

Salt Lake City School District
CONSOLIDATED UTAH STUDENT ACHIEVEMENT PLAN
2006-07

The overarching goal of the 2006-07 Consolidated Plan is to assure high levels of achievement for all students and to target low performing students for interventions and support. An analysis of our disaggregated data reveals unacceptably large gaps in the performance of students of color, students with disabilities, English Language Learners (ELL), and students receiving free or reduced lunch, as compared to their respective counterparts. Learning Services is committed to inter-departmental collaboration, goal-setting and clear communication to assist our schools in data-driven decision making and professional development that provide coherent and sustained experiences for adult learners, access to high quality instructional practices, and the alignment of the core curriculum with the taught curriculum and assessment. We embrace the use of data, accountability and high expectations. In so doing, we commit to using our resources of time, money, people and structures to assure Salt Lake City School District (SLCSD) schools serve students and our community with excellence and equity, encouraging the discouraged and challenging the complacent.

Title 1 is addressed throughout this consolidated plan. A more complete explanation of specific Title 1 requirements is located in the Appendix.

SLCSD's Mission and Vision

In November, 2004, the SLCSD Board of Education adopted the following mission statement. "Salt Lake City School District advocates for all students, provides the highest quality education, and prepares students for a future of opportunities." This philosophy serves as the basis for the 2004-09 Student Achievement Plan, decisions made by the Board, and resource allocation. The Board studies and updates the 8 Essentials of a Learning Community each year, establishing goals for schools to improve student achievement. The 8 Essentials of a Learning Community are 1) Curriculum and Instruction, 2) Assessment, 3) Early Childhood, 4) Remediations and Interventions, 5) Advocacy and Transitions, 6) Choice Initiatives, 7) Family and Community Involvement, and 8) Internal Communications and External Relations. The Board holds the Superintendent accountable for ensuring that schools develop plans to address and meet the goals, and the Superintendent, in turn, holds administrators and teachers accountable.

The Board's vision for all schools is as follows: "Salt Lake City School District sets the standard for excellence in education." To promote this vision, performance results were developed with benchmarks and rubrics for SLCSD students across grade levels and subject areas with the expectation that each student, upon graduation, will be:

- A complex thinker and problem solver
- An effective communicator
- A cooperative group participant and leader
- A contributor to the community
- A quality worker and producer
- A self-directed learner

Utah CUSAP Template for (OnTrack Task 3)

Click to fill in the grey text-edit areas throughout the Consolidated Utah Student Achievement (CUSAP) form. For technical help with this form call 435-586-6160.

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CUSAP Section 01: View Student Achievement Data

The raw data is on your research disk. (See details for downloading your research disk. <http://www.usoe.k12.ut.us/warehouse/district%20secure%20download.htm> Contact Sharon.Marsh@schools.utah.gov by e-mail or 538-7915 for the username and password.) The state COGNOS cube is also available for looking at the data in depth. (You can also access COGNOS via your my.uen private page.) The U-PASS reports site may also be helpful data.

See:

COGNOS - http://www.usoe.k12.ut.us/eval/District_Admin.asp

UPASS REPORTS - <http://bionic.usoe.k12.ut.us:8080/u-passweb/UpassServlet>

CUSAP Section 02: Student Achievement Trends

Performance Narration

Performance Strengths:

<p>In which subjects and at which grade levels is the district performing well; i.e., a majority of students are at or above Sufficient (Level 3) on the Core CRTs? As these tests are disaggregated, in which objectives are students performing the highest? Does this pattern hold true in all schools in the district? To what does the LEA attribute this success in terms of instructional quality in the district?</p>	<p>At the aggregate level, students are performing at the highest levels in the elementary levels. Mathematics and Language Arts both average 68% proficient grades one thru six combined. At the secondary level, the Language Arts outperforms Mathematics with fewer students participating in secondary math courses that have an end of level criterion referenced test.</p> <p>As these tests are disaggregated, students</p>
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	<p>are performing highest on the following concepts: Language Arts: Vocabulary and Phonics and Spelling with large increases at the seventh and eighth grade levels Math: Geometry and measurement Science: Science Eight</p> <p>The district attributes success in these areas to the continuation of the of the 3-tiered instructional model, the k-3 literacy initiative and widespread use of multiple sources of data to improve teaching and learning. Both literacy and math coaches support teachers as they implement best practices, high quality professional development, and strategic interventions targeted for learners who are performing below their grade level peers.</p> <p>The district experienced increases in Science four thru eight, with additional focus placed on Science in the elementary and middle levels with a new science specialist as well as additional professional development and leveled books that integrate science and literacy instruction.</p>
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Performance Weaknesses:	
<p>In which subjects and at which grade levels is the district performing poorly; i.e., a number of students are below Sufficient (Levels 1 and 2) on the Core CRTs? As these tests are disaggregated, in which objectives are students performing the lowest? Does this pattern hold true in all schools in the district? What are possible explanations for this performance? What steps is the LEA taking to address this?</p>	<p>Math scores were generally lower in the elementary levels and Science remain relatively lower across all grades.</p> <p>As these tests are disaggregated, students are performing lowest on the following concepts: Math: Algebra, data and probability Science: Chemistry</p> <p>In Math, the district is providing professional development to support increased use of manipulatives, curriculum mapping, pacing charts, and less reliance on text.</p>

Performance Trends:	
<p>The LEA discussed the patterns of strong and weak performances in the district. Have these patterns been consistent in the district over the past three years? What are possible explanations for changes in patterns in the past three years?</p>	<p>(See uploaded file entitled, "CUSAP tables 2004-06" for additional data.)</p> <p>In Language Arts, CRT scores are up at most grade levels from 2005 to 2006. Gains were made for every ethnicity subgroup as well as English Language Learners and Economically Disadvantaged Students,</p>

while Special Education Students score at the same proficiency in 2005 as 2006. In Mathematics results are somewhat mixed. We experienced large gains from 2004 to 2005 while the results in 2006 leveled off somewhat. Math seven, Pre-Algebra, and Elementary Algebra experienced increases from the previous year.

District personnel are providing more standards-based instruction. Staff have aligned instruction to the core, paced their instruction, utilize data to alter practice, and intervene earlier when needed.

Performance Patterns

The ITBS assesses similar content areas as the Core CRTs and can provide additional information about school and district performance. Stanford serves a different purpose than the Core CRTs and cannot be compared directly. However, patterns of performance may be compared.

Are your patterns of performance on the ITBS similar to patterns of performance on the Core CRTs?

Performance Patterns:

What goals have been set to address challenges for students who are not proficient in the district?

Because the background of the students in the ITBS norm group is different than students in the SLCSO, personnel are cautious with their interpretations of ITBS and SAT-9 scores. Across levels and content areas, ITBS and CRT scores are highly correlated. Analyses of the gain scores of students who stay in the SLCSO over time are higher than national averages.

Goals to address challenges for students who are not proficient in the district:

- 1) Demonstrate a decrease in the percentage of students scoring non-proficient on the Language Arts, Math, and Science CRTs.
- 2) Demonstrate an increase in the percentage of students scoring at a higher proficiency level when comparing CRT scores from one year to the next.
- 3) Achieve goals 1) and 2) for all disaggregated groups of students.

Student Achievement Goals:

See below.

CUSAP Section 03: Expected Results for Student Learning

Achievement Goals by Curriculum Area

Reading Achievement Goals:

- 1) Increase the percentage of students reading on grade level by the end of the 3rd grade.
- 2) Decrease by 10% percent the number of non-proficient students on the Language Arts CRT, overall and for each disaggregated subgroup.

- 3) Demonstrate an increase in the percentage of students scoring at a higher proficiency level when comparing Language Arts CRT scores from one year to the next.
- 4) Increase the percentage of students scoring proficient on the Reading section of each successive administration of the U-BSCT.

Math Achievement Goals:

- 1) Decrease by 10% percent the number of non-proficient students on the Math CRT, overall and for each disaggregated subgroup.
- 2) Demonstrate an increase in the percentage of students scoring at a higher proficiency level when comparing Math CRT scores from one year to the next.
- 3) Increase the percentage of students scoring proficient on the Math section of each successive administration of the U-BSCT.

Writing Achievement Goals:

- 1) Increase DWA scores annually.
- 2) Increase the percentage of students scoring proficient on the Writing section of each successive administration of the U-BSCT.
- 3) Increase the percentage of students scoring adequate on District Analytic Writing assessments

Other Academic Achievement Goals:

- 1) Decrease by 10% percent the number of non-proficient students on the Science CRT, overall and for each disaggregated subgroup.
- 2) Demonstrate an increase in the percentage of students scoring at a higher proficiency level when comparing Science CRT scores from one year to the next.

Measuring Student Progress

List additional assessments (other than CRTs) the LEA is using by grade, frequency of administration, and purpose.

Describe assessments by grade, frequency of administration, and purpose:
See uploaded file entitled "Assessments by Grade Level 2004-06"

Desired Outcome Matrix

In the Desired Outcome Matrix below, indicate the LEA's desired outcome resulting from the proposed use of funds.

1. Improvement of student achievement in mathematics.
2. Improvement of student achievement in reading and language arts.
3. Improvement of student achievement in the acquisition of the English language.
4. Increased numbers of highly qualified teachers.
5. Establishing and maintaining a safe, drug-free learning environment.
6. Improved student attendance.
7. Increased graduation rate.
8. Other (must be specified).

Desired Outcome Matrix	Math	Reading	English Language Acquisition	High Quality Teachers	Safe and Drug Free	Graduation	Attendance	Other
Title I, Basic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
* Title I, Part A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Desired Outcome Matrix	Math	Reading	English Language Acquisition	High Quality Teachers	Safe and Drug Free	Graduation	Attendance	Other
- Improving the Academic Achievement of the Disadvantaged								
* Title I-A - School Improvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Title I-B - Reading First	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title I-B-3 - Even Start Family Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title I-C - Migrant Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title I-F - Comprehensive School Reform	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Title II, Part A - Teacher and Principal Training and Recruiting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title II, Part D - Educational Technology - Formula Funds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title II, Part D - Educational Technology - Competitive Funds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title III, Part A - English Language Acquisition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Desired Outcome Matrix	Math	Reading	English Language Acquisition	High Quality Teachers	Safe and Drug Free	Graduation	Attendance	Other
* III-A Sec. 3114(d) - Immigrant Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title IV, Part A - Safe and Drug Free Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Title V, Part A - Innovative Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
IDEA Part B Section 611 - Special Education Flow Through	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
IDEA Part B Section 611 - Special Education Capacity Building	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IDEA Part B Section 619 - Special Education Preschool	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State Interventions for Student Success Block Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
State Teacher Quality Block Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State Local Discretionary Block Grant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
State Substance Abuse Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State Homeless and Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Desired Outcome Matrix	Math	Reading	English Language Acquisition	High Quality Teachers	Safe and Drug Free	Graduation	Attendance	Other
ged Minority								
K-3 Reading Achievement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Highly Impacted Schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Performance Plus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
* IV-B - Community Learning Centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
X-C - McKinney-Vento Act (Homeless)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Literacy

Contact Information for K-3 Reading Achievement Program	
Contact Name:	Sharon Adamson
Contact Phone:	578-8471
Contact E-Mail:	sharon.adamson@slc.k12.ut.us

See the addendum file for further program reporting required by Sept. 22, 2006 for the K-3 Reading Achievement program – <http://sites.uen.org/cusap/2006/K-3ReadingAchievement2006.doc> . The K-3 addendum may be uploaded in the OnTrack Task 4 section prior to uploading this document.

CUSAP Section 04: Consolidated Plan Narrative

This consolidated plan includes the key activities and strategies to accomplish its student achievement goals. As many variables affect student achievement, the LEA should consider the following when it plans:

- * Resources of people, time, and money should be focused tightly around student achievement goals.
- * Scientifically-based research and proven practices should support all programs, strategies, and activities.
- * Implementation strategies should be determined after careful analysis of available data.
- * The differing achievement of groups of students should be individually addressed in LEA plans.

Concepts include: Educator Quality, Curriculum Selection and Implementation and Instructional Strategies, Professional Development, Academic and Other Supportive Services for Students, Parental Involvement, Full and Appropriate Integration of Technology, System of Support for Schools, and Evaluation Plan.

The consolidated plan requests information on eight key concepts that cut across multiple programs. Please address each of the 8 concepts.

Educator Quality

As it relates to your current teacher data, describe the activities the LEA will conduct to ensure that all teachers are highly qualified by 2005-06. Priority must be given to those schools serving high percentages of students living in poverty and those schools in need of improvement. This description should include the help the LEA will provide to all schools to:

- * Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes
- * Retain highly qualified teachers
- * Support teachers to access and acquire necessary professional development and continuing education that leads to licensing and appropriate content preparation

As responses to this section are prepared, the LEA should consider the following:

1. What are the areas of teacher shortages in the LEA at the current time?
 - * How will the LEA determine shortages on a continual basis?
 - * What strategies will the LEA use to recruit qualified personnel?
2. How will the LEA recruit or encourage highly qualified and experienced teachers to teach in schools that are low achieving, have high poverty or large numbers of minority students?
3. How will alternative routes to licensure used in the LEA, if any, provide highly qualified educators?
4. How will the LEA notify the parents of students assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified?
5. How will professional development and other continuing education lead to appropriate endorsements for under-qualified educators in the areas of greatest need?
6. How will the LEA collaborate with teacher education programs in the colleges of education, schools of arts and sciences, other LEAs, and the SEA to provide ongoing educational opportunities to teachers?
7. How will the LEA collaborate with teacher education programs in the colleges of education to ensure that new teachers graduate prepared to teach effectively?
8. How will the LEA ensure that educators teaching English language learners are:
 - * Proficient in the language(s) of instruction?
 - * Proficient in the research based methods of instruction?
 - * Proficient in the assessment of language acquisition and academic achievement?
9. How will the LEA ensure teachers are well qualified in effective drug, alcohol, and violence prevention principles and strategies for students?

Retention

10. What strategies will the LEA employ to increase retention of highly qualified educators? How will the LEA provide training, support and resources to mentor teachers? How will the LEA match new teacher needs with appropriate mentor expertise?
11. How will the LEA recruit, train, and retain ethnically diverse educators, counselors and others?

Paraprofessionals

12. What jobs are paraprofessionals asked to complete? How does the LEA determine the appropriateness of the paraprofessionals' responsibilities to their training and preparation?
13. How will the LEA ensure that paraprofessionals serving in instructional roles are qualified? Paraprofessionals paid with Title 1 funds or working in a Title 1 schoolwide program, without regard to the source of funding used to pay these paraprofessionals, must complete two years post secondary education or pass a test of content and pedagogy.
14. Does the LEA plan to impose the requirement for paraprofessional quality to paraprofessionals not covered by the NCLB legislation? What is the timeline for imposing this requirement?

Educator Quality Narrative:

Same as last year? Yes

New Narrative: Task 4: CONSOLIDATED UTAH STUDENT ACHIEVMENT PLAN

NARRATIVE: Overview of Eight Key Areas

The overarching goal of our 2006-07 Consolidated Plan is to assure high levels of achievement for all students and to target low performing students for interventions and support. An analysis of our disaggregated data reveals unacceptably large gaps in the performance of students of color, students with disabilities, English Language Learners (ELL), and students receiving free or reduced lunch, as compared to their respective counterparts. Learning Services is committed to inter-departmental collaboration, goal-setting and clear communication to assist our schools in data-driven decision making and professional development that provide coherent and sustained experiences for adult learners, access to high quality instructional practices, and the alignment of the core curriculum with the taught curriculum and assessment. We embrace the use of data, accountability and high expectations. In so doing, we commit to using our resources of time, money, people and structures to assure Salt Lake City School District (SLCSD) schools serve students and our community with excellence and equity, encouraging the discouraged and challenging the complacent.

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- A complex thinker and problem solver
- An effective communicator
- A cooperative group participant and leader
- A contributor to the community
- A quality worker and producer
- A self-directed learner

1. Educator Quality

Recruitment

Salt Lake City School District has a recruiting plan to ensure that all teachers are considered highly qualified. The District posts teacher openings through local media, through its association with local Universities and Colleges of Education, and on the District Internet Web Page. Vacancies are filled based on the following priorities:

1. Newly graduated teachers who meet the Highly Qualified Standard.
2. Veteran teachers who meet the Highly Qualified Standard.
3. Veteran teachers who meet HOUSSE standards.

SLCSD has been able to, for the most part, fill openings with qualified teachers without many problems, although some content or program areas have been more problematic than others. The Human Resources Department tracks the areas of need and communicates with various colleges and universities in an attempt to hire the best candidates following their graduation and works closely with the USOE's coordinator for Alternative Route to Licensure (ARL). Because Salt Lake District does not have difficulty filling most positions with highly qualified teachers, alternative licensing is primarily used to fill areas for which there are shortages. Currently, these areas include special education and ESL endorsed content area teachers. Alternative licensure educators are well supported in their efforts to move toward full Utah certification.

When recruiting teachers, SLCSD advertises for all vacancies and gives equal consideration to all highly qualified teachers, including veterans from other districts who may seek employment. Methods of advertisement include newspapers and periodicals, employment organizations, ethnic minority organizations, and word of mouth.

The Human Resources Department has developed a technology-based reporting system to enable better tracking of teacher qualifications. Reports are run to determine if teachers have been assigned to teach in areas for which they are qualified. If an under-qualified teacher is noted, Human Resources then works closely with principals and directors of programs and departments to assist teachers in becoming qualified for the areas to which they are assigned. Title II funds are allocated to help educators with financial support. These funds are designated to support ARL educators as well as other teachers who may need to complete endorsement coursework or take a test to become highly qualified under the law. There has been a decline in the number of under-qualified teachers as principals are more conscious of the need to hire and place teachers in areas where they meet the required qualifications.

Teachers are accountable to the Executive Director and/or Director of Human Resources for updating their coursework and requirement completion on a regular basis. Other district departments work with HR to assist with professional development, costs of PRAXIS materials and study guides.

Professional Development for Teachers and Principals

Title II funds are allocated to assist educators in their endeavors to become highly qualified. Funds are granted on a priority basis with those teachers needing courses to become highly qualified receiving first priority for financial support. Teachers are informed of the availability of funds through curricular departmental meetings with

schools, at job-alike sessions, and in district newsletters.

The Curriculum Department receives a report from Human Resources indicating those teachers assigned in areas for which they are not considered highly qualified. Curriculum specialists work with teachers in their areas to ensure teachers have access to appropriate course work and financial support when necessary. To assist teachers with endorsement requirements, the Salt Lake District, in partnership with universities and colleges, create on-site classes that support teachers in completing coursework. We currently have groups completing Reading, ELP, and ESL endorsements in this manner.

Funds are allocated to provide opportunities for teachers to further their knowledge and skills in areas such as assessment, instruction, English Language Development. The Professional Development Department provides professional learning opportunities based on identified needs at individual school sites across the district. Collaborative learning communities have been established in many schools to expand each site's capacity to learn from student work and meet student needs. In addition to district personnel, eight literacy and nine math coaches provide embedded professional development in classrooms working directly with teachers and students. Two data specialists provide professional development that supports teachers in using data to guide and adjust instruction while monitoring student progress.

Salt Lake City School District is committed to providing relevant and on-going opportunities for beginning, new-to-district, and provisional teachers in order to engage in mutual learning in an urban school district. Our main core value is to create an environment where reflective practice is the norm and that students, teachers, and administrators build a community of reflective and self-directed learners.

The Induction Initiative is specifically designed to support, assist and encourage new, new-to-district, and provisional and career (mentor) teachers, so they will:

- Provide meaningful and quality education to their students
- Become reflective practitioners who assess, monitor and adjust their practice to improve student learning
- Increase their professional expertise, and
- Remain in the teaching profession

Salt Lake District's master plan for alternative language services requires all newly hired teachers to hold, or agree to complete, an ESL endorsement. The Human Resources Department requires this commitment from all new teachers. In regard to veteran educators, all teachers and administrators were required to attend several days of ESL professional development from 2000-02 to expand their knowledge about research-based instructional strategies for limited English proficient students to better meet the needs of LEP students. Additionally, many veteran educators have pursued ESL endorsements themselves, so that now all schools have a core of teachers with ESL endorsements.

Administrators have opportunities to participate in a range of professional learning opportunities. They participate in professional development activities along with their staffs and, in conjunction with the school support team and the Professional Development Department have the opportunity to assess their on-going needs so that relevant learning opportunities can be designed by district personnel. During monthly administrative meetings, topics specific to their role are used to generate

focused discussion and effective problem-solving. Principals also participate in book study groups with their peers on a variety of leadership topics.

Substitutes

If a substitute teacher is expected to substitute for a teacher in a Title 1 school for a stretch of 4+ weeks, SLCSO requires that substitute to be licensed and otherwise highly qualified in the grade/subject they are assigned. If, for any reason, a substitute is not available who is highly qualified, the Human Resources Department notifies the principal so that a letter can be sent to parents to inform them of the situation. The Title 1 Department has prepared a common letter to be used by all schools. The letter has been translated into several languages.

Drug, Alcohol and Violence Prevention Strategies

"Prevention Dimensions" (PD) is the Utah State Office of Education research-based healthy lifestyles curriculum that covers topics including alcohol, drugs, tobacco and violence prevention. The program is administered through the Student Services Department. Training is offered to new and continuing teachers and staff several times during the school year. The PD curriculum provides teachers with ideas, techniques and information for their classrooms to promote and encourage a learning environment that is safe, drug free, and conducive to learning for all students. The Safe and Drug Free Schools (SDFS) program includes counselors at the elementary level who serve as prevention specialists to deliver curriculum and resources for teachers to use for their prevention programs in their classrooms. On the secondary levels, SDFS funds an administrator who oversees Safe School suspensions, hearings, and alternative placements. Results from the Prevention Needs Assessment survey, administered to 6th, 8th, and 10th graders throughout the district, are analyzed annually to assess protective and risk factors associated with ATOD use.

Paraprofessionals

Paraprofessionals are currently employed as instructional aides. SLCSO designed a multifaceted program to ensure that all paraprofessionals became highly qualified as defined by NCLB. SLCSO is proud to note that currently, all paraprofessionals in Title I schools meet the highly qualified requirements for No Child Left Behind.

Curriculum Selection and Implementation and Instructional Strategies

As it relates to your Student Achievement data, including disaggregated data, describe how the LEA will structure curriculum, instruction and assessment, and use its resources of time, people, and money to increase and maximize student achievement.

Describe how the LEA will monitor and provide for practices based on scientific research.

Describe how the LEA will ensure the implementation of scientifically-based instructional practices necessary to meet the diverse learning needs of all students (including English Language Learners, students with disabilities, economically disadvantaged students, gifted students, and others)? What culturally responsive teaching and learning strategies will teachers use to ensure success of all students?

As responses to this section are prepared, the LEA should consider the following:

1. How will the LEA ensure that selected instructional materials are aligned to the Core Curriculum and consistent with existing scientifically-based research.
2. How will the LEA ensure meaningful participation of all students, including those with diverse learning needs, in the Core Curriculum?

3. In the implementation of scientifically-based instructional strategies, how will teachers use student performance data to inform decisions about differentiating instruction?
4. How will the LEA be accountable for meeting all annual measurable achievement objectives for students who are English language learners, and ensuring that English language learners make adequate yearly progress?
5. How will the LEA be accountable for meeting all annual measurable achievement objectives for students with disabilities, and ensuring that students with disabilities make adequate yearly progress?
6. How will the LEA be accountable for meeting all annual measurable achievement objectives for culturally diverse students, and ensuring that culturally diverse students make adequate yearly progress?
7. How are the LEAs plans for instruction aligned to Utah's Core Curriculum, graduation requirements, and individual performance levels of students?
8. How will the LEA use electronic networks and other innovative methods, such as distance learning, to provide access to specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions?
9. Describe the instructional methods used in reading/language arts and the available research on its efficacy. Include discussion on the instructional strategies to teach oral language, phonemic awareness, phonics and spelling, vocabulary, fluency and comprehension, and writing processes and conventions.
10. Describe the instructional methods used in mathematics and the available research on their efficacy. Include discussion on the instructional strategies on number sense and mathematical operation, algebraic reasoning, spatial and logical reasoning, measurement, and probability and data collection.
11. Describe the instructional methods used in science and the available research on their efficacy. Include discussion on the instructional strategies used to implement the Core standards.
12. Describe research-based instructional strategies for social studies, fine arts, health, physical education, world languages, and applied technology education.
13. How will local private schools be included in programs and activities described in this section?
14. How are the LEA plans for instruction aligned to meet the language acquisition targets for English language learners?

Curriculum Selection and Implementation and Instructional Strategies Narrative:

Same as last year? Yes

New Narrative: 2. Curriculum Selection and Implementation and Instructional Strategies

General Curriculum

To support schools in their instructional efforts and to ensure that all students attending any Salt Lake school are provided a high quality educational program, the Board passed a Basic Education Policy (IGA). The policy requires all schools in the district to provide an equitable, high quality, basic educational program for all students. It further requires educational programs at each site to be based on the Utah State Core Curriculum. Administrators and teachers share the responsibility of holding high expectations for and providing quality instruction to all students.

To improve communication about curriculum with parents of elementary students, district curriculum brochures are distributed to all elementary SLCS students and parents to describe curricular expectations for grades K-6. Brochures printed in Spanish and English are updated annually and may be accessed from the district website as well.

All three comprehensive high schools are on a common A/B block schedule and a

common calendar. This allows students to access programs offered at any of our high schools and at our Applied Technology Center. To ensure students are known and supported by at least one adult at each site to more effectively meet students' learning needs and to increase graduation rates, high schools are implementing a student advocacy program. Core course offerings have been aligned to meet the requirements of the Basic Education Policy and common courses are now offered across the district. All three comprehensive high schools and our alternative high school have completed the state accreditation process and received high ratings for their efforts.

Specific goals at the middle school level for improvement have included alignment of core middle level courses and development of reading classes for students scoring below proficiency. More reading and ESL endorsed teachers have been hired to support their efforts. Bryant has completed the state accreditation process, and the other four middle schools will begin the process this year.

Special efforts are underway at the district level to strengthen transition strategies to assist students moving from pre-K into elementary school, from elementary into middle school, and from middle level to high school. Additional efforts are focused on the development of strategies to encourage all students to participate in a more rigorous curriculum. Salt Lake City School District proposes to begin implementation of two K-8 schools in 2007, as well as converting one seventh and eight grade middle school to serve grades 6-8.

Support for Meeting the Needs of Diverse Student Populations

SLCSD's Board of Education firmly believes that all students can succeed, but they also recognize that not all students enter school under the same circumstances. Salt Lake's demographics vary widely across the district, and some schools need additional resources to assist students in reaching high levels of performance. Therefore, in establishing the budget, the Board allocates funds for a basic school program at every site and additional funds based upon a formula of need factors to those schools with higher percentages of students with limited English proficiency and students living in poverty.

Because of increasing numbers of students whose primary language is one other than English, Salt Lake's Board approved a master plan for Alternative Language Services which included a policy requiring all newly hired teachers to hold, or agree to complete within three years, an ESL endorsement. The plan required several days of ESL professional development to be provided to all veteran educators to expand their knowledge about research-based instructional strategies for English learners. This initial training served as the impetus for many veteran educators pursuing their ESL endorsement. All schools now have a core of teachers with ESL endorsements.

Additional support is provided for teachers to meet the needs of our diverse student population through the Multi-cultural Education Department. The REACH (Respecting Ethnic and Cultural Heritage) program of professional development is offered several times during the year to help teachers better understand variations in culture and traditions so that they may provide support for students in the classroom. The Multi-cultural Department also offers numerous opportunities for students to learn about and respect different cultures. Additionally, we have a strong MESA program in each of our secondary schools. MESA provides students with academic support in the areas of math, science and engineering.

Support for Meeting the Needs of Students with Disabilities

For students with disabilities, teachers must focus on the essential knowledge and skills or the “core of the core”. These are the core standards and objectives that spiral up through the curriculum and/or are more thoroughly assessed on end-of-level tests. Additionally, they are the standards and objectives that are the priority for mastery in order for students with disabilities to make progress in the general curriculum from year to year.

To accomplish this outcome, the essential knowledge and skills from the core curriculum have been identified and disseminated to special education teachers through a collaborative effort between the curriculum department and special education department. Special Education teachers have been trained to incorporate these core standards and objectives into the development of each student’s IEP on an individual basis. When providing specialized instruction, special education teachers are expected to incorporate the core standards and objectives; and when needed, they identify and utilize additional materials and specialized instructional strategies to reinforce instruction. Students are progress monitored, and the data from curriculum-based assessments are used to evaluate student progress and adjust instruction.

Special education teachers are expected to collaborate regularly with classroom teachers to monitor the progress of students with disabilities in the general education classroom. When needed, they provide supplemental support in the general education classroom to accommodate the educational needs of students with disabilities.

Support Structures for Schools

SLCSD’s central office has been reorganized to provide better support to schools. Departments are expected to coordinate support across areas and divisions. Individuals and teams are required to work more closely with schools, shifting the focus to data and the use of data to inform instruction and increase student achievement. Coaches, specifically trained in collaborative approach to adult learning and with specific expertise in literacy and mathematics, have been hired to work in schools to provide embedded professional development following a model developed in Boston. District coaches work in schools assisting with the implementation of core curriculum and improving instruction based upon student assessment, classroom data and instructional practices grounded in scientific research.

A new data system has been implemented to make it easier for schools, teachers, and parents to access data. Additionally, a core of data specialists, teachers on special assignment specifically trained to use and analyze data, have been hired to assist teachers and principals in their efforts to use data from assessments to guide instruction for students. The data specialists help teachers across the district better identify and target students needing additional support, and assist teachers in improving their own classroom assessments.

The school support team and directors of other departments are expected to more closely monitor and supervise schools and their efforts. All schools have developed improvement plans that include analysis of disaggregated student achievement data

and goals to increase the proficiency levels of each AYP subgroup identified in NCLB, as well as the school as a whole. Based upon annual CRT data, additional staff from the central office may be assigned to assist schools with plan implementation and program development. Staff has increased responsibility for sharing curricular and instructional information based upon research to schools and parents through a newly-designed district web-site, newsletters, and presentations.

A consistent extended day and summer school program has been established for students needing additional support and instruction in order to read proficiently. A program was defined and materials were purchased. This responsibility was handled by the Title 1 division of the Academic and Professional Services Department.

Title 1

Noting that Title 1 schools face sanctions if the school does not make Adequate Yearly Progress, these schools are provided additional support from a variety of sources. The district intervention plan holds those schools whose students do not reach proficiency in sufficient numbers to rigorous standards and requirements. Technical assistance teams, comprised of district, school, and community members meet regularly to ensure all requirements are met in a timely fashion.

Additionally, every Title 1 school now offers a pre-K program. Pre-K students attend three hour sessions, four days a week. By the end of the year, all instructors in the program will be highly qualified according to NCLB requirements. Additionally, teachers are involved in bi-monthly professional development to review research and to improve instruction in the areas of literacy and numeracy. Additional high quality materials are being purchased for every Title 1 pre-K program.

All Title 1 schools also offer after-school, extended-day programs and summer school sessions. These programs have been reformatted to ensure highly qualified educators are providing the instructional assistance to struggling students for both reading and mathematics. Students scoring below the expected level for proficiency are targeted and receive priority for services. Salt Lake District's Community Education Department submitted a plan and was approved to be a supplemental services provider. The program outlined in the grant meshes well with the Title 1 extended-day services that are offered currently.

Private Schools

In regard to serving private school students, an annual meeting with representatives of all private schools within our district boundaries is held prior to the start of each school year to invite their involvement in planning. Private schools wishing to be more involved are invited to attend meetings throughout the year. The district Title 1 department works with the private school to identify eligible students and develop a program of support that addresses the private school's needs and supports continued student achievement. Continual support is offered to private schools through appropriate departments in the district. Our Lady of Lourdes participates in and receives Title 1 funding. All private schools located in SLCS D receive some funding from Title V. All may access funding from the other Titles, as they qualify or choose to participate.

Professional Development

As it relates to your data on student achievement and educator quality, describe how the LEA will ensure that the professional development offered for teachers and other instructional staff is sustained and focused around state, district, and school goals. This description should include the support for educators to increase their ability to deliver effective instruction based on scientific research. Include discussion of the proposed professional development's duration, content and connection to the academic achievement standards and goals.

As responses to this section are prepared, the LEA should consider the following:

1. What professional development is needed in the LEA to achieve student academic achievement goals?
2. How have administrators, parents, teachers, support staff, and students been involved in the development of the professional development plan?
3. What are the times required for and the anticipated costs of implementing and maintaining the plan?
4. Describe the research base that will be used to determine the content of professional development activities selected for educators in the LEA.
5. How will the LEA evaluate to what extent professional development results in changes in teacher effectiveness?
6. How will the LEA help educators to become highly qualified in their assigned field of teaching?
7. How will the LEA use data on educator quality and student achievement to plan professional development?
8. How will the LEA provide training for educators on effective parent involvement strategies?
9. Will the LEA provide training for paraprofessionals and student service staff and if so, what will be included in the training?
10. What skills, tools and strategies will be included in your professional development to assist educators with their role in preventing substance use/abuse and creating safe, caring environments?
11. How will the LEA prepare educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, gifted students, and others?
12. How will the LEA use personnel from USOE, Utah Professional Development Center (UPDC) and other available consultants or services to enhance professional development opportunities?
13. How will the LEA assist schools in drafting, implementing, and monitoring school-based professional development plans?
14. How will professional development assist building administrators to become more effective in the use of data-based decision making and the implementation of scientifically-based instructional strategies?
15. How will the LEA professional development plan support educator needs in implementing school improvement plans?
16. How will local private schools be included in programs and activities described in this section?

Professional Development Narrative:

Same as last year? Yes

New Narrative: 3. Professional Development

The SLCSD Professional Development Plan is based on the National Staff Development Standards as well as the criteria for effective professional development defined by NCLB. The overarching goal for Salt Lake's Professional Development Plan is: To provide authentic professional development within the classroom context and through coherent and sustained adult learning experiences to better assess instructional needs, support teacher practice, and increase student learning.

Professional development is designed in collaboration with principals and teams of

teacher leaders to support each school's School Improvement Plan, district priorities for achievement in Math and Literacy and the implementation of the Utah State Core Curriculum. The use of disaggregated data informs the instructional goals in the school improvement plan and the plan is approved by both the School Improvement Council and the School Community Council, ensuring broader community collaboration and ownership.

Context Standards: Organizes adults into learning communities whose goals are aligned with those of the school and district.

Objective: Build the capacity of grade level team leaders/department leaders, school-based literacy and math coaches, and teacher leaders to support collaborative work for increased knowledge and skills to:

- assess and monitor student learning in a variety of ways,
- design instructional activities and implement strategies that support students' learning the core curriculum

Professional development activities include school-based Collaborative Learning Communities based on the foundational research from McLaughlin and Talbert on creating professional learning communities. The focus of this approach is that teachers develop collaborative skills within and across teams/departments using protocols to assist teachers in adjusting their instructional strategies. Key to this approach is peer observations and examining student work for the purpose of adjusting instruction to meet student learning needs. Schools have also supported this approach by training teachers in SIOP (Sheltered Instruction Observation Protocol) and student work sessions with the Literacy For All cluster of elementary schools.

School-based professional development also includes study and inquiry groups that are organized at individual schools. These groups focus on reading common research-based texts with the goal of integrating new knowledge into their teaching. All study groups that receive credit meet the professional development requirements of No Child Left Behind as established by the Utah State Office of Education.

Process Standards: Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Objective: Develop a team of data specialists who provide support for administrators and teachers in using multiple forms of disaggregated student assessment data to adjust instruction to meet student learning needs. The team is functioning well and provides varied data and support to all schools relative to all key assessments used in the district.

Professional development activities provided by the team includes a specifically designed full day analysis of data with individual school teams. This school-based approach to professional development focuses on assisting school teams and administrators in inquiry-based use of data, specifically with the goal of a 10% reduction of the percent of students not proficient on Utah's Criterion References Tests. Working with individual faculties in assisting them with the strategic use of data, specifically related to Adequately Yearly Progress calculations by disaggregated

groups, is done by the team through the support of Title IIA funds.

An extensive data base of over 1,000 variables is used by schools to evaluate programs and assess the effective allocation of resources. This approach to site specific evaluation focuses professional development on facilitation of whole school conversations to assist with decision making among faculty members and the community through the work of the School Improvement Council and the School Community Council for the purpose of improving student achievement.

Content Standards: Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to appropriately use various types of assessments.

Objective: Develop a cadre of coaches and mentors with curriculum specialists and special education personnel to support the ongoing school improvement plans and goals for increased student learning in mathematics and literacy at each school. SLCSO has eight literacy and nine mathematics coaches who are assigned to schools to provide professional development directly in classrooms. Additionally, the coaches are part of professional development planning teams which assist in the planning and presentation of training at the district level.

Professional development activities include district-wide and school-based curriculum mapping to align the taught and written curricula. In the area of language arts, professional development focuses on training and implementation of a comprehensive balanced approach to literacy. The K-3 Reading Initiative supports grade level training regularly throughout the year on identified elements of need in the core. Comprehension and fluency are key areas for professional development this year. At the 4-6 level, teachers are receiving training on vocabulary development for students and on the new English Language Development Standards adopted by the USOE.

The current language arts emphasis at the secondary level is on writing across the curriculum as well as on meeting the needs of struggling adolescent readers. A three-year University of Utah partnership grant was received this year to assist middle schools in their efforts to assist struggling readers. An additional emphasis for all secondary language arts teachers this year is focused on helping them become familiar with the new Secondary Language Arts Core Curriculum and on UBSCT preparation for students.

In Mathematics and Science, the professional development plan is designed to provide a learning environment for teachers to:

- Deepen their math and science knowledge through, reading, questioning, using manipulatives, and hands-on activities to understand and articulate the conceptual base of the discipline;
- Understand the specific core standards/benchmarks and the alignment of the curriculum to set the foundation for student learning;
- Begin using diagnostic assessments and other forms of assessment to guide instruction and monitor student progress.

A key component of the Mathematics and Science professional development plan is the Middle Grades Initiative in collaboration with Utah State University and the Utah State Office of Education. Based on the concept of creating Learning Communities,

representative mathematics and science teachers from grades 5-9 with a mathematician, scientist, and administrator will meet monthly during the academic year. The three interlinked components of this initiative are:

1. Create functioning Learning Communities with targeted emphasis and resources for areas that serve currently underrepresented populations;
2. Implement professional development institutes and courses, especially leading teachers to content mastery in mathematics and science topics they teach;
3. Identify, assess, and adapt instructional materials that support project goals and objectives (e.g. culturally appropriate, reflect how mathematicians and scientists think and work, include state-of-the-art learning technologies).

Another key professional development emphasis was initiated in mathematics this year as a result of a three-year state grant for teachers in grades 4-6. The 4-6 math initiative involves fifty teachers through an intensive professional development program aimed at improving math scores annually. Teachers who participate in this initiative may be eligible to receive performance bonuses as a result of improved student scores.

In connection with the approaches to the development of other content specific expertise, Salt Lake City School District provides opportunities for teachers to attend professional development offered by universities and colleges as well as other districts and supports efforts for teachers to pursue additional endorsements.

A collaborative partnership with Brigham Young University offers courses that provide substantive knowledge about language acquisition and sheltered content instruction for English Language Learners. The partnership between Salt Lake City School District and the University of Utah provides course work for Level I and II Reading Endorsements, as well as a Masters Degree in Reading, and a partnership with Utah State University provides teachers in Reading First schools opportunities for reading endorsements as well.

Preventing Substance Use/Abuse: Prevention Dimensions training covers awareness in the following topics: Alcohol, tobacco, communication, problem solving, identifying drugs, decision making, goal setting, asset building, awareness of risk, and protective factors. In addition, the Prevention Dimensions program helps students develop leadership skills and build resiliency. Prevention Dimensions training provides teachers, staff and administrators with useful classroom management strategies; bullying prevention; anti-harassment training; and Federal Educational Rights Privacy Act (FERPA) regulations. Through these trainings, presenters site numerous examples of schools that address a "caring environment" that relates to increased student learning and school achievement. District administrators train school administrators, who in turn provide in-service training to teachers and staff on implementation of discipline policies, security procedures, code of conduct, and crisis management plan.

Private Schools: Local private schools are notified about all the professional development activities through an initial letter sent to them in September of each year. Both private and public schools also have access to all professional development activities through publication on our web site. Participating private schools have opportunity annually to provide input on the structure and content of professional development offerings and are continually able to request support for professional development consistent with their student's needs and specific to the

private school's system of instruction and support for eligible students.

Academic and Other Supportive Services for Students

After a careful review of aggregate and disaggregated data, describe how the LEA will provide additional educational support to individual students needing help in meeting the State's challenging student academic achievement standards. Include a description of the methods to be used to determine which students will be selected for individualized, small group, or additional services and the method to be used in determining the efficacy of the services in improving student achievement.

As responses to this section are prepared, the LEA should consider the following:

1. How will the LEA use funds to support extended learning opportunities including individual or small group tutoring, after-school, before-school, summer school and inter-session programs?
2. How will the LEA ensure the alignment of additional educational services to the Core Curriculum and to instruction students receive in the regular classroom?
3. How will the LEA seek, or encourage schools to seek, discretionary funds to address the need for additional services needed to improve student achievement?
4. Will the LEA provide funds to support preschool programs for children?
5. As the LEA provides services to students with disabilities, how will those services align with IEPs and 504 plans?
6. How will the LEA determine the students who have access to additional services?
7. Describe specific programs, such as newcomer programs, to help English language learners acculturate to the school system.
8. What criteria are used to identify English language learners to receive language acquisition services?
9. How will the impact of student intervention programs designed to improve student achievement be measured?
10. Describe the LEA's priorities for the use of migrant education program funds in order to have migrant students meet the LEA's performance targets.
11. How will the LEA ensure that mobile students have access to all academic support programs?
12. How will the LEA ensure that homeless children have access to all education programs?
13. How will the LEA provide educational services for children living in institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs?
14. How will the LEA increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs for children:
 - * in need of additional academic assistance?
 - * with limited English proficiency?
 - * with disabilities?
 - * who are migratory?
 - * who are neglected or delinquent?
 - * who are Native American?
 - * who are homeless?
 - * who are immigrant?
15. Describe the components of the LEA's Title I funded targeted-assistance and schoolwide programs.
16. Describe how the LEA determines student eligibility for academic services in Title I funded targeted-assistance schools.
17. How will local private schools be included in programs and activities described in this section?
18. How will the LEA develop and implement a comprehensive plan to provide safe, orderly, and drug-free schools and communities through effective programs?
19. Describe the LEA's performance indicators for drug and violence prevention programs.
20. Describe how the drug and violence preventing program will reduce the prevalence of specific identified risk factors.
21. Describe how the drug and violence prevention program will increase the prevalence of

protective factors or assets.

22. Describe how the LEA will assess and publicly report progress toward attaining the performance measures outline in the drug and violence prevention program.

Academic and Other Supportive Services for Students Narrative:

Same as last year? Yes

New Narrative: 4. Academic and Other Supportive Services for Students

Tier One – Quality Classroom Instruction

Salt Lake District has a three-tiered system for improving student achievement. The first tier involves placing students with effective highly qualified classroom teachers during the regular school day. Improving student achievement is the primary responsibility of each teacher in his/her own classroom. Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and often what students do with their learning.

The effective teacher truly believes that all students can learn. They believe they must know their students as well as their subject/content curriculum. They know the Core, and they understand their obligation to prepare students to be successful on the CRTs. They understand that students learn differently and at different rates. Through differentiation of instruction, effective teachers assist students' learning of curriculum at a level and rate appropriate for most of them. However, for varied reasons, some students need additional educational assistance beyond that which even the most effective teacher can provide.

Monitoring and assessing student development and work is a complex task. Effective teachers use a variety of assessment practices to monitor student learning, including formal and informal assessments. They analyze the results to determine and diagnose what additional help and support may be needed. In some cases, a teacher may augment services within the classroom, solicit volunteers or peer tutors to help, ask parents to be more involved, or assign additional practice opportunities for homework. Yet, if a student still does not appear to be making adequate progress, additional assessment is necessary to determine whether the student needs to participate in extended day learning and/or summer school, the second tier of Salt Lake's support services plan.

Tier Two – Extended-Day and Summer School

Salt Lake District currently offers an array of extended day programs. All Title 1 schools offer both after-school and summer school programs free of charge to students. Most non-Title 1 schools also offer extended day programs and summer school on a sliding fee basis. At least one hour of academic help and support is provided in all district after-school programs. Most programs also offer arts and crafts, physical activities, and other creative ventures during a second hour. Students who have been given adequate help and support during the regular school day but fail to make adequate progress are strongly urged or required to attend after-school or summer school programs. Teachers work with parents to help them understand the impact of continued lack of progress by their student.

Currently each school's principal works with the Community Education and Title 1 Departments to design the academic program offered at each site. Schools are encouraged to use a program or model similar to but slightly different from the

program used during the regular school day to provide some variety for students. Some schools also include a technology component. All academic classes are taught by certified, trained educators. Enrichment courses are generally provided by paraprofessionals.

Tier Three – Supplemental Services

When a SLCS D Title 1 school does not make adequate yearly progress for a third year, the final tier of the student achievement plan will be implemented. This tier is titled "Prime Time Academy." It is one of the alternatives available to parents of students qualifying for supplemental services. Prime Time Academy has been designed to meet the needs of the lowest achieving high poverty students. In the Academy, students are placed in teacher-led learning clusters according to skill level where they receive one-on-one and small-group instruction for one hour per day. They also practice their skills in a computerized support component for an additional half-hour per day. Adaptive strategies are provided for varied student needs, including those of special education students and students with limited English proficiency. SLCS D received word that Prime Time Academy has been accepted as a state supplemental services program.

Prime Time Academy is only one of the alternatives that may be selected by parents of students who qualify for supplemental services. To determine which students qualify, CRT scores of students remaining in the Title 1 Program Improvement school will be reviewed. Students scoring less than proficient will be ranked based on their scores. Low scoring students who qualify for free lunch will be identified. Attendance records will also be reviewed. Based upon the amount of supplemental funds available, and the number of schools needing to offer supplemental services, free lunch students who are most academically needy will be offered the opportunity for supplemental services. Enrollment dates and attendance records may be used to prioritize students, if necessary.

Whether parents select SLCS D's Prime Time Academy or a different supplemental services provider, a diagnostic inventory will be completed on the student to show the specific skills or areas in which the student needs additional help or support in order to score proficiently on the CRTs. A supplemental services coordinator will be assigned to review the inventory, to meet with supplemental services providers, and to monitor the progress of students. In addition to receiving services from the supplemental services providers, students will continue to receive high quality instruction in their regular classroom and extended-day services.

Pre-K Programs

All Title 1 schools currently offer a four-day pre-K program. It is free for those who qualify, or a fee on a sliding scale may be assessed. Several non-Title 1 schools also offer pre-K programs on a sliding fee basis. All pre-K programs focus on literacy and math development. Students have many opportunities, through developmentally appropriate instruction, to explore early literacy concepts and to work with numbers using hands-on activities and a wide variety of manipulatives.

In order to improve services to pre-K students, instructors receive in-depth professional development regarding research as it relates to pre-school children developing reading and math skills. Instructors meet bimonthly with the district

Language Arts and Math Specialists to become familiar with research as emphasized by the National Reading Council and the National Association for the Education of Young Children. With the intensive inservice, it is expected that Pre-K instructors will increase their own reading, writing, and math skills as well as their teaching skills. Funds will be allocated to purchase additional literacy and numeracy materials to use with students and to develop more print-rich environments for learning.

To further strengthen SLCS D's pre-K program, prior to the start of the 2003 school year a committee comprised of pre-K and kindergarten teachers worked with the district Assessment Supervisor to develop new pre- and post-assessments for each group of students. The assessments align well and should assist teachers with instruction. They should also help in transitioning students from pre-K into kindergarten. To further facilitate a smooth transition for students, several opportunities are provided during the year for pre-K and kindergarten teachers to meet and share ideas.

Reading First

Reading First is the academic cornerstone of the No Child Left Behind legislation. Salt Lake District submitted a competitive grant to the Utah State Office of Education and was selected to implement Reading First in three of its schools, Backman, Edison and Mountain View. North Star Elementary participated during the first 3 years of the Reading First project. The Reading First initiative is designed to ensure that students will read on grade level by the end of third grade. Schools participating in Reading First have committed to implement reading programs that are rooted in scientifically-based reading research as defined by the National Reading panel and explicated in US Department of Education Guidance. This research has identified five essential components of reading instruction: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension. Reading First emphasizes the importance of systematic and explicit instruction in these five components. Schools participating have dedicated a three-hour block of instructional time for reading instruction and to each teacher that works with students in grades K-3 completing a level 1 Reading endorsement prior to the conclusion of the project. In addition, the schools have committed to assessing students to identify struggling students, determine needed interventions, and to monitor progress.

Services for LEP Students

All SLCS D non-English and limited English proficient students are tested annually. The IPT (Idea Proficiency Test) has been used for the past several years. Teams of assessment assistants are trained to assess student's English language development throughout the district. These teams visit all SLCS D schools to assess students at the beginning of each year. Teams return to schools monthly to assess new students who moved into the district. Student scores are entered into the district's database and become part of students' assessment records.

Because of increasing numbers of students whose primary language is not English, Salt Lake's Board of Education approved a master plan for alternative language services. The plan required all veteran educators to attend several days of professional development to expand their knowledge about research-based instructional strategies for limited English proficient students. The plan also requires all newly hired teachers to hold, or agree to complete within three years, an ESL

endorsement. Currently, all schools now have at least one, and many have a core of ESL endorsed teachers.

Approximately 38 percent of all SLCSO students need alternative language services, so each school has a plan to meet the needs of their limited English students. Schools use varied methods to serve their LEP students including newcomer classes, sheltered instruction, Sheltered Instruction Observation Protocol (SIOP), bi-lingual or dual-immersion classes, or pull-out instruction and tutoring.

Services for Students with Disabilities

In analyzing disaggregated district and school level data, an area of focus is the low performance of students with disabilities on statewide assessments. Special education teachers are trained to implement curriculum-based assessments to evaluate student progress on a weekly basis and initiate professional collaborative/consultation activities to identify instructional interventions for students not progressing at a predictive level. Working collaboratively, regular and special education teachers use the data to monitor instruction and student progress.

The goal of special education services in schools is to provide high quality specialized instruction to approximately 3,100 identified students. Additionally, related services are provided to support the student's educational needs to ensure that they are learning skills, which will prepare them to live independently and productively. This goal is accomplished by working in a partnership with parents to write IEP goals designed to assist students in making progress and ensuring educational benefit.

Services for Homeless Students and Delinquent Youth

Salt Lake City School District provides services to homeless students in neighborhood schools as well as those living at The Road Home or staying at the YWCA Women's Abuse Shelter. Title I, state funds, and McKinney dollars provide for the service of a full time liaison (counselor) who works with homeless children, their families and with other community and government agencies providing services to homeless persons. School secretaries and administrators are trained annually on issues surrounding homeless or delinquent students. Guidelines are strictly followed so that students are admitted to school without delay, eliminating gaps between the time a student attempts to register and service begins. Students and their parents are referred to the liaison for appropriate support services and community resources. The liaison collects, monitors and reports data as required.

Delinquent youth work with designated staff (Youth in Custody) through SLCSO's alternative programs. YOC staff and alternative school administrators work with local school administrators to facilitate the transition of students from YOC/alternative programs to regular school programs.

Safe, Orderly and Drug-Free Schools

Safe and Drug Free Schools (SDFS) programs operate under the direction of the Student Services Department to implement district prevention programs, which include USOE Prevention Dimensions, Anti-Harassment in grades K-12, and truancy intervention. The Student Services Department delivers support services to students and schools and track related student data. District staff develops and monitors implementation of discipline policies that address substance abuse, school safety,

basic discipline procedures and crisis response. Title IV funding is used to implement the SDFS programs in the district.

District SDFS programs follow state mandated program requirements and guidelines. Other program planning and selection follows the national Center for Substance Abuse Prevention research model that includes best practices, needs assessment, and evaluation and implementation of data.

Every two years, various USOE sponsored student surveys such as the "Prevention Needs Assessment," "Youth Risk Behavior Survey," and the "Youth Tobacco Survey" are administered. This survey measured alcohol, tobacco and drug use. It also quantifies school, community, family and peer influences which might help students resist pressure to consume alcohol and drugs or engage in other problem behaviors. Finally, it measures school climate and safety issues. A representative sample of students in grades 6, 8, 11, and 12 will again be administered the assessment in the spring of 2007. Results of the PNA are always made available for future local school improvement planning and district program planning, goal setting and prioritization of services delivery.

In addition to the surveys directly associated with SDFS, a formal needs assessment for the Comprehensive Guidance Program must be completed every three years. These assessments identify the needs of the parents, students, faculty and staff in regards to school counseling services in the district. Improvements and changes are made with the data provided from this assessment. In addition, the secondary Comprehensive Guidance Programs have recently completed an SEOP Needs Assessment with over 1000 parents and students participating. The results will be used to improve the SEOP Conference process district-wide.

At the elementary level, informal surveys and needs assessment are conducted with students to help inform their guidance and counseling programs. All students in grades K-12 have a Student Education Plan (SEP) or Student Education Occupation Plan (SEOP) conference annually in which students and their parents have an opportunity to discuss student achievement, social development, and academic and career goal setting. Interpreters and translations are provided.

To ensure consistent discipline and truancy policy implementation and to help guide district program planning, the Student Services Department gathers and reviews student suspension, truancy and safe school incident data. The data is shared with schools so that they can use the information to better meet the needs of students and develop interventions and prevention strategies for their student population.

District discipline policies and procedures were consolidated and rewritten in the summer of '06. The new JG policy and administrative procedures cover discipline, suspensions, district hearings, tobacco, drug and alcohol violations, and searches. All principals have received training on these new policies. The Student Services Department acts as a consultant daily for school administrators with questions regarding these issues.

Each school develops its own school rules within Board Policy with input from their School Community Council so that parents and staff have an opportunity to be involved in the process. Schools publish rules and applicable policies in student handbooks and other communications.

Procedures for collecting and reporting of Suspensions, Safe School Violations, and Drug and Alcohol offenses have been established. Procedures are also in place to conduct Safe School Hearings to ensure due process rights of students who have committed offenses that could result in long term suspension or expulsion. Interpreters and translations are provided.

Salt Lake City School District Board of Education complies with state and federal mandates regarding emergency response plans. The district has developed a comprehensive plan based on the Utah Department of Public Safety – Division of Comprehensive Emergency Management model. Every employee in each school has a copy of their school's "Emergency Procedures Checklist." Local administrators review the procedures with staff and students at the beginning of each school year. The District maintains a working relationship with the Salt Lake City Police Department (SLCPD), the Salt Lake City Fire Department (SLCFD) and other emergency providers. District staff receives updated training in emergency response procedures. In a joint project between the Salt Lake City Police Department and the district, all teachers and staff are provided with an EMERGENCY PROCEDURES QUICK REFERENCE FOR TEACHERS/STAFF which outlines basic emergency response.

Truancy Intervention/Prevention

In addition to NCLB requirements of student academic achievement and participation in testing, there is the additional indicator of 93% attendance in grades 3 – 8 (or improvement over the previous year) that schools will have to meet. To ensure that efforts are made to meet this criterion, the Student Services Department has developed a district-wide Truancy Intervention/Prevention Plan for the District. The new attendance policy, approved in November of '06, reflects these expectations. The plan includes the process of moving a student who is truant through various components of intervention and required documentation which include:

- Attendance Letters 1 – 5
- Truancy Citations
- Parent Conferences
- Interventions attempted (attendance contract, classroom accommodations, counseling, home visits, IEP review, referral to outside agencies, etc.)
- Family referrals to Truancy Mediation (grades 1-9); or students to Peer Court (grades 7-12)
- Pre-Court hearing at the District Office
- Court referral to Juvenile Court or to the City District Attorney (for Compulsory Education)
- Form for documentation of each step taken in the plan
- Additional training for counselors, social workers and administrators

To assist us in our goal to reduce truancy district-wide, funding for 1.5 FTE's of truancy specialists came from Title V Innovative Programs and a reallocation of existing resources within the Student Services Department. Under this protocol, K-12 students are served.

Limited baseline attendance data show that the 164 pre-court hearings conducted in the district in 04/05 and the 163 hearings in 05/06 helped reduce truancy court referrals from 96 in 04/05 to 67 in 05/06. Data will be collected throughout this school year to establish necessary parameters (previous court referrals, Pre-Court Hearings, and other informal data sources) and begin the process of program

evaluation.

Parental Involvement

Following an evaluation of parent involvement in the LEA school(s), describe the activities the LEA will conduct to promote parental and community understanding of, and participation in schools. What strategies will be used to implement effective parental involvement that will result in higher student achievement? How will parents be supported in becoming partners in the academic progress of their children? How will schools help parents to access student progress data?

As responses to this section are prepared, the LEA should consider the following:

1. How will the LEA help parents understand their rights and responsibilities as partners in their child's education?
2. How will the LEA promote parent and family involvement in their student's schools?
3. How will the LEA communicate with parents in a language and format understood by the parents about the following:
 - * State student academic achievement standards
 - * State system of accountability
 - * Student achievement
 - * Attendance
 - * Availability of supplemental programs
 - * Placement in supplemental programs including English language acquisition programs, and tutoring programs
 - * Graduation requirements
 - * Disciplinary policies
 - * Disciplinary actions
4. How will the LEA notify parents of a school's identification as in need of improvement and the LEA's plan to implement school choice and supplemental services?
5. How will the LEA involve parents of migratory children in the planning, implementation, and assessment of the Migrant Education Program?
6. How will the LEA use technology to promote parent and family involvement in their student's education?
7. How will the LEA identify the home language of all parents?
8. How will community members be notified of the LEAs intent to submit this plan? How will the content of this plan be made available to the school community?
9. How will the impact of parental involvement activities or programs on student achievement or quality of education be measured?
10. How has the LEA included the parents of students receiving NCLB services in each of the items listed above?

Parental Involvement Narrative:

Same as last year? Yes

New Narrative: 5. Promoting Parental Involvement

In response to the No Child Left Behind consolidated plan, Salt Lake City School District (SLCSD) staff surveyed a random sample of parents in September 2003. Overwhelmingly, parents indicated that academic support is the top priority for students. Other family education needs include ESL, computer education, parenting and job skills training. Parents also indicate high interest in understanding homework expectations, as well as school and testing requirements to help them support their student's academic achievement.

Based on the outcome of these surveys, and Section 5 of the Consolidated Utah Student Achievement Plan, Salt Lake City School District has implemented a four component model which includes adult education, children's education, parenting assistance, and opportunities for parents and children to interact around school related events and expectations. The following are examples of programs and

activities that are in place in reporting schools as as a way to promote parent and family involvement.

ADULT EDUCATION

- ESL classes (all ages, all levels)
- Bilingual computer skills for adults
- Job skill classes including writing resumes and interviewing
- GED English/Spanish
- Adult Basic Education English/ Spanish
- Parent Support Services
- Employment Referral Services
- Community Resources
- Basic Family Support
- Bilingual community parenting classes
- Life skills preparation
- Tobacco prevention
- Spanish for adults
- US Citizenship classes
- Raising Readers
- Raising Mathematicians

PARENT TIME

- Family Involvement Assistants
- PTA (ongoing effort to involve parents in school activities)
- Community Resources
- Parent Assistant
- Parents Anonymous
- School Community Council
- Adult volunteer program
- Educational Issues Forums
- Hope for Tomorrow
- Navigating the School System
- Utah Family Center
- Family Support Team
- 2nd Cup of Coffee
- School Counselor
- United for Kids Community Advocate Program
- UNP Heartland Apartment Advocacy Program

CHILDREN'S PROGRAMS

- After School Programs: Academic and Recreational
- Homework help AM/PM
- Study Skills
- Tutor School
- Assisted Studies
- Open Computer Lab
- ACT and PSAT prep classes
- Literacy Strategies and interventions
- Book Clubs
- Math Strategies and interventions
- Boy Scouts
- Girl Scouts
- Summer School Programs Academic and Recreational

- Boys and Girls Club
- Salt Lake County Parks and Recreation
- Peer Leadership Teams
- Peer Tutoring
- UBSCT Support
- Children's Mentoring
- Youth Advocate

Parent and Child Interaction

- Cultural Nights
- School Open Houses for families
- Attendance and coordination of homework
- Family Nights
- IHC Health Clinic
- Community outreach
- In school volunteering
- Family Literacy
- Computer Giveaways
- Transition Nights
- Family Health Fair
- United for Kids Community Advocate Program
- UNP Heartland Apartment Advocacy Program
- Encourage parent involvement in the classrooms through meetings and activities

A key component to all of the above mentioned activities is the hiring and placement of Family Involvement Assistants in all SLCS D schools. These assistants are funded through a variety of sources including Title 1, private grants and awards and district funds. The purpose of these assistants is to facilitate families to secure information about their child's school, assist in the removal barriers to full participation in school including coordinating with a variety of external agencies and organizations to secure goods and services, welcome and encourage greater parent participation in school activities, assist in securing parent volunteers for school activities and events and to prepare and distribute communication to parents regarding school events. Over the next year, the Family Involvement Assistants will refine their role to be more focused on the academic success of students with a central focus on facilitating parents to become partners and supporters in the education of their children.

Communicating with Parents

Although cultural and language differences, coupled with lack of knowledge about community resources, present serious challenges for many students and families in the SLCS D, the survey found 79 percent of the respondents would like to receive information through school flyers sent home with students, through school newsletters or mailed home in various languages. Because there are 82 languages spoken in our district it is impossible to provide translations to parents in all languages. Most communications for parents are prepared in Spanish as well as English and many documents are prepared in other languages as well. The most common languages for which translations are made include Spanish, Tongan, Vietnamese, and Bosnian, and we attempt to provide translations where 12 or more parents speak a particular language. When manageable, we will find an advocate to assist these parents with understanding the academic standards and accountability issues identified in NCLB. Schools may request interpreters to be available for site

activities such as parent-teacher conferences. In addition to newsletters and flyers, we have created an NCLB pamphlet for parents that will be mailed to all parents or guardians of students attending SLCSO schools and will be posted on the SLCSO website.

SLCSO plans numerous parent activities throughout the year including SEP/SEOP conferences, Open Houses, parent-teacher conferences, and parent/student activity nights. Title 1 schools convene an annual meeting to inform parents about their school's participation in Title 1 and explain parents' rights and responsibilities to be involved in the school and in school planning.

SLCSO schools each publish a newsletter. Most are sent out to parents on a monthly basis and are often supported through the PTA. Newsletters inform families about school activities and events and often share instructional hints with parents to enable them to help their students with learning at home. Many SLCSO schools have their own webpage with specific information about parent resources, school activities, policies, calendars, etc.

Each school also produces a handbook that is distributed annually with topics such as discipline policies, calendars, annual notifications, rights and responsibilities, special services, volunteerism, fees and fee waivers, grading and graduation requirements. Handbooks are translated.

K-6 Curriculum brochures are given to parents and are available on the district website describing instructional goals for each subject area by grade level. They are printed in English and Spanish. Open disclosures are provided by secondary classroom teachers to address curriculum, textbooks, grading and classroom requirements.

Parents as Partners in Education

SLCSO has operated under the concept of Shared Governance since the early 1970's to promote the involvement of parents and community in schools. Policies formalize the involvement of parents in schools and on district committees. All SLCSO schools have two parent groups, PTAs/PTOs and School Community Councils, which assist each school and involve parents in the education of their children. School Community Councils meet at least monthly to provide a forum for parents and the community to participate in governance, decision making, problem solving, as well as gathering and giving information. They give input and/or make decisions regarding their child's learning environment, the school's improvement plan, academic programs, the Student/ Parent/ School Compact, and professional development for teachers.

Measuring Impact

Initiated by the Eccles/Annenberg Challenge Grant, the SLCSO has continued its commitment to data driven decision making. Efforts have included collecting data, providing training for administrators and teachers to interpret the data and incorporating longitudinal data for long term analysis. With a data base of over 1,000 variables, SLCSO is able to measure the impact of parental involvement on student achievement. One of the most significant undertakings to measure this impact was recently completed by expanding the current data collection process to include tracking adult participation and achievement via a unique individual adult ID

number. SLCSDD personnel have designed the database to generate information on which to base strategic decisions regarding programs. This database will not only provide evidence about the number and background of students and adults served, it will connect specific services to individual student and adult outcomes, as well as attitudinal data. This data collection system has been enhanced to include adult participation and achievement. In other words, district personnel will assess the specific effects of various strategies and interventions on multiple outcomes, e.g., grades, attendance, behavior, connectedness to school, adult high school completion, adult ESL proficiency, etc. Parents participating in programs outlined in our goals will be linked to their specific child via the adult and student ID numbers, which allows for Hierarchical Linear Modeling (HLM). All results can be disaggregated by school and participant background variables.

Including Parents in Planning and Development

We have, and will continue to, explore some additional opportunities and programs to promote parental and community understanding of, and participation in schools. Our intent is to involve parents with us in this exploration of programs and services through meetings and/ or focus groups. To date we have worked on exploring these opportunities with the following agencies/organizations:

- Salt lake City Mayor's Office, Division of Youth and Family Services for the purpose of developing a parent center in an easy access, high traffic area of the city within the Salt Lake City School District.
- Utah State University for the purposes of creating Masters of Library Science internships to assist with extending hours for libraries and computer labs within our schools.
- Large businesses that employ our parents for the purpose of :
 - o Developing computer literacy labs at the workplace
 - o Providing parents an opportunity at the workplace to partner with an education advocate to assist them in understanding their student's academic and progress data.
- University of Utah Health Science Department for the purpose of creating a partnering effort to build capacity in our staff with the cultural sensitivity program they have implemented in their department.
- Executive Director of the National Community of Caring and the Salt lake City Mayor's Office for the purpose of establishing Salt Lake City School District and Salt Lake City as a partnered "Community of Caring".
- Utah College of Applied Technology for the purpose of:
 - o developing job readiness training in easy access, high traffic area within the city
 - o offering courses and certification programs making participants more qualified and marketable
 - o collaborating to involve Salt Lake County and workforce services

We are currently gathering a comprehensive list of all community resources available to families that would be compiled by a partnering community group and be made available to all schools and other agencies/organizations within the city. This compilation of community resources will be available electronically. We are determining if this information can be hot linked on the district website.

Technology and Parents

SLCSDD's webpage is linked to various resources to provide parents with information

about the district and to share information to support them in their endeavors to learn more about education for their children. Through the website, parents can access school scores and compare results across the district, as well as various types of school information.

SLCSD implemented ESIS, a data reporting system which makes it possible for teachers and parents to access individual test results for their students. At this time, parents of students in our middle and high schools can access information about student grades, schedules and attendance through ESIS.

To assist parents in learning how to use or to have access to the Internet, several school media centers and computer labs remain open and accessible through community education programs. Parents have been provided an ID number that allows them to access ESIS from their work, community libraries or other places that might be more convenient to them.

Notification of School Improvement and Supplemental Services

In 2002, SLCSD had two schools on formal School Improvement status for Title 1. For each of these schools, letters were mailed to the homes of each student and, in the case of Glendale, to the homes of incoming sixth graders. Letters were sent in over 16 languages. Parents were invited to attend a meeting at each of the two schools to gain a better understanding of the federal requirements, to hear more about the school's scores and their efforts for improvement, and to have questions answered. The choice to have their student attend two other schools not identified for improvement was offered, along with transportation. With the letter, parents were given a postcard to reply to the district to indicate their preference for their student to attend the neighborhood school or to select one of the other two school choices.

If parents returned a postcard indicating they would like their student to attend one of the other two schools, they received a letter indicating the request had been received and giving them information regarding transportation arrangements. They were also encouraged to contact the new school. Finally, a list of students participating in school choice was provided to the school selected so that principals could contact students and send registration materials.

Both schools have since made adequate yearly progress, so students are no longer being transported to other schools. Parents of students who preferred to remain at the choice school are now responsible for transportation of their children.

SLCSD has no schools identified as in need of improvement. In the event that additional schools are identified, the process outlined above will be implemented to ensure full parent access to information and opportunity to provide input.

Identifying Home Languages

The home language of students is identified at the time a student registers. The district registration form has a box where parents can indicate which language is the primary language spoken at home and the students dominate language. Secretaries then enter this information into our district data-base system, so that we have a listing of all students and their primary language.

Salt Lake District has trained an assessment team to give the Idea Proficiency Test (IPT) and UALPA. Annual administration of the UALPA occurs during the window designated by the USOE from January to May. The assessment teams administer tests within 30 days of enrollment of students who are new to our district to help identify those students who need alternative language services. After the testing, information about students and their language proficiency results are entered into the district data-base system. The Alternative Language Services Department then works with each school to provide appropriate language instruction for the students who qualify for services.

Parents of any LEP child selected for participation in alternative language instruction, are informed by letter of the reasons their child is identified as LEP and why placement in a language instruction educational program is recommended. Parents are also informed about the child's level of English proficiency, how this level was assessed, and the status of their child's academic achievement. Parents are told about the methods of instruction to be used in the program and how the program is expected to meet the educational strengths and needs of their child. Specific exit requirements for the program, including the expected rate of transition from the program into classrooms not tailored for LEP children are explained, and parent are told of their right to immediately have their LEP child "opt out" of the language instruction program.

Disciplinary Actions

New and continuing students and their parents are provided with student registration packets that include handbooks outlining school and district disciplinary plans and policies. The packets contain information on school-wide discipline management plans, classroom rules. School handbooks clearly state prohibited behaviors and actions, illegal possession of illegal substances, or distribution and sale by students. Communication channels and distributed information regarding in-school and outside activities that impact students in harmful or negative ways are presented to parents during various school functions, conferences and during other parent/school settings. Parents are informed of disciplinary actions taken against their student. They are made aware of their due process rights. Parents are also provided with resources and interventions for appropriate behavioral actions by their local school administrators, counselors, or district level officials. If parents are interested in the appeal/grievance procedures, this information is made available to them. District protocol clearly states the responsibilities of students, teachers, and administrators in maintaining a safe classroom environment. The SLCSO website also makes district policies available to parents, including disciplinary policies and procedures. Translations and interpreters are made available.

Private Schools

Annually, private schools in the city are provided a list of district resources at their disposal through the SLCSO. Private schools receive funding for their Peer Leadership Teams and other activities from the district SDFS grant. Administrators refer students and parents to the "Insight" program for Drug and Alcohol violations or Anger Management. Schools received district resources to address bullying and violence interventions and to promote healthy family lifestyles. Crisis Response Teams are also available upon request.

Full and Appropriate Integration of Technology

Following a review of access to and use of technology, describe the LEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of educators to integrate technology effectively into curricula, instruction, and assessment.

As responses to this section are prepared, the LEA should consider the following:

1. How will the LEA ensure that educators, parents, and students, particularly those in high-need schools, have increased access to classroom-based materials and resources, including networks, hardware, software, and other materials that support the Core Curriculum?
2. How will the LEA use technology to provide, support and supplement instruction in Core Curriculum areas?
3. How will the LEA use technology to provide, support and supplement English language acquisition?
4. How will the LEA improve student technology literacy?
5. Describe how the LEA uses technology to deliver professional development?
6. How will the LEA deliver sustained, intensive, high-quality professional development for teachers, principals, administrators, and library media personnel to further the effective use of technology in the classroom and library media center?
7. How will the LEA use electronic networks and other innovative methods, such as distance learning, to provide access to specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions?
8. How will the LEA acquire, improve, maintain, and provide technical support for the educational technology infrastructure to expand student and teacher access to technology?
9. How will technology be distributed and used to support online assessment?
10. How will the LEA use technology to increase communication between educators, parents, and students?
11. How will the LEA use technology to enable all students to meet Core Curriculum standards including the use of assistive technology and other specialized technology?
12. How will the LEA assess the effectiveness of their efforts in improving access to and use of educational technology by students and teachers in support of academic achievement?
13. Describe how programs will be developed in collaboration with adult literacy service providers.

Full and Appropriate Integration of Technology Narrative:

Same as last year? Yes

New Narrative: 6. Full and Appropriate Integration of Technology

Salt Lake City School District has an approved five year technology plan based on the ISTE model that guides technology integration into the curriculum and a professional development program based on the eMINTS National Center model that inspires educators to use instructional strategies powered by technology. (The eMINTS National Center is a collaborative program developed by the University of Missouri, Missouri Department of Elementary and Secondary Education and the Missouri Department of Higher Education.)

The Instructional Technology Department has a curriculum integration lab and offers numerous workshops for K-12 educators. The following course titles are samples of the workshops available in the lab or out in schools; Digital Stories Using Movie Maker & Photo Story, eMINTS4All, eMINTS-4-Utah, Library Media Academy, Geospatial Discovery: GIS & GPS in the Classroom, Community Mapping Institute, Creating Curriculum Teacher Pages using MyEdesk, Publisher in the Classroom, WebQuests are "Where It's At", INTEL Teach to the Future, ITC- Integrating Technology into the Classroom, and PowerPoint in the Classroom.

Salt Lake City School District has a staff of three instructional technology

facilitators/trainers. They are all highly qualified educators who have excelled at integrating technology into the curricula. They work with schools and teachers providing professional development that focuses on an instructional model which changes how teachers teach and students learn. The facilitators emphasize instructional strategies and are available to coach, model teach and mentor classroom educators on technology integration and how to support the core curriculum using technology. With the high quality of professional development being provided to our educators, the teachers are seeing the advantage of integrating technology into their classrooms. Because of this systemic change, our students are being taught technology literacy that has given them the opportunity to also see the value and uses of technology. This is an ever changing process as new technology is developed, but with sustained professional development for our educators our students are keeping up with new technologies.

Each of our schools is equipped with a minimum of one computer lab and a teacher workstation. Our educators and students have network logins that allow access to Pioneer Electronic Library, Utah Education Network (UEN) Resources, MyEDesk, UTIPS, Microsoft Office Suite, GIS Software, GPS Activities, Novelist, PLATO and Lightspan Edutest software. These resources allow our educators and students to have electronic material that supports the core curriculum. In addition, the students who have signed an Acceptable Use agreement have access to Internet resources. There is also a variety of supplemental software at our sites. Educators are trained in the use of this software and how to integrate it into their curriculum to provide additional support to students in core curriculum areas. Ellis software is used with English language learners to provide additional practice in learning and understanding the English language. In addition, if students have specialized needs, assistive technology is provided so that they can use all of the technology available in the school.

Salt Lake City School District has also received a NCLB competitive grant. This grant is following a researched-based model developed in Missouri. The model, eMINTS-4-Utah, is designed to change the way teachers teach and students learn. State-of-the-art technological equipment is a key component in the model. There is a 1:2 ratio of computers to students in each eMINTS-4-Utah classroom. The students work cooperatively and use the technology as a way to gain, master and present information. Classroom design is very different, forcing a change in teaching behavior to a more constructivist approach.

We have completed a two year evaluation of the first round of eMINTS-4-Utah program in Salt Lake City School District using CRT scores. Data analysis of language arts, math and science scores show that students in eMINTS classrooms outperform students not in eMINTS classrooms in the same school. This two-year data collection period has allowed for a longitudinal analysis of both teacher development and student performance. The evaluation of this program will help guide Salt Lake City School District in future decisions relating to technology and its implementation in our schools. Because of the success of the eMINTS program, the District is implementing a subset of eMINTS professional development called eMINTS4All. This model includes 80 contact hours over a two-year period and a ratio of 1:4 computers in the classroom.

Special Education uses technology to increase efficiency, accuracy and compliance. Teachers are implementing a web-based IEP management system called Goalview, which interacts with our student information data base so that demographic data

needed for completing forms is already in place. Student files are saved electronically so information needed on various forms does not have to be duplicated. Files can be transferred electronically as students move to new schools. A variety of reports are available indicating upcoming deadlines, files that are missing information, etc. In addition, a bank of goals and objectives is in place that is tied to the Core Curriculum. The Goalview system helps focus IEP goals specifically on core standards, facilitates tracking of student progress toward their goals and improves communication with parents.

The networks in Salt Lake City School District are state of the art which allows educators, students and parents excellent computer access. The district networks are supported by a highly trained staff of technicians. They provide onsite service to our schools as well as having the ability to remotely repair and correct network and software issues. The technicians are continually receiving professional development to keep them up-to-date on the newest technologies. They provide excellent support to the district and each school site.

System of Support for Schools

Recognizing the LEA's responsibility to support schools in the LEA, describe the LEA system of support for ensuring that all schools meet the academic content and student achievement standards, including how the LEA will provide assistance to low-performing schools.

As responses to this section are prepared, the LEA should consider the following:

1. How will the LEA monitor and provide professional development and technical assistance to schools to help them implement their programs and meet the LEA's performance goals and objectives?
2. Describe how the LEA will provide support to schools to identify and implement effective instructional programs and practices based on scientific research.
3. How will the LEA help Title I schools to make plan for and implement effective schoolwide programs? Describe specific steps the LEA will take to modify or eliminate fiscal and accounting barriers so that schools can easily consolidate federal, LEA, and local funds for schoolwide programs.
4. Describe how the LEA will assist schools in analyzing and using student performance data.
5. Describe the process by which the LEA will use student performance data to reallocate resources (time, people, and money) to meet identified needs.
6. How does the LEA provide professional development for data-entry personnel to ensure that data submissions are accurate and consistent with established protocol?
7. Does the LEA have an established process for your school staff in dealing with data collection questions and issues?
8. How does the LEA document that teachers understand test procedures, adhere to test procedures and know what is ethical and not ethical regarding test preparation?
9. How many times and in what manner does the LEA train school staff on test administration and organization of test materials?
10. How did the LEA develop and distribute the LEA's test security plan?
11. How does the LEA train school administrators and teachers to:
 - * Understand Core CRT results?
 - * Compare standardized test results to classroom assessments (i.e., are they converging and what are the areas of strength and areas of weaknesses)?
 - * Analyze data and utilize data to make instructional choices and decisions.
12. How does the LEA prepare educators to evaluate instructional practices based on assessment results?
13. How does the LEA prepare educators to evaluate multiple years of test results to view patterns of growth, success and needs?
14. How does the LEA prepare educators to align instruction to the State Core Curriculum?
15. How does the LEA prepare educators to understand meaningful disaggregated group differences in performance, and how to focus instruction accordingly?
16. How will the LEA assist educators to effectively identify students who may be at risk for

reading failure or who are having difficulty reading, through the use of screening, diagnostic and classroom-based instructional reading assessments?

17. How will the LEA support the local schools in implementing a comprehensive Safe and Drug-Free Schools Program.

18. How will the LEA provide support to programs and educators working with eligible private students?

System of Support for Schools Narrative:

Same as last year? Yes

New Narrative: 7. System of Support for Schools

SLCSD has built a system of support for all schools to ensure students meet academic content and student achievement standards. SLCSD is one of the most diverse districts in Utah, highly impacted by poverty and diverse languages. A majority of elementary schools in this district are Title I, and are greatly affected by multiple risk factors for children.

Five general categories undergird the district's support system for all schools: Collecting, managing, analyzing, and reporting data about student achievement; connecting data to classroom instruction; professional development related to curriculum, assessment, and the Utah State Core; comprehensive Safe and Drug-Free Schools programs; and continuous improvement planning.

Collecting, Managing, Analyzing, and Reporting Data about Student Achievement

SLCSD is one of the most advanced districts in the state in being able to manage, disaggregate, and analyze data in order to support students' instruction. For the last several years we have focused increasing resources on data management and reporting in order to emphasize and improve student achievement.

Our on-going emphasis on data analysis and evaluation is expanding in the following ways:

- Teacher specialists in assessment—the addition of two teacher assessment specialists who are training to work directly with schools across the district. Their purpose is to build more capacity within each school to study data in order to identify and implement effective instructional programs and practices, based on scientific research.
- Increased administrative support for assessment—the merging of assessment and strategic planning under the direction of the Associate Superintendent of Learning Services. This plan is to increase the district and schools' ability to study and reflect on results of student achievement and performance in order to support progress in learning for each person in our system.
- Analysis of data to address needs of groups of students with differing achievement patterns—combining the work of assessment, curriculum, instruction, and professional development to build a cohesive, interconnected response to the needs of individuals and groups within our school system. This is reflected in our reorganization which centers around using data to gain information about and support student learning. Our plan is to build flexible task groups to better serve the needs of students and schools. We expect this new flexibility and focus will maximize opportunities to connect services across various district departments to meet student needs and improve learning.
- Collecting Data—using diverse resources to get more data and understanding about data into the hands of teachers. Our current training for teachers in administration and security of state core assessments follows state guidelines and

uses USOE resources, e.g. learning how to read and interpret hard copies of student, class, school, and district data; instructional meetings and state academies; and state data resources. We have also implemented the following supports for collecting, organizing and analyzing data:

1. Tracking individual student scores on different levels of standardized testing. We have been able to track students and look at the gain scores in order to see individual and group progress.
2. Analyzing disaggregated test scores to look at progress of various groups of students.
3. Maintaining a rich level of student data that follows students over their school career and goes back at least five years for analysis and reporting.
4. Analyzing test items for instructional purposes. We have built descriptions of the ways standards and objectives from the state core are assessed on the CRTs in order to help teachers adjust instruction.
5. Supervising logistics of testing—the assessment department directly controls the dispersal and in-take of tests and testing materials. In addition we have each school designate a testing coordinator who is trained in the aspects of helping teachers administer, direct and return state and district tests.

Connecting Data to Classroom Instruction

Eight years ago, when our district began disaggregating data for different sub-groups, we discovered huge achievement gaps. We understood that our population was dramatically shifting, including more children who lived in poverty, more children who were ethnic minorities, and more children who did not speak English as a native language. We also saw the need to shift our practices if we were to prepare this diverse population to lead productive lives in our community. We began extensive, district-wide training for administrators and teachers, using the following guiding principles:

- the core belief that all children can grow and learn and we provide opportunities for them to do so
- the importance of using data about the results of students' demonstrations of knowledge to influence what goes on in classrooms
- the need to use data from diverse assessments, including state-mandated normed tests and CRTs as well as performance assessments evaluating student work against a rubric
- the importance of addressing the skills and abilities outlined in the state core
- the need to strengthen the ability of teachers to build good classroom assessments

Our technical system for tracking records, where test scores are transferred electronically from the USOE to the district or are entered directly by data processing personnel, has allowed us to build a system where we have kept student scores over several years. Our Information Systems Department regularly schedules meetings to train and support secretaries who enter "student and school data" in schools. We have centralized entering test scores on all district assessments, including English language acquisition tests in order to ensure accurate counts and data.

For the last several years we have focused increasing resources in data management and reporting in order to emphasize and improve student achievement. We have included academic and content goals as well as general habits of mind to help build students who are contributing members of society. We have benefited from the expertise of our Research and Evaluation department in showing schools how to:

- read and interpret test results, including disaggregated scores
- statistically determine “real growth” or change from one test to another
- value tests for what they tell us about how children are learning the skills outlined in the core as well as how to supplement test scores with other kinds of assessment

In order to ensure standardization of test administration, we require that every faculty train annually on test procedures, using the videos and documents from the USOE. We also have trained “testing coordinators” from each school to handle the logistics and questions that arise at each school with district and state tests. In addition, we print a booklet each year detailing regulations, procedures, and materials needed for spring CRTs.

Professional Development Related to Curriculum, Assessment, and the Utah State Core

- Coaches: SLCS D has an extraordinary core of knowledgeable people concerned with professional development. Using Title I, Title II, and K-3 Reading Achievement Program funding, we have a number of teachers who serve either as math, literacy, or science coaches within our schools. Their charge is to support teachers in building instructional capacity through embedded professional development in classrooms during the regular school day. These coaches also design and facilitate professional development opportunities for teachers during school, after school and during the summer. At these professional developmental sessions, teachers learn about researched effective practices, collaborate and plan with other colleagues, and study student work. In addition, coaches facilitate data and follow up sessions where teachers, working in grade level groups, analyze multiple data sources, determine instructional needs, and select targeted students for additional instruction.
- Lab Classrooms - A number of classrooms across the district have been developed as lab classes where other teachers may visit and see researched effective practices and materials being used with students. Teachers in lab classrooms received specialized training in literacy or mathematics to enable them to support the development of other teachers.
- Curriculum Mapping: For the last few years, teams of people in curriculum and professional development have worked with individual faculties to increase knowledge of the state core and build curriculum maps to help guide instruction. This effort continues including the vertical articulation of curriculum, in order to assure more effective instruction for students over time, and the development of pacing maps.
- Assessment Training: Teams and individuals within the curriculum, assessment, and professional development departments work with faculties to improve classroom assessment and instruction, guided by the state core. We provide a variety of venues where teachers can gain more expertise in this area, especially in the use of Edutest, UTIPS, and test preparation for students. During the school year 2005 – 06 the assessment framework in literacy was strengthened by a district wide implementation of screening and benchmarking. The literacy assessment framework now reflects screening, diagnosing, benchmarking/progress monitoring, and outcome measures.
 1. Literacy Summer Institutes – Training shows teachers how to use reading assessments to inform instruction.
 2. Subject area committees and groups - Teachers in language arts, math, and science, work on various committees and teams to provide district-wide support and

alignment on the state core and core assessments in different content areas.

3. On-site study and planning groups - School administrators across the district provide time for study and planning within their faculties. Some principals hire substitutes or modify the use of faculty meetings to focus on student achievement.

4. UBSCT Support - Strategic support is provided for teachers in language arts and mathematics to assist in their efforts to help students be successful on the UBSCT. Information sessions, data sessions, and support in classrooms by coaches will ensure more students successfully pass the UBSCT.

Comprehensive Safe and Drug-Free Schools Programs

The Safe and Drug Free Schools program under the umbrella of the Student Services Department advocates for school cultures that emphasize strong leadership and offer school-wide learning environments that are safe and conducive to student growth. We provide the following services:

- Trained counselors who serve as Prevention Specialists in each elementary school to facilitate prevention education curriculum and related healthy life skills instruction to prevent alcohol, tobacco and other drug use (ATOD's). Safe and caring school climates are also promoted. Violence prevention is a major emphasis of the SDFS program grant. Secondary counselors provide support services, counseling, interventions and curriculum to students through the Comprehensive Guidance and Counseling Model.
- Supportive crisis counseling services to students, teachers, staff, and administrators at all Salt Lake City School District sites and private schools as requested.
- Support for Peer Court functions (i.e. student trainings) and school site leaders.
- District resources and materials that address bullying, violence, drug and alcohol prevention, anti-harassment, safe schools, anger management, and gang prevention programs to schools.
- Leadership training and support to Peer Leadership Teams (6th – 12th grades).
- Safe School hearings and interventions to support administrators, students and parents surrounding safe school violations.
- District-wide truancy intervention program that follows Board policy, state law and NCLB requirements to ensure that students attend school. District social workers provide court liaison services, pre-court hearings, and mediation services.

Continuous Improvement Planning

Through our Eccles/Annenberg Challenge grant, schools initiated a continuous cycle of school improvement planning with student achievement and closing achievement gaps as the central focal points. In 2004, the district went through a strategic process to develop a Student Achievement Plan through 2009. This plan has 8 essential elements, and schools align their annual school achievement plans with them.

- Profile: Using data, surveys, focus groups, community input, and collaborative discussions, each school developed a profile describing its demographics, student achievement, culture, needs and accomplishments.
- School Improvement Plans: Specific action plans with measurable goals are developed to increase the academic performance of students through professional development designed to improve the quality of instruction in classrooms in

response to student assessment data. As a result, data-driven decision making, increased collaboration, new approaches to professional development, focus on student work, and embracing accountability for student achievement have increased.

- **Reallocation of Resources:** Time, money, people and space are altered to serve the mission of improving student achievement. Schools discontinue unproductive practices from the past and replace them with efficient, research- and data-based approaches discovered through the improvement process.
- **Reporting on Student Achievement:** The school team analyzes student performance and test results for the whole school and for disaggregated groups of students. They identify what worked, what did not work, which groups of students are underperforming and why, and create action plans for remaining or newly identified concerns. This cycle of ongoing improvement continues year after year.

Evaluation Plan

Describe the strategies the LEA will use to determine whether schools are making satisfactory progress in meeting student achievement goals. In doing so, the LEA should also describe how they will reward excellence and design interventions for schools that are not making sufficient progress.

As responses to this section are prepared, the LEA should consider the following:

1. Describe the continuous improvement process the LEA will use to make revisions to the LEA plan. How will the LEA use student academic achievement, teacher quality, and other outcome indicators to determine what revisions are needed to the local plan?
2. How will the LEA ensure that the goals and evaluations of programs funded through discretionary or competitive grants are aligned with the achievement goals set forth in the consolidated Student Achievement Plan?
3. How will the LEA evaluate educator effectiveness with regard to student achievement?
4. How will the LEA evaluate the effectiveness of supplemental educational services, including those required as part of Title I school program improvement or other supplemental services designed to improve student academic achievement?
5. How will the LEA ensure full implementation of the Uniform Management Information and Reporting System (UMIRS)? Which agency or agencies will be responsible for implementing the UMIRS? Provide a timeline for implementing the UMIRS requirements, as well as preliminary plans for collecting required information. Describe how information collected through this system will be made available to key decision makers and how the information will be used to make programmatic decisions.

Evaluation Plan Narrative:

Same as last year? Yes

New Narrative: 8. Evaluation Plan

Salt Lake City School District's continuous improvement process will utilize a Program Planning and Evaluation Cycle (see the figure below). This cycle entails three ongoing steps. In stage one, school leaders involve stakeholders in the planning of educational programs. Programs are selected and implemented based on targeted areas identified for improvement. Areas of improvement are prioritized based on empirical data. During this stage, goals are developed with clear benchmarks by which the attainment of them will be assessed. In addition, action steps to achieve the established goals, how resources will be used to implement the program, roles and responsibilities, and timelines for completion are established.

In stage two, stakeholders help structure ways of collecting information about how the program is working. Those implementing or impacted by the program monitor how the practices planned are actually influencing students and others. Formative assessment is conducted to determine if the program is producing the stated desired outcomes as well as leading to any unintended consequences.

The third phase involves continuation planning. Based on what has been learned in stage two regarding the effectiveness of current practices, decisions are made regarding changes. Possible decisions are to continue with the program as is, make alterations to enhance effectiveness, or disband the program altogether.

In summary, stages one through three are continually interrelated. The cycle encapsulates the process of reflecting on what school programs should be implemented and the rationale for them, monitoring how well they lead to intended outcomes, and continually improving implementation based on data collected.

(See complete CUSAP on district website for model - does not download here.)

Alignment of Student Achievement Goals with Discretionary and Competitive Grants

Some of the district programs included with the grant-based and discretionary monies are Reading First, CSR, ELP, CELL/ExLL, SFA, and LFA. Since the overall goal is to increase student achievement, these programs align with the Consolidated Student Achievement Plan in various ways. Support team members work collaboratively to monitor and ensure student achievement. They identify needs through their work as Math/Literacy coaches and Data Specialists, using Online Benchmarking tests provided through Lightspan® Edutest.

Educator Effectiveness with Regard to Student Achievement

Salt Lake City School District Collaborative Assessment Program (E-CAP) is a teacher evaluation system designed to promote educational excellence, including student achievement. E-CAP recognizes quality performance, promotes professional growth and improves student learning. It places teachers at the center of the process by requiring them to provide evidence of quality work. The system calls for collaboration between educators aimed at providing quality education for all students.

The evaluation process includes teacher data sources which provide teachers with an opportunity to make data-driven decisions to enhance student achievement. Teachers are encouraged to use a variety of data sources that are connected to the Four Domains of Teaching Responsibility. The focus of the framework is to describe quality teaching, because we know it directly impacts student learning.

Domain I: Planning and Preparation
Domain II: The Classroom Environment
Domain III: Instruction
Domain IV: Professional Responsibilities

Data sources teachers may use to show evidence of increased student learning and achievement could include but are not limited to:

Documentation and Analysis of Student Learning and Assessment Practices. This data source includes a portfolio entry in which a teacher presents assessment of student work and its implication for instructional practice. It is intended to be an opportunity for a teacher to present a sampling of her/his ability to foster learning in students. It is not an encyclopedic record of all the learning that can be attributed to the teacher. The purpose is to show a teacher's understanding and use of formal

and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Learning from Student Work. This data source is a portfolio entry that provides teachers with an opportunity to show how examining student work, in collaboration with colleagues, can affect student learning and achievement. The format includes a reflective practice of examining student work with groups of colleagues (sometimes called Collaborative Learning Communities) with various options for using specific protocols.

Documentation of Preparation for Differentiated Instruction. This data source is a portfolio that will allow educators to demonstrate an ability to differentiate instruction for students in the classroom. The true art and science of teaching, therefore, is revealed through the ability to adapt instruction to accommodate all students' needs identified through formative and summative assessments, observation, assignments, and learning experiences.

Effective Supplemental Services

The SLCSD's ability to identify and code individual programs, interventions, and students with a unique identification number allows for specific, targeted evaluation of the effectiveness of supplemental programs within our district. Our data sources also allow us to view a student over time in a number of settings such as tutoring, after school programs, targeted booster groups, fine arts, sports, and various programs at individual school sites.

A recent evaluation of the Learning Plus after school program showed that benefits of the program fell into three categories; academic, social, and interpersonal. Learning Plus increased student learning attributed to more individualized instruction for students and higher homework completion rates. Parents, especially those from linguistically diverse and lower educational backgrounds, reported that these programs assisted with homework. In addition, parents noted increased educational opportunities provided through Learning Plus. Improved social outcomes were also noted. Positive relationships between/among students, students to teachers, and students to other adults, as well as more positive attitudes toward school were reported. Reported intrapersonal outcomes included higher levels of self-esteem and a greater sense of belonging to a group of positive peers. Adults reported that students developed improved decision-making skills and an enhanced ability to stay focused on positive goals.

Implementation of Uniform Management Information and Reporting System

The SLCSD's Learning Services Department provides implementation of uniform reporting of data through several sources. There are three teacher specialists assigned to the position of research and evaluation specialist. Their primary responsibility is to enhance data-driven decision making in SLCSD by working with schools, principals, and individual educators. This could include planning and delivering sessions with teacher and principals regarding interpretation and use of assessment data to improve teaching and learning, and analyzing school and district assessment results. They also collaborate with the Professional Development Department regarding a new district coaching model which includes data-driven decision making, curriculum mapping, study groups around best practices, and looking at student work.

Another source of information includes Edutest, an educational software package that is a web-based data management tool designed specifically for K-12 education. It provides a means by which teachers and administrators within our district can analyze school and classroom data in meaningful ways and make informed decisions regarding instruction and assessment. It utilizes the volumes of data that SLCSO now has at its disposal. Edutest provides comprehensive data management solutions for education that enables schools to assess student achievement, focus on results, and extend the scope of education beyond the brick and mortar of educational institutions.

APPENDICES FOR TITLE I

Appendix A Title 1 Program Plan

Title 1 programs serve the highest poverty schools for the purpose of helping all students meet high standards of performance. All Salt Lake City School District Title 1 schools have completed school-wide plans. Title 1 school eligibility is based upon eligibility for free school meals data gathered from parents. The State makes the summary information available for each school in the district, and schools are placed in rank order from highest poverty to lowest based on free-lunch information prior to being considered for Title 1 status.

Students identified as homeless qualify for Title 1 services whether or not they attend a Title 1 school. Funds are set aside to support these students to assist them in succeeding in school.

Private schools located within the SLCSO's boundaries who indicate interest in Title 1 participate on the same basis as district schools and receive per-pupil allocations based on the standards listed above. These schools may only participate as targeted-assistance schools and must focus their Title 1 resources on students identified as being eligible for services. Eligibility is determined based on the eligibility of the child's district home school.

Salt Lake City School District, following state requirements, has developed a consolidated plan. Title 1 program elements have been included throughout the plan within the appropriate sections. The following pages encompass the District's Title 1 Plan and additional program requirements for SLCSO schools.

A. Annual Needs Assessment and School Plans

Title 1 schools utilize a variety of assessments as well as assessment strategies and methods to monitor student progress. Some of the basic tests/assessments administered in all Title 1 schools include:

- End-of-level state Criterion Referenced Tests (CRTs) in reading, mathematics, and science
- Iowa Test of Basic Skills (grades 3, 5, 8, 11)
- Idea Proficiency Tests (K-12 for English Language Learners)
- Utah Alternative Language Proficiency Assessment (K-12 for English Language Learners)
- Kindergarten Readiness (pre-post)
- Pre-K Readiness (pre-post)

- Assorted reading assessments (DIBELS, DRA, SRI, BRI, etc.)
- Edu-test assessments for Language Arts and Mathematics
- Published assessments for varied programs – including textbook series

The District's Assessment Department provides data to schools and assists schools in their analysis of reports. Students in all schools are expected to meet or exceed the defined proficiency standards for each assessment or, in the case of CRTs to reduce the number of students scoring below proficiency levels by 10 percent annually. Title 1 schools that do not make Adequate Yearly Progress, receive additional guidance and technical support from the Title 1 and Curriculum Departments to assist them in their efforts toward improvement and the development of annual progress goals. As required by NCLB, schools that do not make adequate progress follow the required processes for improvement as outlined in the law.

All Title 1 schools must complete a comprehensive needs assessment based on student achievement information in relation to the state Core curriculum and end-of-year Criterion Referenced Tests (CRTs) annually. Schools must analyze their data thoroughly reviewing the progress of all students and individual subgroups and develop goals for the following year based upon the needs identified through the data. Schools are also expected to develop goals based on needs identified at the district level. School goals must reflect state Core standards and include strategies to ensure students make acceptable academic achievement annually.

SLCSD requires schools submit annual goals for the next school year in June to the Board of Education. If, after reviewing the data from the end-of-year assessments the goals developed do not align with student achievement results, Title 1 schools must make adjustments or revisions to their annual School Improvement Plans to address identified gaps in student learning achievement. All SLCSD Departments coordinate services to assist schools in their efforts to improve and to help students meet the high standards of educational excellence established for Utah schools.

B. Use of Schoolwide Instructional Strategies

In striving to meet established goals, Title 1 schools are expected to provide opportunities for all children to meet or exceed the State's levels for proficiency annually on CRTs. Schools should endeavor to provide an enriched and accelerated curriculum and to meet the additional educational needs of historically underserved populations, and instruction should be designed to address the needs of all children in the school including the needs of children of target subgroup populations in any school program.

Teachers in Title 1 schools are expected to use effective methods and instructional strategies based on sound educational research to address the needs of all children in the school. All teachers should provide high quality instruction in their classrooms using research based effective instructional strategies to help each individual student learn the material taught. Curriculum for core courses is outlined in the Utah State Core Curriculum, and end-of-year CRTs are aligned with the Core. Teachers should use strategies appropriate for their student population and vary it for individual needs using flexible groupings. They should focus on desired student learning outcomes using common performance descriptors and data to inform and revise their instruction. Monitoring and assessing student development and work throughout the year is an important complex task. Teachers are expected to use a

variety of assessment practices to monitor student learning using formal and informal assessments and to study the results of all assessments to determine what additional help and support may be needed. They should provide interventions to ensure that students experiencing difficulty in mastering the State's standards occur in an effective, timely manner.

C. Instruction by highly qualified professional staff.

Teachers and paraprofessionals are expected to meet the federal NCLB requirements for highly qualified. Teachers are expected to be licensed and properly endorsed in the appropriate content areas, and paraprofessionals are expected to meet minimum NCLB requirements, except in the case of non-instructional personnel including clerical positions, Parent Involvement Assistants, and translators. SLCSO provides both financial and academic support for teachers and paraprofessionals who need to take additional coursework or pass a test to be highly qualified. New teachers and paraprofessionals being hired into Title 1 schools are expected to meet NCLB highly qualified requirements prior to hiring.

Appendix B

Title 1 School Expectations

1. Teacher Quality
 - a. licensed, endorsed, Highly Qualified
 - b. appropriate content preparation as defined by USOE with additional endorsement in ESL within 3 years
 - c. highly qualified paraprofessionals
2. Instructional Strategies
 - a. curriculum mapping – alignment to Core and CRT blueprints and selected instructional materials
 - b. collaboration among staff (grade levels and/or departments)
 - c. explicit instruction (stated objectives, definition of skill, application, modeling, practice)
 - d. ample opportunities for student practice with feedback
 - e. research-based strategies appropriate for student population, varied for individual needs with flexible groupings
 - f. focus on desired student learning outcomes using common performance descriptors and data to inform and revise instruction
 - g. appropriate instructional materials in sufficient amount aligned with the Core curriculum
3. Professional Development
 - a. driven by disaggregated data and student achievement plans
 - b. observable classroom support for implementation (peer coaching; mentoring; observation with feedback; follow-up – i.e.. study groups, action research, professional dialogue, review of student work)
 - c. provided over time with support and mentoring during implementation
 - d. includes instruction on Core curriculum, student achievement and specific needs of the student population
 - e. involvement of all staff members in a way that addresses their range of skills and abilities
 - f. delivered by highly qualified professionals
4. Student Intervention

- a. screening and diagnostic assessments used to determine needs
 - b. common performance indicators
 - c. designed intervention plan directly aligned to individual student's diagnosed needs delivered both during and beyond the regular school day and calendar
 - d. ample instruction and practice
 - e. provided by highly qualified educators
 - f. in addition to, not in place of, regular classroom instruction
 - g. appropriate for all students' needs, student progress monitored and measured regularly
5. Technology
- a. utilized to diagnose, prescribe, provide intervention, and track progress
 - b. utilized for continual monitoring of student performance specific to the Core
 - c. multi-media technology tools utilized to support instruction
6. Resource Allocation
- a. resources allocated to support school-wide improvement
 - b. time (staff, volunteers, students, parents)
 - (1) instruction capitalizes on student learning time
 - (2) school day arranged to optimize availability of instructional time
 - (3) provision for collaboration time
 - c. funds (combined resources for school-wide improvement)
 - (1) multiple and appropriate data used for all funding decisions
 - (2) expended in accordance with requirements of funding sources
 - (3) adjustments made to meet changing student needs
 - d. people (alignment of educator skills with student needs)
 - (1) staffing based on student need in accordance of school-wide improvement plan
 - (2) most qualified teachers assigned to students with greatest need
 - e. space
 - (1) classroom assignments made to accommodate student academic need
 - f. programs (during, before and after school, and summer)
 - (1) all directly impact student achievement
 - (2) need precedes program identification and selection
 - (3) selection base on scientific research
 - (4) elimination of those not supporting school improvement plan or not impacting student achievement positively
 - (5) data collected to analyze impact of program on school achievement
 - (6) formalized coordination among all programs
7. Principal instructional leadership and internal support
- a. guides and monitors all aspects of improvement plan
 - b. atmosphere of involvement
 - c. defines direction and monitors implementation of school-wide plan
 - d. observes levels of implementation regularly each week
 - e. knows curriculum well, understands and recognizes best practices, attends professional development sessions
 - f. observes in all classrooms at least 2 times per year
 - g. utilizes a clear method to assist teachers unable or unwilling to implement school-wide improvement plan
8. School Policies and Procedures
- a. in direct support of the school improvement plan

- b. ensure minimal disruptions to instructional time
9. District Support
- a. assigned district liaison to school
 - b. support for smooth student transitions (level to level, including pre-k to kindergarten and 6th to 7th grade)
 - c. provides technology support
10. Parent Involvement
- a. communication in a variety of ways (notes, newsletters, phone calls, home visits, electronic, etc. in a language parents can understand)
 - b. specific and timely information about student achievement, school calendars, policies, goals, and school activities
 - c. information about daily classroom schedules (reading, math times – importance of attendance, etc.)
 - d. information about training and resources which allow parents to be active participants in learning
 - e. information about teacher qualifications when requested
 - f. information to parents when students are assigned to a long-term substitute who is not highly qualified
11. Evaluation
- a. formalized systematic, on-going process for collecting formative and summative data
 - b. technical support provided
 - c. data collected regularly on measurable student achievement
 - d. level of professional development implementation measured
 - e. data disaggregated
 - f. school improvement plan adjusted after beginning of year, if need be, based on data

D. Professional Development

Title 1 schools must devote sufficient resources to professional development that supports the use of effective methods and instructional strategies based on scientific research to meet the needs of low achieving students and to improve student achievement. Funds also may be used to support teachers and paraprofessionals in their efforts to meet the NCLB requirements to be “highly qualified.”

Site-based professional development should be driven by data and student achievement needs. Teachers should be involved in decisions about the professional development opportunities provided for staff. Professional development must be offered over a period of time and should include feedback to participants on their efforts as well as classroom support for implementation. One-shot workshops or conferences are not acceptable forms of professional development. The expectation is to see changes in classroom instruction.

When a Title 1 school does not make AYP, they are required to use an amount equal to ten percent of their annual Title 1 allocation for professional development that supports efforts to ensure all students score proficiently on CRTs the following year.

Schools align their professional development opportunities with their annual School Improvement Plan goals, and district support is provided to assist schools in their efforts to improve teachers’ knowledge and skills. District Mathematics, Literacy,

and Science Coaches support school goals. They also offer workshops on scientific, research-based strategies and provide follow-up coaching and mentoring in classrooms with teachers to ensure the strategies are implemented and used effectively with students. District coaches receive professional development in content strategies as well as coaching and facilitating to further their skills as teacher leaders in their fields.

E. Parent/Family Involvement

Parent and family involvement in schools is necessary to ensure students continue learning and achieving. Title 1 schools are expected to communicate regularly with parents in a variety of ways (notes, newsletters, phone calls, home visits, electronic, etc.) and in a manner parents can understand. Schools should provide specific and timely information about student achievement to parents and keep them posted about school activities. Parents should also be familiar with strategies and programs used in the school to allow them to be active participants in their children's learning. When possible, parents themselves should be provided with opportunities to increase their own learning. Title 1 schools should support parents who need English as a Second Language assistance or literacy support.

Title 1 schools are required to have an annual meeting early in the year to inform parents that the school is a Title 1 school and what that means. This may be done at an annual "Back to School" meeting or at a special meeting scheduled just for this purpose. Additionally, schools should include information about Title 1 in a school newsletter. Title 1 schools should communicate information to parents in many formats and at varied times. Parents should be encouraged to participate in parent leadership meetings such as with the PTA and School Community Councils and to be involved in decision-making opportunities at the site.

Parents of students attending Title 1 schools must be notified at an annual meeting or in a newsletter that they have the right to request and receive information about staff qualifications. Schools are required to have a listing of staff, both professional and paraprofessional, and their qualifications available in the office for parents who request a copy. The list must be up-dated annually. Title 1 schools also must notify parents in writing any time a student is assigned to or is taught for four or more consecutive weeks by a teacher who does not meet the NCLB requirements to be "highly qualified."

Title 1 schools are required to spend an amount equal to one percent of their total Title 1 allocation for parent involvement activities. These activities should lead to parents being more involved in the academic success of students. Schools should keep track of all parent involvement activities. To assist families, school-based Family Involvement Assistants work to develop a bridge for parents with the school and local assistance agencies. Family Involvement Assistants help parents access needed services, ensure students have necessary learning materials, and assist with parent-student activity evenings.

All Title 1 schools have a Parent Compact. The compact must be reviewed annually with the School Community Council and revised with parent input. A copy of each school's compact should be shared with all parents in the community.

F. Pre-Kindergarten and Transition Strategies

A district-supported pre-kindergarten program ensures that all Title 1 schools provide both morning and afternoon half-day sessions on-site. Pre-K staff meet

NCLB “highly qualified” requirements and are supported in their efforts to provide high quality learning experiences with regular on-going, embedded professional development. The focus of the Pre-K program is literacy and numeracy readiness and follows the standards established for early childhood education both at the national and at the state level. Instructors and paraprofessionals work with children to prepare them to be ready for and successful in kindergarten.

Title 1 schools are expected to establish practices for assisting Pre-K and other preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

Transition strategies should also be developed for students as they transition from elementary school to middle school and from middle school to high school. It is important to support students and to ensure they are comfortable moving into the next educational level and that they do not lose academic achievement opportunities.

G. Involvement in School Decisions

Salt Lake District operates under the philosophy of Shared Governance. Under Shared Governance, district personnel and members of the community join to share in a decision-making process to affect the welfare of students and education in all Salt Lake District schools. It is based on the philosophy that education is a responsibility of the community, and the community should be actively involved in exercising that responsibility.

All SLCSO schools must establish a School Improvement Council (SIC) with membership comprised of the faculty, staff, and administration as representatives to be actively involved in the decision-making process for orderly and professional means of improving the educational program and conditions within the school. The SIC makes recommendations to the entire staff regarding the selection and implementation of procedures, programs, and assessments to be used in the school, and decisions are ratified by the staff.

SLCSO schools also elect a School Community Council (SCC) with membership comprised of faculty, staff, administration, and parent representatives. SCCs have the responsibility of developing and approving annual School Improvement Plans, School Land-Trust Plans, School Compacts, and other things as established by the State and the Salt Lake Board of Education. Schools usually also have a PTA, PTO, or PTSA providing more opportunities for community members to be involved in the school.

H. Effective, Timely Interventions for Students

Salt Lake District has a four-tiered plan for improving student achievement. The first tier involves placing students with effective highly qualified classroom teachers during the regular school day. The first tier is based upon the belief that improving student achievement is a primary responsibility of teachers in their own classrooms. Yet, if a student is still not making adequate progress in language arts and mathematics, additional support for the student is available through the second tier. Second tier intervention support includes a wide array of opportunities for students who need additional learning support and are provided in addition to, not in place of, regular classroom instruction. Title 1 schools are expected to increase the amount and quality of learning time available for students who need additional instructional time to meet proficiency levels by providing tier two interventions before-and/or

after-school and in summer school programs.

Tier three support is available for the small percentage of students who need further interventions and help in order to make adequate yearly progress. Instruction in tier three is generally delivered by a special education teacher or another educator with highly specialized skills. Tier four is only available to those Title 1 schools which do not have enough students making adequate yearly progress three or more years in a row. This intervention tier involves the category of "supplemental services" for Title 1 schools.

I. Additional Expectations for Title 1 Schools

As all SLCS D Title 1 schools are school-wide and utilize their resources in a manner that supports school-wide improvement. Though coordinated in purpose, funds are expected to be accounted for by source. All District Departments have the responsibility of collaborating to assist schools in their efforts for improved student achievement. Funds are budgeted to assist schools with services and to provide support to their efforts.

In Title 1 schools, schedules and the school day are arranged to optimize the availability of instructional time, and classroom instruction should capitalize on student learning time. Staffs should collaborate and work together for the improvement of student achievement with coordination among all programs. District programs support schools and work within the schedules developed by the schools.

Principals guide and monitor all aspects of the school-wide plans and support an atmosphere of involvement. The principal should monitor implementation of programs and observe regularly in classrooms to ensure the curriculum and effective instructional practices are being used. Principals should participate with staff in professional development sessions to be able to support teachers in their efforts to provide a high quality educational program for all students. He/she should evaluate teachers and assist those who may need additional help or support in order to provide instruction which will support students in scoring proficiently on CRTs. Principals are provided with support from District Departments and given assistance to help them become effective instructional leaders.

The District is expected to support schools with the implementation of their school improvement plans. Title 1 principals work directly with the Title 1 Director to ensure proper adherence to all federal guidelines. If a school does not make adequate yearly progress, an Intervention Team is developed. The Intervention Team is provided as part of the technical assistance required of the Local Education Agency (LEA) for schools who do not make adequate yearly progress based upon CRTs. The Intervention Team is comprised of district/central office members selected by the Title 1 Director and school-based members selected by the principal. The work of the Intervention Team is primarily one of assisting schools with their school improvement process focusing on student learning and achievement to aid the school in getting out of Program Improvement.

A well-functioning Intervention Team encourages a culture of collaboration among school staff and central office staff as the school focuses on improvement efforts in the school. Teams review and adjust the school plan based on student needs as noted in student achievement data. The Team also assists with guiding the implementation of the plan, benchmarking schools progress toward meeting the plan's goals, selecting/developing appropriate professional development, and

facilitating a culture of continuous and collaborative reflection, learning, and improvement.

Evaluation of the Title 1 program and student progress is an on-going process. Data is collected regularly on measurable student achievement, and School Improvement Plans should be adjusted, as necessary, to better meet student needs. Title 1 is meant to assist the lowest achieving students in the highest poverty schools to meet high standards of performance. Educators in highly successful Title 1 schools expect high academic achievement from every child. When an entire school is involved, schools serving the most disadvantaged youth can achieve success.

Appendix C SLCSD Plan for Student Intervention Support

Salt Lake District has a four-tiered plan for improving student achievement.

Tier One

The first tier involves placing students with effective highly qualified classroom teachers during the regular school day. This begins with the goal of having all teachers certificated and endorsed at the level and in the areas they are assigned to teach. Federal funds are available to assist teachers in their endeavors as they strive to become "highly qualified" under the law. However, certification and endorsements do not necessarily ensure that a teacher has the knowledge and skills to provide instruction that will lead to high student achievement, so additional opportunities for professional development are provided to assist teachers in their efforts.

The first tier is based upon the belief that improving student achievement is a primary responsibility of teachers in their own classrooms. Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and often what students do with their learning. Effective teachers truly believe that all students can learn. They believe they must know their students as well as their subject/content curriculum. They know the Core, and they understand their obligation to prepare students to be successful on the CRTs. They understand that students learn differently and at different rates. Through differentiation of instruction, effective teachers assist students' learning of curriculum at a level and at an appropriate rate.

The goal is to enable all students to be successful in each course in which they enroll. All teachers should provide high quality instruction in their classrooms using research based effective instructional strategies to help each individual student learn the material taught. Curriculum for core courses is outlined in the Utah State Core Curriculum. For some courses, students are required to take and pass at proficiency a Criterion Referenced Test (CRT). Whether a course has a CRT or not, teachers should strive to provide high quality instruction for the purpose of ensuring each student successfully learns the necessary material.

To support and enable teachers to provide high quality learning daily, professional development is provided. As per federal legislation, "professional development activities must be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom." Teachers have the opportunity to take university

courses, attend professional development sessions or conferences, participate in collaborative meetings with other professionals, visit model classrooms, and receive help and support within their own rooms from coaches and mentors. All teachers have the opportunity to participate and to request further help and support so that they may meet the learning needs of their students.

We believe that most students will make adequate progress under the direction of a highly qualified, highly motivated, interested, and engaged teacher. However, for varied reasons, some students need additional educational assistance beyond that which even the most effective teacher can provide.

Tier Two

Monitoring and assessing student development and work is a complex task. Effective teachers use a variety of assessment practices to monitor student learning, including formal and informal assessments. They study the results to determine and diagnose what additional help and support may be needed. In some cases, a teacher may decide to augment services within the classroom, solicit volunteers or peer tutors to help, ask parents to be more involved, or assign additional practice opportunities for homework. Yet, if a student is not making adequate progress, additional assessment is necessary to determine whether the student needs to participate in the second tier of Salt Lake's support services plan. The second tier of support includes a wide array of intervention opportunities for students who need additional learning support.

The type of intervention and the number of interventions are determined by the classroom teacher based upon the individual student and their needs as determined by personal data gained from student test results, attendance records, diagnosed learning needs, and other assessment data available. Teachers ascertain the intervention needed along with methods and strategies that will be most effective for helping individual students meet the requirements for adequate yearly progress.

The teacher may need to involve others or to create additional opportunities for learning. Support may be provided by the classroom teacher, other teachers, paraprofessionals, computerized education programs, peer-tutors, volunteers, and even with additional help provided by parents at home. Intervention may occur during the regular school day, before or after school, or during the summer. Some students may receive more than one opportunity for second level intervention support. Often a school-based team will review student progress and make recommendations for the amount and types of intervention that may be most appropriate for individual students.

For some students, the best method may be providing intervention help during the regular language arts or math time. Resource teachers, ESL teachers, and "highly qualified – trained paraprofessionals" may provide additional attention, support, and immediate feedback to some students, and that may be all they need to succeed. Classroom teachers, themselves, may provide additional instructional time individually or in small groups to help students master specific skills enabling them to make the progress required. Paraprofessionals, tutors, and volunteers may also pull students to the back of the classroom or out of the room to provide additional practice opportunities for students. Some identified students who receive additional learning support in classrooms may also need to be "pulled out" of the classroom to another learning area to receive specialized instruction on specific areas of need. Instruction for these students may be delivered by an educator with highly

specialized skills from areas such as Reading Recovery, Bilingual or English as Second Language services, or by trained reading or math specialists.

Salt Lake District offers opportunities for students to learn in extended day programs. All Title 1 schools offer both after-school and summer school programs free of charge to students. Most non Title 1 schools also offer extended day programs and summer school on a fee basis as well. At least one hour of academic help and support is provided in all district after-school programs. Most also offer arts and crafts, physical activities, and other creative ventures during a second hour. Students who have been given adequate help and support during the regular school day but fail to make adequate progress are strongly urged or required to attend after-school or summer school programs. Teachers work with parents to help them understand the impact of continued lack of progress by their student.

Principals work with the Community Education, Title 1, and Curriculum Departments to design the extended academic program offered at each site. Schools are highly encouraged to use a program or model similar to but slightly different than the program used during the regular school day to provide some variety for students. Schools also are encouraged to use a technology component. Academic classes are taught by certified, trained educators.

The additional opportunities provided to students through Tier Two intervention support is expected to ensure that most struggling student's learning needs will be met enabling them to make adequate yearly progress. However, for varied reasons, some students still need additional educational assistance beyond the additional interventions offered, and they may need the additional services provided in the third tier.

Tier Three

Tier three support is available for the small percentage of students who need further interventions and help in order to make adequate yearly progress. Need is based on diagnostic assessment and requires extensive progress monitoring. Instruction in tier three is generally delivered by a special education teacher or another educator with highly specialized skills. Identified students receive additional learning support in classrooms and may also be "pulled out" of the classroom to another learning area to receive specialized instructional time for specific areas of need.

Tier Four (Title 1 schools option only) "Prime Time Academy"

If a SLCS D Title 1 school does not have enough students making adequate yearly progress for three years in a row, the fourth tier for student intervention will be implemented at that site. This intervention tier is required by federal law in the category of "supplemental services for Title 1 schools." Supplemental services are offered to students who qualify for them. Parents of qualifying students may select one of several options identified by the Utah State Office of Education.

In SLCS D's State Consolidated Plan, the Prime Time Academy is offered as one of the alternatives for parents of students who qualify for supplemental services. Prime Time Academy has been designed to meet the needs of the lowest achieving high poverty students. In the Academy, students are placed in teacher-led learning clusters according to skill level where they receive one-on-one and small-group instruction for one hour per day. They also practice their skills in a computerized support component for an additional half-hour per day. Adaptive strategies are provided for varied student needs, including those of special education students and

students with limited English proficiency. "Prime Time Academy" has been accepted as one of the options available to students qualifying for supplemental services.

Appendix D

Support for Title 1 Schools: Guidelines for Improvement and Intervention

First year after not making "adequate yearly progress" - Warning/Alert

When a school does not make "adequate yearly progress" the first time, they are placed on ALERT or WARNING status, and an Improvement Team, with members from the Central Office, will be identified by the Title 1 Director to work with a school site team throughout the year. Intervention Team members work together to assist the school throughout the year in ways that will help the school meet AYP when CRTs are given again. With support from district IT members, the following should occur:

1. The school should complete a needs assessment to serve as the basis for planning for student achievement improvement. The needs assessment should include such things as:
 - a. analysis of disaggregated scores from CRTs and other available assessments.
 - b. review of mission, goals, and school-wide plans (E/A, School land trust, etc.) to strengthen focus on student achievement.
 - c. review of instructional practices and programs used to see if they are research-based.
 - d. focus group discussions (teachers, students, parents) about areas for improvement.
 - e. review of the intervention/remediation opportunities provided for students with identified needs.
 - f. analysis of gaps between what is happening and what research says ought to be occurring (What Works in Low Achieving Schools, etc.)
2. The school improvement plan should be reviewed and updated to include information gleaned from the needs assessment process as well as school procedures to address areas of identified need.
3. The school should align professional development throughout the year with identified instructional needs.
4. Literacy and Math Coaches should align support to bolster student performance in identified areas.
5. Teachers should review their curriculum to ensure it is aligned with core standards, analyze the areas in which students scored lowest, and adjust curriculum and instruction to better meet student learning needs.
6. Teachers should formally identify students in their classes who scored below the acceptable benchmark on CRTs and/or district benchmark assessments and develop plans to provide additional support to those students.
7. Formative classroom assessments should be implemented on a regular, frequent basis to measure student progress toward mastery of Core standards and benchmarks.
8. Students identified as not making adequate yearly progress on CRTs may need to be provided additional learning opportunities beyond the regular school day to help them make adequate progress. Students scoring just under the proficiency level should be targeted.
9. The administrator should review teachers' intervention plans for improvement and monitoring of student progress regularly.
10. Teachers and/or the administrator may request additional help or technical assistance from the district.

At the conclusion of the school year after the new CRT scores are received, the Improvement Team will meet again to review student progress and to promote continuing improvement. If adequate yearly progress is made, the school's success should be celebrated.

Two years of not making "adequate yearly progress" - 1st year School Improvement

If a Title 1 school does not make "adequate yearly progress" for a second year, they are placed on formal School Improvement. The school must inform their community about the opportunity for students to transfer another school not identified for School Improvement. The Board defines the locations to be offered for choice, and parents are provided information about the transfer opportunity by letter. At least two schools must be offered. The district is responsible for providing transportation for students whose parents wish to exercise their choice option. All students attending the school must be provided the opportunity to transfer.

Within a month after being informed about School Improvement status, the Intervention Team, including members from the Central Office, the school site, and USOE, must begin work to oversee the development of a two-year intervention plan. The plan must be developed and approved not later than 90 days of being identified for School Improvement. The purpose of the plan is to improve the quality of teaching and learning in the school so that greater numbers of students achieve proficiency in core academic subjects. A timeline for implementation and strategies for measuring growth must be included. Short and long term measurable goals should be included in the plan along with such things as: recommendations for professional development, inclusion of coaching and mentoring, curriculum alignment, recommendations for program changes and strategies for increasing parent involvement to support student learning.

In addition to overseeing development of an improvement plan, the Team will complete a review of the disaggregated scores with staff. A list of students who will need additional help and support across areas in order to score at an acceptable proficiency level must be identified. These students will have priority for in-school tutoring, extended day services, summer school and other intervention or remediation opportunities. A school-wide focus on student achievement in the areas of language arts and mathematics will be developed.

The school must spend a dollar amount equal to 10% of one year's Title 1 allocation for the purpose of providing high quality professional development that directly addresses the academic achievement problem that caused the school to be identified for improvement and incorporates teacher mentoring activities. A coach will be assigned to work on-site with staff on a regular basis. The coach will observe teachers, provide mentoring and coaching, do model teaching, and help organize intervention support for identified students.

All staff should be included in professional development for the purpose of improving student achievement. Curriculum mapping and alignment should be done for areas of concern. Curriculum specialists may meet with teachers by grade level or in core curricular areas to analyze test results and to tightly align the curriculum to be taught with the Core. An instructional pacing plan should also be developed.

The Intervention Team is responsible for providing "technical assistance." The

Intervention Team will set up regular meetings to assess progress toward implementation of the plan and academic achievement. The Team will also schedule meetings with the entire staff to provide information and feedback. The Team is responsible for such activities as:

1. conducting a thorough needs assessment based upon an analysis of student achievement data and identified instructional needs.
2. developing a coherent, comprehensive two-year plan with measurable goals for the purpose of improving student achievement.
3. ensuring professional development during the year is aligned with identified needs. All staff members must be clearly aware of areas targeted for improvement and should provide cross-curricular connections and support in all classes.
4. implementing a consistent student assessment system which allows for regular measurement of student progress and/or data collection toward core standards and benchmarks that occurs at least 3 times during the school year.
5. identifying students not making adequate yearly progress on CRTs and/or other district benchmark assessments in order to provide additional learning opportunities to help them make adequate progress.
6. analyzing results from previous grade levels or feeder schools (if applicable) in relation to deficiencies noted by CRT results to identify specific areas for improvement. Transition strategies in support of improvement efforts should be implemented.
7. strengthening the alignment of in-school tutoring, extended-day services, summer school and other intervention opportunities for students to Core standards and objectives.
8. ensuring the school implements a process and strategies for increasing community awareness and parent involvement for the purpose of increasing student achievement. The process should include procedures for communicating on a regular basis with parents about the school's efforts toward improvement, student progress, and strategies that might be used at home to support learning.
9. meeting regularly with the school staff regarding progress on the plan, student achievement, and other issues.

At the conclusion of the year, the Team will meet after new CRT scores are received. If adequate yearly progress has been achieved, the plan will be reviewed and adjusted to ensure continuation of improvement for a second year. At that time, the Team will determine the level of technical support that should be maintained. If adequate progress is not made, the school moves into the 2nd year of School Improvement. Regardless of progress made, parents of students are offered the opportunity to transfer their student to another school not on School Improvement. It takes two successful years to be removed from School Improvement status.

Three years of not making "adequate yearly progress"- 2nd year School Improvement

If a Title 1 school again fails to make adequate yearly progress, the school continues to be identified for formal School Improvement. The school must again inform their community about the opportunity for students to transfer to another school not identified for School Improvement following the required procedures. Title 1 schools in their second year of School Improvement must also provide the opportunity, for an identified group of students remaining at the school, to receive "supplemental services." Parents of students identified for these services must be informed of the opportunity to receive, at district expense, supplemental educational services from a provider identified by the state.

Under the 2nd year of School Improvement, the “technical assistance” provided by the Intervention Team becomes more extensive and intensive. Within a month after CRT scores are received, a complete review of the disaggregated student CRT scores must be done with the staff. A list of students not making adequate progress on CRTs will be developed to identify those who will need additional help and support across areas. Intensive intervention/remediation strategies will be implemented to ensure identified students have priority for in-school tutoring, extended day services, and summer school. The focus on student achievement in language arts, and mathematics must be strengthened in every classroom. Regular review of student progress will be required, and intervention or remediation help will be provided. A rigorous plan for parent support to increase student learning will also be implemented.

The school again must spend a dollar amount equal to 10% of one year’s Title 1 allocation for the purpose of providing high quality professional development to directly address the academic achievement problem that caused the school to be identified for improvement. Professional development must incorporate teacher mentoring activities. During professional development days prior to the start of school, staff members, after reviewing data from the CRTs, will again map and align their curriculum. Curriculum specialists will meet with teachers by grade level or in Core curricular areas to ensure the curriculum to be taught is tightly aligned with the Core for student success on CRTs. An instructional pacing plan will be developed, and teachers will be expected to follow it closely. A coach/mentor will continue to work on-sight with staff on a regular basis to observe teachers, provide mentoring and coaching, do model teaching, and to help organize and strengthen intervention support for identified students who may need improvement. Members of the Intervention Team may also be involved in coaching/mentoring.

The Intervention Team will set up a monthly schedule to meet with the entire staff to ensure efforts for student achievement improvement remains a priority. The Team is responsible for such activities as:

1. reviewing and adjusting the school improvement plan with a stronger focus on student achievement in Core standards and benchmarks.
2. ensuring professional development during the year is aligned with identified needs.
3. identifying students not making adequate yearly progress on CRTs in order to provide additional learning opportunities to help them make adequate progress.
4. ensuring all staff members are aware of students identified for academic improvement and provide support to help them be successful learners.
5. ensuring staff is using student assessment information to drive instruction.
6. analyzing results from previous grade levels or feeder schools (if applicable) in relation to deficiencies noted by CRT results to identify specific areas for improvement. Transition strategies in support of improvement efforts should be implemented. With assistance from the Intervention Team, grade levels and feeder schools shall work to improve student results in identified areas.
7. ensuring instruction provided by in-school tutoring, extended-day services, summer school or other intervention is tightly aligned to essential Core standards and objectives.
8. implementing a strategic plan to increase community awareness and involvement for the purpose of improving student achievement. The plan should include procedures for communicating on a regular basis with parents about the school’s efforts toward improvement, student progress, and strategies that might be

used at home to support learning.

9. meeting monthly to review plan implementation progress, student achievement progress, and other concerns or issues.

At the conclusion of the year, the Team will meet after new CRT scores are received. If adequate yearly progress has been achieved, the plan will be reviewed and adjusted to ensure continuation of improvement for a second year. At that time, the Team will determine the level of technical support to be maintained. If adequate progress is not made, the school moves into the 3rd year of School Improvement, and Corrective Action will be implemented. Regardless of progress made,

- parents of all students are offered the opportunity to transfer their student to another school not on School Improvement, and
- parents of identified students remaining at the school are informed of the opportunity to receive, at district expense, supplemental educational services from a provider identified by the state.

It takes two successful years to be removed from School Improvement status.

Four years of not making "adequate yearly progress" – Corrective Action

If a school fails again to make adequate yearly progress, the school is placed on "Corrective Action" status. Specifics regarding schools that reach this point still need to be developed and adopted

Five years of not making "adequate yearly progress" – Planning for Restructuring
Specifics regarding schools that reach this point still need to be developed and adopted.

Six years of not making "adequate yearly progress" – Restructuring with Alternative Governance
Specifics regarding schools that reach this point still need to be developed and adopted.

CUSAP Section 05: Funds and Contacts for ESEA and State Programs

In general, an LEA may transfer up to 50 percent of each fiscal year's funds it receives by formula for these three Titles:

Title II, Part A (Improving Teacher Quality)

Title II, Part D (Educational Technology) Note: Transferring funds from this Title disqualifies an LEA for applying for competitive funds under this Title.

Title IV, Part A (Safe and Drug-Free Schools and Communities)

Title V, Part A (Innovative Programs)

under the following provisions:

Funds that an LEA transfers are subject to the rules and requirements of the programs to which the funds are transferred.

An LEA may transfer up to 50 percent of its allocation from, and to, each of the programs to which the transferability authority applies (see II-B-1). It may transfer funds into, but not from, its allocation under Part A of Title I.

An LEA identified for improvement under section 1116(c)(3) may transfer up to 30 percent of each fiscal year's funds it receives by formula under the provisions listed above.

An LEA identified for corrective action under 1116(c)(10) may not transfer any funds. Federal Guidance (Aug 2004)

<http://www.ed.gov/programs/transferability/finalsummary04.doc>

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

NOTE:

- Schools above 75% MUST be served with Title I
- Districts with schools in improvement MUST set-aside 20% for choice related transportation and supplemental services. However the funding sources does not have to come from Title I. Schools must also set-aside 10% of TITLE I funds for professional development. This set-aside must be evident in the district budget.
- Districts identified as in need of improvement must set-aside 10% of the district's TITLE I allocation for professional development. The school set-asides can be counted toward the district obligation.

Under the uniform provisions, local education agencies (LEAs) or other entities receiving federal financial assistance are required each year to make educational services available to eligible private school students and educational personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the areas served by the LEA. These educational services and other benefits must be comparable to the services and other benefits provided to public school students and educational personnel participating in the program and address their needs under the program. The services are to be provided in a timely manner. Private schools are not required to accept the educational services.

Contact Information for Title I Part A:	
Contact Name:	Laurie Lacy
Contact Phone:	578-8221
Contact E-Mail:	laurie.lacy@slc.k12.ut.us
Brief description of how Title I Basic funds will be used (specific activities, staffing, etc.)	Title I is a federally funded program designed to help children living in low-income areas meet the high academic standards desired for all children. Students receive help in reading and/or math through procedures that supplement, but not supplant, regular classroom instruction. A portion of the budget is retained at the district level to give direction to the district-wide aspects of Title I. Funds supports such things as; students identified as homeless, Pre-Kindergarten, Extended Day, and summer programs for Title I schools, teacher assistants, supplies for private schools, family involvement, and staff development

Title I Planning and Design Contacts for Non-Public Schools

Name of School	Type of Contact	Contact Date	Response
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Carden Memorial School	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Does not wish to participate in Title I during 2006-07 school year
Carmen Pingree	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Does not wish to participate in Title I during 2006-07 school year
Challenger Schools	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Does not wish to participate in Title I during 2006-07 school year
J.E. Cosgriff Memorial	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Does not wish to participate in Title I during 2006-07 school year
Judge Memorial Catholic High School	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Catholic Schools superintendency office represented Judge at 15-Sep-06 meeting; does not wish to participate in Title I during 2006-07 school year
Madeline Choir School	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Catholic Schools superintendency office represented Judge at 15-Sep-06 meeting; does not wish to participate in Title I during 2006-07 school year
McGillis School	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Wants to participate in Title II Part A and D, Title V Innovative Programs
Montessori Children's House	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Did not attend – materials mailed 22-Sep-06
Our Lady of Lourdes School	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Will meet with Title I Supervisor October, 2006 to develop plan
Realms of Inquiry	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Cannot attend meeting, will contact Title Supervisor at another time
Redeemer Lutheran	Letter regarding	1-Sep-2006	Did not attend –

School	15-Sep-2006 meeting		materials mailed 22-Sep-06
Rowland Hall-St. Marks	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Does not wish to participate in Title I during 2006-07 school year
SEPS Learning Center	Letter regarding 15-Sep-2006 meeting	1-Sep-2006	Wants to participate in Title II Part A and D, Title V Innovative Programs

Participation of Non-Public School Children in Title I:

Name of Non-public School	Number of Low Income Children (list by resident school)	Minimum Funding Requirement	Estimated number of Title I Participants
Our Lady of Lourdes	45	\$19,044	27

Contact Information for Title I Part B – Even Start

Contact Name:	
Contact Phone:	
Contact E-Mail:	

Contact for Title I Neglected and Delinquent

Contact Name:	James Andersen
Contact Phone:	578-8574
Contact E-Mail:	james.andersen@slc.k12.ut.us

Contact for Title I Part C - Migrant

Contact Name:	
Contact Phone:	
Contact E-Mail:	

Contact for Title I Migrant Consortium

Contact Name:	
Contact Phone:	
Contact E-Mail:	

Highly Impacted Schools

Contact Information for Highly Impacted Schools

Contact Name:	Laurie Lacy
Contact Phone:	578-8221
Contact E-Mail:	laurie.lacy@slc.k12.ut.us

Comprehensive School Reform

Contact Information for Comprehensive School Reform	
Contact Name:	Laurie Lacy
Contact Phone:	578-8221
Contact E-Mail:	laurie.lacy@slc.k12.ut.us

State Homeless and Disadvantaged Minority

Contact Information for State Homeless and Disadvantaged Minority Program	
Contact Name:	Laurie Lacy
Contact Phone:	578-8221
Contact E-Mail:	laurie.lacy@slc.k12.ut.us
Brief description of how state Homeless and Disadvantaged Minority funds will be used (specific activities, staffing, etc.)	Programs for secondary ESL students, a homeless liaison, and supplies to support services for homeless and disadvantaged students.

IDEA

Contact Information for IDEA Part B Section 611 – Flow Through	
Contact Name:	Randy Schelble
Contact Phone:	578-8483
Contact E-Mail:	randy.schelble@slc.k12.ut.us
Brief description of how IDEA - Special Education Flow Through funds will be used (specific activities, staffing, etc.)	Funds are used to supplement special education services in Salt Lake City School District. The FY 2007 Local Education Agency Application submitted to the USOE requested \$5,112,910. These funds will be used to salaries and benefits for assistants, materials and supplies for special education classrooms, professional and technical services to support special education programs, and mileage/travel expenses for itinerant staff.

Contact Information for IDEA Part B Section 619 – Special Education Preschool	
Contact Name:	Randy Schelble
Contact Phone:	578-8483
Contact E-Mail:	randy.schelble@slc.k12.ut.us
Brief description of how IDEA - Special Education Preschool funds will be used (specific activities, staffing, etc.)	Preschool funds are used to supplement the Pre-K programs for students with disabilities in Salt Lake City School District. The FY 2007 Local Education Agency Application submitted to the USOE requested \$173,034. These funds will be used for the salaries and benefits of special education preschool assistants, as well as materials and supplies for special education Pre-K programs throughout the district.

State Student Success Block Grant

Contact Information for Student Success Block Grant	
Contact Name:	Shauna Carl
Contact Phone:	578-8484
Contact E-Mail:	shauna.carl@slc.k12.ut.us
Brief description of how state Student Success funds will be used (specific activities, staffing, etc.)	Truancy interventions, elementary reading support, and the ALS program.

State Discretionary Block Grant

Contact Information for Discretionary Block Grant	
Contact Name:	Shauna Carl
Contact Phone:	578-8484
Contact E-Mail:	shauna.carl@slc.k12.ut.us
Brief description of how state Local Discretionary funds for these state funds will be used (specific activities, staffing, etc.)	Supports regular school program - salaries for teachers and principals, building utilities, educational technology, technology support in the schools, school nurses, and character education.

Title II, Part A - Teacher and Principal Training and Recruiting

NOTE: Title 2 funding must be targeted to schools within the jurisdiction of the LEA that

- have the lowest proportion of highly qualified teachers; or
- have the largest average class size; or
- are identified for school improvement.

Contact Information for Title II Part A:	
Contact Name:	Shauna Carl
Contact Phone:	578-8484
Contact E-Mail:	shauna.carl@slc.k12.ut.us
Brief description of how funds will be used for Title II, Part A activities (specific activities, staffing, etc.)	Funds to support professional development for teachers embedded in their classrooms through highly qualified, well-trained academic coaches. Supports 'lab' classrooms and a science teacher specialist. Funds assist teachers who need additional courses to meet the state or NCLB requirements to be highly qualified in reading, LA, or English. Funds support tuition, textbooks, course materials, test preparation, and fees for approved tests.

Title II Part A - Allowable Activities Checklist

Indicate, by checking all appropriate boxes, which of the allowable activities the LEA will support with Title II funds.

Title II Part A - Allowable Activities Checklist
<input checked="" type="checkbox"/> Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly-qualified teachers, including specialists in Core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly-qualified teachers, including specialists in Core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including —

providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —

in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

in schools in which there exists a shortage of highly qualified teachers;

Recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

Establishing programs that —

train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);

train and hire highly qualified teachers of special needs children, as well as teaching specialists in Core academic subjects who will provide increased individualized instruction to students;

recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.

Providing professional development activities —

that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning —

one or more of the Core academic subjects that the teachers teach; and

effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

that improves the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—

involve collaborative groups of teachers and administrators;

provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

provide training in methods of—

improving student behavior in the classroom; and

identifying early and appropriate interventions to help students described in clause (ii) learn;

provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and

provide training on how to understand and use data and assessments to improve classroom practice and student learning.

development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;

- Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide —
 - teacher mentoring from exemplary teachers, principals, or superintendents;
 - induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
 - incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- Carrying out programs and activities that are designed to improve the quality of the teacher force, such as —
 - innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, and consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
 - tenure reform;
 - merit pay programs; and
 - testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- Carrying out programs and activities related to exemplary teachers.

Title II Part A - Transferability option:

If invoking the transferability option for this Title, please list the Title/Program to which the funds are being transferred into and the percent (%) of the funds to be transferred.

Transfer from Title II Part A:	
Title receiving transferred funds:	Not invoking transfer option
Percentage to be transferred (up to 50%)	

State Teacher Quality Block Grant

Contact Information for State Teacher Quality Block Grant	
Contact Name:	Christelle Estrada
Contact Phone:	578-8253
Contact E-Mail:	christelle.estrada@slc.k12.ut.us
Brief description of how state Teacher Quality funds will be used (specific activities, staffing, etc.)	Six professional development days for teachers.

Professional Development Program

Contact Information for Professional Development Program	
Contact Name:	Christelle Estrada
Contact Phone:	578-8253
Contact E-Mail:	christelle.estrada@slc.k12.ut.us

Title II Part D – Enhancing Education through Technology

Note: A minimum of 25% of Title IID funds must be used for professional development.

Contact Information for Title II Part D:	
Contact Name:	Julie Atwood
Contact Phone:	578-8391
Contact E-Mail:	julie.atwood@slc.k12.ut.us
Brief description of how Title II, Part D formula funds will be used (specific activities, staffing, etc.)	Support additional eMINTS classrooms through professional development, training, mentoring, coaching, hardware, software and supplies.

Title II Part D - Transferability option:

If invoking the transferability option for this Title, please list the Title/Program to which the funds are being transferred into and the percent (%) of the funds to be transferred. Transferring funds from this Title disqualifies an otherwise qualified LEA for applying for competitive funds under this Title.

Transfer from Title II Part D:	
Title receiving transferred funds:	Not invoking transfer option
Percentage to be transferred (up to 50%)	

Title III Part A – English Language Acquisition

NOTE: Administrative expenses may not exceed 2% of the total amount available. For an LEA who qualifies for less than \$10,000 in this Title to access the funds, it must be part of a consortium with an LEA who qualifies for more than \$10,000 and is willing to be the fiscal agent for the combined funds.

Contact Information for Title III Part A:	
Contact Name:	Sandra Buendia
Contact Phone:	578-8414
Contact E-Mail:	sandra.buendia@slc.k12.ut.us
Brief description of how Title III funds will be used (specific activities, staffing, etc.) Note: No more than 2% of Title III funds may be used for program administration.	Support in schools for teachers' and paraprofessionals' salaries and benefits, supplies, and program materials.

Partnership Status for Title III Part A:	
We are in an LEA partnership with these funds.	No
We are the fiscal agent for this partnership.	N/A
If LEA is not eligible for a minimum award of \$10,000 and is forming a consortium with another LEA, identify all consortium partners.	

Title IV, Part A - Safe and Drug Free Schools

NOTE: Administrative expenses may not exceed 2% of the total amount available for federal funding of Title IV Part A.

Contact Information for Title IV Part A:	
Contact Name:	Pat Roberts
Contact Phone:	578-8202
Contact E-Mail:	pat.roberts@slc.k12.ut.us
Brief description of how funds will be used for Safe and Drug Free activities (specific activities, staffing, etc.)	.725 of the salary for the Safe School supervisor comes from this budget.
WAIVER – A local educational agency may apply to the State for a waiver of the requirement of subsection (a)(1)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success. Intend to apply for waiver?	No

Title IV – Allowable Activities Checklist
<p>AUTHORIZED ACTIVITIES – Each local educational agency, or consortium of agencies, that receives a subgrant under this subpart may use such funds to carry out activities that comply with the principles of effectiveness described in subsection (a) of the Title IV legislation. Select allowable activities from as the following:</p> <p><input checked="" type="checkbox"/> (A) Age appropriate and developmentally based activities that—</p> <p><input checked="" type="checkbox"/> (i) address the consequences of violence and the illegal use of drugs, as appropriate;</p> <p><input checked="" type="checkbox"/> (ii) promote a sense of individual responsibility;</p> <p><input checked="" type="checkbox"/> (iii) teach students that most people do not illegally use drugs;</p> <p><input checked="" type="checkbox"/> (iv) teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;</p> <p><input type="checkbox"/> (v) teach students about the dangers of emerging drugs;</p> <p><input type="checkbox"/> (vi) engage students in the learning process; and</p> <p><input type="checkbox"/> (vii) incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.</p> <p><input type="checkbox"/> (B) Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.</p> <p><input checked="" type="checkbox"/> (C) Dissemination of drug and violence prevention information to schools and the community.</p> <p><input checked="" type="checkbox"/> (D) Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.</p> <p><input checked="" type="checkbox"/> (E) Drug and violence prevention activities that may include the following:</p> <p><input type="checkbox"/> (i) Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.</p> <p><input type="checkbox"/> (ii) Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.</p> <p><input checked="" type="checkbox"/> (iii) Reporting criminal offenses committed on school property.</p> <p><input type="checkbox"/> (iv) Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.</p> <p><input type="checkbox"/> (v) Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.</p> <p><input type="checkbox"/> (vi) The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school.</p> <p><input type="checkbox"/> (vii) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment,</p>

and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.

- (viii) Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- (ix) Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.
- (x) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- (xi) Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.
- (xii) Drug and violence prevention activities designed to reduce truancy.
- (xiii) Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
- (xiv) Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects to so test or inspect.
- (xv) Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment.
- (xvi) Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local educational agency to any public or private elementary school or secondary school.
- (xvii) Developing and implementing character education programs, as a component of drug and violence prevention programs, that take into account the views of parents of the students for whom the program is intended and such students, such as a program described in subpart 3 of part D of title V.
- (xviii) Establishing and maintaining a school safety hotline.
- (xix) Community service, including community service performed by expelled students, and service-learning projects.
- (xx) Conducting a nationwide background check of each local educational agency employee, regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness—
 - (I) to be responsible for the safety or well-being of children;
 - (II) to serve in the particular capacity in which the employee or prospective employee is or will be employed; or
 - (III) to otherwise be employed by the local educational agency.
- (xxi) Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.
- (xxii) Programs that respond to the needs of students who are faced with domestic violence or child abuse.
- (F) The evaluation of any of the activities authorized under this subsection and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

Contact Information for State Substance Abuse Prevention

Contact Name:	Pat Roberts
Contact Phone:	578-8202
Contact E-Mail:	pat.roberts@slc.k12.ut.us
Brief description of how state Substance Abuse Prevention funds will be used (specific activities, staffing, etc.)	Partial salaries for the Safe School Supervisor, the Prevention Specialist, and a truancy specialist comes from this budget. Contract services for a Safe School Hearing Officer, Peer Court, and musical prevention presentations are also funded. Finally, this funding buys substitute time for district teachers attending Prevention Dimensions workshops.

Title IV Part A - Transferability option:

If invoking the transferability option for this Title, please list the Title/Program to which the funds are being transferred into and the percent (%) of the funds to be transferred.

Transfer from Title IV Part A:	
Title receiving transferred funds:	Not invoking transfer option
Percentage to be transferred (up to 50%)	

Contact Information for Title IV Part A (2) Community Service Grants	
Contact Name:	
Contact Phone:	
Contact E-Mail:	

Contact Information for Title IV Part B 21st Century Community Learning Centers	
Contact Name:	Mary Hancey
Contact Phone:	578-8480
Contact E-Mail:	mary.hancey@slc.k12.ut.us

Title V, Part A - Innovative Programs

Contact Information for Title V Part A:	
Contact Name:	Dorothy Cosgrove
Contact Phone:	578-8344
Contact E-Mail:	dorothy.cosgrove@slc.k12.ut.us
Brief description of how Title V funds will be used (specific activities, staffing, etc.)	Private schools, benefits for Chinese teacher, and supplies for teaching academy. Start-up funds, mentoring new teachers, planning committee work, and professional development for innovative programs.

Title V Part A - Transferability option:

If invoking the transferability option for this Title, please list the Title/Program to which the funds are being transferred into and the percent (%) of the funds to be transferred.

Transfer from Title V Part A:	
Title receiving transferred funds:	Not invoking transfer option

Percentage to be transferred (up to 50%)	

Title V - Allowable Activities Checklist

Indicate, by checking all appropriate boxes, which of the allowable activities the LEA will support with Title V funds.

Title V – Allowable Activities Checklist
<p>Programs to improve achievement in reading and math</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program. <input checked="" type="checkbox"/> School improvement programs or activities under sections 1116 and 1117. <input checked="" type="checkbox"/> Activities to promote, implement, or expand public school choice. <input checked="" type="checkbox"/> Programs to establish or enhance prekindergarten programs for children. <input checked="" type="checkbox"/> Programs to establish smaller learning communities. <input checked="" type="checkbox"/> Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement. <input checked="" type="checkbox"/> Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching. <input type="checkbox"/> Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels. <input type="checkbox"/> Supplemental educational services, as defined in section 1116(e). <p>Programs to improve or enhance teacher quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards. <input type="checkbox"/> Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved. <p>Programs to encourage safe and drug-free schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel. <input type="checkbox"/> School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students. <p>Programs to improve access for all students to a quality education</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school. <input checked="" type="checkbox"/> Programs to provide for the educational needs of gifted and talented children. <input checked="" type="checkbox"/> The planning, design, and initial implementation of charter schools. <input type="checkbox"/> Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.

- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.

Programs to improve literacy, early childhood and adult education

- Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.
- Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills including the basic principles involved with earning, spending, saving, and investing).

Programs to increase community service and involvement

- Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
- Initiatives to generate, maintain, and strengthen parental and community involvement.
- Service learning activities.

Programs to improve or expand health services

- Programs to hire and support school nurses.
- Programs for cardiopulmonary resuscitation (CPR) training in schools.

Programs to provide same-gender schools and classrooms (consistent with Department of Education guidance)

- Programs to provide same-gender schools and classrooms (consistent with applicable law).

CUSAP Section 06: Eligibility Worksheets

(See OnTrack's Task 3 to download eligibility spreadsheet and upload.)

CUSAP Section 07: Budget Worksheets

(See OnTrack's Task 3 to download budget spreadsheets and upload.)

CUSAP Section 08: Assurances

Assurance - Lobbying

LOBBYING

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

A. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instruction;

C. The undersigned shall require that the language of this certification is included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Lobbying Assurances

Yes, I do so certify.

No, I do not so certify.

Assurance - Debarment

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that it and its principals:

(1) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any Federal department or agency;

(2) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(3) Are not presently indicted for or otherwise criminally or civil charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(4) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Debarment Assurances

Yes, I do so certify.

No, I do not so certify.

If unable to comply, please explain:

Assurance - Drug Free

DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (2) Establishing an on-going drug-free awareness program to inform employees about:
 - (a) The dangers of drug abuse in the workplace;
 - (b) The grantee's policy of maintaining a drug-free workplace;
 - (c) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (3) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (4) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (a) Abide by the terms of the statement; and
 - (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position and title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office, Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;
- (6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-
 - (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of performance (Street address, city, country, state, zip code)

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office, Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Drug-free Assurances

Yes, I do so certify.

No, I do not so certify.

Optional – List Other Workplaces:

Assurance - State

Utah Assurance of Compliance with State Laws and Administrative Rule

1. The National motto "In God we trust" is displayed in one or more prominent places within each school building consistent with Section 53A-13-101.4(6).

2. The Pledge of Allegiance is recited at the beginning of the day in each elementary public school in the district and once a week at the beginning of a school day in each public secondary school in the district consistent with Section 53A-13-101.6.

3. Each local school board, in consultation with school personnel, parents, and school community councils or similar entities has established policies to provide for the effective implementation of a personalized student education plan (SEP) or student education/occupation plan (SEOP) for each student at the school site consistent with Section 53A-1a-106(2)(b).

4. The school district has developed a plan for the expenditure of Interventions for Student Success Block Grant monies that specify anticipated results, and the local school board has approved the plan for the expenditure of the block grant monies in an open public meeting before the monies are spent consistent with Section 53A-17a-123.5.

5. The local school board, in an open public meeting, has approved a plan to spend Quality Teaching Block Grant monies to implement the charter school or school district's comprehensive, long-term professional development plan consistent with Section 53A-17a-124.

6. The local school board has developed a policy on education association leave consistent with Section 53A-3-425 that includes procedures and controls to:

(a) ensure that the duties performed by employees on paid association leave directly benefit education within the school district;

(b) require the school district to document the use and approval of paid association leave;

(c) require school district supervision of employees on paid association leave;

(d) require the school district to account for the costs and expenses of paid association leave;

(e) ensure that during the hours of paid association leave a school district employee may not engage in political activity, including:

- (i) actively campaigning for candidates for public office in partisan and nonpartisan elections; and
 - (ii) fundraising for political organizations, political parties, or candidates;
 - (f) ensure that association leave is only paid out of school district funds when the paid association leave directly benefits education within the district; and
 - (g) require the reimbursement to the school district of the cost of paid association leave activities that do not provide a direct benefit to education within the school district.
7. Each public school within the district has established a community council consistent with Section 53A-1a-108, and the community council members have been advised of their responsibilities consistent with Sections 53A-1a-108 and 53A-1a-108.5, to include:
- (a) School LAND Trust Program
 - (b) Consolidated Student Achievement Plan
8. The local school board or charter school has provided the USOE with required Utah Performance Assessment System for Students (U-PASS) test results and used evaluations of the U-PASS test results to set goals and establish district and school programs.
9. The district or charter school does not make payroll deductions from the wages of its employees for political purposes consistent with Section 34-32-1.1(2) that provides that a public employee may not direct an employer to deduct monies from his wages and pay them to a registered political action committee, a fund as defined by Section 20A-11-1402, or any intermediary that contributes to a fund as defined in Section 20A-11-1402.
10. The local school board has implemented a training program for school administrators consistent with Section 53A-3-402(1)(f) that includes basic management training, best practices in instructional methods, budget training, staff management, managing for learning results and continuous improvement, and how to help every child achieve optimal learning in Core academics.
11. The local school board or charter school has an educator evaluation program developed by a joint committee including classroom teachers, parents and administrators consistent with Section 53A-10-103.
12. The local school board or charter school has established secondary credit requirements, which meet or exceed those established by the Utah State Board of Education.
13. The local school board, with input from district employees, parents and guardians of students, students, and the community at large, has adopted adopt conduct and discipline policies for the public schools consistent with UCA 53A-11-901
14. R277-400 - School Emergency Response Plans - Each local board of education shall adopt, maintain, and provide a copy to the USOE, its Emergency Preparedness and Emergency Response plans or a comprehensive plan that prepares and trains students and staff for natural disaster and school violence emergencies.
15. R277-407 - School Fees - A board of education shall provide, as part of any fee policy or schedule, for adequate waivers or other provisions in lieu of fee waivers to ensure that no student is denied the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee.
16. R277-437 - Student Enrollment Options - Prior to November 30 of each school year a local board shall announce policies describing procedures for students to follow in applying to attend schools other than their respective schools of residence, and designate which schools and programs will be available for open enrollment during the coming school year.

17. R277-607 - Truancy Prevention - Local school boards shall develop a truancy policy consistent with this rule and 53A-11-101 through 53A-11-105 and shall review the policy annually.
18. R277-608 - Prohibition of Corporal Punishment in Utah's Public Schools - A district policy shall incorporate a prohibition of corporal punishment, consistent with state law, and appropriate sanctions and appeal procedures for district employees disciplined under this rule and the corresponding state statute.
19. R277-609 - Standards for School District Discipline Plans - Each school district shall develop and implement a Board-approved comprehensive district plan for school discipline.
20. R277-611 - Medical Recommendations by School Personnel to Parents - Local school boards shall have a policy providing for training of appropriate school personnel on the provisions of this rule.
21. R277-615 - J-1 Visa Foreign Exchange Students - Each local board accepting a J-1 visa foreign exchange student shall adopt a written policy outlining and explaining high school graduation and diploma options for J-1 visa foreign exchange students.
22. R277-714 - Dissemination of Information About Juvenile Offenders - Each school district shall establish by policy, which staff members have authority to receive private information about students, depending upon the offense and the circumstances. This policy shall be approved by the local board of education and available to parents and students upon request.
23. 277-915 - Work-based Learning Programs for Interns - Each school district that has work-based learning programs that include assigning students to act as interns at off-campus sites or on-campus simulations shall establish a policy which provides procedures and criteria.
24. The local school board will ensure compliance with all other applicable Utah administrative rules.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

State Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - General NCLB

ASSURANCES FOR NO CHILD LEFT BEHIND

A. General and Cross-Cutting Assurances

The Local Education Agency assures that:

1. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities.
3. The public agency, nonprofit private agency, institution, organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;

- b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
- c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs.
- 5. The local education agency will cooperate in carrying out any evaluation of programs conducted by or for the Secretary or other Federal officials.
- 6. The LEA will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal and state funds paid to the LEA under each program.
- 7. The LEA will— a. Make reports to the State as necessary to enable the State to perform its duties under each program; b. Maintain records, provide information to the State, and afford access to the records as the State may find necessary to carry out its duties; and c. Afford a reasonable opportunity for public comment on the plan and consider comments.
- 8. Eligible schools of the local educational agency’s authority may obtain waivers on the school’s behalf under title IX and the Education Flexibility Partnership Act of 1999.
- 9. The application and any waiver request under section 4115(a) (3) will be available for public review after submission of the application.
- 10. The applicant agrees to keep records and provide information to the State or to the federal government as may be required for fiscal audit and program evaluation.
- 11. Funds under Title I will be used to increase the level of State; local and other non-Federal funds that would, in the absence of these funds, be made available for programs and activities authorized under this plan, and in no case supplant Federal, State local or non-Federal funds.
- 12. Federal funds will be used to supplement, and not supplant, state or other funds that would otherwise be available to carry out activities included in this Act.
- 13. The LEA will produce and disseminate an annual Report Card in accordance with section 1111(h)(1) and will ensure that schools that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- 14. The LEA will participate fully in Utah’s State Accountability System required by UPASS and S.B. 154 and will use results of program evaluations and student assessments to improve the quality of teaching and the academic achievement of students.
- 15. The LEA has contacted private nonprofit schools in their district to provide an opportunity for equitable participation in the planning, development, and services of programs funded under the NCLB Act.
- 16. The LEA has no policy that restricts Constitutionally-protected prayer.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

General NCLB Assurances

Yes, I do so certify.

No, I do not so certify.

Assurance - Title I Part A

Title I, Part A—Improving Basic Programs Operated by LEAs

The Local Education Agency assures that:

- 1. The LEA will, in consultation with teachers, principals, administrators (including administrators of programs described in other parts of Title I), and other appropriate school personnel, and with parents of children in schools served by Title I, assist

schools to provide additional educational assistance to students needing help to achieve State standards, including:

- a. The use of schoolwide programs;
 - b. Steps to ensure that both schoolwide program and targeted assisted program schools have highly qualified professional and paraprofessional staff (section 1111);
 - c. Ensuring that assessment results are used by LEAs, schools, and teachers to improve achievement (section 1111);
 - d. Use of curricula aligned with state standards (section 1111).
2. The LEA has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
 3. The LEA will fulfill school improvement responsibilities including corrective actions and restructuring requirements as outlined under paragraphs (7) and (8) of section 1116.
 4. The LEA will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of No Child Left Behind including:
 - a. Provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
 - b. Choice and options (section 1116);
 - c. Participation in State support system under section 1117; and
 - d. Ensuring that teacher and paraprofessional are highly qualified. (section 1116)
 5. The LEA will offer parents of children attending schools identified for program improvement, public school choice, which includes covering the cost of transportation, and giving priority for public school choice to students from low-income families.
 6. The LEA will provide parents of children attending a school identified for program improvement the opportunity to participate in supplemental educational services offered by an approved provider at LEA expense. Priority for supplemental services will be given to students from low-income families.
 7. The LEA will coordinate with other agencies that provide services to children, youth, and families to address factors that have significantly affected the achievement of students.
 8. The LEA will participate in State academic assessments of 4th and 8th grade reading and mathematics under NAEP if the Secretary pays the cost of administering assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments.
 9. The LEA will assist in identifying and implementing high-quality resources aligned with the State Core Curriculum and will disseminate resources to each local school with the LEA.
 10. Eligible schools and parents will be informed of schoolwide program authority and the ability of schools to consolidate funds from Federal, State, and local sources.
 11. The LEA will provide homeless children who do not attend participating schools, including providing educationally related support services comparable to those provided to children in shelters and other locations where children may live.
 12. Migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive services on the same basis as other children.
 13. Services are provided to eligible children attending private schools in accordance with section 1120, and timely and meaningful consultation has occurred with private school officials regarding services.

14. In the case of a LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that services comply with the performance standards established under section 641A(a) of the Head Start Act.
15. Timely notice will be given to parents of students who will be assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
16. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
17. Use the results of the student academic assessments and other measures or indicators available to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making adequate yearly progress as defined under the state accountability.
18. Use funds received under this part only in eligible school attendance areas. Title I District/School has read and will comply with these ESEA assurances.
19. The LEA ensures adequate maintenance of effort, comparability or services, and supplemental, not supplanting efforts through these funds.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title I, Part A Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - IDEA

PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997/2004

Assurances Regarding Implementation of the Requirements

For the purposes of implementing provisions of the Individuals with Disabilities Education Act Amendments of 1997, which amends the Individuals with Disabilities Education Act (the Act) the school district listed below assures that throughout the period of the grant award, all schools in the district will comply with all of the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 1997, including:

(1) Your district's submission of FY04 school district policies and procedures as part of the district's completed FY04 LEA Application under Part B of IDEA that are consistent with IDEA Amendments of 1997; and Utah State Board of Education Special Education Rules, as well as all of the eligibility requirements of Section 612 of the Act, as amended are on file. Your district's policies and procedures manual will remain in effect for the standard period of time outlined in the 1997 IDEA Amendment mentioned above as required through IDEA reauthorization.

(2) A grant award document for FY05 will not be sent to the district for either Part B, section 611 (school age) or section 619 (preschool 3-5) until receipt and approval of either the FY04 LEA Application, or the No Child Left Behind Consolidated Grant Application.

Expenditures cannot be charged to these FY06 funds until your districts receives the USOE grant award document.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

IDEA Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Title II Part A

Title II, Part A Preparing, Training, and Recruiting High Quality Teachers and Principals

The Local Education Agency assures that:

1. All educators assigned to professional positions in Utah public schools hold a Utah Professional Educator License Level 1, 2, 3 or a temporary license obtained through a State Board of Education approved Letter of Authorization.
2. Newly hired teachers and paraprofessionals in programs supported by Title I funds are qualified not later than the school year 2002—2003 and existing teachers and paraprofessionals in programs supported by Title I funds are highly qualified not later than the 2005—2006 school year.
3. Where feasible, all teachers in Core academic subjects are highly qualified not later than the end of the 2005-2006 school year and the teachers new to the professional in programs supported by Title I funds no later than the end of the 2002-2003 school year.
4. The LEA will report annually the increase in the percentage of highly qualified teachers teaching in Core academic subjects in each elementary and secondary school by using CACTUS, the personnel data file, to track qualifications and assignments.
5. The LEA will ensure poor and minority children are not taught at higher rates than other children by inexperienced, under-qualified or out-of-field teachers.
6. Activities assisted under Title II are aligned with State academic content and student academic achievement standards, State assessments, and State Core Curriculum.
7. Funds will be used for professional development of teachers to support achievement in Core academic subjects.
8. Professional development supported with Title II and other federal funds comply with the requirements for high quality professional development activities as described in section 9101 of ESEA.
9. Professional development activities will be developed collaboratively and based on input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel.
10. A district needs assessment will be conducted at least every three years, and professional development plans will meet those needs.
11. The LEA will prioritize Title II funds to schools within the jurisdiction of the LEA that:
 - a. Have the lowest proportion of highly qualified teachers; or
 - b. Have the largest average class size; or
 - c. Are identified for school improvement.
12. Funds used from Title II for purposes of class size reduction do not supplant state and local funds.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title II Part A Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Title II Part D

Title II, Part D—Educational Technology

The Local Education Agency assures that:

1. The LEA has submitted to the USOE a new or updated long-range strategic educational technology plan that is consistent with the objectives of the statewide technology plan and that addresses the local plan.
2. The LEA will target funds available under this part to ensure funds will be used to carry out activities consistent with the program and the LEAs local technology plan.
3. The LEA must use at least 25% of allocated formula funds to provide quality professional development activities that result in an increase in the integration of technology into curriculum and instruction to ensure that all teachers are capable of teaching with technology.
4. The LEA will maintain records that disclose the type and costs of technology to be acquired with Educational Technology Funds.
5. Technology related efforts funded through sources other than Title II-D are consistent with best practice as outlined in the local technology plan.
6. The LEA will collaborate with adult literacy service providers.
7. LEAs will ensure that each school will complete the state technology survey.
8. The LEA will inform schools of eligibility to apply for competitive funds made available under this part.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title II Part D Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Title III Part A

Title III, Part A—Language Acquisition and Language Enhancement

The Local Education Agency assures that:

1. Programs funded under this part will develop and implement research-based language instruction programs and academic content instruction programs for ELL students.
2. Programs funded will support educational efforts to ensure that ELL students are able to listen, speak, read, write and comprehend English sufficient to reach the state's academic standards.
3. The program will collect and submit data required as part of a annual and biennial evaluations.
4. Certified teachers who teach ELL students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills.
5. Programs will annually assess, using a valid and reliable instrument, the English language proficiency of ELL students to ensure students are making adequate yearly progress..
6. Education-related community groups and non-profit organizations, teachers, school administrators, and researchers will assist the LEA in developing the local plan.
7. All children who have been in the United States for three or more consecutive years will participate in reading or language arts assessments given in English.
8. Information on the following will be provided to parents of ELL children (in a language and format that is understandable to parents) selected for participation in a language instruction educational program:

- a. Notification within 30 days after the beginning of the school year of their student's placement (within 2 weeks if enrolled after the beginning of the school year) in English language acquisition program of
 - i. the reason for identification of their child as limited English proficient and in need of placement in a language instruction educational program,
 - ii. the student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement,
 - iii. the method of instruction (content, goals, English instruction, native language instruction) used in the proposed program,
 - iv. how the program will meet the student's educational strengths and weaknesses and how the program will help their student learn English and meet appropriate academic achievement standards,
 - v. the exit criteria for the program and the expectations for transitioning into classrooms that are not tailored for limited English proficient students,
 - vi. notification of parent rights including written guidance detailing the parents right to have their child removed from a program upon request and the options parents have to decline to enroll their child in the program, or to choose another program or method of instruction if available.
- 9. Parents will be notified by separate notice of the program's failure to make progress on the annual measurable achievement objectives within 30 days after such failure occurs.
- 10. Not more than 2% of funds available under this part will be used for administrative purposes.
- 11. Language acquisition funding is targeted to supplement current Alternative Language Services (ALS).
- 12. A consortia requires a fiscal agent and a memorandum of understanding signed by each Superintendent in the consortia.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title III Part A Assurances

- Yes, I do so certify.
- No, I do not so certify.

Assurance - Title IV Part A

Title IV Part A—Safe and Drug-Free Schools and Communities

The Local Education Agency assures that:

- 1. Programs will continuously coordinate its efforts with appropriate State and local government representatives, representatives of schools to be served (including private schools) teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities.
- 2. Not more than 5% of funds of Title IV A funds will be used for administration.
- 3. The activities or programs to be funded will comply with the following principles of effectiveness:
 - a. be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served,
 - b. be based on an established set of performance measures aimed at ensuring that the schools and communities to be served by the program have a safe, orderly, and drug-free learning environment;

- c. be based on scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use;
 - d. be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and
 - e. include meaningful and ongoing consultation with and input from parents in the development of the plan and administration of the program or activity.
4. Drug and violence prevention programs supported under this subpart will convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
5. The applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- a. Appropriate and effective school discipline policies that prohibit disorderly conduct, illegal possession of weapons, and the illegal use, possession, distribution and sale of tobacco, alcohol, and other drugs by students;
 - b. Security procedures;
 - c. Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
 - d. A crisis management plan for responding to violent or traumatic incidents on school grounds; and
 - e. A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining an environment conducive to learning.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title IV Part A Assurances	
<input checked="" type="checkbox"/>	Yes, I do so certify.
<input type="checkbox"/>	No, I do not so certify.

Assurance - Title V Part A

Title V Part A—Innovative Programs

The Local Education Agency assures that:

- 1. The private nonprofit schools in this LEA have been contacted and provided an equitable opportunity to participate in the planning and development of programs funded under this grant.
- 2. The programs funded shall be:
 - a. Tied to promoting challenging academic standards;
 - b. Used to improve academic achievement; and
 - c. Part of an overall education reform strategy.
- 3. In planning the allocation of funds among innovative programs, the applicant has provided for systematic consultation of:
 - a. Parents of children attending the applicant’s elementary and secondary schools,
 - b. Teachers and administrators of the applicant’s elementary and secondary schools, and
 - c. Other groups of personnel involved in program implementation (counselors, librarians, and other pupil services personnel).
- 4. The State educational agency has not exercised, and will not exercise, any influence in the decision making processes of the local educational agencies as to the expenditure made pursuant to an application submitted under section 5133.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Title V Part A Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Prayer

Constitutionally Protected Prayer

The Local Education Agency assures that the LEA has no policy that prevents, or otherwise denies participation in constitutionally protected prayer in public schools as set forth in this guidance.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Prayer Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Military Access

Providing "directory" Information to Military Recruiters

The Local Education Agency will provide "directory" information to military recruiters upon request unless purposely directed by the parents or guardians of individual students not to provide this information. The Local Education Agency will inform parents of the school or LEAs obligation to provide this information and will provide parents an opportunity to deny permission for the release of this information.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Military Access Assurances

- Yes, I do so certify.
 No, I do not so certify.

Assurance - Emergency Preparedness

EMERGENCY PREPAREDNESS

LEA assures compliance with R277-400-3 Establishing District Emergency Preparedness and Emergency Response Plans

A. By July 1 of each year, each local board of education shall certify to the Board that its plan has been practiced at the school level, presented to and reviewed by its teachers, administrators, students and their parents, local law enforcement, and public safety representatives consistent with Section 53A-3-402(18).

B. As a part of a local board of education's annual application for Safe and Drug Free School funds, the local board shall reference its Emergency Response plan.

C. The plan(s) shall be designed to meet individual school needs and features. A district may direct schools within the district to develop and implement individual plans.

D. The local board shall appoint a committee to prepare plan(s) or modify existing plan(s) to satisfy this rule. The committee shall consist of appropriate school and community representatives which may include school and district administrators, teachers, parents, community and municipal governmental officers, and fire and law enforcement personnel. Governmental agencies and bodies vested with responsibility

for directing and coordinating emergency services on local and state levels shall be included on the committee.

E. The local board shall appoint appropriate persons at least once every three years to review the plan(s).

F. The Board shall develop Emergency Response plan models under Section 53A-3-402(17)(d).

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Emergency Preparedness Assurances

Yes, I do so certify.

No, I do not so certify.

Assurance - Open and Closed Meeting Records

52-4-7. Minutes of open meetings -- Public records -- Recording of meetings.

(1) Written minutes or a digital or tape recording shall be kept of all open meetings. Such minutes or a digital or tape recording shall include:

(a) the date, time, and place of the meeting;

(b) the names of members present and absent;

(c) the substance of all matters proposed, discussed, or decided, and a record, by individual member, of votes taken;

(d) the names of all citizens who appeared and the substance in brief of their testimony; and

(e) any other information that any member requests be entered in the minutes.

(2) Except as provided in Section 52-4-7.5, written minutes or a digital or tape recording shall be kept of all closed meetings. Such minutes or digital or tape recording shall include:

(a) the date, time, and place of the meeting;

(b) the names of members present and absent; and (c) the names of all others present except where such disclosure would infringe on the confidence necessary to fulfill the original purpose of closing the meeting.

(3) The minutes and recordings are public records and shall be available within a reasonable time after the meeting. A meeting record kept only by a digital or tape recording must be converted to written minutes within a reasonable time upon request.

(4) All or any part of an open meeting may be recorded by any person in attendance; provided, the recording does not interfere with the conduct of the meeting.

(5) Minutes of meetings that are required to be retained permanently shall be maintained in or converted to a format that meets long-term records storage requirements.

(6) Written minutes or digital or tape recordings shall be public records pursuant to Title 63, Chapter 2, Government Records Access and Management Act, but only written minutes shall be evidence of the official action taken at such meeting.

52-4-7.5. Record of closed meetings.

(1) If a public body closes a meeting to discuss the character, professional competence, or physical or mental health of an individual under Subsection 52-4-5(1)(a)(i) or to discuss the deployment of security personnel, devices, or systems under Subsection 52-4-5(1)(a)(vi), the person presiding shall sign a sworn statement affirming that the sole purpose for closing the meeting was to discuss:

(a) the character, professional competence, or physical or mental health of an individual; or

(b) the deployment of security personnel, devices, or systems.

(2)

(a) If a public body closes a meeting under Subsection 52-4-5(1) for any purpose other than to discuss the character, professional competence, or physical or mental health of an individual or to discuss the deployment of security personnel, devices, or systems, the public body shall either tape record the closed portion of the meeting or keep detailed written minutes that disclose the content of the closed portion of the meeting.

(b)

(i) Tape recordings and written minutes of closed meetings are protected records under Title 63, Chapter 2, Government Records Access and Management Act, and any person who violates the provisions of Section 63-2-801 is subject to the criminal penalties contained in that section.

(ii) Notwithstanding the provisions of Subsection 63-2-202(4)(c), tape recordings and written minutes of closed meetings, as protected records, may be disclosed pursuant to a court order only as provided in Section 52-4-10.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Open and Closed Meetings Records Assurances

Yes, I do so certify.

No, I do not so certify.

Assurance - Insurance Coverage Notification for New Employees

A school district / charter school that participates in the Risk Management Fund assures that at the time that an employee of the school district or charter school enters into an employment contract (or within 30 days of the employee's date of hire and no later than April 15 of the year of hire) the employee receives a separate disclosure of legal liability protection (provided in 63A-4-204(4)(d)) explaining both what is covered by the district's /charter school's insurance policy and what is not covered. A school district/charter school that does not participate in the Risk Management Fund provides a written disclosure to new employees similar to that required in 63A-4-204(4)(d).

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Insurance Coverage Notification to New Employees Assurances

Yes, I do so certify.

No, I do not so certify.

Assurance - Charter School

Utah Charter School

Assurance of Compliance with State Laws and Administrative Rule

1. The National motto "In God we trust" is displayed in one or more prominent places within each school building consistent with Section 53A-13-101.4(6).
2. The Pledge of Allegiance is recited at the beginning of the day in each elementary charter school and once a week at the beginning of a school day in each secondary charter school consistent with Section 53A-13-101.6.
3. The charter school governing board shall prepare a plan for the use of School LAND Trust monies including elements requirement under Section 53A-16-105. The

charter school plan shall be submitted to the USOE and reviewed by the School LAND Trust specialists.

4. The charter school has developed a plan for the expenditure of Interventions for Student Success Block Grant monies that specify anticipated results, and the charter school governing board has approved the plan for the expenditure of the block grant monies in an open public meeting before the monies are spent consistent with Section 53A-17a-123.5.

5. The charter school governing board, in an open public meeting, has approved a plan to spend Quality Teaching Block Grant monies to implement the charter school's comprehensive, long-term professional development plan consistent with Section 53A-17a-124.

6. The charter school governing board has used Utah Performance Assessment System for Students (U-PASS) test results and used evaluations of the U-PASS test results to set goals and establish school programs, including professional development for teachers, principals, and professional staff consistent with Section 53A-1-605(4).

7. The charter school does not make payroll deductions from the wages of its employees for political purposes consistent with Section 34-32-1.1(2) that provides that a public employee may not direct an employer to deduct monies from his wages and pay them to a registered political action committee, a fund as defined by Section 20A-11-1402, or any intermediary that contributes to a fund as defined in Section 20A-11-1402.

8. The charter school governing board has implemented a training program for school administrators consistent with Section 53A-3-402(1)(f) that includes basic management training, best practices in instructional methods, budget training, staff management, managing for learning results and continuous improvement, and how to help every child achieve optimal learning in Core academics.

9. The charter school governing board has policies and procedures regarding employee termination, employee evaluations, and employment of relatives consistent with Section 53A-1a-508(3).

10. The governing board of a secondary charter school has established secondary credit requirements, which meet or exceed those established by the Utah State Board of Education.

11. The charter school governing board, with input from employees, parents and guardians of students, students, and the school community, has adopted conduct and discipline policies for the charter school consistent with UCA 53A-11-901.

12. R277-400 - School Emergency Response Plans - Each charter school governing board shall adopt, maintain, and provide a copy to the USOE, its Emergency Preparedness and Emergency Response plans or a comprehensive plan that prepares and trains students and staff for natural disaster and school violence emergencies.

13. R277-407 - School Fees - A charter school governing board shall provide, as part of any fee policy or schedule, for adequate waivers or other provisions in lieu of fee waivers to ensure that no student is denied the opportunity to participate in a class or school-sponsored or supported activity because of an inability to pay a fee. The charter school governing board shall submit to the USOE required fee waiver documentation.

14. R277-607 - Truancy Prevention – Charter school governing boards shall develop a truancy policy consistent with this rule and 53A-11-101 through 53A-11-105 and shall review the policy annually.

15. R277-608 - Prohibition of Corporal Punishment in Utah's Public Schools - A charter school governing board policy shall incorporate a prohibition of corporal punishment, consistent with state law, and appropriate sanctions and appeal

procedures for employees disciplined under this rule and the corresponding state statute.

16. R277-609 - Standards for School District Discipline Plans - Each charter school governing board shall develop and implement a comprehensive plan for school discipline.

17. R277-611 - Medical Recommendations by School Personnel to Parents – A charter school governing board shall have a policy providing for training of appropriate school personnel on the provisions of this rule.

18. R277-714 - Dissemination of Information About Juvenile Offenders - Each charter school governing board shall establish by policy which staff members have authority to receive private information about students, depending upon the offense and the circumstances. This policy shall be approved by the charter school governing board and available to parents and students upon request.

19. R277-915 - Work-based Learning Programs for Interns - Each charter school that has work-based learning programs that include assigning students to act as interns at off-campus sites or on-campus simulations shall establish a policy which provides procedures and criteria.

20. The charter school governing board will ensure compliance with all other applicable Utah administrative rules.

As the duly authorized representative of the application, I hereby certify that the application will comply with:

Charter Schools Assurances

- Yes, I do so certify.
- No, I do not so certify.
- Does not apply

Assurance - Certification Agent Information

Please fill in your contact information so we have a record of who certified compliance with the assurances.

Certification Agent for Assurances:

Your Full Name:	Dr. Dorothy Cosgrove
Your Job Title:	Associate Superintendent
Your E-Mail:	dorothy.cosgrove@slc.k12.ut.us
Your Phone Number:	578-8344

CUSAP Task 9/10: Print; Local School Board Approval Date

Please indicate the date this CUSAP was approved by your local board:
(mm/dd/yyyy)

URL for board minutes of approval date – if available:

When this form is completed, return to OnTrack to Task 4 to upload this document. For technical help uploading this document call 435-586-6160.