

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

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
<p>LEA Contact for the School Improvement Grant</p> <p>Name:</p> <p>Position and Office:</p> <p>Contact's Mailing Address:</p> <p>Telephone:</p> <p>Fax:</p> <p>Email address:</p>	
LEA Superintendent or Charter School Director (Printed Name):	Telephone:
Signature of the LEA Superintendent or Charter School Director X _____	Date:
<p>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.</p>	

• **STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2010 LEA APPLICATION:**

LEA APPLICATION REQUIREMENTS

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

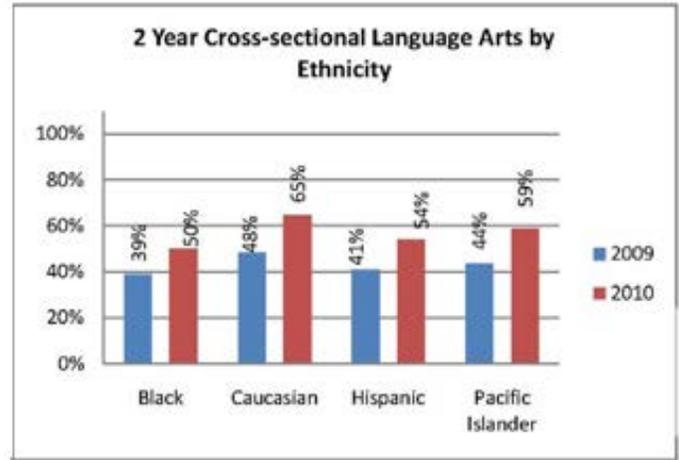
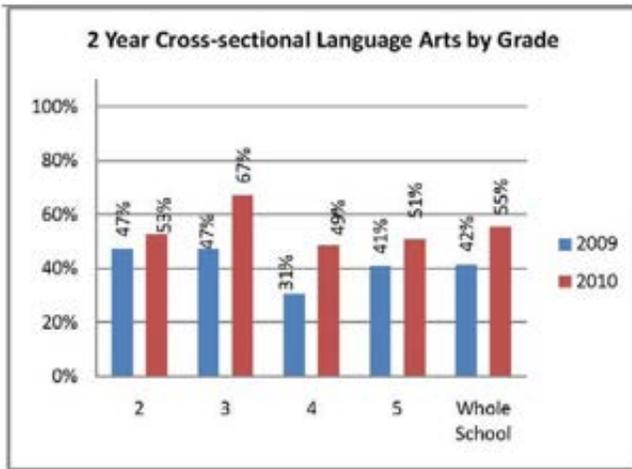
PART I: DESCRIPTIVE INFORMATION

A. Data analysis and selection of intervention model to be used.

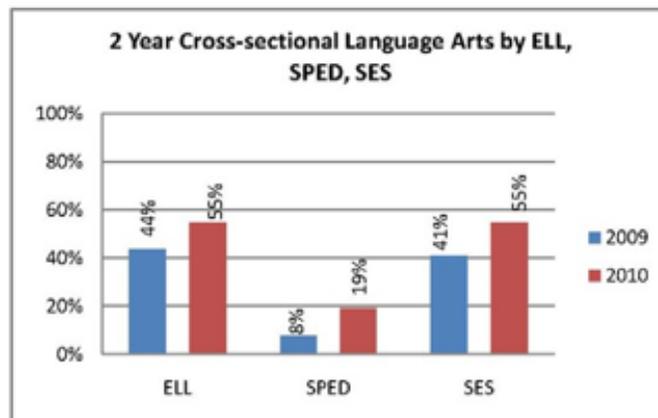
- a. The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
- b. Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);

Student scores at Edison for language arts, mathematics, writing and science are low and below the district average in each of the four subjects. Of all students tested, 55% of students were proficient in language arts in 2010; up from 42% in 2009 and just slightly up from 46% in 2008. Data disaggregated by student group shows that student with disabilities (SPED) are the lowest performing group with only 19% of students scoring proficient in 2010. This pattern of low performance for this student group has been consistent over the last five years. Though only four students identify themselves as Asians, three of them were not proficient. Only 50% of the Black and Native American student groups were proficient; 54% of Latinos and 59% of Pacific Islanders were proficient. The most successful group was the White student group with 65% proficient. It is also of note that in all student groups, the proficiency rates of

students who are in attendance for a full academic year does not significantly differ from the proficiency rates of the all students tested group (positive 3% difference), signaling that low student proficiency is not attributable to student mobility. Proficiency in third grade is significantly higher at 67% than in other grades which range from 49% to 53%. For students continuously enrolled at Edison during third, fourth

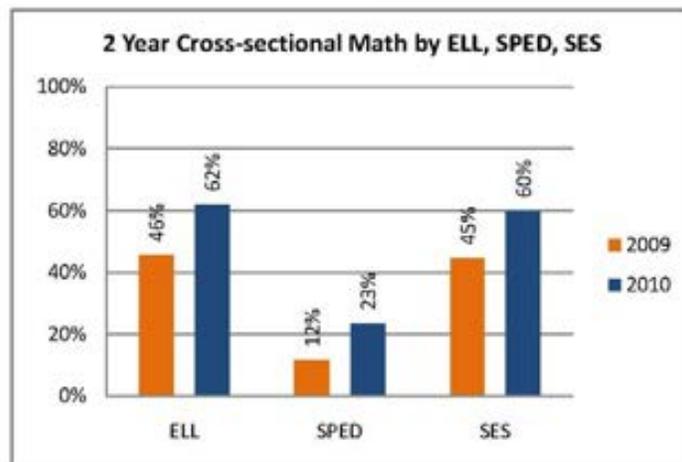
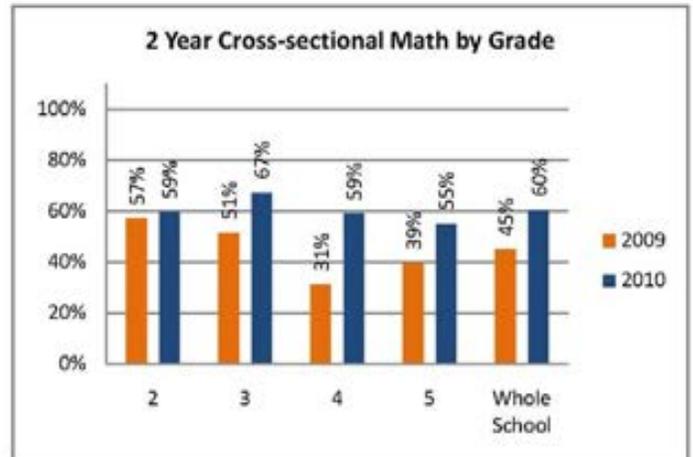
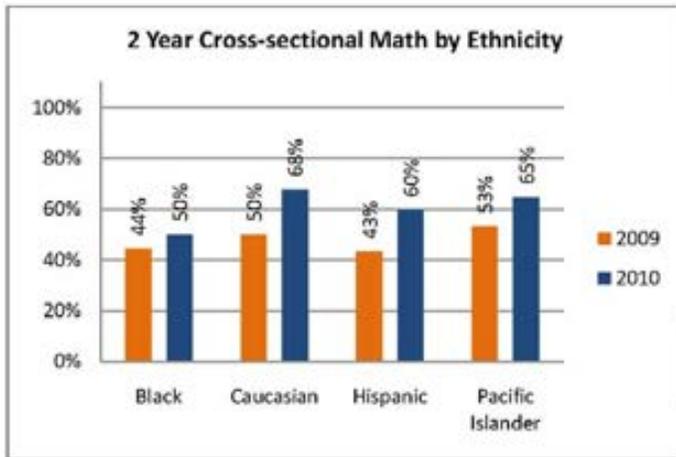


and fifth grades (N=49), student proficiency drops from 65% in third grade to 37% in fourth grade and then climbs back to 55% in fifth grade.

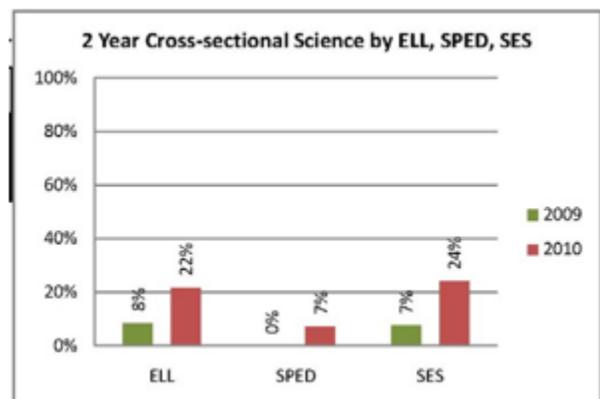
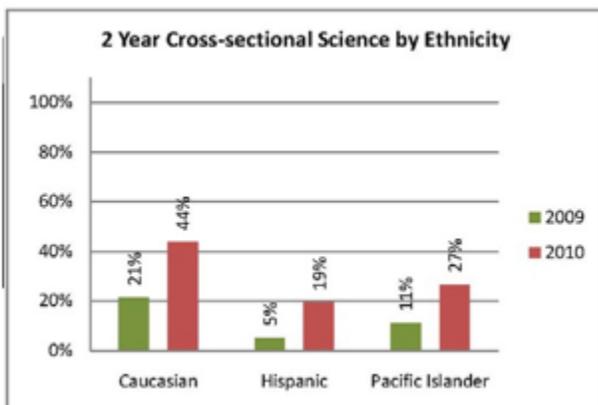


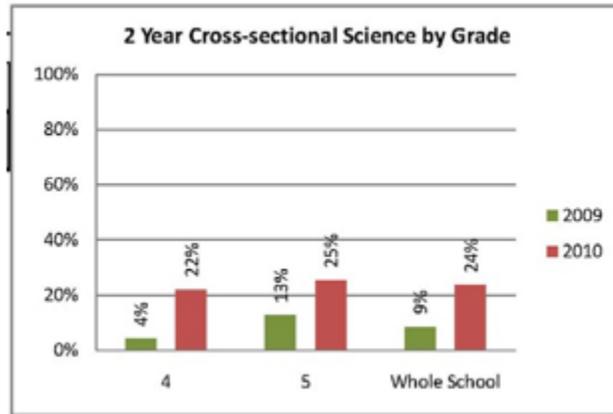
Student proficiency in mathematics is strikingly similar to student achievement in language arts with 60% of all students scoring proficient in 2010; up from 45% in 2009 and 41% in 2008. Again, students with disabilities (SPED) had only 23% of students achieve at a proficient level whereas 60% of students who receive free and reduced lunch (SES) and 62% of English Learners (ELL) were proficient. Again the White student group is the highest performing with 68% proficient in math; Asian, Black, and Native American student groups each have 50% proficient. Sixty percent of the Latino group is proficient and 65% of the Pacific Islander group is proficient. Students who remain at Edison for a full academic year only slightly achieve proficient scores at a rate greater than do all students tested (5%). Again, students in third grade have the most success in mathematics with 67% proficiency whereas second and third grades are both 59% proficient. Only 55% of the fifth grade students were proficient. For students continuously

enrolled at Edison during third, fourth, and fifth grades (N=49), student proficiency drops from 67% in third grade to 35% in fourth grade, and back up to 55% in fourth grade.



Student achievement in science is extraordinarily low with only 22% of fourth grade students achieving proficient and only a quarter of students in fifth grade reaching a proficient level. In total, 24% of students enrolled for a full academic year achieved a proficient score in science in 2010, up from just 9% in 2009. Only 7% of students identified as having a disability (SPED) scored at the proficient level and only 19% of the 98 students in the Latino group achieved proficient





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

Edison Elementary serves students in grades K through 5. The school’s enrollment is 573 of which 94% of students are eligible for free or reduced price meals (90% free, 4% reduced). Eighty nine percent of the student body is students of color; 70% of which are Latino. A total of 70% of Edison students speak a language other than English. On the state’s English language proficiency test (UALPA), 23% of the English Learners at Edison moved to Advanced or Fluent. Concerning is that 85 students who are learning English (46%) were identified as Intermediate in 2008-2009 and stayed at that proficiency level in 2009-2010.

Twelve percent of Edison students qualify for services provided through special education. Edison also houses a self-contained special education unit for students who are learning disabled. Students in this unit live within the southwest quadrant (geographically) of the district and not necessarily within Edison’s boundaries. The most common languages spoken in students’ homes are Spanish, Tongan, Bosnian, and Somali. 11% of the students at Edison are the children of recently resettled refugee families. The Glendale area of Salt Lake, which includes Edison, is a common placement for resettled families.

Enrollment Breakdown		
Students Enrolled	573	100.0%
AfAm/Black	28	4.9%
American Indian	8	1.4%
Asian	10	1.7%
Hispanic/Latino	398	69.5%
Not Declared	3	0.5%
Pacific Islander	62	10.8%
White	64	11.2%
Engl. Language Learners	400	69.8%
Socio-Economic Status	541	94.4%
Students with Disabilities	68	11.9%
Male	302	52.7%
Female	271	47.3%

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

Edison Elementary is located in west central Salt Lake City. Fifty-six percent of the students come from homes where Spanish is the primary language. Thirty two percent of the students have English as their native language, and another twelve percent have home languages other than English or Spanish.

Student mobility is high; during the 2009- 2010 school year a total of 31% of the students at Edison were enrolled for less than 160 days. Sixty nine percent of the students enrolled at Edison remained enrolled for more than 160 days. Average daily attendance at Edison was 94% in the 2009-2010 school year.

To increase parent involvement, Edison’s leadership implemented monthly parent nights each varying in focus such as literacy, math, experiences of refugee youth, and highlighting the different cultures represented in the student population. Participation in these evening events averaged around 15% from parents. With a sense of progress on this type of parent involvement, Edison’s leadership struggled to bring parents to the table for the shared governance decision making process. In general, only three community members attended the School Community Council monthly meetings.

Edison had very few student behavior issues last year. They actually only suspended six students; each case was a safe schools violation.

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

All teachers at **Edison** are highly qualified for their current assignment. **Edison** has a total of 32 FTE, 56% have been at Edison for five years or less. 17% have been teaching at Edison for 6-15 years and 27% have been at Edison for more than 15 years. Fourteen of the faculty members at Edison (44%) have a graduate degree. Twenty two members of the faculty have an ESL endorsement (69%). Those teachers without an ESL endorsement are required by district policy to enroll and complete an ESL Endorsement program within the first three years of employment. Thirteen teachers have an endorsement in reading (41%).

Teacher absenteeism at Edison is high compared to other elementary schools in the district. From the beginning day of the 2009-2010 school year, Edison teachers have missed 2,774 hours. The majority (61%) of teacher absence was taken as sick leave (1689 hours). Other absences are teachers taking personal days (533 hours, 19%) or teachers attending conferences, professional development or meetings during instructional time (552 hours, 20%). This means that on average, each of the 33 teachers at Edison would have missed an average of 87 hours or 14 instructional days. In fact, the highest single teacher absence is 248 hours and the fewest number of hours missed is 19.

Sick Used	Personal Used	Professional Used
1689 hrs	533 hrs	552 hrs

In 2009-2010 and again this year, Edison has been the site of a district sponsored Equity Team. Eight teachers participated in Equity professional development once a month to learn about and reflect on institutional discrimination, personal unconscious cultural biases, and deficit thinking. They used this new perspective to examine their own practice with students of color who struggle in their school and in their system. They began to incorporate anti-biased curricular activities into their core curriculum to develop cultural competence in themselves and in their students. They learned about and experimented with culturally relevant practices in their delivery of the core curriculum to better connect the academic world with the students' lived experiences which differ from the norm. Implementation has merely been experimental and varies by teacher. Though the district has provided cultural sensitivity training through REACH for a very long time, only four teachers at Edison have attended.

Teachers at Edison are evaluated annually each year using the district's Educator Collaborative Assessment Program (ECAP). Generally, this process has little impact on the teaching and learning that happens in the classroom however, this will be a critically important practice to change. Also, the entire evaluation tool is provided in Appendix A. One teacher was supported through a remediation process last year which has been continued this year with the new principal.

- 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

Tracey Vandeventer, Edison's principal, and Chelsea Malouf, the assistant principal, will finish their first year at Edison in June 2011. Tracey has an undergraduate degree in Elementary Education with graduate degrees in Special Education and Administration. She has worked for SLCS D for thirteen years and acquired an endorsement in Educational Technology, English as a Second Language, Mild/Moderate Disabilities, and Severe Disabilities. Tracey will end her sixth year as a principal in our district this June. Tracey was appointed to Edison last year purposefully because of her commitment and skill to improve student achievement, teacher performance and community and family engagement. We remain positive about her potential as a transformational leader.

Chelsea has an undergraduate Elementary Education and in Early Childhood Education. She also has graduate degrees in Elementary Education and Administration. She has worked in Salt Lake City School District for twelve years; along the way attaining endorsements in Reading, Advanced Reading, and English as a Second Language. She spent four years in our district as a literacy coach, supporting elementary teachers in improving their literacy instruction. This is her second year as an assistant principal after serving as an assistant principal intern for a year.

The addition of these supplementary administrative staff has facilitated a substantial increase in the amount of time that administrators can spend observing instruction and providing guidance and feedback to teachers. Principals and assistant principals are also able to spend considerable additional time working with teachers in professional collaborative sessions and professional development aimed at analyzing student work and building teacher capacity to provide targeted and effective instruction. The district believes strongly that the increase in these instructional leadership behaviors will have a positive impact on teaching and learning with an acknowledgement that the effort is still in the early phases of implementation. The district will continue to identify funding sources to continue this support for Edison after the grant monies are used (see budget).

An assistant principal is formally evaluated by her/his principal using the district's School Administrator Evaluation tool. The principal is formally evaluated by their direct supervisor from the district School Support Team using the same tool. This is an annual evaluation which includes a goal setting conference in the fall, a mid-year conference, and a final evaluative conference. 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 administrative evaluation tool is also provided in Appendix B.

Effectiveness of prior school reform efforts.

Since the inception of No Child Left Behind, Edison has been identified as not making AYP all years except two. The content area in which the school does not make it usually switches back and forth between language arts and math indicating that reform efforts are not stabilized or sustained by teachers. In 05-06 and 06-07 the school did not achieve annual yearly progress in math. Therefore, in 07-08 the school was on improvement status and parents were provided the option to move their children to a neighboring school. That year and last year were the only two years for which AYP was made in both content areas.

For the years 2004-2008, Edison was a Reading First school. They participated in ongoing professional development to understand the intricacies of teaching literacy. Implementation of Reading First supported practice was inconsistent for the first years of the grant but improved over time. DIBELS scores for students in the primary grades improved though CRT scores remained low. Student achievement increases at Edison were among the lowest of all schools participating in Reading First. The school implemented strategies that included grouping students both heterogeneously and homogeneously for various parts of the literacy instructional block. However, the coordination needed to ensure that students received instruction in the full range of language arts objectives was minimal and large portions of the language arts curriculum were left untaught. In particular, writing instruction was minimal or non-existent and student writing proficiency has remained problematic.

While the members of the Site Equity Team at Edison participated as volunteers, the faculty as a whole resisted the administrative team's efforts to engage teachers in examining inequitable practices and beliefs such as low expectations for students and blaming parents for low student achievement. For example, the faculty refused to do a book study about equity as a schoolwide professional dialogue and would often not engage in opportunities to develop cultural understanding of the student population and community they serve.

Although teacher morale at Edison has long been low, the teachers have adamantly identified the faults of the past three principals which, from their perspective, create conditions in which positive morale is impossible. The involvement of the teachers' union, SLTA, has been consistent in the last four years regarding teacher accountability, teacher contracts, daily schedules, professional development, and staffing. Generally speaking, teacher resistance at Edison has contributed to the difficulty with previous reforms.

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

Using the checklist included as part of the Decision Making Tool developed by the Center on Innovation & Improvement and made available by the Utah State Office of Education, the right fit for Edison elementary is either the Turnaround or Transformation model. School closure is not a practical option. Utah law permits local school boards and the state charter school board to authorize charter schools, and subject to state board of education approval, the law also limits the number of new charters. The annual increase in statewide charter school enrollment capacity is 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.

Given a careful review of the conditions at Edison, and a review of published works describing the benefits and challenges of implementing the four available reform options, SLCS D is choosing to implement a Transformational Model. Our review of published research on successful turnaround models of reform asserts that the replacement of a large percentage of staff is not common and not necessary to implement an effective turnaround reform. The requirement to immediately replace 50% of a school's teaching staff appears to be inconsistent with published research and therefore ill-advised. The district has every intention of replacing staff that have proven to be ineffective at teaching students at Edison, are uninterested in being part of transformational change, and who do not believe that they can and will successfully teach the students at this school. The percentage of teachers who are replaced may ultimately reach or even exceed the 50% mark. However, the data currently available confirm that this school has pockets of both strong and weak teachers; already the administrative team at Edison has been addressing those teachers who struggle through collaborative intervention plans and remediation plans based on the due process determined by the district. Though still below average, Edison's achievement scores are on an upward trajectory; the Transformational Model is the appropriate model to support the already seen progress towards increasing achievement.

Because of our invaluable experience implementing the Transformational Model at the two SIG schools in the 2010-2011 year, we have new insight into our district's evaluation system. In last year's SIG application we wrote that the district needed to revise our current systems of evaluation to include a strong measure of accountability for improved student achievement to be in the best interest of our employees, students and communities. As we carefully used the evaluation system this year, we discovered that the district'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. The district has also taken, and expects to continue, steps to make the use of such an evaluation system effective by maintaining the position of an assistant principal at Edison that would otherwise have been lost due to budget cuts. A district School Support Team Member is assigned to provide the "ongoing, intensive technical assistance and related support from the LEA" required as part of the Transformation Model. This model is sustainable at the conclusion of the ARRA-SIG categorical funding.

Based on the fiscal support necessary to implement a Transformation Model in two schools (Horizonte and Edison), the district will not have the funding necessary to implement a reform model at East High School.

Description of planned implementation or required elements of Transformation Model

- a. Description of how the LEA will successfully implement each requirement;

Required activities:

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

The principal and assistant principal of Edison Elementary were replaced in the fall of 2010 specifically to facilitate the implementation of the SIG. Both administrators were selected by the district to replace the previous administrative team with the idea that Edison might receive funding to implement the Transformational Reform Model starting in the fall of 2010. The current administrators have begun the work of preparing the school to fully implement the reform model. We will continue to support the administration in implementing the reform.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.

Teachers are formally evaluated annually by the principal or an assistant principal using district developed tools called the Educator Collaborative Assessment Program (ECAP). The tools used to evaluate teachers outline a set of expected teaching competencies and specifically include improved student learning for a satisfactory evaluation. Teachers collaboratively develop yearly goals in one or more of the teacher competencies during a meeting with their administrator in the fall. Administrators may also suggest or require specific competencies on which teachers will target improvement. Teachers are required to submit evidence of professional performance at an annual conference with a school administrator. Teachers may choose from a variety of data sources to verify professional performance. As indicators of quality work, data sources must be of primary importance in consideration of teacher performance (e.g. student learning) and meet the following criteria for acceptability:

- The data is linked to student learning.
- The data is linked to the Domains of Professional Practice.
- The data represents the work of the teacher's primary assignment.
- The data is caused by (or the responsibility) of the teacher. The data source should be evidence of quality teaching as defined in the Domains of Professional Practice (see Appendix A).
- The data must include a reflective piece/reflection by the teacher on how it impacts/changes practice.

Although improved student achievement has been included in the language of ECAP as an expectation for all teachers, practice has not historically been as rigorous as needed. Helping teachers to focus their professional goals on student achievement and thus connecting their professional growth to such data will be a critical component of the grant's implementation.

Provisional teachers are assigned a mentor to assist them and administrators conduct at least four conferences with written reports addressing performance each year. Two of the four conferences must include formal observations, with pre- and post-conferences. All teachers share data sources, review progress on their goals, and review the administrator's summative evaluation report at the Spring Collaborative. Evidence of student achievement is currently a required data source for provisional teachers.

In addition, teachers are informally monitored throughout the year by administrators and if, at any time, an administrator believes a teacher's performance on any teaching competency, whether identified as an individual goal or not, to be unsatisfactory, teachers can be assigned a "needs improvement" designation. The administrator and teacher will then:

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

School administrators are formally evaluated annually using district developed tools. Principals are evaluated by district School Support Directors. Assistant principals are evaluated by the school principal. The tools used to evaluate principals and assistant principals outline a set of expected administrative competencies as required for all school level administrators. The annual evaluation process consists of the following steps:

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

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 include direct accountability for student achievement. A list of the Administrative Competencies currently used to evaluate principals appears in Appendix B.

Although the formal teacher evaluation only requires a limited number of classroom observations each year, it has been a clear focus of the district to strengthen the level of instructional leadership of principals. Being in classrooms daily is the expectation of principals so they may have a clear understanding of the progress made toward improved teaching and learning.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that — Are designed and developed with teacher and principal involvement.

The evaluation system for teachers was developed by teachers, teacher specialists, school and district administrators and leaders of the Salt Lake Teachers Association. The instruments used to evaluate teacher professional performance were last revised in 2009. The school-based administrator evaluation was developed by school and district administrators and was also last revised in 2009. Each system will include transparent, fair and equitable measures of teacher and administrator effectiveness using multiple data sources and will require, rather than allow, measures of student academic growth. Student achievement data from the previous year's testing will be prepared and distributed to principals and district supervisors for use in setting goals with organizationally subordinate staff.

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

The district plan of implementation includes incentives for coaches, teachers, and administrators who reach the student achievement goals outlined for each school. At Edison, teachers, coaches and administrators who, in implementing the Transformation Model increase student achievement to levels declared as individual and school level goals will receive an achievement bonus equal to an average of 10% of the average base salary for teachers or similarly positioned administrators in the district. Given research conducted on the influence of performance-based incentives, this percentage is at the lower end of what is reported as sufficient to reward and retain effective teachers. All classroom teachers who are eligible for achievement bonuses for each assessed Core area in their grade (anticipated to be approximately \$5,800 per teacher). Individual teacher goals for will be based on the percentage of their students who improve on the scaled score of the year's state Criterion Reference Tests (CRTs) in language arts, mathematics. Funding permitting, we will add Science as a bonus-linked subject and will also award up to 5% for teachers who reduce meet improvement targets (grades 4 and 5 only). Teachers will receive an achievement bonus of up to 5% per assessed area if they meet the targets established. Kindergarten teacher bonuses will be based on student achievement on the district Kindergarten assessment in both literacy and mathematics and on formative assessments such as DIBELS letter naming fluency, assessments of the Early Reading Intervention program, phonics assessments and developmental writing measures. The district has been tracking teacher effectiveness based student improvement for the last three years and we are confident in our understanding of historical student achievement and improvement to establish rigorous but reasonable goals for teachers.

Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

New for next year will be a daily structure for teacher professional development; Edison's schedule will also be adjusted to ensure a daily one hour planning period to ensure consistent opportunity for teachers to plan together after students are excused for the day. Scheduling these professional development and collaborative opportunities at the end of the day allows for multiple groups of teachers to meet together for a variety of professional growth experiences. Additionally, moving a portion of teacher planning to the instructional day allows for coaches and administrators to provide additional support and guidance to teachers who may need extra assistance to acquire or perfect sound instructional practice. Teachers cannot be expected to deliver high quality instruction that is not well planned. This planning period will be possible with the addition of certified staff to teach science, library skills, and physical education.

Coaching support for mathematics and language arts will be increased to a full-time position at Edison for each content area (see budget). Currently Edison has one half-time mathematics and one half-time literacy coach assigned to the school. Coaches will provide daily job-embedded professional development consisting of demonstration teaching, co-teaching, formal observation and feedback to teachers, large and small group professional development intended to increase teachers declarative and procedural knowledge of subject specific pedagogy, large and small group and individual professional development designed to increase teachers' situational knowledge and skill needed to differentiate instruction for students. Coaches will participate in and lead professional dialogue groups and teacher collaborative sessions. Coaches will support the skillful use of selected materials and will assist teachers across grade levels to vertically align curriculum and instruction and to horizontally align instruction to the core standards. Coaches will also teach district level content area courses in mathematics, reading, and language arts. Teachers who attend these courses will earn CACTUS credit that can be used for relicensure or salary schedule lane change.

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

The Language and Culture coach from the Educational Equity Department will work with teachers and the administrators to implement curriculum and instruction that is culturally relevant. This coach will also provide support for teachers to shelter content instruction so that students who are learning English can participate in and benefit from content area instruction. Additionally, this coach will support teacher implementation of English Language Development (ELD) materials and instructional strategies during the required daily ELD instructional time. The Educational Equity Department will also provide professional development and technical assistance to building administrators and staff to increase parent and community engagement with the schools.

Principals and district administrators will participate in professional development provided by district staff, the University of Utah, Dr. Dan Duke from the University of Virginia and a cadre of national experts on urban school reform. Professional development and technical assistance services will include formal seminars and colloquia, reflection dialogue groups, on-site observations and feedback, and the organization and distribution of relevant administrative tools and published research that supports increased principal effectiveness and enhances the principal's ability to fully implement the model. The Utah Education Policy Center will coordinate and work with additional providers to conduct professional development, on-site observation and feedback and technical assistance for Tier I and Tier II schools.

Dr. Duke will conduct up to 10 days of professional development for administrators the content of the professional development provided will include organizational diagnosis (learning as much as possible about the conditions that led to low performance in the first place, quick wins (how to build confidence among staff and community), steps to ensure first year gains (benchmarking student progress and instructional improvement, and steps to sustain success beyond the first year (focus on other curriculum areas and intervention continuums as well as guidance for ongoing professional development). Training for the principals will continue during the course of the year along with other kinds of support. Principals will develop 90-day plans in the summer which will be reviewed and critiqued by Dr. Duke and assessed at the end of the first semester, and mid-course corrections with on-site technical assistance are made as needed). Additional training takes place during the summer of year two and three; funding for this professional development is not needed in the grant as it will be compensated by the SIG awarded the district last year.

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

The instructional year will be increased for upper grade teachers at Edison by 5 days (see budget). Teachers will be compensated for these additional days at contract rate and will be provided with paid for two days of professional development opportunities before the school year begins and three others throughout the year (see budget). We anticipate the opportunity for a longer contract paid at contract rate will help us to recruit teachers with a record of effectiveness to these schools. As described above, an additional achievement bonus will be available for teachers who reach their student achievement goals and to administrators and licensed supportive staff if school goals are met.

The earning potential for teachers who are selected and agree to provide instruction at Edison will be substantial and should help to recruit capable staff to the schools. Our own research on the type and strength of various incentives for teachers identified as having a strong record of improving student achievement confirms that these excellent teachers are likely to accept and appreciate incentives that take the form of a job enlargement than a bonus that could be perceived by others as arbitrary. Additionally, the current rhetoric in the district indicates that many teachers and administrators are enthusiastic at the respect of being asked to work in these transformation schools.

Optional activities:

Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school:

As described in the above section, additional compensation for achievement growth will attract and retain staff.

Instituting a system for measuring changes in instructional practices resulting from professional development: or

The work of the Curriculum and Instruction Department, with ongoing contribution from academic coaches, will enable the district to fully implement research-based programs and materials and will support the on-going development of teacher skill. Comprehensive curricular programs for both mathematics and language arts have been identified and are fully implemented in all grade levels. Curriculum maps which align the curriculum across and through grade levels have been developed and training on these tools has already begun at the elementary level. Additional tools outlining instructional essentials and providing benchmark assessments to measure student progress toward these essentials are in place for mathematics. Essentials and benchmark assessments for language arts will be completed during the 2011-2012 school year by the Curriculum and Instruction Department.

The focus of professional development will be to analyze the correlation between the implementation of new instructional strategies, facilitated by the aforementioned tools, and the impact on student achievement on benchmark assessments. Student achievement data is available and includes student achievement on end of level and end of year tests and formative assessments of student progress toward Core standards. Data are available and will be used to assess the extent to which teachers are effective at improving student achievement, to evaluate the effectiveness of instructional strategies reinforced through professional development and evaluate the relative strength of student materials and interventions. Data Days, opportunities for teachers to formally review student achievement (both reflective and current student achievement) are scheduled at the beginning of each school year and continue as part of teacher collaborative dialogue; these days will be the opportunity to identify necessary adjustments to instructional practice.

Edison is currently using DIBELS benchmarks three times per year and to monitor the progress of students' reading levels to determine where literacy instruction needs modifications. DIBELS assessment will continue. Edison is also using *FasttMath* to reinforce and build fluency with math facts and computer-based math benchmarks to assess conceptual math learning. Reports from this software program are used to monitor student progress and to continue to adjust instructional practice.

The data wall will continue to be used to post student progress on formative, interim and summative assessments and will use the information to identify strategies that are and are not working to improve student achievement. 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 the restructured day (discussed earlier) will facilitate more consistent analysis of student progress and allow for quick implementation of instructional interventions.

The instructional day for students will be increased from 5.5 hours per day to almost 6.5 hours per day. Students in the elementary will receive between 150 to 180 minutes of instruction in reading and language arts; 45 minutes of instruction in English Language Development will be provided for English Learners,

and 60 to 90 minutes of instruction in mathematics every day. The longer instructional day will allow for all students to receive ample instruction in the assessed Core areas and provide time to include instruction in other areas of the Core essential to student participation and success in school long term such as Social Studies and Science. Furthermore, the school will run a five week summer session for students who have been identified in greatest academic need (see budget). The teachers for summer session will be strategically chosen by data showing they have past experience of uncompromisingly increasing students' achievement scores.

Selected teachers may be compensated for up to an additional hour per instructional day to provide small group or individual intervention to students who need additional support to be successful at reaching the achievement standards (see budget). Funding to support this additional instruction has been included in the budget.

Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

As discussed later in this application, the assignment of teachers is defined in the Written Agreement. The district understands the need to seek an exception to some of the content of the Written Agreement and has been successful in doing so for this area. No teacher will be moved in to Edison without the approval of the teacher and the administrator. Teachers will be recruited based on their past success with students and not by seniority.

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

Last year the district replaced the principal of Edison and intentionally appointed the current principal in alignment with the SIG model. Discussions about extending the school day have been had at Edison to brainstorm the benefits for effective teaching and learning.

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

April

- Communicate specifics to community and school stakeholders.
- Communicate specifics to school staff.

April/May

- Provide staff with opportunity to transfer
- Recruit staff to fill vacancies
- Hire coaches and data specialist
- Finalize school schedule
- Schedule professional development days
- Prepare communication for parents regarding adjusted calendar and registration
- RFPs for technical assistance
- Finalize plan of evaluation

May/June

- Hiring and placement of instructional and support staff
- Teacher planning and professional development
- Materials ordered and organized

- RFP for evaluation

July

- Prepare to administer KEYS surveys
- Review and select external evaluator
- PD for new staff and leadership regarding lessons learned from year 1 of Northwest and Glendale
- Continue monthly meetings with SLTA

August

- Teachers back to school
- Students back to school
- Develop 90-day plan

Following the school appraisal, additional activities that reflect the full year of implementation steps will be itemized in the Tracker monitoring system.

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 used to monitor schools that receive school improvement funds, including Tier III school.

Edison Goals:

- Reduce by 10% the percentage of student's grades 2-5 not proficient on the **math** CRT. In 2010, 40% are not proficient.
- Reduce by 10% the percentage of students, grades 2-5, not proficient on the **language arts** CRT. In 2010 45% are not proficient.
- Reduce by 10% the percentage of students, grades 4 and 5, not proficient on the **science** CRT. In 2010, 76% are not proficient.
- On the Spring Kindergarten Assessment, student scores will meet or exceed the scores of kindergarten students in the district as a whole for each kindergarten class.
- In 2012, 29% of the English Learners will be identified as Advanced or Fluent on the UALPA.
- In 2013, 31% of the English Learners will be identified as Advanced or Fluent on the UALPA.

Teacher incentives will be based on each individual teachers success in improving student scaled scores on each of the required CRTs in grades 2-5, and on district Criterion Referenced assessments in grades K-2. Teachers will be expected to improve the scaled score of not fewer than **75%** of students each year of the grant when compared to the scaled score of the same student on the previous year's CRT. **Expected growth in scaled scores will be equal to or greater than .5 SD of the district-wide improvement in scaled score for students in the same grade** and will be determined for language arts, mathematics and science independently.

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.

Though not required, SLCSO will implement the full Transformational Model at Edison by:

- using ECAP, the teacher evaluation tool, to identify important adjustments to teacher practice in relation to student achievement data,
- using ECAP to support teachers in improving practice and when needed to work with a teacher through a collaborative intervention plan, formal remediation, and if necessary removal,

- providing incentive bonus pay to teachers, administrators and coaches based on increased achievement in math, language arts, and science
- providing staff daily job-embedded professional development facilitated by instructional coaches, specific to the academic needs of the students and the teachers' instruction,
- providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school,
- using formative assessments to monitor student progress and make adjustments to practice as necessary, then analyzing the way learning was impacted
- extending the school day by almost an hour
- extending the school year by 10 instructional days
- adding professional development days for teachers to have focused collaborative dialogues
- providing a five week summer school session
- increasing the position of the literacy and math coaches to full-time
- creating a half-time Data Specialist position at the school
- maintaining the assistant principal position at the school

Consultation with relevant stakeholders.

The district operates with a Shared Governance process in which a School Community Council is directly involved in planning parent involvement activities, writing and monitoring the School Improvement Plan, providing input into how the budget is used, and monitoring the program needs of the schools.

Additionally, as a Title I school, Edison creates a Home/School Compact meant to detail the commitments of the school in relation to curriculum, instruction, and assessment priorities which will be a logical source to articulate the reform priorities of the grant. Additionally, the school currently facilitates a Family Literacy Center coordinated by a Parent Collaboration Assistant (see budget) who has built relationships with the families and is an important mechanism for communicating with the community.

SLTA in partnership with the NEA is offering, at no cost to the district, some helpful programs to assist with this implementation plan.

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 district and school leadership teams made up of district, 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/district 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. At this time, we believe the KEYS surveys will provide useful information regarding current conditions in the school. As final evaluation and technical assistance plans are made, the district may choose to limit redundant data collection efforts.

B. LEA capacity to use school improvement funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention model in each school.

LEA leadership and support

- 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 Dr. Dorothy Cosgrove, Associate Superintendent. Dr Cosgrove supervises all departments responsible to provide instructional leadership, school support services, school accountability and assessment of student progress.

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

- secure or design professional development and assistance for school administration,
- facilitate the dependable and consistent use of the teacher and administrative evaluation systems to include student achievement as a measure of employee performance,
- develop a pool of potential turnaround and transformational leaders,
- mentor principals,
- act as the primary liaison between the reform school and all other partners,
- bolster principals to hold all school staff accountable for practices that improve student achievement,
- communicate regularly and problem solve with the school administration,
- observe and monitor school implementation of the reform model,
- communicate with key stakeholder groups (including district departments, the Superintendency, the Board and the Salt Lake Teachers Association), and
- ensure each participating school has adequate operational flexibility and backing to fully execute the reform model.

As mentioned, the School Support section also houses Title I and will take a lead role in completing all reporting requirements and ensuring compliance and accountability for this undertaking.

The Title I Director, currently assigned to supervise schools throughout the district, will be assigned to provide direct and intensive support to the school implementing the Transformation Model. The Title I Director will act as the immediate supervisor for the building principal and, in conjunction with the Title I Coordinator, has established strong relationships with the administration, teaching and support staff and community members of Edison. Additionally, these supervisors have deep knowledge of district policies and procedures including the Written Agreement between the Salt Lake City School District and the Salt Lake Teachers Association and the district's Shared Governance decision-making protocol. The significance of this understanding is critical to changing the current expectations and instructional quality

prevalent at Edison Elementary.

Within the district, 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 related to student achievement and progress throughout the implementation period. A skilled set of data and assessment personnel already present in the district assist the schools to collect, organize, analyze and utilize student achievement data that are formative, interim, and summative. Although the knowledge and skills are already present within the Assessment Department, funding through the SIG will support the hiring of an additional half time staff person to ensure efficient and thorough organization and presentation of student achievement data (see budget). This data specialist will provide data to teachers, administrators and district technical assistance staff. The data will be used to:

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

Teacher reports are already produced and the district 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 **Curriculum and Instruction Department** will assist schools to select, secure and use research-based curricular materials and instructional strategies. The leadership and staff in the Curriculum and Instruction Department have developed curriculum maps that ensure curriculum is vertically aligned from one grade to the next and aligned with state academic standards. A full-time academic reading/language arts coach and an academic mathematics coach will provide be funding through grant monies. These coaches who are content specialists will ensure the strengthening of effective teaching as they

- provide focused and relevant job-embedded professional development aligned with the school's instructional program and designed with school staff,
- assist teachers in identifying and effectively using formative and interim assessments that are well aligned to the Core curriculum,
- model teach,
- co-teach,
- observe teachers and provide feedback on the implementation of curricular and instructional adjustments,
- provide material and guidance for professional dialogue and teacher collaborative learning,

- will create structures and expertise within each school to facilitate the continuous review of student work and improved individualized instruction.

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

The **Human Resources Department** will prioritize the hiring and placement of high quality teaching staff in the reform school which may include early recruiting and selection of staff for these schools. Teachers who choose to transfer from Edison will be placed in other schools within the district. The department will help to facilitate the transfer of teachers with a record of effectiveness into Edison and will work with principals at all schools to facilitate staff trades needed to staff Edison with high quality teachers.

The Human Resource Executive Director will also have a primary role in working with the teachers' association to negotiate the interpretation of Written Agreement to allow school autonomy in filling vacancies and assigning staff.

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

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

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

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

The Title I Director and Coordinator and the School Support Director will have weekly contact with the school and will be physically present in classrooms and meetings at the school. This 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 improve 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 and ensure that teachers and school leaders enact behaviors

that will lead to high levels of accountability. Student achievement data will be reviewed with school faculties at least quarterly 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;

The district 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 Edison. 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. Approximately 70% of the coaches' salaries and benefits will be paid through other district sources. The district will secure funding to continue the placement of assistant principals beyond the grant.

School, local and federal budgets will be redistributed to directly support the implementation of the Transformation Model. School Title I, Title III, Highly Impacted, State LAND Trust and local School Improvement budgets will be aligned to meet the requirements of the model's implementation. For the schools involved, this will require a discontinuation of some current programs and a commitment to fully dedicate supplemental and compensatory fiscal and human resources to the success of the model. This will require schools to non-renew contracts with community and private organizations whose services are not directly related to student academic success, reassigning some supplemental staff, redirecting funds previously used to support non-essential hourly staff and carefully assessing requests for materials and supplies for consistency with the school's academic goals.

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

The majority of direct conversations with the Edison community occurred during preparation of the first round of SIG competition. As a Tier III school, the district has continued to work with the school and community but have not revisited many of the former conversations. Continued work with all stakeholders will be one of the pre-implementation activities. Because Edison is a feeder school to Glendale, many of the community members and families will be familiar with the priorities of the grant such as an extended school year and day. If funded, we will continue to gather input from parents using community meetings, School Community Council, Second Cup of Coffee, and other formal and informal structures to collect feedback from them. We will also ensure that we inform community members of the reform initiatives.

The district operates with a Shared Governance process in which a School Community Council is directly involved in planning parent involvement activities, writing and monitoring the School Improvement Plan, providing input into how the budget is used, and monitoring the program needs of the schools. Additionally, as a Title I school, Edison creates a Home/School Compact meant to detail the commitments of the school in relation to curriculum, instruction, and assessment priorities which will be a logical source to articulate the reform priorities of the grant.

Furthermore, Edison has an established Family Literacy Center (FLC) which has increased the communication lines between the school and families while also building bridges between the families of

various cultures within the school community. The FLC at Edison provides services, access to information about school, and an opportunity to gather feedback from parents. Strengthening these reciprocal communication paths will be crucial to ensure community involvement in the implementation of the grant.

Upon acceptance of our application, Edison's School Support Director will immediately work with the administration 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 district Communications Department will post information regularly regarding the development and implementation on the school's and the district's web pages, the district's Facebook page and through the district's Twitter account.

Edison sends a weekly newsletter to parents who will include a synopsis of the school's activity and the academic progress of students. The school will also 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 to specifically assess the implementation of the reform and ensure ongoing communication with the community. The school will continue their current informal monthly parent meetings and will maintain a focus on student achievement and engaging parents as full partners in the education of their students. The district will continue to provide translation and interpretation services for all parent and community communication.

The School Support Director, Educational Equity Department and school administration will seek input from and establish a collaborative relationship with community based organizations that play an important role in support of students and families. The Salt Lake Education Foundation will continue to secure funding, services and goods that enable parents to support student academic achievement. The Community Education Department will expand parent education classes including English as a Second Language, academic content classes, parenting classes and computer skills classes.

SLTA in partnership with the NEA is offering, at no cost to the district, some helpful programs to assist with this implementation plan. 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 district and school leadership teams made up of district, 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/district 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.

- 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 school 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 district policies or procedures. The school board will receive reports from the School Support Department and will participate in the conversations and negotiations for operational flexibility with SLTA as required. The school board will not take an active role in the day-to-day management and implementation of the components of the grant.

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

The effectiveness of this effort will be judged by the school and district's ability to implement all aspects of the model, success in negotiating operational flexibility and, most important changes in instruction and student achievement. Additional indicators of effectiveness are outlined as leading indicators in the federal Guidance for SIG. Data relevant to each of the leading indicators, student achievement, staff satisfaction and support, will be collected throughout the implementation of the SIG and will be formalized into a year-end report for each year of the grant. The district will prepare and post a RFP to select an evaluator when funded. We expect the evaluation to be comprehensive in nature, to include all required elements, to incorporate items required by the USOE and to include both quantitative and qualitative measures of implementation success and effectiveness of the efforts of the grant. The USOE appraisal tool will be used each year of the grant implementation as feedback to guide modifications and revisions. Information gathered through the annual appraisal will also provide information useful to the program evaluation.

The evaluation plan for this reform plan is not yet finalized and will require additional dialogue and planning. Minimally, the evaluation will include data gathering on the implementation of the reform as written at both the district and school level, an analysis of the barriers and challenges to implementation, specific methods and the effectiveness of those methods to address barriers, perceptions of teachers, administrators, families, community members and stakeholders on the effectiveness and shortcomings of the reform, changes in teachers and administrators behaviors relevant to the implementation of the reform, the effectiveness and shortcomings of district support and, most importantly, changes in student achievement. Data and feedback from surveys, observations, student achievement, and focus groups will be included as part of the evaluation plan. All data necessary to evaluate the outcome of this effort on student achievement will be provided by the Evaluation and Assessment section and supported by an additional SIG funded data specialist. Full detail of the evaluation will be forwarded to the USOE upon completion of the plan.

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

Student achievement by classroom will be monitored through the following:

- a data wall for math and language arts/literacy provides a visual representation of where students are by classroom based on benchmark assessments,

- collaborative grade level meetings facilitated by the math and literacy coaches are used for teachers to identify student learning needs for the intent of adjusting instruction and curriculum as necessary,
- regular classroom observations by literacy and math coaches will support teachers in implementing the strategies and modifications learned during collaborative time,
- monthly professional dialogues between coaches and the leaders of the Curriculum and Instruction Department will provide feedback to the LEA about the implementation of the reform and necessary future supports to increase student achievement,
- regular classroom observations by the administrative team including the principal, assistant principals and district support provide the LEA a way to monitor implementation of reform efforts for instruction and curriculum,
- benchmarks math assessments, end of unit curriculum assessments (*Math Expressions*), and summaries of *FasttMath* progress will be used for the data wall and discussions to monitor student achievement,
- DIBELS Next, DRAs, end of unit curriculum assessments (*StoryTown*), and informal reading and writing assessments will be used for the data wall and discussions to monitor student achievement,
- the state's language proficiency test (UALPA) is used to group English Learners for language development instruction, to guide the level and focus of instruction, and to monitor increased levels of language acquisition in the four language modalities,
- end of unit curriculum assessments (Avenues) will be used to monitor the progress of English Learners related to language acquisition,
- the state's Criterion Reference Tests (CRTs) will be used to identify specific students who need intervention, specific core concepts for which teachers need to modify instruction, and disaggregate the data to identify student groups with which teachers struggle to meet their needs,
- twice a year, the Assessment Department collects data on how many students are receiving Tier II and Tier III interventions for literacy including the type of intervention, and
- intervention data used during Student Services Council for the Response to Intervention (RTI) will provide specific progress of specific skills for particular students who are struggling.

While the results of student achievement assessments described above are sources to monitor student progress by classroom/teacher, they will likewise 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. Assessed core teachers will have additional data sessions built into their professional calendar at the end of each quarter to review both reflective and current student achievement; this will ensure teacher accountability for student achievement. Additionally, results from monitoring student progress will inform the types of professional development offered by the Curriculum and Instruction Department and the Educational Equity Department.

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

All efforts to implement the reform strategies will support the Edison learning community to meet expected goals. As the reform is implemented, ongoing monitoring of success and necessary adjustment will be critical to make the gains wanted. As we have experienced the implementation of the SIG in two of our middle schools we have learned that the bolstered involvement of district leadership, the direct conversations about transformational change, the intentional supervision of teacher performance, and the increased instructional time and school year have applied the necessary pressure to make clear that the

intention of the reform is to increase the achievement of students. If it be the case that the school does not meet the goals, the district leaders will continue to work with the school community to further strengthen the implementation efforts. This may include modifying the school day, shifting the focus of professional development, and being creative about student groupings for Tier I, II, and III instruction. As we know the greatest factor in student achievement is the teacher, failure to meet the expected goals may necessitate removing ineffective teachers. District support will be provided to Edison's administrative team to follow the determined process for removing a teacher described above and reviewed again here:

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

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

SLCSD has no identified Tier I schools; we have two Tier II schools for which we are applying for one (Horizonte Learning and Training Center). We are not applying for the other Tier II school. East High school is working to implement a number of activities that have pushed the school to work collaboratively and to overcome differences regarding how best to reform outcomes for students. The administrative team, community and staff are taking steps to facilitate implementation of a student-centered and responsive daily schedule and shifts in the use of resources to better meet the needs of all students. The district chooses to continue support for the current initiatives without disrupting the existing teacher and community support for the current administrative team.

Because Edison was a Tier I school last year and because of their continued low achievement, we feel it is critical for us to support intentional reform efforts at the school. We began preliminary work last year when they were identified and are eager to have funding support to continue the implementation of transformational change.

C. External provider.

The district will work with the University of Utah Education Policy Center to conduct a research-based school appraisal using the USOE System of Support Handbook tools. The policy center will assist the district to conduct the school appraisal and will provide feedback throughout the implementation of the grant using the tools developed by USOE. Both Dr. Andrea Rorrer and Dr. Cori Groth have been trained on the use of the USOE appraisal tools. The use of these tools to provide base-line information and to continuously monitor school progress regarding implementation and change in school conditions will help the district to remain focused on key areas for transformation of the selected schools.

Additional providers external to the district will be selected and consulted to help fulfill technical assistance, professional development and evaluation services. External providers already contracted by the district to support SIG implementation to Glendale and Northwest Middle Schools will assist with both Horizonte and Edison if either or both of the schools is approved and awarded funds. These providers are primarily national experts who have agreed to support the professional growth and

development of district administrators. Evaluation of the outcomes of this effort will be conducted by Dr. Charlie Hausman and Dr. Angelina Costagno.

Professional development to support the school to better implement professional dialogue groups and to support teachers continued growth in writing instruction will be provided by experienced and highly skilled external providers.

SLTA will coordinate with the school to implement KEYS survey materials and will provide both written and on-site assistance to participating schools as well as the district administration.

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

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

- a. A list of practices and/or policies that may serve as barriers to successful implementation;
 - The Written Agreement negotiated between the teachers' union and the district leadership which dictates policies and practices related to
 - teacher contracts granting seniority for staffing decisions,
 - misunderstanding that a teacher's contract only requires a 5.5 hour work day,
 - teacher evaluation which includes a data source of student achievement
 - the Shared Governance policy which teachers misunderstand as part of the Written Agreement and also misunderstand that they have the final say on decisions, and
 - the salary schedule which allows teachers to get paid the same amount as any other teacher with the same level of education and same years of experience will be a barrier to differentiated bonus pay.
 - The school culture which holds low expectations for students and blames parents for low achievement will be a barrier.
- b. Proposed steps to modify identified practices and/or policies to minimize barriers;
- c. A procedure in place to identify and resolve future issues related to practices and/or policies; and
- 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).

b, c, and d.

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 district on the terms of any renegotiation. The district's plan to address these potential barriers created by the Written Agreement 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 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 district is fully able and willing to engage.

- Monthly meetings between the leadership of SLTA and the directors of Human Resources and School Support have provided an opportunity to problem solve barriers to successful implementation of the SIG at the two middle schools this year; this meeting schedule will continue next year during to support the implementation of the SIG at Edison.
- Additionally, SLTA representation has participated in meetings at the school level about barriers to implementation and will also do so at Edison.

To change the school culture which maintains low expectations for students will be minimized through professional development which supports teachers in:

- understanding and eliminating the attitudes and beliefs which limit their effectiveness with students,
- increasing the involvement and contribution of parents that typically do not engage in their child's school the traditional ways,
- deepen the teachers' content knowledge so they are better able to identify specific skills students need to develop, and
- extend the teachers' instructional repertoire so they are better able to modify their delivery of content.

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 district required professional development and securing support from school communities to support student participation in extended instructional time. At present, the district 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 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 district 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 district Superintendency have given their commitment to facilitate teacher transfers both into and out of Edison 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.

E. Sustain the reforms after the funding period ends.

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

Until the district is clear about which elements of this effort are critical to improve student achievement we cannot be certain about what should be sustained. In the current economic climate, the district does not have additional resources to assign to the sustainability effort. However, the district does have the capacity and commitment to realign existing resources to sustain the parts of this initiative that prove successful. At present, we believe sustainability will require realignment of existing supplemental financial resources (including Title I, Title II, Title III, Highly Impacted Schools, and local school

improvement funding) at Edison and at the district 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.

- A central part of the technical assistance and professional development provided to administrators is to identify and strengthen procedures necessary to sustain the reform. The training and support for the administrators to identify key activities to improve student achievement and effectively use the existing procedures to leverage improved performance will continue to benefit the school and the district as we work to sustain and replicate the reform components.
- Achievement bonuses are not sustainable without additional resources and act at this stage as enticements to the skilled teachers needed to determine whether the components of the reform are even viable.
- Having the staff in place to allow the implementation of the other activities and our ability to demonstrate the critical nature of willing teachers committed to student success is essential.
- 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 district 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 district. Thus, capacity will be build at the teacher, administrative, and district level which will be shared widespread through ongoing professional developments, improvement plans, leadership meetings, and hiring and evaluation processes.

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

See Appendix C for written assurance.

Part II: BUDGET

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

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

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

Edison Elementary School Improvement Grant Budget 2011-2014		Year 1	Year 2	Year 3
Technical Assistance Consultation and Appraisal	Univ. of Utah Policy Center and External Experts	\$24,000	\$24,000	\$24,000
Additional After School Assistance	6 teachers @ \$40 /hour for 120 hours	\$28,800	\$28,800	\$28,800
5 Week Summer School	5 weeks/4 days per week/10 teachers/\$40 per hour		\$24,000	\$24,000
Program Evaluation	Contract limit per year	\$10,512	\$10,512	\$10,512
Write Tools Professional Development	Contract Services	\$5,000		
Conference Registration	DuFour PLC Training	\$2,000	\$2,000	\$2,000
Supplies and Materials		\$240	\$240	\$226
Professional Development	32 teachers/30 hours/\$50.00 per hour with benefits	\$52,800	\$52,800	\$52,800
		\$458,374	\$503,600	\$503,586
Indirect Costs	2.35%	\$10,772	\$11,835	\$11,834
Total Requested for 3 years:		\$1,500,000		

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:

- a. Financial resources that will support the intervention model

Funding Source	Item	Quantity	Amount
District	Data and Accountability Specialist	.34	35,000
Title II	Math Coach	.5	49,450
Title I	Literacy Coach	.5	49,450
District	Language & Culture Coach	.5	75,000
District and Title I	Title I Director and Coordinator	.25	32,300
District	Additional counselor	.5	45,972
School	Science, PE teachers	3.0	190,000
District	School Support Supervisor	.25	32,300
K-3 Reading Achievement & OEK	Additional full-day Kindergarten teachers	2.5	119,006
District	ELD instructional materials		9,000
District	Literacy materials		15,344
District	School improvement allocated to school		135,000
District	Mathematics materials		83,878
Title I	Assistant Principal	1	103,360

b. Description of how each of the financial resources listed above will support the goals of the school reform effort

	School Improvement \$92,554	Title I \$319,754	Highly Impacted \$165,331
Current	Text books – Library (\$10,000) Paraprofessionals (\$15,697) Early Reading Intervention Instruction Non Contract Teacher (\$18,000) Extended Day Supervisor Paraprofessionals (\$49,500) Special Education Aide Math Tutor 1.875 FTE Contracted Services (\$1,000) Field Trips (\$1,000) Supplies (\$5,000) Curriculum Family Nights (\$4,045)	Textbooks (\$13,478) Paraprofessionals (\$36,335) PE Teacher Spanish Interpreter Non Contract Teacher (\$18,634) Extend Day Supervisor Teachers, 3.0 FTE (\$230,051) Contracted Services (\$9,379) Positive Behavior Support Coaching Staff Development (\$3,289) Supplies (\$4,053)	Paraprofessional, 3.925 FTE (\$75,284) Non Contract Teacher (\$32,297) Teacher Collaboration Pay Extended Day Supervisor Contracted Services (\$7,000) Student Advocates Instructional Material (\$10,603) Counselor, 0.5 FTE (\$37,019)
Revised	School Improvement	Title I	Highly Impacted
	Math Intervention Family Center Early Reading Intervention Instructional materials Translation and Interpretation Science teacher	Classroom Teachers (3) Extended day and extended year teachers and group leaders Positive Behavior Interventions and Support Instructional materials Science teacher	Teacher collaboration compensation Student advocates/mentors Instructional materials Extended instructional time (day or year)

c. Description of how LEA program personnel will collaborate to support student achievement and school reform.

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

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

- secure or design professional development and assistance for school administration,
- facilitate the dependable and consistent use of the teacher and administrative evaluation systems to include student achievement as a measure of employee performance,
- develop a pool of potential turnaround and transformational leaders,
- mentor principals,

- act as the primary liaison between the reform school and all other partners,
- bolster principals to hold all school staff accountable for practices that improve student achievement,
- communicate regularly and problem solve with the school administration,
- observe and monitor school implementation of the reform model,
- communicate with key stakeholder groups (including district departments, the Superintendency, the Board and the Salt Lake Teachers Association), and
- ensure each participating school has adequate operational flexibility and backing to fully execute the reform model.

As mentioned, the School Support section also houses Title I and will take a lead role in completing all reporting requirements and ensuring compliance and accountability for this undertaking.

The Title I Director, currently assigned to supervise schools throughout the district, will be assigned to provide direct and intensive support to the school implementing the Transformation Model. The Title I Director will act as the immediate supervisor for the building principal and, in conjunction with the Title I Coordinator, has established strong relationships with the administration, teaching and support staff and community members of Edison. Additionally, these supervisors have deep knowledge of district policies and procedures including the Written Agreement between the Salt Lake City School District and the Salt Lake Teachers Association and the district's Shared Governance decision-making protocol. The significance of this understanding is critical to changing the current expectations and instructional quality prevalent at Edison Elementary.

Within the district, 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 related to student achievement and progress throughout the implementation period. A skilled set of data and assessment personnel already present in the district assist the schools to collect, organize, analyze and utilize student achievement data that are formative, interim, and summative. Although the knowledge and skills are already present within the Assessment Department, funding through the SIG will support the hiring of an additional half-time staff person to ensure efficient and thorough organization and presentation of student achievement data. This data specialist will provide data to teachers, administrators and district technical assistance staff. The data will be used to:

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

Teacher reports are already produced and the district 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 **Curriculum and Instruction Department** will assist schools to select, secure and use research-based curricular materials and instructional strategies. The leadership and staff in the Curriculum and Instruction Department have developed curriculum maps that ensure curriculum is vertically aligned from one grade to the next and aligned with state academic standards. A full-time academic reading/language arts coach and an academic mathematics coach will provide be funding through grant monies. These coaches who are content specialists will ensure the strengthening of effective teaching as they

- provide focused and relevant job-embedded professional development aligned with the school's instructional program and designed with school staff,
- assist teachers in identifying and effectively using formative and interim assessments that are well aligned to the Core curriculum,
- model teach,
- co-teach,
- observe teachers and provide feedback on the implementation of curricular and instructional adjustments,
- provide material and guidance for professional dialogue and teacher collaborative learning,
- will create structures and expertise within each school to facilitate the continuous review of student work and improved individualized instruction.

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

The **Human Resources Department** will prioritize the hiring and placement of high quality teaching staff in the reform school which may include early recruiting and selection of staff for these schools. Teachers who choose to transfer from Edison will be placed in other schools within the district. The department will help to facilitate the transfer of teachers with a record of effectiveness into Edison and will work with principals at all schools to facilitate staff trades needed to staff Edison with high quality teachers.

The Human Resource Executive Director will also have a primary role in working with the teachers' association to negotiate the interpretation of Written Agreement to allow school autonomy in filling vacancies and assigning staff.

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

Other departments with supportive roles include **Special Education** (individualized and differentiated

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

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

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

The Title I Director and Coordinator and the School Support Director will have weekly contact with the school and will be physically present in classrooms and meetings at the school. This 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 improve 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 and ensure that teachers and school leaders enact behaviors that will lead to high levels of accountability. Student achievement data will be reviewed with school faculties at least quarterly and corrections to the implementation of the model will be identified and made throughout the implementation period.

Feedback from the staff, faculty, administration, students and parents will be gathered using NEA's KEYS tools. NEA and SLTA will work directly with the district to structure and provide support as indicated based on the feedback received. SLTA will act as a full partner in using stakeholder feedback to improve implementation and outcomes. SLTA will be physically present in the building, will attend meetings and professional development, will conduct professional development and provide direct feedback to the district and the school.

The University of Utah Policy Center will use the USOE needs assessment rubric for schools identified as in need of improvement to structure feedback and technical assistance. Using observations, document reviews, interviews and focus groups, the Policy Center will continue to monitor the school's success. As school needs continue to become known, the Policy Center will assist the district to secure the assistance of national and local educational leaders who can assist with strengthening Edison's implementation.

C. Approvable pre-implementation activities designed to assist the LEA and school(s) in preparing for full implementation when the 2011-2012 school year begins.

- a. All pre-implementation strategies and activities must have prior approval from the SEA and use the funds in accordance with Title I allowable expenditures. Examples of allowable pre-implementation activities:

1. Family and Community Engagement:

The Edison administrative team, School Support Director, Title I Coordinator, and School Community Council Chair will 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. These meetings will also be a forum to communicate with

parents and the community about school status, improvement plans, choice options and assist families in transitioning to new schools if the changes at Edison are not in their best interest.

2. Rigorous Review of External Providers:

The district will prepare RFPs and conduct a review process for evaluation and technical assistance needs. The cost associated with this effort is included as supplies.

3. Staffing:

Parallel to pre-implementation strategies for the SIG, Edison is currently in the process of determining next year's school improvement plan. Based on the achievement data they have collected this year, they have prioritized their use of funding related to support staff, equipment, materials, etc. They are evaluating the instructional and curricular strengths and weaknesses based on achievement successes and concerns. The administrative team has focused their attention on teacher performance and evaluation, applying the appropriate pressure with support on teachers to make necessary improvements. If the grant is funded, the administrative team and the Human Resource Department will work with teachers interested in transferring out of the Edison community and replacing those teachers with educators proven effective for the job. Additionally, there is already going to be an opening at each grade level at Edison. The administration will ensure that those positions are filled with the appropriate and effective teachers.

4. Instructional Programs:

Confident that the instructional program is rigorous and appropriately aligned with the Core standards, no pre-implementation action is necessary.

5. Professional Development and Support:

Professional development will be provided for the implementation of the Common Core.

6. Preparation for Accountability Measures:

Teachers will have a Data Day before the school year begins which will provide an opportunity for them to examine their reflective data for strengths in their instruction based on student achievement. They will also look at current data to ensure the make-up of classes is optimal for increased student learning, to identify gaps in core concept understanding of students to plan for intentional instruction toward those standards, and to group English Learners for ELD. This will be the time to explain to teachers the formula for their bonus pay.

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—

- 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 The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- X Report to the SEA the school-level data required under section III of the final requirements.
- X The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>

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 A

Educator Collaborative Assessment Program

Salt Lake City School District Application for ARRA-SIG

Appendix B

Administrator Performance Expectancies

Salt Lake City School District Application for ARRA-SIG

Appendix C

Written Assurance