmark assessment preparation and teaching strategies.

At the end of the year more students are enrolled at Horizonte than at the beginning. A summer term has been established and runs every year; however, many of our students have extra responsibilities such as caring for younger siblings. Many students also need to work to assist with family income. Additional learning opportunities throughout the summer are essential to students retaining academic skills. Opportunities for students will be expanded to offer more options to fit with summer schedules. This year, we will establish math and English academies in the day and evening. If students cannot attend the daily summer school program, they can attend weeklong intensive study courses. We will offer math and language arts summer academies during the two weeks directly after school releases. Students will attend intensive study from 8:00 a.m. to 3:30 p.m. for math or English instruction or a half-day, two-week session from 8:30 a.m. to 12:30 p.m. Partnering with one elementary school in Rose Park, Glendale and Metro Salt Lake to provide weeklong child care for younger siblings would enable many students to attend. Horizonte will also implement an evening high school summer program focused on English and math from 6 p.m. to 9 p.m. Tuesday through Thursday (Appendix V).

A data coordinator will gather and report specific student level data to track intervention efforts. The data coordinator will collect student demographic data including entry date, grade, SPED or ELL status,

reason for referral, behavior issues, attendance patterns, test information, extenuating life circumstances including mobility, homelessness, and referrals to support personnel and other resources. The data coordinator will work with SLCSO data personnel to gather prior CRT test performance information. The data coordinator will attend general staff meetings site specific meetings and report this data in correlation with student benchmark performance. The data will direct teaching practice. Every session the data coordinator will report student benchmark progress in math and English and student grades to advisors, content coaches, students, parents and administration.

An additional counselor will be used to strengthen our academic achievement goals. Attendance is a significant risk factor for our students and often a main cause of referral to Horizonte. A critical number of our students and their families are homeless and living in poverty. Many of our students work to assist in the support of the family; many are responsible for younger siblings and sometimes, elderly grandparents. If student attendance can be increased, academic achievement will also increase. The counselor will work specifically with students who have truancy and family resource issues and conduct home visits. The counselor can also utilize the three social work interns placed at Horizonte every year and coordinate with SLCSO support personnel such as the SLCSO truancy specialist, homeless liaison, Special Education Director, English language learning support person, probation officers and other court referred support personnel. The counselor will oversee the attendance trackers for each site and program and work with them to improve contact with students and their families. If barriers to attendance can be removed student achievement on CRTs will improve.

The additional counselor will also oversee the PBIS program and work with building coordinators and teachers to identify and celebrate students who are passing benchmark assessments throughout the year as well as work with the one-to-eight percent of Horizonte population who still require intensive interventions even in a non-traditional setting.

Horizonte administration will oversee the extended day and summer programs, and work with the teachers, the SLCSO, the math and language arts coaches, the data coordinator, the additional counselors, and the referring schools' administration to manage appropriate referrals and coordinate these efforts to align curriculum, provide service to students and their families improve student scores on the CRTs.

- b. Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and

The Superintendency has already had direct conversations with Horizonte administrators, the SIC, the chairperson of Horizonte School Community Council (SCC), and SLTA association representatives informing them that school principal will be replaced. Upon approval of our application, the principal will be replaced as of July 1, 2011. Teacher hiring and replacement will also reflect the parameters of the SIG.

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

General timelines for implementation steps are listed below. Key milestones include the replacement of the principal before the start of the 2011-2012 school year, administrative professional development beginning during the summer of 2011, revisions to the school schedule during the early summer of 2011, development of a 90-day plan for the school before the beginning of the 2011-2012 school year, meetings with stakeholder groups beginning upon receipt of the grant, selection of research-based curriculum by the beginning of the 2011-2012 school year and execution of contracts with external support partners during the summer of the 2011-2012 school year.

### June 2011

Replace principal - Screen incoming principal using Administrator Competencies and hire replacement  
Identify and recruit successful teachers  
Hire academic coaches, additional counselor, and data coordinator  
Continue revision of teacher/admin evaluation tools to include measures of student achievement  
Revise school calendar and supplemental budget  
Continue negotiations with SLTA on needed flexibility to implement the reform model  
Conduct stakeholder collaboration sessions  
Communicate grant requirements and implement mechanisms for community and stakeholder input

### July 2011

Finalize school calendar  
Develop 90-day plan

### August 2011

Complete high school curriculum maps  
Continue with professional development for teachers  
Fully staff participating schools with new teachers  
Complete revision of evaluation tools

### August 2012

Continue with professional development for teachers  
Longterm plan to be developed by SIG site team during Summer 2011

### August 2013

Continue with professional development for teachers  
Longterm plan to be developed by SIG site team during Summer 2011

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

Increasing performance outcomes is critical to the success of students attending Horizonte. Considering Horizonte's highly mobile population, however, measuring progress for students is a complex matter. Student growth and improvements in outcomes for students will be the goal for students attending this alternative program.

Using a typical progress measure (CRT movement from year to year) is challenging. As shown in the tables below, while there were 423 students enrolled from January through May only 121 (28%) of them had 2009 and 2010 Language Arts CRT scores. At the same time only 154 participated in both years in the Math CRTs. Under these circumstances it is extremely difficult to quantify each students learning experience as measured by year-end performance on the CRT.

LA CRT LEVEL 2010								
LA CRT Level 2009	No Test 2010	Low Minimal	High Minimal	Low Partial	High Partial	Sufficient	Substantial	Total
No Test 2009	77	10	9	4	7	8	1	116
Low Minimal	59	14	9	2	2	3	2	91
High Minimal	40	7	11	2	2	3	0	65
Low Partial	19	3	8	3	0	2	0	35
High Partial	11	2	2	1	3	3	0	22
Sufficient	40	3	10	3	3	14	4	77
Substantial	8	1	0	0	0	3	5	17
	254	40	49	15	17	36	12	423

MA CRT LEVEL 2010								
MA CRT Level 2009	No Test 2010	Low Minimal	High Minimal	Low Partial	High Partial	Sufficient	Substantial	Total
No Test 2000	94	83	9	5	4	1	0	196
Low Minimal	56	91	14	3	2	0	0	166
High Minimal	8	14	1	2	0	0	0	25
Low Partial	6	12	1	1	1	0	0	21
High Partial	3	2	1	1	0	1	1	9
Sufficient	0	4	0	0	1	0	0	5
Substantial	0	0	0	0	0	1	0	1
	167	206	26	12	8	3	1	423

At Horizonte, teachers believe that if good instruction occurs for students enrolled 90 days, half of the school year, students have a greater opportunity of success. Students will be evaluated by their change in scores. A progress score will be determined for every student enrolled for 90 days in the current year at Horizonte the date range would be 90 days before, and up through the CRT window. A measure that allows Horizonte to analyze school wide and student level performance of the students who attend Horizonte for a sufficient amount of time is critical to measure improvement. A pretest, posttest measure would be optimal.

#### Assessments Options:

1. Using a pretest posttest scenario for students who are enrolled at Horizonte in January, employing unsecured CRT (older versions) as the pre test instrument, and then the student's regular CRT as the posttest instrument could be applied. This will allow for a baseline measure when students arrive at Horizonte.
2. Utilizing other formative assessments such as the Scholastic Reading Inventory (SRI) for Language Arts, and or SLCSO created math benchmark tests through UTIPS is also an option for pre test posttest assessment measures.
3. While less than optimal, comparison of end of level CRTs could also be used with the understanding that fewer students could be included in the calculations.
4. Using a pretest posttest scenario for students who are enrolled at Horizonte in January, employing unsecured CRT (older versions) as the pretest instrument, and then the student's regular CRT as the posttest instrument could be applied. This will allow for a baseline measure when students arrive at Horizonte.

5. Utilizing other formative assessments such as the Scholastic Reading Inventory (SRI) for Language Arts, and or SLCS D created math benchmark tests through UTIPS is also an option for pre test posttest assessment measures.

#### Measuring Results Options:

Results could be measured for students in one of two ways:

1. Growth as measured by the number and percentage of students who have the opportunity to move one or more levels (six UPASS levels) on the CRTs, in addition to the number and percentage of students staying sufficient or substantial on the CRT's. The expectation would be that 15% of all students who have the opportunity would gain one or more levels would do so. (Low Minimal up to Substantial) with credit given for sufficient and substantial students staying sufficient or substantial.
2. Growth as measured by *student growth percentiles*. This method serves to quantify how much a student has grown as measured by two succeeding CRTs and/or other formative pretest posttest measures. For example, a student's score 155 on the 9<sup>th</sup> grade LA CRT. Then takes the 10<sup>th</sup> grade LA CRT, and that performance (10<sup>th</sup> grade LA CRT) is compared to all of his peers in the same grade who also scored 155 in on the 9<sup>th</sup> grade LA CRT. If the student's current year score exceeded the scores of most of their academic peers, in a normative sense they have done well. If the student's current year score was less than the scores of their academic peers in a normative sense they have not done well.

That is, a student growth percentile examines the current achievement of a student relative to other students who have, in the past, "walked the same achievement path." The expectation would be that 75% of students would gain at least the minimum expected scale score, which is the median gain based on results of all SLCS D students experiencing the same test sequence with similar starting points. This method assists a school to ascertain how much the students at this school grow or progress, and how much this school contributed to student growth.

#### School Level Results:

An advantage of quantifying growth at the student level is that it is generally an easy task to combine the individual level growth results to retrieve a school level aggregate. For example, after growth percentiles are calculated all students taking the same assessments from year to year, the distribution of growth represent how much the students at that school grew in the previous year. Summarizing, this distribution's average would supply a single number describing typical average using percentiles; the median is used as the single number, which best describes where the middle of the distribution of student growth percentiles lies. This would be modeled using the 2009 to 2010 LA and Math CRTs.

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

Not applicable.

6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

See attached application

7. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

SLCSD has had many discussions with the Horizonte SIC, SCC, the SLTA President, and SLTA representatives at the school. The school administration, SLCSD departments and the Board, and the full Horizonte faculty have also been involved in discussing and contributing to this application. Additional stakeholders, with whom consultation must occur include the families of students attending Horizonte as well as community based organizations. Upon receipt of the grant, the SLCSD will structure formal consultation opportunities and will provide informal mechanisms for consultation (Twitter, Facebook, email, opportunities for small group conversations and phone conferences) with all stakeholders. Additional collaboration and consultation will occur throughout the summer.

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

**Inadequate analysis:**

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

**Proficient analysis:**

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

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

1. The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEAs application. The description will include the following information on how the LEA will successfully implement the school intervention model:
  - a. Identify the LEA staff assigned to support implementation of the school intervention model;

The reform model implementation funded through this grant will be under the direct supervision of the Associate Superintendent. The Secondary School Support Director currently assigned to supervise secondary schools throughout the SLCSD, will be assigned to provide direct and intensive support to Horizonte. The Director will have current assignments and responsibilities modified to allow not less than 25% of the job assignment to be support for the funded school. The Director reports directly to the Associate Superintendent and has extensive knowledge of the school for which funding is being requested. The Director is not housed at Horizonte, but at the district offices and is the immediate supervisor of the building principal and has established strong relationships with the administration, teaching and support staff and community members of the school. Additionally, the Director has a deep knowledge of SLCSD policies and procedures including the Written Agreement between the SLCSD and the SLTA and the SLCSD's Shared Governance decision-making protocol. The Secondary Director has been working with SLTA as an integral partner in this transformation plan. The significance of this

understanding is critical to changing the current expectations and instructional quality at Horizonte.

The Secondary School Support Director is responsible to support the school throughout implementation. The Director will act as the chief advocate for the needs of the school, monitor the implementation of the reform components, provide technical assistance to the school administration to meet the requirements of the reform, mediate barriers to full implementation by communicating with stakeholders and community members, organize and conduct community meetings to garner and enhance support for the reform and act as a liaison between the school and the SLCSD departments to ensure adequate and targeted support. The Director is responsible to provide regular on-site assistance and feedback to the principals and, as appropriate, directly to teachers, participate in the planning and execution of professional development, shield the schools from distractions, observe the implementation of the reform plan components, and to inform the SLCSD on the need for revisions or refinement of the plan.

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

The role of the Evaluation, Assessment and Accountability Department will be to provide data needed to inform the implementation and any need for adjustment to practice throughout the implementation period. A skilled set of data and assessment personnel already present in the SLCSD will be tasked with assisting the schools to collect, organize, analyze and utilize student achievement that is formative, interim and summative and made available to teachers, administrators and SLCSD technical assistance staff specifically to inform and differentiate instruction and instructional material. Data gathered and organized by this department will also be used to monitor the success of individual teachers, grade level teams and whole school teams at improving student achievement. Teacher level data indicating student growth by subject and assessment will be used as a critical piece of teacher and principal evaluation. Teacher reports are already produced and the SLCSD has ready access to a wide range of student achievement data. This department will have the additional role of providing records of student achievement and progress on leading indicators needed for reporting and monitoring of school progress. The department will work closely in training and supporting the assessment/data coordinator to effectively utilize SLCSD and school level data sources and protocols.

The role of the Curriculum and Instruction Department will be to increase coaching support for Horizonte and assist the school to select, secure and use research-based curricular materials and instructional strategies, to provide focused and relevant job-embedded professional development aligned with the school's instructional program and designed with school staff to ensure effective teaching. 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. This department's role will also include assisting to identify and effectively use formative and interim assessments that are well aligned to the Core curriculum. Full-time reading/language arts and mathematics academic coaches will provide in-class modeling, co-teaching, observation and feedback to teachers and will provide material and guidance for professional dialogue and teacher collaborative learning and will create structures and expertise within each school to facilitate the continuous review of student work and improved and individualized instruction.

The role of the Human Resources Department will be to prioritize the hiring and placement of high quality teaching staff at Horizonte, which may include early recruiting and selection of staff for these schools. The Human Resource Executive Director will have a primary role in working with the teachers association to negotiate the content of Written Agreement to allow school autonomy in filling vacancies and assigning staff. As needed, the Human Resource Department may have the role of preparing and executing individual teacher contracts. A crucial role of this department will be to train and provide on-going technical assistance to principals and SLCSD administrators to fully understand the content of

SLCSD human resource policies and procedures and applicable law. Human Resources will provide support for school and SLCSD administrators to correctly and effectively use the employee evaluation systems to fairly and equitably hold teachers and administrators accountable and to appropriately structure job-related assistance aimed at improving performance. The Human Resources section will have a key role in revising the teacher and principal evaluation systems to include measures of student achievement.

The Secondary School Support Director will provide intensive support and oversight for the school. The Director, led by the Associate Superintendent, will also have responsibility to secure or design professional development and assistance for school administration, to assist in the revision of employee evaluation systems to include student achievement as a measure of employee performance, to develop a pool of potential turnaround and transformational leaders, to mentor administrators and to act as the primary liaison between the reform school and all other partners and to bolster principals to effectively use the teacher expectancies and to support teachers to reform their current activity and hold all school staff accountable for practices that improve student achievement. The Director will regularly communicate and problem solve with the school administration, observe and monitor school implementation of the reform model, communicate with key stakeholder groups (including SLCSD departments, the Superintendent, the Board and the Salt Lake Teachers Association (SLTA)) to ensure the participating school has adequate operational flexibility and backing to fully execute the reform model. The Director will take a lead role in completing all reporting requirements and ensuring compliance and accountability of the grant.

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 pedagogy) 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 and intervention.

- b. Describe how the LEA will provide technical assistance to make sure each school is successful;

The Director of Secondary School Support, external partners and SLCSD departments supporting the implementation of this reform, will provide ongoing technical assistance. School Support staff will have weekly contact with the schools and will be physically present in classrooms and meetings at the school. The School Support team will work continuously with the stakeholder groups to remove barriers to implementation and to protect the instruction and implementation of the reform model at the school site. The team will enable and assure the wise and thoughtful use of classroom observation and teacher feedback necessary to improving staff and student performance. The team will make certain that what is expected to be done is watched, supported and refined at the school and classroom level. The School Support staff will work with school teams to devise and revise strategies to assist principals, teachers and other staff to enact behaviors that will lead to high levels of accountability. Student achievement data will be reviewed with the school faculty each session and corrections to the implementation of the model will be identified and made throughout the implementation period.

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

SLCSD will continue to commit fiscal resources by maintaining the Secondary School Support Director, who will devote a significant portion of their assistance and attention to Horizonte. The SLCSD will fully support Language and Culture coaches through the Educational Equity department and will deploy these staff in a manner that provides intensive support for Horizonte. Professional support for academic coaches will be on-going as part of the commitment of the Curriculum and Instruction department and additional time and resources of the Assessment and Evaluation Department will be dedicated to the needs of this effort. All of the SLCSD coaches' salaries and benefits will be paid through other SLCSD sources.

School, local and federal budgets will be redistributed to directly support the implementation of the transformation model. School Title I, Title III, Highly Impacted, Utah LAND Trust and local School Improvement budgets will be aligned to meet the requirements of the model's implementation. This will require a discontinuation of some current programs and a commitment to fully dedicating supplemental and compensatory fiscal and human resources to the success of the model.

- d. Identify the process through which the LEA will involve the school/community in full implementation of the plan;

The Superintendency has already begun conversations with the Horizonte SIC and SCC chairs to provide information and secure input from the school community. Upon receipt of the grant, the School Support team will immediately work with the Horizonte to schedule parent and community meetings to provide information to constituents 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. The SLCSD communication office will post information regularly regarding the development and implementation on the schools' and SLCSDs web pages, the SLCSDs Facebook page and through the SLCSDs Twitter account. Parents and community members will also have continuous opportunity to communicate ideas and concerns through these same channels.

Horizonte will schedule and conduct parent meetings to be held at the school or at other locations convenient to parents at least five times during the academic year. Horizonte will continue their current informal parent meetings and will maintain a focus on student achievement and engaging parents as full partners in the education of their students. The SLCSD will continue to provide translation and interpretation services for all parent and community communication.

Additionally, Horizonte is a community-based multi-cultural learning center that interfaces and collaborates with more than 50 public, private and non-profit agencies. SLCSD will continue to involve the full school community and its' partners in the implementation of the grant. A cooperative relationship has been established with agencies and community based organizations whose purpose is to serve and support the same population we serve as students. Horizonte coordinates with community based organizations and agencies advocating support services for indigent and under-represented populations including but not limited to:

Community Based Organizations:

Salvation Army, Asian Association, International Rescue Committee, Catholic Community Services, Centro Civico Mexican, Alliance House, Lutheran Social Services, Columbus Community Center, Community Action Program, Head Start/Early Head Start, Odyssey House, Road Home, Volunteers of America Detox, Pathways, Homeless Youth Shelter, Mestizo, University Neighborhood Partnership, United Way, YWCA, Utah Dispute Resolution, Crossroads Urban Center, Utah Food Bank, Centro de la

Familia, Literacy Action Center, Comunidades Unidas, South Valley Sanctuary, Utah Children, Salt Lake Assistance League, Junior League.

Agencies and Departments:

University of Utah Bennion Center, University of Utah School of Social Work, Westminster College, Latin America Chamber Of Commerce, Salt Lake Community College, Salt Lake Community College School of Applied Technology, Sons of the Utah Pioneers, Utah Department of Workforce Services, Utah State Refugee Services Office, Juvenile Justice Department, Adult Probation and Parole, Salt Lake County Pathways to Self-sufficiency, Deseret Industries, Utah Refugee Coalition, Refugee Employment Services, Valley Mental Health, LDS Social Services, Utah State Office of Vocational Rehabilitation.

The School Support team, Educational Equity Department and school administration will seek input from and establish a collaborative relationship with these community-based organizations that play an important role in support of students and families. The External Relations Department will continue to secure funding, services and goods that enable parents to support student academic achievement.

Furthermore, Horizonte has provided Adult Basic Education, ESOL and adult high school completion services in SLCSO for the past 47 years. Horizonte is a unique, non-traditional, accredited high school serving nearly 6,000 adult students a year. The school is proud of the quality of educational opportunities provided to its many students.

Horizonte has a history of providing open-entry, open-exit, and competency based classes for adults. Our adult students range in age from 18 to 85. 51% are female and 49% are male. They come from over 68 countries, and speak more than 82 languages and dialects. Overall our students have an 87% poverty rate, and 78% are ethnic minority. Horizonte offers students Adult Basic Education, ESOL, GED preparation, and adult high school completion classes. For the past 21 years Horizonte has awarded over 500 diplomas and 150 GED's annually. During the 2009-2010 academic school year, 5,222 adult students were served at more than 19 sites located throughout the school SLCSO. And 858 students earned their high school diploma or passed the GED. There were 2,176 level gains on the TABE and Casas assessments.

The adult learners have positively impacted the school climate at Horizonte. They serve as an example of how a lack of education and literacy skills can impact one's life. They set a tone of seriousness and commitment when it comes to reaching their academic goals. The 7-12<sup>th</sup> youth attending Horizonte know many of the adults taking classes. They live in the same neighborhoods. Their parents know many of the adult learners. This feeling of community within the school creates a positive climate that is difficult to describe. There are very few incidents of violence, little vandalism and the building remains clean throughout the day and evening. Having adults and youth in the same learning environment has been an asset to the program design.

Horizonte's educational programs have provided the necessary link for high school completion, ABE and ESOL students to transition from school to work. Success in placing these students in meaningful employment can be credited to our efforts. Horizonte recently was included in *'Whatever It Takes'*, a national study sponsored by the American Youth Policy Forum that showcased twelve schools nationwide that best exemplified successful efforts in recapturing and educating high risk young adult students. Horizonte has also been featured as a model school in a case study report prepared for the U.S. Department of Labor entitled *"Margins to the Mainstream"* by Jobs for the Future and was named a National Service-Learning Leader School by a presidential initiative that recognizes schools for their excellence in service-learning. It is a progressive school, internationally recognized for its student centered philosophy and mission. Horizonte was selected as a visitation site for the international TESOL (Teachers of English to Speakers of Other Languages) Conference. Educators worldwide have visited the

school seeking to learn and replicate its successful programs. In recent years it has hosted visitors from Washington D. C., South Dakota, Florida, Nevada, Pennsylvania, Rhode Island, Oregon, Wyoming, Nebraska, Washington, Oklahoma, Texas, Serbia, Algeria, Morocco, Poland, Russia, Turkmenistan, Tunisia, Palestine, and Israel.

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

The SLCSB Board has given their 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 SLCSB policies or procedures. The Board will receive reports from the School Support Department and will participate in the conversations and negotiations for operational flexibility with SLTA as required. The Board will not take an active role in the day-to-day management and implementation of the components of the grant. The Board will revise SLCSB policies that are barriers to the full implementation of the grant as warranted.

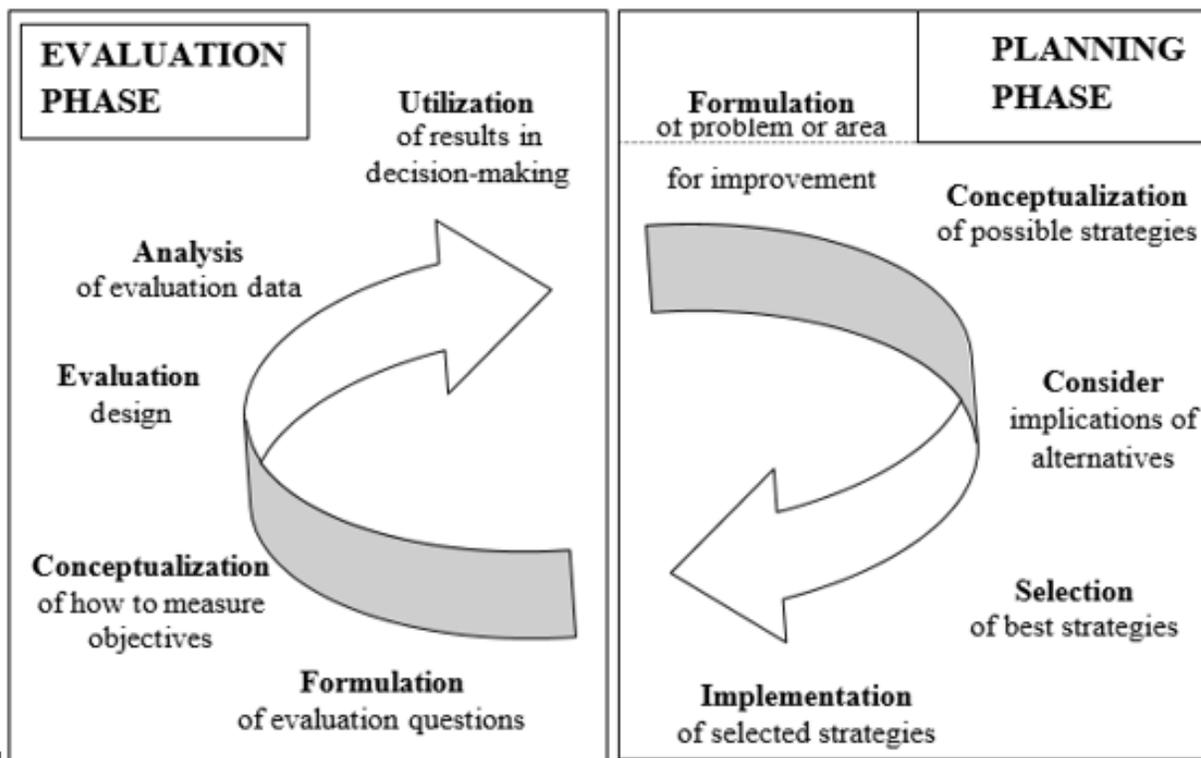
- f. Describe how the LEA will evaluate the effectiveness of the reform strategies;

Dr. Charles Hausman and Dr. Angelina Castagno will serve as co-principal evaluators of the grant. Charles Hausman is an Associate Professor in the College of Education at Eastern Kentucky University and the founder of *Data Driven Solutions*, which specializes in program evaluations for educational organizations and professional development to build the capacity to make data informed decisions. He has served as a public school teacher, middle and high school administrator, Director of Research and Evaluation, and Associate Superintendent of an urban school district. He has taught *Program Evaluation, Quantitative Research Methods, and Applications of Educational Research* as a faculty member at the Universities of Maine, Utah and Kentucky. Hausman attained his PhD in Education and Human Development and Policy with a specialization in Educational Leadership from Vanderbilt University (1997). His research focuses on school improvement, principal role, and school choice. He has conducted evaluations funded by the National Science Foundation, Spencer Foundation, and OERI. In addition, he has published over 40 articles in refereed journals, edited books, and policy reports, and made over 40 presentations at national conferences.

Angelina E. Castagno received her PhD from the Department of Educational Policy Studies at the University of Wisconsin-Madison in 2006. She is currently an Assistant Professor of Educational Foundations and Leadership at Northern Arizona University where she teaches courses and conducts research related to diversity and equity in schools, Native American education, and qualitative research methodologies. Her most recent research has looked at reading achievement and literacy among American Indian students, culturally responsive schooling, and policies and practices related to multiculturalism. She serves on the editorial board for the *Journal of American Indian Education*, and she has evaluated a number of programs to train Native teachers and school administrators as well as programs designed to bring best practices related to science and literacy education among Native students.

This evaluation will utilize The Program Planning-Evaluation Cycle (see Figure One). Initial planning of grant initiatives will be based upon needs assessment data. Strategies intended to meet grant goals and objectives will be conceptualized and implemented. Formative data will be collected to monitor the impact of those strategies and inform the revision of strategies or the selection of new strategies for implementation. The new or revised strategies are then evaluated for their effectiveness in achieving program objectives, which leads to continuation planning and implementation. The planning and evaluation phases continue as a cycle through the adoption, implementation, and institutionalization of the

grant program and strategies. This cycle provides timely information to the implementers of a grant to enable them to adapt and improve strategies more rapidly.



A logic model for Horizonte SIG is being developed. The model will articulate the inputs, activities, short-term outcomes, and long-term outcomes, as well as the connections between these elements. This model will be used for program planning, management and evaluation. Consistent with the research literature on school turnarounds, the evaluation will use a framework that includes seven domains of effective schools: 1) Leadership, 2) Teaching, 3) Curriculum and Assessment, 4) Professional Development, 5) School Climate and Working Conditions, 6) Alignment of Resources with Goals, and 7) Engagement of Families and Families.

The evaluation will use a combination of qualitative and quantitative strategies. Dr. Castagno will lead the qualitative aspects of the evaluation, while Dr. Hausman will be primarily responsible for the quantitative analyses. The qualitative methods will include interviews, focus groups, and document analyses. To reduce costs, some of these will be conducted by phone and via interactive technologies such as Skype. The quantitative analyses will be multivariate in nature and include descriptive, means comparisons and correlational statistics. It is expected that this mixed-methods design will allow the evaluators to triangulate findings. Formative and summative results will be broadly communicated in multiple settings and via different means to monitor grant strategy effectiveness, inform necessary revision of strategies, to provide accountability data and share and celebrate successes with all stakeholders. Executive summaries of findings will be provided twice a year, and a summative final report will be shared at the end of the grant period.

The Evaluation Team believes in a collaborative and empowered evaluation process in which shared goals and objectives are developed in collaboration with the stakeholders implementing the grant. A thorough review of the grant application has identified a broad scope of outcomes that may be accessed, as well as multiple sources of data that could be used to assess these outcomes. These outcomes include but are not limited to the following listed in Table One. Final decisions regarding which outcomes and

sources of data that will be included in the grant will be made in collaboration with leaders of the grant from Horizonte and the central office, as well as what levels obtained will be considered as successfully meeting goals in each domain. Outcomes will be disaggregated by student, parent/guardian, and teacher characteristics.

<b>Outcome</b>	<b>Potential Sources of Data</b>
Student Outcomes:	
Student Achievement and progress	CRT results over time, Benchmark assessment data SRI data, DRL data, Pre and Post TABE scores
Career and College Readiness	Accuplacer results, ACT results CTE assessment scores
Persistence and Retention	Graduation Rate, Drop-out Rate, GED Credits Attempted and Earned
Student Behavior	Attendance, Disciplinary Referrals, Suspension Rates
Student Characteristics	Disability, English Proficiency, Gender Income, Mobility, Race
Teacher Quality:	Education Level, Experience, Out of Area Assignments Evaluations and Goals, Instructional Strategies Working Conditions, Teacher Leadership Roles and Use of Paraprofessional

Parent and Community Engagement: Levels of Involvement Levels of Support Communication with the School Satisfaction with the School	Survey Data Focus Groups
Goal and Resource Alignment	Budget and School Improvement Plan
Leadership: Principal and Central Office Support Vision Relationships with Other Decision-making Processes	Interviews with principals and central office leaders Surveys of teachers and parents
Effectiveness of Interventions: PBIS, Extended Day Summer Programs Student Tracking and Advocacy Place at Different Horizonte Sites	Student incentives tracking Student Outcomes Counselor logs
Professional Development	Ratings of Quality and Transfer to Practice by Teachers
Curriculum and Assessment	Surveys and Focus Groups Assessing: Academic Rigor Teaching the Core Curriculum Use of Data to Inform and Differentiate Instruction

It is important to emphasize that this Evaluation Plan is intended to be a starting point for a discussion of the scope of the evaluation with school and district stakeholders. It is anticipated that some of the above outcomes may not be included in the evaluation process while other outcomes, sources of data and interventions will be assessed.

- g. Describe how the LEA will monitor student achievement by individual teacher/classrooms; and

Student achievement by classroom will be monitored through pre and post CRT test results and math and language arts benchmark assessment results at the end of every session. Achievement will also be monitored via regular classroom observations by the administrative team including the principal, assistant principals and additional SLCSO and school academic coaches. Coaches will work directly with teachers in classrooms and will use information gathered relevant to student achievement and instructional strategies to frame teacher training, professional dialogue sessions, and teacher collaboration. Assessment data and instructional performance will be used to guide the content of teacher professional growth sessions and as part of teacher evaluation throughout the school year. The results of student achievement assessments will inform principal and teacher conversations regarding teacher performance. CRT results, by teacher will be used to establish teacher goals and will be foundational to teacher evaluation.

Data will be used to assess which teachers are effective at improving student achievement, to evaluate the effectiveness of instructional strategies reinforced through professional development, and to evaluate the relative strength of student materials and interventions. Data Days, opportunities for teacher to formally review student achievement (both reflective and current student achievement), are scheduled by the SLCSO at the beginning of each school year and continue as part of teacher collaborative dialogue.

Summative CRT and other formative assessment results will continue to inform student placement. The Assessment and Evaluation Department along with the Horizonte data coordinator can prepare reports for schools and teachers detailing overall student achievement and individual student achievement on discrete concepts measured on the CRT. These data are used to assess the content and strength of instruction at each grade level, for individual teachers, for specific courses and to inform necessary changes to curriculum, materials and instruction. Conversations about student achievement occur between principals and teachers, between teachers and their colleagues, between teachers and parents, between teachers and academic coaches and most importantly between teachers and students.

Identification of students in need of Tier II instructional interventions will be a primary task of teacher professional collaborations and will require the continuous use of student achievement data. The potential for these collaborative conversations to occur multiple times per week as a result of a restructured day and coaches in the classrooms everyday with teachers, a minimum two-three times a week for every math and language arts teachers will facilitate more consistent analysis of student progress and allow for quick implementation of instructional interventions.

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

In the event that goals are not reached, the various stakeholders will meet and discuss what necessary actions will need to occur and what if any revisions to the plan need to be made. The plan has been created to meet the needs of students and SLCSO. SLCSO will continue to follow the existing procedures with regard to intervening and remediating teachers with the addition of student achievement as one measure of teacher performance in order to meet the expected goals.

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

Not applicable.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of demonstrating the LEA capacity to fully and effectively implement the selected intervention model. Only those LEA SIG applications that have a proficient demonstrated capacity will be considered.

**Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):**

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

**Proficient demonstrated capacity (scored 3 or 4 on the Checklist):**

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

**C. The LEA must include in its SIG application its intention to declare whether or not it intends to contract with an external provider and provide sufficient information describing how it will select and contract with proven external providers to support the LEA and the school(s) in the implementation of the intervention model(s). This includes the following:**

1. Chooses to contract with external providers:
  - a. 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;
  - b. If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success and the expected services that the contractor will provide; and
  - c. A narrative description to support external provider contracts, if applicable.
  - d. The LEA is **encouraged** 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. Should the LEA choose to use an external SST leader, a list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

SLCSD chooses not to contract with external providers to provide direct service or oversight at the funded schools.

2. Chooses not to contract with external providers:
  - a. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook tools. The LEA is **encouraged** 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. Should the LEA choose to use an external SST leader, a list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. USOE will use the following criteria to identify approvable applications in the area of external provider selection process should an LEA choose to use an external provider:

- Detailed and relevant criteria for determining need for external provider contract and selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
- Analysis of the LEA's capacity and operational needs.
- Researching and prioritizing the external providers available to serve the school.
  - Consider and analyze the external provider market.
  - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
  - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing LEA services.
  - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
- Willingness of the external provider to be held accountable to high performance standards.
- Capacity of the external provider to serve the identified school and its selected intervention model.
- LEA provides a description of the timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-12 school year.

**Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):**

- The responsibilities of the external provider and the LEA are not defined, minimally, or generally aligned.

Available providers have not been or only generally researched.

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

**Proficient demonstrated capacity (scored 3 or 4 on the Checklist):**

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

**D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

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

The most likely barrier to full implementation of the components of the grant will be the current requirements of the Written Agreement. The Written Agreement provides for the renegotiation of elements that impede the implementation of innovative practice provided there is agreement between the SLTA and the SLCSO on the terms of any renegotiation. The leadership of SLTA has participated in conversations with the SLCSO. SLTA leadership has given their approval of the expectations of the grant and their commitment to work with Horizonte to implement the grant. The SLCSO's plan to address these potential barriers is our commitment to keep communication with the SLTA open and on-going, to be fully transparent with regard to the planned activities associated with the grant and to mediate challenges during the implementation of the grant. This promises to be an on-going activity essential to the full discharge of the reform and an activity in which the SLCSO is fully able and willing to engage.

Additional barriers may include our ability to move teachers both to and from the school, scheduling of professional development requirements to allow full participation of transformation school teachers in SLCSO required professional development and securing support from school communities to support student participation in extended instructional time. SLCSO believes that these barriers will be best handled through the strategic recruitment and ample support for transferring teachers. Also important is working with teachers to identify scheduling conflicts and early and frequent dialogue with parents, families and community members regarding the expectations of the reform, the expected benefits to students, changes to historical practice and the essential nature of their support of the reform and help remove barriers. Teachers, administrators, parents and families who cannot support the reform will have the option to transfer to another school. The SLCSO open enrollment policies and procedures for special permit out-of-area transfers will support the movement of students if necessary. The human resources department and SLCSO Superintendency have given their commitment to facilitate teacher transfers both into and out of the participating schools including trading qualified staff with other schools and to involuntary transferring teachers who are not able or willing to meet the expectations of the reform.

Shared Governance is SLCSO's process for participatory decision-making. Although it is the exclusive right of the Board to determine the goals and direction of the SLCSO, in 1974, the Board agreed to delegate the right to local sites to make some decisions through the use of the Shared Governance process. Shared Governance is based on the philosophy that education is a responsibility of all employees and the community, and that when people work together to make decisions, many advantages accrue. Shared Governance is deeply embedded in SLCSO's culture. Under Shared Governance, SLCSO personnel and, at the school level, members of the community, join to make decisions, which affect the welfare of students and education.

**Board of Education**

Within the Shared Governance model of decision-making, the Board, teachers and school administrators retain decision making authority as described below. Decisions retained by the board, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine board/SLCSO goals and objectives.

- Determine, implement, and revise board policies.
- Develop budgets and allocate funds with consideration given for site-based discretion.
- Establish a standard educational program that includes, at minimum, the state core curriculum.
- Establish expected student performance results, performance standards, and benchmarks.
- Establish accountability and assessment measures (e.g., standardized testing, state mandated testing, and SLCS D testing).
- Establish teaching and performance standards.
- Establish evaluation criteria for SLCS D employees.
- Provide leadership in gathering and disseminating balanced research data to inform and guide sites as they make decisions about curricula, instructional philosophy, models, materials, and technology.
- Provide assistance and guidance to schools in planning and conducting professional development.
- Adopt school calendars and establish criteria for variances.
- Determine school schedules (e.g., block, trimester, traditional, etc.).
- Seek waivers of state rules and guidelines, when appropriate.
- Establish a process by which sites may seek waivers of SLCS D policies and procedures.

#### School Administrators

School administrators are essential to successful site-based decision-making. They serve as instructional leaders in the school and are responsible for its day-to-day operations. They routinely make decisions according to SLCS D and school policies and guidelines. In shared governance councils, administrators must provide sufficient information so that all parties may contribute thoughtfully in the decision making process. Many decisions are the sole responsibility of the school administrator; however, decisions involving the formulation of school policy should be made in consultation with the teachers, staff, SIC, and SCC. Decisions and responsibilities allocated to the administrators, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine and support site-specific goals and objectives in cooperation with faculty, staff, SIC, and SCC, in addition to and in alignment with, board/SLCS D goals.
- Account for student achievement in the school.
- Develop and manage school budgets with input from teachers/staff, SIC, and SCC and present these budgets to teachers/staff, SIC, and SCC for semiannual review.
- Convene and serve on selection committees making final recommendations for hiring of teachers.
- Evaluate school employees as determined by the SLCS D and employee agreements.
- Assign teachers to classrooms or teaching spaces and determine teaching assignments.
- Ensure that shared governance policies and procedures are followed at the school or site.
- Consult with appropriate SLCS D leaders, especially members of the school support team when questions or problems arise.

#### Teachers

As instructional leaders, teachers are responsible for developing and implementing programs. They routinely make decisions that affect student learning, the school SLCS Ds primary mission. Decisions and responsibilities allocated to teachers, and relevant to the implementation of a transformational model, include, but are not limited to, the following:

- Determine and support site-based goals and objectives in cooperation with school administrators, other faculty, staff, SIC, and SCC, in addition to and in alignment with the board/SLCS D goals.

- Account for student achievement in the classroom.
- Communicate the state core curriculum, while determining delivery standards and selecting appropriate instructional strategies to help students learn.
- Select or develop assessment tools in addition to those mandated by the SLCSO and state.
- Inform parents/guardians of the progress achieved by their students.
- Provide input and review expenditures of school budgets.

With this as the current framework for decision-making, the majority of decisions needed to fully implement a transformational model will not be impeded. Specific decisions around the determination of site-specific goals selection of materials and strategies, standards for delivery of instruction, communication with and involvement of parents and the community, SLCSO staff participation in decision making and the nature of employee evaluations are probable areas that will require larger SLCSO or Board involvement. The SLCSO and schools will continue to operate within a shared decision-making model to the extent practicable but will reserve authority to modify or negate school-based decisions that allow staff to avoid or delay substantive change, inhibit the identification, placement, recruitment or retention of high quality staff or that impedes full implementation of the selected reform model. Additionally, SLCSO support for implementation will include consistent conversation, supportive assistance and guidance with School Improvement Council and School Community Council to influence and guide decision-making within the Shared Governance model.

The Written Agreement, negotiated between the SLCSO and the SLTA governs the transfer or removal of staff, the construction and approval process for the school improvement plan, and the process for approving the school calendar and the adoption or implementation of instructional programs. The conditions outlined in the Written Agreement require that the SIC and faculty members have input in the decision-making and that they must approve decisions (through either consensus or ratification). If consensus or ratification is not possible, the process for review and adjudication by the Superintendent is available and will be used.

Points of the Written Agreement that will require additional negotiation and agreement will include the placement of newly hired staff over senior staff, decision processes regarding the school schedule and curriculum, modifications made to the evaluation process of teachers (to include student achievement as a measure of teacher effectiveness), the ability to transfer teachers who are participating in an informal assistance or remediation process, priority to present staff to fill teacher vacancies, and the conditions under which the Superintendent may make an involuntary transfer of teachers. The placement of staff based on seniority will be done only after the needs of the building (as modified by the reform model) are met. As stated in the Written Agreement, "*The SLCSO holds teachers accountable for the satisfactory fulfillment of accountability goals and teaching expectancies. The professionally trained teacher is expected to establish standards of student performance, learning environment, student control, teaching strategies and content.*"

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

The most likely barrier to full implementation of the components of the grant will be the current requirements of the Written Agreement. The Written Agreement provides for the renegotiation of elements that impede the implementation of innovative practice provided there is agreement between the SLTA and the SLCSO on the terms of any renegotiation. The SLCSOs plan to address these potential barriers is our commitment to keep communication with the SLTA open and on-going, to be full transparent with regard to the planned activities associated with the grant and to mediate challenges made to the full implementation of the grant. This promises to be an on-going activity essential to the full discharge of the reform and an activity in which the SLCSO is fully able and willing to engage.

Additional barriers may include our ability to move teachers both to and from the school, scheduling of professional development requirements to allow full participation of transformation school teachers in SLCSO required professional development and securing support from school communities to support student participation in extended instructional time. At present, the SLCSO believes that these barriers will be best handled through the strategic recruitment and ample support for transferring teachers, working with teachers to identify scheduling conflicts and early and frequent dialogue with parents, families and community members regarding the expectations of the reform, the expected benefits to students, changes to historical practice and the essential nature of their support of the reform. Teachers, administrators, parents and families who cannot support the reform will have the option to transfer to another school. The human resources department and SLCSO Superintendency have given their commitment to facilitate teacher transfers both into and out of the participating schools including trading qualified staff with other schools and to involuntary transferring teachers who are not able or willing to meet the expectations of the reform.

However, strong relationships of trust are present with the SLCSO and the SLTA leadership. SLTA in partnership with the NEA is offering, at no cost to the SLCSO, some helpful programs to assist with the implementation plan.

KEYS. KEYS 2.0 is a comprehensive, research-based, and data driven continuous school improvement program grounded on *42 Indicators of School Quality* that are clustered around six “Keys.” At the heart of the NEA’s KEYS program is a survey that gathers the perception from all school stakeholders on how their school stacks up against every indicator in each “Key” area. School results are presented in bar graphs that illustrate the level of consensus among survey takers, how the school compares with all schools that took the survey, as well as with schools that are at the 90th percentile of the scale. Survey results belong to the school and are held *strictly confidential*. The decisions on what, to whom, when, and how to share the results rest on the hands of the SLCSO and school leadership teams made up of SLCSO, school, and association leaders acting in accordance with previously agreed upon guidelines memorialized in a memorandum of understanding.

KEYS provides baseline data essential for measuring long-term continuous school improvement, helps schools establish priorities and target efforts on areas needing improvement, promotes and strengthens positive relationships within the school community, offers a partnership opportunity among all school stakeholders in addressing issues of mutual concern builds trust between and among school/SLCSO management and staff gives a voice to all members of the school community in the school improvement process, and promotes buy-in and collaborative effort in decision-making and problem-solving. NEA’s KEYS program demonstrates and promotes the association’s deep commitment to school improvement.

C.A.R.E.: Strategies for Closing the Achievement Gaps. The C.A.R.E. guide from the National Education Association focuses on closing the gaps in student achievement by examining research in working with culturally and linguistically diverse students. The guide looks at the research on cultural, language, and economic differences, as well as at unrecognized and undeveloped abilities, resilience, and effort and motivation—the “C.A.R.E. themes.” The guide: offers research-based suggestions for what you can do to create a learning environment in which low-income and/or culturally and linguistically diverse students can learn; challenges educators to meet accountability demands while still offering quality instruction to those students who need the most help; and includes additional resources to spark even more ideas for how to be successful with all students.

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

Without knowing the future issues related to practices and policies, we cannot provide specific procedures on how we would deal with those issues. We have identified what we believe will be areas requiring on-going dialogue and negotiation with SLTA, with the belief that issues related to the SLCSO's Written Agreement with the teachers association will be the practices most likely to create challenges to the implementation of the reform. It is likely that future issues will be brought to the attention of the school and SLCSO in the form of grievances. Our ability to resolve these issues will be increased through sufficient training and support of principals to use the procedures and practices of SLCSO evaluation systems and shared governance guides. Our attention at this point is to work proactively to limit future challenges by communicating regularly with the SLTA leadership, using shared governance to provide stakeholders with ample and genuine opportunities for input, and providing substantial SLCSO support to school-based administrators and teachers.

- d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education, parents and other key stakeholders).

An overview of the participating departments in the implementation of this effort has been provided in Appendix II. Department leaders will meet together at least once per month to review progress and refine plans for implementation. Additionally, all supervisors meet to share information and discuss SLCSO business twice monthly. The progress and challenges associated with the implementation of the reform at the two participating schools will be included as a regular agenda item for these already scheduled meetings.

The Secondary School Support Director will meet with coaches assigned to Horizonte to collect and provide relevant information and to troubleshoot on-going challenges to implementation. The Director will also meet with the staff of the Assessment and Evaluation department at least monthly to ensure data are being collected, organized and provided for Horizonte.

The size of the SLCSO administrative office and the physical proximity of SLCSO staff facilitate regular communication and collaboration. Regularly scheduled collaborative meetings will continue and the SIG funded schools will be featured prominently on meeting agendas. Additionally, the Associate Superintendent assigned as the lead administrator on this grant oversees all of the departments participating in the implementation of the grant. Having a single oversight structure will result in a well-coordinated and collaborative intervention implementation.

#### Key Stakeholders

Horizonte Scholarship Fund: The Horizonte Scholarship Fund last year awarded \$56,000 in scholarships to graduating seniors to assist them in pursuing post-secondary education. Many of the recipients enter the Salt Lake Community College and because of their skill level in mathematics and language arts are relegated to developmental education courses. These are non-credit classes. There is a growing concern with the Horizonte Scholarship Fund Board of Directors that the students are not "college ready". They see the money as not meeting the intended purpose of the scholarships. Raising the CRT performance of Horizonte students in mathematics and language arts will increase student scores on the college entrance assessment (Accuplacer), thus giving them access to credit bearing classes their first semester at the college. Currently there is \$450,000 in the Horizonte Scholarship Fund. It is anticipated that the total dollar amount awarded to graduates will increase over the next three years if student CRT scores improve.

In addition to the Horizonte Fund, the Sons of the Utah Pioneers awarded \$65,000 in scholarship money to Horizonte graduates. Their leadership has expressed the same concerns about Horizonte graduates' "college readiness".

Latinas Adelante: The University of Utah College of Social Work is in the first year of a three-year effort to assist 12-18 year old young parents to graduate from high school and enter post secondary education. They have developed a program to support the young parents in this endeavor. They are providing enrichment activities, parenting courses, homework assistance, after school childcare and interpersonal skill development. They work with both the student and the family. Raising CRT scores in mathematics and language arts for these young parents over the next two and a half years will greatly increase their "college readiness" skill set.

Salt Lake Community College: The Salt Lake Community College received two grants to assist Horizonte students in their transition to college. They have worked with Horizonte staff and have identified 50 seniors and 75 juniors who are college bound. They also are concerned about the number of Horizonte graduates that do not score well on the entrance exam (Accuplacer). They plan to teach an Accuplacer prep course to all the seniors and in the spring test both the seniors and juniors Horizonte has identified as college bound. They will evaluate the scores and identify common objectives where Horizonte students need to improve skills. Their developmental studies staff will address these objectives with Horizonte math and language arts teachers. They are also placing a full-time college coach at Horizonte to work with college bound students and their families. The focus will be on college life, support services, scheduling, financial aid, and transition to the Salt Lake Community College. An Essentials of College Studies course will be taught at the Horizonte campus. Raising the CRT performance of Horizonte students in math and language arts will increase student scores on the college entrance assessment (Accuplacer), better preparing them for college and giving them access to credit bearing classes their first semester.

United Way: Horizonte is a United Way Welcome Center for immigrants and refugees and their families. A direct result of being a Welcome Center is the funding available to open Horizonte on Saturdays and Sundays. Although most of the current activities and classes focus on adults, there will be opportunity to expand services to secondary students. Students will have access to computer labs and scheduled skill building classes seven days a week. Parent support classes addressing, providing information on how to access existing services in the school SLCSD and how to access post secondary education will be available. The more educated the parents the better they are able to support their children.

Head Start/Early Head Start: Head Start is located on site and provides child development programming and support for young parents and their children through pre-kindergarten. These services are also available to the adult population at Horizonte. The Early Head Start program began in March 2010 and addresses prenatal needs of young parents. Parent advocates are assigned to each young parent. Home visits are a key component of the program. Raising CRT scores in language arts and math will increase graduation rates for young parents.

Job Corps and Salt Lake County Youth Employment Services: Any high school student who is exempted from Horizonte is referred to our educational partners. Our partners are members of the Salt Lake County Youth Council, a consortium of agencies serving youth in Salt Lake County. Horizonte has been represented on the council for the past ten years. Two of our most active partners are Youth Employment Services (Y.E.S. part of the Department of Workforce Services) and Job Corps. Students who qualify for the Y.E.S program are paid incentives for basic skill attainment, high school diplomas or GEDs. Job Corps provides applied technology training and basic skill classes for high school diplomas or GEDs. These agencies attempt to recapture the students into their programs as out of school youth. Job Corps counselors are located on site at Horizonte.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. Only those LEA SIG applications that have a proficient description of how the LEA identifies potential barriers and how it addresses them will be considered. USOE will use the following criteria to identify approvable applications:

**Inadequate LEA commitment to modify its practices and policies (scored 1 or 2 on the Checklist):**

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

**Proficient LEA commitment to modify its practices and policies (scored 3 or 4 on the Checklist):**

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

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

1. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
  - a. A list of the ongoing supports needed to sustain school improvement after the funding period ends;

At the time that the grant expires, the teachers will have the needed skills for continued student achievement that can be shored up through the ongoing teacher professional development and the abovementioned SLCS D funded departments and their related coaches. The SLCS D has the capacity and commitment to re-align existing resources to sustain the parts of this initiative that prove successful. At present, we believe sustainability will require re-alignment of existing supplemental financial resources (including Title I, Title II, Title III, Highly Impacted Schools, Perkins, and local school improvement funding) at low performing schools and at the SLCS D office to fully support elements of the transformation that prove effective including the use of these funds to support additional instructional time. This application avoids the hiring of additional staff that would not be sustainable at the conclusion of the funding period.

Achievement bonuses as incentives are not sustainable without additional resources and act, at this stage, as enticements to skilled teachers. Negotiations of elements of the Written Agreement, possible through the receipt of this grant, have the potential to make lasting changes in the procedures governing the evaluation, placement, schedule and expectations of teachers. The on-going, job-embedded professional support for teachers will result in better skilled and reflective teachers able and experienced in the constant review of student achievement to guide shifts in practice needed to improve achievement. The ability of academic coaches to support teachers to improve practice will inform coaching and professional development efforts well beyond the three years of funding available through this grant. Moreover, the focus and resolve necessary to fully execute the components of this reform provide the SLCS D the opportunity to revisit and revise policies and procedures that impede the implementation of practices that

better support student achievement; knowledge and experience that will impact the work of the organization well beyond this funding. Attention to the findings of the evaluation of both the implementation and outcomes of this initiative will be incorporated into the future practices of key decision makers throughout the SLCSO.

- b. A description of the anticipated resources that will be committed to meet the needs identified above; and

Until the SLCSO is clear about which elements of this effort are critical to improved student achievement we cannot be certain about what should be sustained. In the current economic climate, the SLCSO does not have additional resources to assign to the sustainability effort. What the SLCSO does have the capacity and commitment to do is to re-align existing resources to sustain the parts of this initiative that prove successful. At present, we believe sustainability will require re-alignment of existing supplemental financial resources (including Title I, Title II, Title III, Highly Impacted Schools, and local school improvement funding) at low performing schools and at the SLCSO office to fully support elements of the transformation that prove effective including the use of these funds to support additional instructional time. This application avoids the hiring of additional staff that would not be sustainable at the conclusion of the funding period.

Having the staff in place to allow the implementation of the other activities is essential and our ability to demonstrate the critical nature of willing teachers committed to student success. Negotiations of elements of the Written Agreement, possible through the receipt of this grant, have the potential to make lasting changes in the procedures governing the evaluation, placement, schedule and expectations of teachers. The on-going, job-embedded professional support for teachers will result in better skilled and reflective teachers able and experienced in the constant review of student achievement to guide shifts in practice needed to improve achievement. The ability of academic coaches to support teachers to improve practice will inform coaching and professional development efforts well beyond the three years of funding available through this grant. Moreover, the focus and resolve necessary to fully execute the components of this reform provide the SLCSO the opportunity to revisit and revise policies and procedures that impede the implementation of practices that better support student achievement; knowledge and experience that will impact the work of the organization well beyond this funding. Attention to the findings of the evaluation of both the implementation and outcomes of this initiative will be incorporated into the future practices of key decision makers throughout the SLCSO.

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

See Appendix VII.

## Part II: BUDGET

**An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. NOTE: The amount of funds applied for must include a planned budget for each year of the three years of the grant. The LEA may apply for a minimum of \$50,000 per year per school for each of the three years of the grant up to a maximum of \$2,000,000 per year per school for each of the three years for a total of no more than \$6,000,000 over three years.**

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

1. The LEA provides a budget for each of the **three years** of the grant;

See Appendix VIII. We believe the budget to be reasonable given the plans to lengthen the school day and school year and to provide incentives to teachers.

2. For each school included in the SIG application, the budget provides costs associated with the successful implementation of the intervention model selected (e.g. extended learning time, professional development, teacher recruitment and retention);

See Appendix VIII.

3. 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;

See Appendix VIII.

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

See Appendix VIII.

5. The budget detail provides sufficient information to support budget requests; and

See Appendix VIII.

6. The LEA has considered any costs associated with program evaluation annually;

See Appendix VIII.

7. The LEA budget must include information regarding school improvement activities at the school or LEA level, for each Tier III school identified in the LEA's application.

See Appendix VII.

**NOTE: The SEA will annually review each LEAs budget prior to renewal of the grant.**

**B.** Align other resources with the interventions in the budget detail section of the application. The LEA SIG application must demonstrate that the LEA has committed other local, state, and federal resources to support successful implementation of the intervention model. A competitive LEA SIG application must include the following information:

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

The table below outlines the current use of supplemental funds at Horizonte. A percentage of supplemental funding is currently being used to address concerns of student behavior, attendance, and parent involvement and to allow the school to provide professional development for teachers to accomplish school goals. To sustain the transformation model, the use of these funds will be re-aligned to better meet the components of the reform including support for ongoing benchmarks to evaluate progress toward competency in math and language arts, increased professional development in research based instruction of math and language arts, and alignment of math and language art core to the CRT’s. School supplemental funds will be used to hire coaches before the grant begins to ensure professional development can start August 2011.

<u>School Improvement</u>	<u>Youth-in-Custody</u>	<u>Recreation Mill Levy</u>
Professional Development and Stipends (\$18,023 includes benefits)  Supplies: (\$12,767) to purchase instructional materials	4 FTE Teachers (includes benefits)  2 FTE para-professionals (\$431,795)  Supplies to purchase instructional materials (\$10,000) Equipment (\$3,900)	0.5 FTE (32,503 includes benefits)  Child development care for children of Young parents during the day and evening (\$70,071 includes benefits)
<u>Utah LAND Trust</u>	<u>Horizonte Scholarship Fund</u>	<u>CTE Add-on Funds</u>
Computer supplies and software (\$6000)	Tuition for post-secondary education and training (\$67,000)	PBIS Incentives for student attendance (\$4000)

2. A description of how each of the financial resources listed above will support the goals of the school reform effort; and

The School Improvement budget will continue to be used to help support the extra five days of professional development and the monthly collaboration and professional development for all teachers. The Youth-in-Custody and Recreation Mill Levy budget will continue to fund FTE, for teachers, childcare and para-professionals to help those students with the higher risk factors. The supply allocation of the grant does not cover all the needed expenses for supplies, textbooks, etc. As teachers learn new strategies, resource materials and equipment and supplies will be purchased from the different budgets listed above. The Horizonte Scholarship Fund and CTE Add-on Funds will continue to be used to PBIS incentives and rewards. These allocations vary year to year.

3. A description of how LEA program personnel will collaborate to support student achievement and school reform.

SLCSD school support staff will have weekly contact with the school and will be physically present in classrooms and meetings at the school. The Horizonte administrative team will work continuously with the stakeholder groups to remove barriers to implementation and to protect the instruction and implementation of the reform model at the school site. The team will meet monthly during professional development with teachers and coaches to assure the judicious and thoughtful use of classroom observation and obtain teacher feedback necessary for improving staff and student performance. The team will make certain that what is expected is watched, supported and refined at the school and classroom level. The SLCSD school support staff will work with school teams to devise and revise strategies to assist principals, teachers and other staff to enact practices that will lead to high levels of accountability. Student achievement data will be reviewed with school faculty quarterly and corrections to the implementation of the model will be identified and made throughout the implementation period.

C. If applicable, the LEA has included costs associated with approvable pre-implementation activities designed to assist the LEA and school(s) in preparing for full implementation when the 2011-2012 school year begins.

1. All pre-implementation strategies and activities must have prior approval from the SEA and use the funds in accordance with Title I allowable expenditures. The activities listed below are intended to be examples only. The focus of the activity should be its relationship to the needs of the school and the intervention model chosen for the school. Examples of allowable pre-implementation activities:

- a. **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
- b. **Rigorous Review of External Providers:** Properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- c. **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- d. **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that

is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- e. **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- f. **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

### PART III: ASSURANCES

#### 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:—

- X Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- X Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- X If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- X Report to the SEA the school-level data required under section III of the final requirements.

Utah State Office of Education assurances:

- X The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- X The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook tools. The LEA is encouraged 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. Should the LEA choose to use an external SST leader, a list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

#### **PART IV: WAIVERS**

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

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

- X "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Salt Lake City School District Application for ARRA-SIG

Appendix I

Utah State University Center for the School of the Future  
Indicators of School Quality Report



CENTER FOR THE SCHOOL OF THE FUTURE

# Horizonte School

Salt Lake City School District

October 19, 2007



# Status Report

## Signal Analysis Legend

-  Exemplary
-  Superior
-  Typical
-  Opportunity to Improve

The table presented below summarizes global domains by audience; the second page of this report is a breakdown for each domain by item; the third is a disaggregation by item for home language, family mobility, student gender, and student ethnicity; and the last page summarizes demographic data, school priorities, and neighborhood risk.

Indicators of School Quality	Parent	Teacher	Student	Staff
Parent Support				
Teacher Excellence				
Student Commitment				
School Leadership				
Instructional Quality				
Resource Management				
School Safety				

<b>Indicators of School Quality</b>	Parent	Teacher	Student	Staff
<b>Status Report</b>				
<b>Parent Support</b>				
Parents support their child's education				
Parents know what happens at school				
Enough parents participate at parent/teacher conferences				
Parents support extracurricular activities				
<b>Teacher Excellence</b>				
Teachers are knowledgeable about the subjects they teach				
Teachers care about students as individuals				
Teachers promote good behavior in their classrooms				
Teachers are well organized				
Teachers enjoy teaching				
<b>Student Commitment</b>				
Students are well behaved				
Enough students participate in extracurricular activities				
Students enjoy learning				
Students have pride in their school				
<b>School Leadership</b>				
Administration is accessible to parents, students, and staff				
Administration promotes quality education				
Administration is well organized				
Administration promotes good behavior at the school				
Administration has high expectations for all students				
<b>Instructional Quality</b>				
This school prepares students for adult life				
This school provides a quality education				
Instruction at this school is innovative				
Instruction at this school challenges students				
<b>Resource Management</b>				
Staff has access to enough ongoing training				
Counselors are accessible to students				
Students have adequate computer access				
The school has quality textbooks and instructional materials				
Students have enough extracurricular opportunities				
<b>School Safety</b>				
Students and staff feel safe at school				
Students feel safe traveling to and from school				
The school is clean and in good repair				
The school grounds and hallways are well supervised				

<b>Indicators of School Quality</b>	Parent	Parent	Student	Student
Disaggregated Data	English Yes/No	Moved Yes/No	Boy / Girl	White Yes/No
<b>Parent Support</b>				
Parents support their child's education	●●	●●	●●	●●
Parents know what happens at school	●●	●●	●●	●●
Enough parents participate at parent/teacher conferences	●●	●●		
Parents support extracurricular activities	●●	●●	●●	●●
<b>Teacher Excellence</b>				
Teachers are knowledgeable about the subjects they teach	●●	●●		
Teachers care about students as individuals	●●	●●	●●	●●
Teachers promote good behavior in their classrooms	●●	●●	●●	●●
Teachers are well organized	●●	●●		
Teachers enjoy teaching	●●	●●	●●	●●
<b>Student Commitment</b>				
Students are well behaved	●●	●●	●●	●●
Enough students participate in extracurricular activities	●●	●●	●●	●●
Students enjoy learning	●●	●●	●●	●●
Students have pride in their school	●●	●●	●●	●●
<b>School Leadership</b>				
Administration is accessible to parents, students, and staff	●●	●●	●●	●●
Administration promotes quality education	●●	●●		
Administration is well organized	●●	●●		
Administration promotes good behavior at the school	●●	●●	●●	●●
Administration has high expectations for all students	●●	●●	●●	●●
<b>Instructional Quality</b>				
This school prepares students for adult life	●●	●●	●●	●●
This school provides a quality education	●●	●●	●●	●●
Instruction at this school is innovative	●●	●●		
Instruction at this school challenges students	●●	●●	●●	●●
<b>Resource Management</b>				
Staff has access to enough ongoing training				
Counselors are accessible to students	●●	●●	●●	●●
Students have adequate computer access	●●	●●	●●	●●
The school has quality textbooks and instructional materials	●●	●●	●●	●●
Students have enough extracurricular opportunities	●●	●●	●●	●●
<b>School Safety</b>				
Students and staff feel safe at school	●●	●●	●●	●●
Students feel safe traveling to and from school	●●	●●	●●	●●
The school is clean and in good repair	●●	●●	●●	●●
The school grounds and hallways are well supervised	●●	●●	●●	●●

<b>Indicators of School Quality: Demographics, Risk, and School Priorities</b>					
Demographics		Parent	Teacher	Student	Staff
Number of Respondents & Adequacy of Samples <div style="display: flex; justify-content: space-around; font-size: small;"> <span><span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> - Good</span> <span><span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-right: 5px;"></span> - Fair</span> <span><span style="display: inline-block; width: 15px; height: 15px; background-color: #f4cccc; border: 1px solid black; margin-right: 5px;"></span> - Poor</span> </div>		57	29	306	27
Grades (%)					
7th Grade		9	12	0	
8th Grade		5	16	2	
9th Grade		2	32	1	
10th Grade		16	44	10	
11th Grade		27	68	30	
12th Grade		50	76	58	
Child Ethnicity (%)					
African American		6		6	
American Indian		9		6	
Asian/Pacific Islander		11		12	
Hispanic		62		53	
White (Caucasian)		17		27	
Other Ethnicity		4		6	
Child Gender (% Male)				48	
Neighborhood Risk (%)		Overall Neighborhood Risk is High			
Economic Status		38	All numbers are percentages. Item content can be determined by looking at the returned surveys. Percentages at or above 80 indicate the presence of factors that support higher academic achievement scores for the school. Percentages below 80 indicate risk and are highlighted in red.		
Community Affiliation		47			
Family Bonding		53			
Neighborhood Stability		72			
Academic Status		56			
Home Language		54			
Peer Associations		74			
School Priorities (ranked by %)		Parent	Teacher	These numbers represent the percent of parents believing that school function is one of the most important attributes of a quality school, or the percent of teachers believing that school function is something this school does best. Rank is average of both.	
1 - Treat all students with respect		60	75		
2 - Focus on academic achievement		56	61		
3 - Provide a safe environment		40	71		
4 - Accommodate individual differences		21	54		
5 - Promote good citizenship		37	18		
6 - Involve families meaningfully		30	0		
7 - Develop community involvement		12	18		
8 - Provide breadth in learning experiences		19	4		

# Salt Lake City School District Application for ARRA-SIG

## Appendix II

### Teachers Assignment, Highly Qualified Status and Tenure

Horizonte Instruction & Training Center							
Name	FTE	Subjects listed on Schedule	CACTUS Subjects	NCLA Qualified	USOE Qualified	Site/Site	Years at Horizonte
<b>Main Site</b>				Financial Literacy /Humanities NA			
Janet Adkins(Leaving)	1	Social Studies, Biology, Language Arts, Humanities, Financial Literacy	Fin Lit, Humanities, US Hist, World Civ, Geography for Life, US Gov	Yes	Yes	HZ	3
Jen Jacobson	1	Social Studies, Humanities, Language Arts	Humanities, Fin Lit US History	Yes	Yes	HZ	3
Martha Mumford (Retiring)	1	Music, PE, Health, PE, Language Arts, Financial Lit	Psychology	NA	Yes	HZ	9
Jessica Staker	1	Math, Science, Financial Literacy	Geometry, Fin Lit	Yes	Yes	HZ	2
Kirk Bishoff	.5	Science, Math, Language Arts	US History, World Civ, US Gov	Yes	Yes	HZ	5
Erin Newsome	1	Social Studies, Language Arts	Algebra I, US History	No in Math Yes in SS	No in Math Yes in SS	HZ	2
Joanie Lesh	1	All	Fin Lit, WBL, Business Communication	NA	Yes	Directed Studies	12
Dave Dineen	.67	Culinary Arts	Culinary Arts	NA	Yes	HZ, Young Parent	12
Kathy Williams	1.0	FACS, Health	Humanities, Language Arts, Biology, Physics World Civ, US Gov, Life Prep, Child Development, Childhood Education, Life Management FACS Exporlation, Young Parent/grads	No	Yes Except History Courses	Young Parent	23
Steve Langman	1	Business Communication, Computer Tech, Financial Literacy	Fin Lit, Business Communication, Computer Tech	NA	Yes	HZ grades 9-10	3
James Moore	1	Computer Tech, Financial Literacy, Life Management, Accounting Business Communication	Fin Lit, Life Prep, Business Communication, Computer Tech	NA	Yes	HZ Grades 9-10, Young Parent	3
Ursula Olivia	1	Social Studies, Art	Art Foundations, US History, World Civ, US Gov	Yes	Yes	grades 9-10	4
Nadia Koleschuk Rockwood	1	Language Arts, Science, Humanities	Language Arts	Yes	Yes	Grades 9-10	4
Randy Tousley	1	Math, Science				grades 9-10	4
Filanowicz-Wolking Lois	1	Resource, Social Studies, Fin Lit, Health,	Fin Lit, Special Ed	No	Yes	Special Ed, Grades 9-10	2
Sharon Hornbaker	1	Resource	Health Sp Ed, PE, Language Arts 5 Ed, Pre Algebra Sp Ed, Algebra, Sp ed Geometry Sp Ed, Biology Sp ed, earth Systems, Sp ed, Geography Sp Ed	No in all but US History and World Civ.	Yes, No in	Special Ed	24
<b>Special Programs/Sites</b>							
Melissa Nowell	1	Language Arts, Social Studies, Humanities, Financial Literacy	Language Arts	Yes	Yes	Rose Park	6
Mark Jensen(Retiring)	1.0	PE, Science	Life time activities, PE	NA	Yes	Rose Park Spec Pop	19
Moliki Mutalo	1	Math, Social Studies	Algebra I	No	No	Rose Park	5
Ann Rasmussen	1	Directed Studies	Fin Lit, Humanities	NA	Yes	YIC Odyssey	11
Larry Harris	1	All	Life Time Activities, Humanities, Language Arts, US History, World Civ	No in LA Yes in rest	Yes	YIC Odyssey	13
Haultu Liavae	1	Social Studies, PE	Sociology	NA	Yes	Highland	1
Denise Antacle	1	Science, Math	Investigative Science	NA	Yes	Highland	4
Craig Sampson	1	All	All Special Ed Language Arts Pre and Algebra, Integrated Science us History, Utah Studies	Yes except in Math	Yes	YIC Self Contained	11
Kirk Bishoff	.5	Science	US History, World Civ, US Gov	Yes	Yes	PM Alternative	
Chris Sullivan	1	All	Fin Lit, US History, World Civ, US Gov	Yes	Yes	YIC	12
Suzanne Gray	1	All	Lifetime Activities Participation Skills US History World Civ.	No	Yes	YIC	22
Daryl Hunt	1	All	Health Sp Ed, PE, Language Arts 5 Ed, Pre Algebra Sp Ed, Algebra, Sp ed Geometry Sp Ed, Biology Sp ed, earth Systems, Sp ed, Geography Sp Ed Study Skills sp ed	No in all but World Civ.	Yes	South City	21
<b>Total FTE</b>	<b>26.67</b>						
Annie Brewer	1			NA	Yes	Social Work	25
Wendy Jack	1			NA	Yes	Social Work	21
Victoria Saldana	1			NA	Yes	Counselor	15
<b>Total FTE</b>	<b>3</b>						

Salt Lake City School District Application for ARRA-SIG

Appendix III

District Evaluation Tools for School Level Administrators  
District Evaluation Tool for Teachers (E-CAP)

## SLCSD Administrative Competencies

### DOMAIN I - Setting Instructional Direction

- 1.1 Planning and goal setting for student achievement
- 1.2 Student achievement results
- 1.3 Use of student achievement data and results to make instructional leadership decisions
- 1.4 Understanding of student requirements to make instructional leadership decisions
- 1.5 The leader recognizes and responds to the need for change based on student performance data and current research trends
- 1.6 Decisions linked to vision, mission, and strategic priorities of the school and district
- 1.7 Demonstrated use of technology to improve teaching and learning

### DOMAIN II - Organizational Skills

- 2.1 Values and constructively uses dissent
- 2.2 Onsite organization
- 2.3 Understands and uses shared governance
- 2.4 Evidence of delegation, trust and empowerment within the school
- 2.5(a) History of completion of projects on schedule and within budget
- 2.5(b) Budgets/resource allocation

### DOMAIN III - Communication

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- 3.1 Student achievement reporting to students, parents, teachers, and other leaders
- 3.2 Communication with students
- 3.3 Communication with faculty and staff
- 3.4 Communication with parents and community

### DOMAIN IV - Developing Self and Others

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- 4.1 Willingness to admit error and learn from it
- 4.2 Constructively, handles disagreement with leadership and policy
- 4.3 Explicit improvement in specific performance areas based on the previous leadership evaluation
- 4.4 Effectively uses conflict management strategies
- 4.5 Compliance with legal and ethical requirements in relationships with employees and students
- 4.6 Understanding of faculty and staff proficiencies and needs for further development
- 4.7 Personal participation in leading professional development
- 4.8 Formal and informal feedback to faculty and staff with the exclusive purpose of improving individual and organizational performance
- 4.9 Mentoring new administrators, assistant administrators and other leaders

## Teacher Competencies for the SLCS D Educator Collaborative Assessment Program (ECAP)

### DOMAIN I - Planning and Preparation

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- 1.1 Demonstrating knowledge of content and pedagogy
- 1.2 Demonstrating knowledge of students
- 1.3 Selecting instructional goals
- 1.4 Demonstrating knowledge of resources
- 1.5 Designing coherent instruction
- 1.6 Assessing student learning

### DOMAIN II - The Classroom Environment

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- 2.1 Creating environment of respect and rapport
- 2.2 Establishing a culture of learning
- 2.3 Managing classroom procedures
- 2.4 Managing students behavior
- 2.5 Organizing physical space

### DOMAIN III - Instruction

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- 3.1 Communicating clearly and accurately
- 3.2 Using questioning and discussion techniques
- 3.3 Engaging students in learning
- 3.4 Providing feedback to students
- 3.5 Demonstrating flexibility and responsiveness

### DOMAIN IV - Professional Responsibilities

---

- 4.1 Reflecting on teaching
- 4.2 Maintaining accurate records
- 4.3 Communicating with families
- 4.4 Contributing to the school and district
- 4.5 Growing and developing professionally
- 4.6 Showing professionalism

## Data Sources for the SLCS D Educator Collaborative Assessment Program (ECAP)

1. Documentation of Advocacy : Evidence of Motivation, Challenge and Support
2. Documentation of Advocacy: Evidence the Teacher Knows His/Her Students Well
3. Analysis of Lesson Planning
4. Documentation and Analysis of Student Learning and Assessment Practices (required for Provisional Teachers)
5. Learning from Student Work
6. Evidence Unique to the Teacher
7. Classroom Observation
8. Action Research Project
9. Collaborative Inquiry
10. Collaborative Learning Communities
11. Documentation of Preparation for Differentiated Instruction/Equal Opportunity to Learn
12. Student Survey
13. Parent Survey
14. National Board Certification

Salt Lake City School District Application for ARRA-SIG

Appendix IV

Horizonte Referral Form



Referral Date: _____
Referring School: _____

## Student Placement Referral to Horizonte

### STUDENT INFORMATION

Student Name	Student #	Grade	Date of Birth	Home School
Address	Parent/Guardian	Contact Phone Numbers	<input type="checkbox"/> Special Ed IEP	

#### 1.0 – What is the student’s status regarding possible considerations for Special Education services?

Not referred for Special Education Evaluation; student discussed SSC; intervention in progress     Referred for evaluation; evaluation in progress

#### 2.0 – Does the student have a 504 plan? \*Please include copy.

Yes             No

#### 3.0 – For English learners only: What is the student’s current language proficiency level (use current UALPA data)?

P     E     I     A     F

(Students at pre-emergent and emergent levels of language proficiency cannot be referred to Horizonte.)

#### 4.0 – If involved in probation, list the contact:

#### 5.0 – What student supports have been attempted at the school?

<u>Parent/Teacher</u>	<u>Counselor</u>	<u>Other School Support</u>
<input type="checkbox"/> Parent Phone call	<input type="checkbox"/> Transcript Review	<input type="checkbox"/> SSC Meeting
<input type="checkbox"/> Parent/Teacher Conference	<input type="checkbox"/> Schedule Change/Reduced	<input type="checkbox"/> Tracker/Advocate/COS
<input type="checkbox"/> Tracking Sheets	<input type="checkbox"/> Study Hall Scheduled	<input type="checkbox"/> Truancy Center
<input type="checkbox"/> Parent/Administrator Meeting		<input type="checkbox"/> Gear Up
<input type="checkbox"/> Student Behavior Contract		<input type="checkbox"/> After School Tutor
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Further documentation and the supports, see eSIS notes.

#### 6.0 – Reason for Referral: (Check and describe below)

<input type="checkbox"/> Attendance/Truancy	<input type="checkbox"/> Behavior	<input type="checkbox"/> INSIGHT	<input type="checkbox"/> Young Parent
<input type="checkbox"/> Too Few Credits	<input type="checkbox"/> Academic _____	<input type="checkbox"/> Other _____	

#### 7.0 – Information Included:            Transcript    Attendance Report    504 Plan

### SIGNATURES

Administration Signature: _____	Date _____
Guidance Counselor Signature: _____	Date _____
Parent/Guardian Signature: _____	Date _____
Special Notes: _____ Date Withdrawn: _____ Secretary initials: _____	

Salt Lake City School District Application for ARRA-SIG

Appendix V

Proposed Schedules to Facilitate Additional Instructional Hours for Students

**Possible Continuum of Services/Additional Hours of Instruction Beyond the Regular Academic Year**

Five additional days of instruction before regular school year									
Period	1	2	3	4	5	Lunch	6	7	
Time	8:20-9:05	9:08- 10:13	10:16- 11:21	11:24- 12:24	12:27- 1:12	1:12- 1:42	1:45- 2:30	2:33- 3:20	
Minutes	45	65	65	60	45		46	46	
								Total Daily Hrs	6.2
								Total Week Hrs	31

One week long full-day summer academy			
	AM	Lunch	PM
Time	8:00- 12:00	12:00-12:30	12:30-3:30
Minutes	240		180
			Total Daily Hr
			7
			Total Hrs
			35

Two week long half-day summer academy		
	AM	Lunch-20 Min.
Time	8:00-12:00	12:00-12:20
Minutes	240	
		Total Daily Hr
		4
		Total Hrs
		40

19 day half-day summer school					
Period	1	2	3	4	Lunch-30 Min.
Time	8:30-9:21	9:24-10:24	10:27-11:27	11:30- 12:30	12:30- 1:00
Minutes	51	60	60	60	
					Total Daily
					3.85
					Total Hrs
					73.15

Evening summer school (12 days)			
Period	1	2	3
Time	6:00-6:54	6:57-7:57	8:00-9:00
Minutes	51	60	60
			Total Daily Hr
			2.85
			Total Hrs
			34.2

Horizonte Daily Schedule									
Period	1	2	3	4	5	Lunch	6	7	
Time	8:30-9:15	9:18-10:20	10:23-11:00	11:13-12:00	12:03-12:45	Lunch	1:18-2:05	2:08-2:55	Total Minutes
Length of class period	45	62	47	47	42	33	47	47	337

Proposed Daily Schedule									
Period	1	2	3	4	5	Lunch	6	7	
Time	8:20-9:05	9:08-10:13	10:16-11:21	11:24-12:24	12:27-1:12	1:12-1:42	1:45-2:30	2:33-3:20	Total Minutes
Length of class period	45	65	65	60	45	30	46	46	372

Traditional High School with 8 period block schedule									
Period	1	2	3/4	5/6	7	8			
Possible length of class period	42	42	93	89	42	42			350

Outside Sites 8 Period Day									
Period	1	2	3	4	Lunch	5	6	7	8
Time	8:30-9:10	9:10-10:15	10:15-11:20	11:20-12:00	12:00-12:35	12:35-1:15	1:15-1:55	1:55-2:35	2:35-3:10

One Teacher Site	
Period	Subject
1	History
2	English
3	Math
4	Advisory
5	Science
6	Art or P.E.
7	Prep.

Two Teacher Site		
Period	teacher 1	Teacher 2
1	Prep	Wld Hist/Geo
2	Alg	Eng. 12
3	Geom	Eng 11
4	Advisory	Advisory
5	Biology	U.S. History
6	Earth/Geold	Art
7	P.E.	Plan
8	Computers	DSP

Three Teacher Site			
Period	Teacher 1	Teacher 2	Teacher 3
1	Prep	Earth	Prep
2	Eng. 11	Alg.	Eng. 12
3	Eng. 11	Geom	Wld Hist./ Geo
4	Advisory	Advisory	Advisory
5	Eng. 11/12	Algebra II	US Hist/US Gov
6	Computer	Biology	Wld Hist./ Geo
7	P.E.	Prep	Art

Double Session Site				
8:00	Science		11:00	Science
8:35	Math		11:35	Math
9:25	English		12:25	English
10:20	Hist/Advisory		1:20	Hist/Advisory
			2:00	Prep
On-Line/Hm	PE		On-Line/H	PE
	Art			Art
	Computers			Computers

Proposed Main Site Schedule									
Period	1	2	3	4	5	Lunch	6	7	
Time	8:20-9:05	9:08-10:13	10:16-11:21	11:24-12:24	12:27-1:12	1:12-1:42	1:45-2:30	2:33-3:20	
Length of class period	45	65	65	60	45	30	46	46	

# Salt Lake City School District Application for ARRA-SIG

## Appendix VI

### Written Assurance of Continued Support



**SALT LAKE CITY**  
**SCHOOL DISTRICT**  
*Your Best Choice*

**Written Assurance of Continued Support to SIG  
Funded Schools**

The Salt Lake City School District will continue to sustain the improvements achieved through the SIG process at Horizonte Instruction and Training Center when the funding period for the SIG ends

March 3, 2011

McKell Withers  
Date  
Superintendent  
Salt Lake City School District

p 801. 578.8599  
f 801. 578.8685

Salt Lake City School District  
440 East 100 South  
Salt Lake City, Utah 84111

[www.slcschools.org](http://www.slcschools.org)

# Salt Lake City School District Application for ARRA-SIG

## Appendix VII

### ARRA-SIG Budget for Years 1, 2 and 3

Appendix VI - ARRA SIG Budget for Years 1, 2, and 3

	Year 1	Year 2	Year 3	
Coach-Language Arts 2 FTE 202 days	\$120,000	\$120,000	\$120,000	
Coach-Mathematics 1 FTE 202 days	\$60,000	\$60,000	\$60,000	
Literacy Coach 1 FTE 202 days	\$60,000	\$60,000	\$60,000	
Data Coordinator 1 FTE 202 days	\$60,000	\$60,000	\$60,000	
Counselor 1 FTE 202 days	\$60,000	\$60,000	\$60,000	
Professional Development 5 days/36 teachers/daily rate	\$59,220	\$59,220	\$59,220	
Monthly Professional Development 27 hours/18 teachers /daily rate	\$19,984	\$19,984	\$19,984	
Materials for PD and resources for teachers	\$10,000	\$10,000	\$10,000	
10 Para-pro Math and LA Coaches/19.5 hours a week/27 weeks	\$185,211	\$185,211	\$185,211	
Early Start one week in Aug.	\$59,220	\$59,220	\$59,220	
Summer Academy (3 Weeks)	\$19,740	\$19,740	\$19,740	
10% Bonus for reached goals 36 teachers/3 admin	\$234,000	\$234,000	\$234,000	
Subtotal	\$947,375	\$947,375	\$947,375	
Indirect Costs @2.17%	\$20,558	\$20,558	\$20,558	
<b>TOTAL</b>	<b>\$967,933</b>	<b>\$967,933</b>	<b>\$967,933</b>	<b>\$2,903,799</b>