

UEPC Response to
Request for Proposal for
Evaluation of Low Performing School
Boards by Independent School
Turnaround Experts
James Madison Elementary School
Ogden School District
RFP 20-002



THE UNIVERSITY OF UTAH

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POLICY CENTER

Bridging Research, Policy, and Practice

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Introduction

The Utah Education Policy Center (UEPC) Bridgeworks School Improvement Team is pleased to submit this proposal in response to Ogden School District's Request for Proposal for Independent School Turnaround Expert Services for James Madison Elementary School (JMES). We are very excited about the possibilities and opportunities for collaborating with the school leaders, teachers, and school community in supporting all students to achieve at high levels.

The UEPC Bridgeworks Team¹ offers comprehensive services to support school improvement to *create equitable and excellent schools where leaders, teachers, and students thrive*. Our school improvement support is focused on building capacity of our clients so they are successful in improving, sustaining, and scaling-up efforts to impact school conditions, instructional practice, and student achievement.

The UEPC has engaged in school improvement support since 2010 and has a history of demonstrated success in supporting schools to improve conditions for leadership and instructional transformations that lead to increased academic achievement. Additional details about these partnerships are included in Appendix B.

UEPC's model of support for school improvement meets the ESSA evidence-based requirements at Tier IV (Research-Based Rationale).

This proposal provides a point-by-point response to each area of the proposal requirements and evaluation criteria listed in the RFP. Specifically, we have outlined key features of the RFP criteria to demonstrate the UEPC's approach to providing JMES with the best strategies and support for their turnaround efforts that will be tailored to their specific needs and context, and especially to build on their current strengths and momentum. We have included two appendices with (a) the credentials of the UEPC and Bridgeworks School Improvement Team (Appendix A) and (b) the evidence of previous successful turnaround consultation (Appendix B). Please note that while our UEPC Bridgeworks team includes an individual who was a former employee of Ogden School District, this individual will not be a part of the support team for James Madison Elementary.

As indicated in the RFP, this proposal is expected to describe the UEPC's proposed strategy to address the root causes of the low performing school's low performance identified through the comprehensive needs assessment and root cause analysis (CNA/RCA). However, after thoroughly reviewing the CNA/RCA Report (Tetra Analytics, 2019) we found that the report lacked sufficient information about the current practices at JMES, how the priority strategies and critical practices were identified specific to the school context, and how the root causes identified in the report for each priority area were determined in collaboration with the school. Therefore, in addition to the proposal requirements and evaluation criteria, we propose additional strategies to overcome the limitations of the current CNA/RCA Report so that the UEPC support can be tailored as closely as possible to the current strengths and opportunities at James Madison Elementary School.

¹ The Bridgeworks Team is a unit dedicated to supporting school and district improvement efforts within the full UEPC team that is engaged in research and evaluation efforts.

Category 1: Proposal

Proposal Criteria 1- Strategy to address root causes of the low performing school's low performance identified through the needs assessment

Below we outline UEPC's proposed strategy to support JMES in addressing the prioritized "critical practices" as stated in the needs assessment document (Tetra Analytics, 2019). Specifically, we provide a number of examples of the ways in which the UEPC will support JMES's improvement efforts, including the considerations related to the Four Domains of Rapid Improvement, which include Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift.

Please note that the support services will be tailored to JMES's unique needs when the partnership is launched and ongoing as needed.

Priority 1 Critical Practice. 4A1: Principal and teachers have high expectations for students and themselves.

Developing High Expectations

- Develop capacity to use six elements for teaching effective effort (Saphier, 2017):
 - 1) time – willingness/need to spend the time needed to finish the job well
 - 2) focus – concentrating on the task at hand
 - 3) use of feedback – looking carefully at responses to task to know what to correct
 - 4) resourcefulness – knowing what do to when “stuck”
 - 5) commitment – being determined to complete tasks
 - 6) perseverance – if something doesn't work, try something different.
- Administer student self-evaluation of effective effort after classes.
- Use the following strategies essential for supporting student agency:
 - 1) communicating objectives in student accessible language and unpacking them with students
 - 2) use clear and accessible criteria for success developed with students, use exemplars of products that meet criteria for success
 - 3) check for understanding
 - 4) make students' thinking visible
 - 5) use frequent student summarizing
- Use strategies for generating voice, ownership, and agency, such as student generated thinking, teaching students the principles of learning, student led parent conferences, and culturally relevant teaching.
- Develop strategies for enabling students to feel valued and capable, such as demanding the best work, ensuring academic success through rigorous instruction, valuing individual students, and modeling courtesy and respect (Johnson, et al, 2013).

Interactions Based on High Expectations

- Develop capacity, both knowledge and skills (toolkits), to learn how to orchestrate classroom discourse and interactions that reflect high expectations and beliefs about each student's intellectual capabilities, and to create a culture of inclusivity, equity, and accountability for learning (Fink & Markholt, 2011).
- Establish both school and classroom norms encouraging risk-taking, collaboration, and respect for thinking.

School Policies and Procedures

- Develop school practices and programs that enable students to value school, and form a peer culture that supports academic effort. Practices include the following:
 - 1) personalizing knowledge of and contact with students
 - 2) scheduling and grouping to maximize student focus and not just for convenience
 - 3) using content focused teams to examine student work correlated with teaching
- Create shared ownership of the work at the school that includes goal focus, increased use of communication tools and collaboration norms, ability to problem solve shared problems of practice, and coherence of structures and systems that promote high expectations for students (administrative feedback teacher collaboration teams, coaching).

Priority 2 Critical Practice. 1C2: Principal regularly analyzes disaggregated data to inform decision-making and allocation of school resources (time, human, and fiscal) to improve student achievement.

Data Analysis Strategies and Processes

The UEPC will support the JMES principal to use evidence of student progress to make instructional and student support decisions. Data analysis steps include the following:

- Identifying data sources and assessment
- Data analysis and action planning
- Feedback on progress
- Identifying interventions and accelerations

Accessing high quality data that links student achievement to school and classroom practices is of utmost importance in order to use data to set clear expectations. Specific principal actions are clearly articulated with each of the data analysis steps. Diverse and accurate data sources about culture and climate conditions, student learning, and student outcomes will be used to inform key decisions. The data process begins with a focus on student academic results and also includes information about the student and their school community support systems. Principal actions include determining the most important student learning data points, including attendance and behavior that will enable decisions.

In particular, interim assessments administered 3-4 times per year are used to determine students' level of understanding in order to make necessary adjustments.

Allocating School Resources to Improve Student Achievement

Strategies will be used to optimize the use of resources to improve student learning by shifting resources to the programs or practices with the greatest evidence of effectiveness. Specific attention will be given to how to use discretionary resources, how the principal has a voice in budget decisions, how to recognize time as a critical resource, how to optimize resources with flexibility, autonomy, and accountability, and in times of scarcity, how to make the most of resources (Wallace Foundation, 2019). Attention will be given to how money, human capital, and time are coordinated and coherently aligned to support student achievement. For example, if too much money is allocated without support systems that grow the necessary teacher knowledge, expertise, and motivation, it's highly likely students will not achieve at the expected levels. Additionally, a committed staff without money or time to collaborate does little to alter practice.

Priority 3 Critical Practice. 3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.

We engage each educator in a process of using data to identify student's specific needs, identify and learn how to implement evidence-based instructional practices, and define expectations for rigorous and consistent use of instructional practices customized for each student. The process is implemented in a cycle of continuous inquiry that begins with each educator actively engaging in the following actions: 1) use data to identify student-specific academic and nonacademic needs, 2) develop shared expectations that address clearly identified, student-specific instructional needs, 3) identify evidenced based strategies, 4) identify a clear instructional focus, 5) select the evidence-based intervention and/or enhanced learning opportunities, and 6) provide targeted interventions and supports to students and monitoring for effectiveness.

Use data to identify student-specific academic and nonacademic needs

Administrators and teachers use and analyze a variety of ongoing assessments (formative, benchmark, and summative) to continually and frequently assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports. Teachers then use student data to adapt and improve the effectiveness of their instructional strategies to modify to meet their students' needs.

Develop shared expectations that address clearly identified, student-specific instructional needs

School staff identifies a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs at JMES.

Through structured conversations using protocols, a shared language and expectations for high quality instruction are development and clearly articulated.

Identify evidence-based instructional strategies

Meta-analysis, a synthesis of relevant research findings that explains the results across studies, offers a strong research base for determining effective strategies. Instructional strategies above 0.40 have a higher likelihood for increasing learning beyond typical growth. (Hattie, 2009). The following is a menu of some of the over 200 strategies with an effect size of 0.40 or above currently being used successfully by teachers resulting in significant student growth.

Teacher Clarity –Clear, learning intentions are provided for students daily. Rubrics and exemplars of practice are given prior to students working independently, and students are assess using formative assessment strategies to identify who needs further support.

Explicit Instruction – Students are given clear directions through explanation, demonstration, and modeling. Skills are introduced in a specific, concrete, and logical order. Skills are broken down into manageable steps and are reviewed frequently. Students are given the opportunity to practices skills independently.

Systematic Vocabulary Development- Academic vocabulary common across all content areas, is explicitly taught before students are expected to use it in context. Students learn to say, define, and use critical vocabulary in discreet steps.

Scaffolded Instruction and Grouping Strategies – Information is presented to students at various levels of difficulty. Data is frequently analyzed and used to identify student needs, and small groups are created to target specific skills and move students within groups depending on their changing needs.

Structured Classroom Discussions – Norms are created for classroom discussion. Prompts and cures are used to help students zero in in new learning, remember critical points, and connect to previous learning. Structured sentence frames are used to scaffold discussion. Students are provided opportunities to use academic vocabulary through verbal and written practice.

Identify a clear instructional focus

Clear instructional priorities and practices are identified and shared with each teacher. Instructional expectations are specific, rather than general, and include classroom strategies to improve student learning. Each staff member actively engages in learning about specific evidenced-based strategies, and based on the data indicating student's need, identifies 1-3 areas of concentrated focus for learning, implementation, and monitoring.

Select the relevant evidence-based interventions and/or enhanced learning opportunities.

An evidence-based intervention and/or enhanced learning opportunity has been shown, in controlled research studies, to be effective in improving student achievement and behavior outcomes. Evidence-based interventions must be reviewed and selected based on the specific issues demonstrated by the student needs based on data. The process for identifying an intervention includes identifying the student issue and considering intervention options. The following four-step process of selecting an intervention and/or enhanced learning opportunity can be used:

1. Identify the issue of concern, collect baseline data, and develop goals
2. Search the primary resources for interventions
3. Consider benefits and challenges of intervention options
4. Select an appropriate evidence-based intervention

Provide targeted interventions and supports to students and monitoring for effectiveness

We propose that JMES uses a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to each student, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

Priority 4 Critical Practice. 2B1: Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.

Differentiated Professional Learning

Our team's approach to professional learning focuses on modeling strong approaches to adult learning based on the Standards for Professional Learning, in particular through our design of experiences. We co-design professional learning in a way that allows adults to be honest, vulnerable, and to engage in important questions and discussion in order to increase their knowledge and skills of Core Standards and instruction. The core of the professional learning is for teachers to develop a deeper understanding and mutual respect in order to collaborate more collectively towards creating more profoundly personal and engaging learning for themselves and for their students. Below are examples of professional learning opportunities for JMES:

- Co-designing and facilitating job-embedded professional learning structures aligned with the Turnaround Plan and 90 Day Plans that would support ongoing implementation of JMES education and support teachers to deepen their understanding of core standards and developing aligned curriculum that addresses gaps between JMES curriculum and the Utah State Core Curriculum.

- Strengthening the collaboration, communication, and facilitation skills to optimize existing structures and systems necessary to support change and improvements in instruction, including observations and feedback.
- Using student achievement data and teacher performance data to align job-embedded professional learning experiences to specific student and teacher needs, and needs identified in the 90 Day School Improvement Plan.
- Creating agendas in teacher collaboration structures, such as Professional Learning Communities, that specify how both content and differentiation are appropriate to the content areas and grade level needs.
- Creating a menu of Professional Learning Designs to allow teachers choice, voice, and praxis in how they build their knowledge and skills to transform practice.
- Using a typology of feedback strategies to provide ongoing, continuous, and frequent feedback for growth.

Knowledge of Utah Core Standards

- Engaging in a rigorous and focused study of the Utah Core Standards across content areas and grade levels
- Identifying the progressions of the Standards vertically across grade levels.
- Aligning instruction and assessments with the Standards that identify what students should know and be able to do.

Effective, Evidenced-Based and Content-Specific Pedagogy

- Explicitly teaching Systematic Vocabulary Development, where students learn critical vocabulary before they are expected to use it in context. Students say, define, and use critical vocabulary in small, discrete steps. Common vocabulary is explicitly learned across all content areas.
- Designing scaffolded instruction and grouping structures that include whole group, small group (teacher led skill-based), partner, and independent work where students are provided support towards mastery. When students become more responsible for their learning, gradual support is decreased and the responsibility for learning is shifted from teacher to students.
- Information is shared with students at various levels of difficulty, data is used to identify needs and create small groups, and students are moved within groups depending on the data that identifies their changing needs.

Proposal Criteria 2- Scope of work to facilitate implementation of the strategy that requires the turnaround expect to:

(i) Develop/refine and implement, in partnership with the school turnaround committee, a school turnaround plan.

The UEPC has extensive experience supporting turnaround schools in the development and implementation of a turnaround plan, particularly using the process outlined in the Utah System of Support Handbook (see pages 104-120), which includes **strategies** (effective evidence-based practices), **milestones** (implementation indicators), **actions** (steps to the milestone), and a **timeline** for completing actions and meeting milestones. The UEPC will collaborate with the JMES leadership team to design the SIP to focus on the improvement needs identified during the JMES/UEPC partnership launch in August described above.

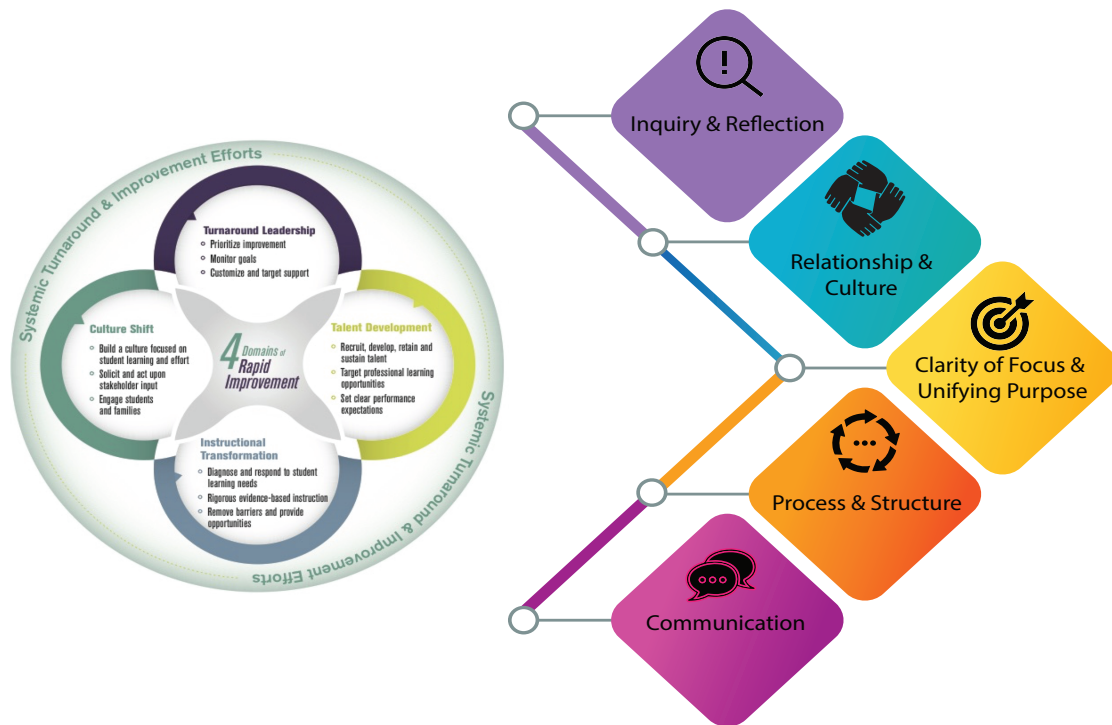
One way we will support JMES in the development of its turnaround plan is to ground our collaborative efforts in several research-based frameworks that will anchor our support to JMES. Below we describe how the UEPC uses the Four Domains of Rapid School Improvement and five LIFT Leadership Principles to design data-driven instructional systems. We also describe our adaptive approach to supporting turnaround efforts using UEPC's Bridgeworks Framework. We then describe the specific process we use to support schools in designing their school improvement plans.

Four Domains of Rapid Improvement and LIFT Leadership Principles

We recognize the importance of key factors related to successful school improvement efforts, particularly in turnaround settings. To do this, we draw on the Center on School Turnaround's Four Domains of Rapid School Improvement.² Our support is also grounded in five research-based Leadership Principles that serve as the foundation for creating changes in a school system and are embedded in each of the four Turnaround Domains. Shown in Figure 1, all four domains of rapid improvement and five leadership principles inform our design, implementation, and evaluation for developing data-driven instructional systems.

² For more information on the Four Domains of Turnaround see <http://centeronschoolturnaround.org/four-domains/>

Figure 1. Achieving the Four Domains of Rapid School Improvement through the Leadership Principles³



The Four Domains of Rapid Improvement provide a systemic framework for designing school turnaround and continuous school improvement efforts, including:

1. **Turnaround leadership** that prioritizes improvement and communicates it urgency; monitors short- and long-term goals; and customizes and targets support to meet needs.
2. **Talent development** that recruits, retains, and sustains talent; provides targeted professional learning opportunities; and sets clear performance expectations.
3. **Instructional transformation** that diagnoses and responds to student learning needs; provides rigorous evidence-based instruction; and removes barriers and provides opportunities.

³ Utah Education Policy Center. (2016). Leadership and Inquiry for Turnaround (LIFT) Leadership Principles. Salt Lake City, UT: Author.

Meyers, C. V., Redding, S., Hitt, D. H., McCauley, C., Dunn, L., Chapman, K., & Chen-Gaddini, M. (2017). Four Domains for Rapid School Improvement: A Systems Framework. The Center on School Turnaround Four Domains Series. Center on School Turnaround at WestEd.

4. **Culture shift** that builds a culture focused on student learning and effort; solicits and acts upon stakeholder input; and engages students and families in pursuing education goals.

In addition, we will support JMES to design its improvement efforts guided by the five LIFT Leadership Principles. The five principles include:

1. **Clarity of Focus and Purpose** - School leaders working collaboratively to establish vision and goals that includes what you will achieve, how you will achieve it, and why it is imperative. This provides clarity of focus, which leaders use as a means for unifying teachers, students, parents, and other stakeholders around a common purpose.
2. **Inquiry and Reflection** – Using evidence from experience, research, and practice to inform decisions and actions.
3. **Relationships and Culture** - Relationships develop through interactions, communication, collaborations, and common activities.
4. **Process and Structure** - Processes—steps, actions, means of operating—are needed to achieve a different state of being, such as decision-making and communication. Structure includes how the school, teams, jobs, and work are organized and coordinated; who has authority, control, and governance and for what; and supports in place to support progress towards aims.
5. **Communication** – A tool to share, get, or exchange information and ideas between and among individuals and groups. It may occur in verbal, nonverbal, and written forms. Leaders attend to the openness, fluidity, frequency, and nature of communications to increase shared understandings of tasks, expectations, action steps, and decisions.

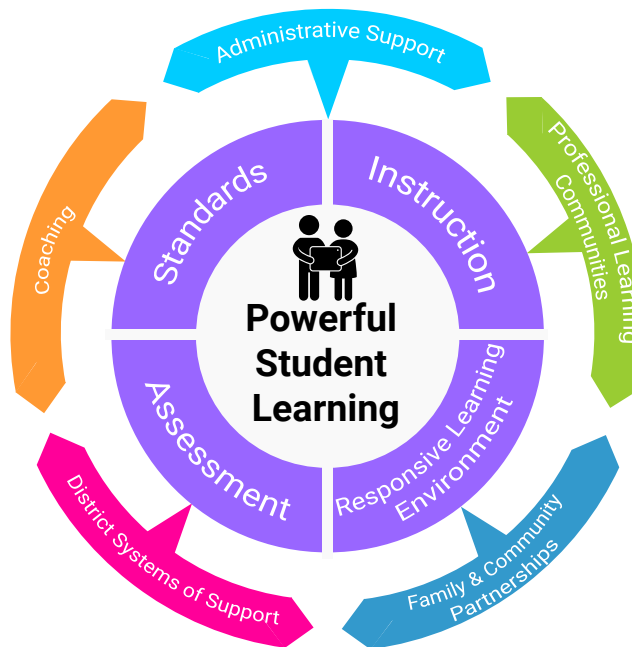
UEPC's Adaptive Approach to Designing Data-Driven Instructional Systems

Guided by the Four Domains and Leadership Principles, Our UEPC Bridgeworks team uses an adaptive approach to supporting school improvement (Bradley, Rorrer, McKinney, & Groth, 2017; Park, Groth, Bradley, & Rorrer, 2018; Rorrer, Park, Groth, & Bradley, 2018). Honoring the experience and insight of the practitioners, we meet schools where they are, and then work in partnership alongside them to address key areas of leadership, instruction, talent development, and culture. Our adaptive model is not a linear one of “leaders to teachers,” but rather “teachers and leadership working side by side” with UEPC to better understand and use feedback loops across the system to make the necessary data-informed instructional decisions. This involves both support to leaders through ongoing coaching, feedback and reflection, as well as ongoing engagement of teachers in professional learning designs that are co-designed to support implementation of research-based instructional strategies in the classroom.

The UEPC team developed a framework to guide our school support efforts that highlights key factors necessary for ensuring powerful student learning, focused on what is needed inside and outside the classroom (see Figure 2). The framework provides a systemic approach to co-designing tailored support for schools and is also used when developing school improvement plans and action guides, while also consider the context and needs of each school. So, for

example, we would use the Bridgeworks framework as a lens to see how best to promote and build on JMES's core mission and values.

Figure 2. UEPC Bridgeworks Framework for Powerful Student Learning



We developed the framework based on research and literature that included the following features (e.g., Johnson, Uline, & Perez, 2017; Johnson, Uline, & Perez, 2013; McKenzie & Skrla, 2011; Fink & Markholt, 2011; Meyers, Redding, Hitt, McCauley, Dunn, Chapman, & Chen-Gaddini, 2017):

- Builds capacity to enact the teaching and leadership practices that are present in the most successful turnaround schools.
- Emphasizes the importance of aligning standards, instruction, and assessment by providing every student equitable access to the Utah Core Standards.
- Increases the necessary knowledge and skills required for leading instructional transformation.
- Creates coherence in structures and support systems outside the classroom to ensure sufficient support to enact effective classroom practices.

The Bridgeworks Framework places a focus on powerful student learning at the center. This is supported by four key dimensions of what happens inside the classroom:

- **Standards.** Teachers design classroom instruction that is focused on getting all students to master core standards that are at the appropriate rigor for the content and grade level. Teachers introduce standards in a logical, sequential manner that leads to high levels of achievement.
- **Instruction.** Teachers use evidence-based/research-based instructional strategies to engage students at high levels and differentiated instruction to ensure students master content.
- **Assessment.** Teachers engage in ongoing formative assessment practices to respond to student learning needs and provide feedback and support to determine students' progress toward mastery of standards.
- **Responsive Learning Environment.** Teachers create learning environments that are culturally responsive and lead to students feeling safe, valued, and capable.

Effective classroom practice is supported by multiple systems outside the classroom, including (1) administrative support and feedback, (2) strong instructional and content coaching structures, (3) teacher collaboration through regular meetings in professional learning communities (PLC) and regular opportunities to participate in professional learning designs, (4) district systems of support, and (5) strong family and community engagement and partnerships.

Designing School Improvement Plans

Informed by the frameworks above, we will facilitate JMES's development of their annual School Improvement Plans (SIP) and 90-Day Plans using the Utah System of Support Handbook tools and protocols (Step 3 – Create the Plan, pages 104-120). The plans outline not only the desired changes aligned with school goals and vision, but also the systems (inside and outside the classroom) that need to be in place to support those improvements, including strategies, milestones and action steps. The plans also define how evidence of progress will be gathered and reviewed, including staff surveys, analysis of student learning data, and observations of classrooms and teacher collaboration.

The UEPC's support to JMES in this design phase ensures that the plan meets all the requirements outlined in the Utah System of Support Handbook, is informed by research, uses evidence-based strategies, ensures teacher and community engagement, and is informed by the research on change and implementation science.

See Category 2 for more detail about the Improvement Plan.

(ii) Monitor the effectiveness of a school turnaround plan through reliable means of evaluation, including on-site visits, observations, surveys, analysis of student achievement data, and interviews

The UEPC's approach to monitoring implementation and progress towards objectives is grounded in the belief that the improvement process must be tailored and adapted to each school's unique context, culture, needs, and vision for the success of every student and school

community. We use research-based strategies for gathering data to assess progress and reflect on the findings to ensure improved student achievement.

The UEPC follows the Utah System of Support Handbook tools for evaluating data-driven instructional systems. Specifically, we use the tools in Step 5 (Monitor the Plan; pages 130 – 145) and Step 6 (Adjust Course; pages 145-146) to determine how improvement plans and strategies are implemented and leading to the desired outcomes. We draw from the CST’s Four Domains for Rapid School Improvement: Indicators of Effective Practice⁴ to gather evidence of implementation, as well as other measures of leadership and classroom practices identified in the School Improvement Plans and 90 Day Plans, including staff surveys (mid-year and end-of-year), analysis of student learning data (monthly), and observations of classrooms and teacher collaboration (monthly).

The table below outlines the structures that support ongoing monitoring and evaluation of the school improvement process.

Table 1. Structures to Support Ongoing Monitoring and Evaluation of The School Improvement

Support Structure	Frequency
Implementation Team Monitoring and Reporting – UEPC meets with JMES administrators and coaches to review the milestones established in the SIP, and discuss successes, challenges of implementation, and name actions to adjust for improvements.	Monthly
School Leadership Team Monitoring and Reporting – UEPC meets with the School Leadership Team (teacher representatives) to discuss the milestones, successes, challenges of implementation, and name actions to adjust for improvements.	Monthly
School/District Coordination and Reporting Meetings – UEPC staff, school administrators, and central office (district) representatives meet to share the milestones, successes, challenges of implementation, adjust resources, and increase pathways of support for the school’s continued progress with implementation.	Quarterly
State Meetings – UEPC realizes the importance of meeting with USBE staff to consider the Progress Report and adjust actions accordingly to ensure continued improvements toward increased student achievement.	Bi-Annually

⁴ CST Four Domains for Rapid School Improvement: Indicators of Effective Practice is available at https://centeronschoolturnaround.org/wp-content/uploads/2018/04/CST_Indictors-Effective-Practice-Four-Domains.pdf.

(iii) Provide ongoing implementation support and project management for a school turnaround plan

UEPC provides ongoing implementation support and project management for the School Turnaround Plan through regular planning and implementation cycles connected to the short-term goals of the 90 Day Plan. During the planning cycles, school leaders and teachers use multiple sources of data to assess student needs and to identify the desired changes in student performance based on these needs. Additionally, they identify instructional practices that teachers may need to adjust or improve to result in the desired changes for students. Then they identify the knowledge, skills, and disposition that teachers need to act on to support the desired changes in students.

During the implementation cycles, teachers engage in professional learning to acquire new knowledge, skills, and dispositions. They then apply this new learning into practice with support structures such as individual and peer coaching or peer teaching. Through these support structures, teachers receive feedback on their application of the new practices. Data are collected on the exact level of teacher implementation or new practice through administrative and Peer Learning Walks or through Instructional Rounds. These data are then analyzed by the teachers and administrators and revisions are then suggested for the next implementation cycle.

(iv) Provide high-quality professional development personalized for school staff that is designed to build:

(A) The leadership capacity of the school principal

A critical foundation of UEPC's approach is to provide leadership coaching to build capacity for school leaders to do the following:

- Set a vision and mission and stay focused by working towards goals.
- Use data for evidence-based decision making and ongoing reflection about the school improvement process.
- Build positive school culture and climate.
- Manage the politics of turnaround (e.g., making the most of state and federal policies).
- Increase readiness for change, including managing and overcoming resistance to change.
- Foster assets-based perspectives (e.g., growth mindsets and overcoming deficit thinking)
- Engage stakeholders in the improvement efforts (e.g., families and communities).

We will tailor our support to build leadership capacity of the school principal based on a collaborative review of the immediate needs and assessment of what areas of focus will have the biggest impact over time.

Below are examples of the kinds of tailored leadership capacity building that we will offer to the JMES principal, especially given the potential need for structures and systems, clear communication, increasing clarity of details, and consistency of analyzing multiple data sources to provide opportunities for the students to be actively engaged in systematic, explicit, and intentional learning experiences.

- **Principal Leadership Coaching** provides individualized support for the school principal (and other school leaders as appropriate) centered around the Leadership Principles that include Clarity of Focus and Unifying Purpose, Inquiry and Reflection, Process and Structure, Communication, and Relationships and Culture. This will be an exciting opportunity to support the principal in building on all the strengths and momentum established in previous years.
- **Communication coaching and SAVI (System for Analyzing Verbal Interaction)** training uses a tool to provide a systematic, objective analysis of what makes conversations succeed or fail. School leaders have found it particularly helpful to have this professional learning as they work to develop sound methods of effective, clear communication within their school with all stakeholders. This tool continues to be a valuable tool for other turnaround schools statewide.
- **Collaboration and Facilitation Capacity Building** provides professional learning on the facilitation of meetings and other group interactions (e.g., faculty meetings, PLC meetings, coaching conversations, etc.). This professional learning opportunity has been well received by school leaders as they have the opportunity to test specific facilitation moves that will enhance participant collaboration and engagement, ensure equal voice, and focus on the desired outcomes of the meetings.

(B) The instructional capacity of school staff

Our team recognizes the importance of professional development defined broadly as the individual and collective opportunities for *professional learning* that take place in a variety of settings and contexts. We adhere to the national standards for professional learning (Learning Forward, 2011). We acknowledge the importance of creating professional learning for leaders and school staff that is embedded into their daily lives and becomes self-reinforcing as they continue to develop their own effective practices and engage in opportunities to reflect on how they continually reach optimal levels of performance.

Our team also adheres to research-based Standards of Professional Learning (Learning Forward, 2011) and considers adult learning theory (Knowles, 1990; 1984) in our design. As Knowles (1984; 1990) explains, adults have particular characteristics that need to be given attention when planning educational experiences, including:

1. **Self-concept:** As people mature, their self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
2. **Experience:** As people mature, they accumulate a growing reservoir of experience that becomes an increasing resource for learning.
3. **Readiness to learn.** As people mature, their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles.
4. **Orientation to learning.** As people mature, their time perspective changes from one of postponed application of knowledge to immediacy of application, and, accordingly, their orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

5. **Motivation to learn:** As people mature, the motivation to learn is internal (Knowles, 1990).

Specifically, as we provide professional learning, we focus on and plan for opportunities that have the following characteristics (Borko, 2004; Garet, Porter, Desimone, Birman, Yoon, 2001; Desimone, 2009; Learning Forward, 2011):

- **Job-embedded**
- Focuses on **content** knowledge
- Provides opportunities for **active learning**
- Is **coherent** with other learning activities
- Is continuous and allows for sufficient **duration** (spread over time)
- Promotes **collective participation** (e.g. teams from the same school, grade, or subject)
- Is **research and data-driven** both in terms of how data are used to improve practices and student learning as well as how data are used to evaluate the effectiveness of professional development
- Opportunities for **ongoing support** for implementation with **feedback** from coaches, administrators and peers

Professional learning for JMES faculty will be differentiated and designed based on evidence and student data. We review student learning together to design and align professional learning with student needs in mind.

We also recognize the additional benefits of professional learning *systems* that support student learning goals from multiple levels. We support schools in designing professional learning opportunities that maximize leadership and staff self-direction, acknowledge their backgrounds and expertise, and reflect their roles as practicing educational leaders and professionals. Evidence we have gathered through surveys, exit tickets, and ongoing reflections with our clients indicate that the professional learning experiences are highly valued, relevant to current needs, and resulting in significant changes to instructional practices that support student learning.

Bridgeworks Professional Learning Designs

Table 2 presents a menu of structured professional learning opportunities that we offer to schools with whom we partner for school improvement. The Professional Learning Designs (PLD) outlined Table 2 create opportunities for educators to gain knowledge, skills, and new ways of thinking about practice that are aligned to individual, grade level, content area, and school improvement goals. The purpose of PLDs is to differentiate professional learning opportunities, build capacity in focused area aligned to goals, support implementation, and increase student achievement.

Once we confirm the specific priority areas and critical practices, we will work with JMES teachers to choose professional learning designs based on where they want to grow their knowledge and competencies to improve student learning, aligned with the SIP and 90 Day Plans.

Table 2. Bridgeworks Professional Learning Designs

PLD	What is it	Purpose	Duration
Study of the Standards	A process to identify a standard to study deeply both at the grade level and across the grade levels, and design a lesson to plan for mastery.	Develop knowledge of what students are to know and master at their grade level, and design instruction for mastery based on what changes occur before and after the grade level.	3 hours each session – occurs 2-3 times per year
Collaborative Lesson Planning, Teaching, Assessing	A three-hour process – PLAN a lesson outside the classroom TEACH the lesson inside the classroom ASSESS student mastery of Standard	Identify what type of planning and lesson design leads to student mastery during initial instruction.	3 hours each session – occurs 2-3 times per year.
Lesson Study	A full day process – PLAN a lesson outside the classroom TEACH the lesson inside the classroom ASSESS student mastery of Standard REVISE the lesson TEACH the lesson to another class ASSESS lesson revision on student mastery	Identify what type of planning and lesson design leads to student mastery during initial instruction, then how to revise a lesson for increased student mastery.	One day – occurs 2-3 times per year.
Six Week Planning	A process to plan for a six-week period, that includes standards to master, assessments, instruction, and interventions.	Design long term instruction for alignment of standards, instruction, and assessment to ensure student mastery.	Half or full day – occurs every six weeks
Peer Learning Walks	A process where a team of teachers, coaches, and administrators use classrooms as learning labs.	Observe effective practices in action and identify growth areas for students, and to promote a transformative culture of learning.	3 hours – occurs four times per year
Creative and Innovative Teaching	A process for exploring creative and innovative teaching methods that result in high levels of student engagement.	Promote “out of the box” thinking and risk taking for creating learning environments that engage students at high levels.	2-3 hours each session – meets 2-3 times a year, or for one hour monthly

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PLD	What is it	Purpose	Duration
Administrators/ Coaches /Teachers Leadership Teams	A process for learning and sharing leadership practices that lead to change and improvement. Conversations focus on leadership at the school level.	Promotes the development of leadership practices and support.	1 hour each session – meets monthly
Common Formative Assessment Creation and Practice	A process for creating common formative assessments across the grade levels that align with district and state testing format and rigor.	Promote alignment of assessments to standards and instruction.	2-3 hours each session – occurs 2-3 times per year
Intervention and Enrichment – Customized “Catch-up” Strategies	A process for studying data, and customizing targeted interventions for each student.	Promotes accuracy of intervention to ensure student mastery of standards and enrichment.	2-3 hours each session - occurs monthly
Creating Highly Effective PLCs	A process for creating highly effective PLCs as enriching learning places for teachers. The process focuses on developing a cycle of planning, use of data, collaborative assessment, and interventions.	Promotes a culture of collaboration and an engaging community of professional learners.	1 hour to design, then monthly check-in and documentation of learning
Coaches Learning Community	A process for studying the effectiveness of the coaching structure and coaching actions that support a change and improvement in instructional practice and student learning.	Promotes a highly developed and effective structure for supporting every teacher and student.	1 hour each session - meets monthly
Peer Coaching/ Teaching Structures	A process for teachers choosing a peer to share practice, and to perfect new strategies aligned with SIP goals.	Promote a safe non-evaluative space for teachers to practice and fine tune new strategies.	30 minutes to design, monthly check-in and documentation of learning
Coach's Lab	A process where a teacher and coach pair up and share classroom practice 30 minutes per day, and practice giving each other feedback.	Promotes a culture of collaboration and a safe space for a coach to practice new strategies and give and receive feedback.	30 minutes to design, monthly check-in and documentation of learning

(C) Educators' capacity with data-driven strategies by providing actionable, embedded data practices

Formative feedback is the key to the UEPC's successful approach to building capacity for data-driven strategies by providing actionable, embedded data practices. According to Hattie, feedback can have a large influence (e.g., .75 effect size) when feedback is focused on the goal chosen. UEPC coaching actions include generating and providing a timely flow of information designed to improve leadership and teaching practices. Formative feedback in the UEPC coaching structure creates opportunities to discuss the quality of enactment of the practice in action, such as reciprocal teaching, student engagement, student talk, and larger school initiatives. Our team builds leaders' capacity to explicitly build feedback loops between coach and educator to generate information for teachers and leaders to adjust instruction based on data to increase student learning. Our approach implements formative feedback in the coaching structures to transform instruction by strengthening the connection and coherence between administration, teachers, and structures that results in instructional transformation.

Coaching Approach Steps and Timeline. The coaching approach involves nine steps, specific actions, and is implemented in routine 4-6 week cycles (see Table below). The cycle begins with a formal structure creating the coaching relationship to identify and clarify roles and expectations, how information is communicated, and what happens when there is disagreement or conflict. The educator takes a needs assessment to identify what area of leadership or teaching to focus, then chooses a goal for focus and improvement. The coach and educator then create criteria for success – what would it look if the practice was enacted successfully? The coach and educator set up a cycle for enactment, that includes planning the practice for enactment, observing the educator enacting the practice, then engaging in a reflective conversation with feedback and suggestions for improvement. The final step is reflection of the coaching process. What was effective? Not effective? What can be changed for the next cycle?

Face to face coaching will occur monthly. Table 3 outlines the UEPC coaching approach with principals, coaches, teacher leaders, and teams.

Table 3. Coaching Approach Steps and Timeline

Coaching Step	Actions	Frequency (cycles repeats for Nov-Dec, Jan-Feb, Mar-May)
1. Create the coaching relationship	<ul style="list-style-type: none"> Identify and clarify roles and expectations Determine how information is communicated for a productive conversation Clarify what happens when there is disagreement or conflict 	August
2. Educator takes a needs assessment	Identify areas of strength and need	August-September
3. Educator chooses a goal	Prioritize and choose a goal	August-September
4. Educator and coach create success criteria for the goal	Write what it would look like if the goal was enacted successfully	August-September
5. Educator and coach plan the intended practice to enact	Create a plan to enact the practice in an authentic setting (faculty meeting, classroom lesson, PLC, SLT)	August – September
6. Coach observes the educator enacting the practice	Educator and coach identify and agree on what the coach is observing for during enactment	September – May
7. Coach and the educator engage in a reflective conversation where coach provides feedback on intended goal	A protocol guides the reflective conversation, that includes, actions that were effective in getting the desired outcome and areas to strengthen.	September – May
8. Coach and educator identify next steps for improvement	Steps for greater effectiveness are identified	September – May
9. Reflect on the coaching cycle	Use the questions on the protocol to identify what was effective, not effective, and desired changes.	September – May

(v) Leverage support from community partners to coordinate an efficient delivery of supports to students inside and outside the classroom

We are very excited about the opportunity to explore strategies to leverage support for students inside and outside the community. In particular, we are eager to explore and identify potential resources and expertise in the JMES community that may not be actively engaged in the school

currently. For example, who are the family members or individuals in the community that have expertise, experience and training that may have time and interest to partner with JMES?

UEPC proposes the opportunity to identify such individuals who might serve in culturally relevant ways. UEPC would provide structured training and support to these individuals through coaching and feedback to build the toolkits that could support implementation of JMES strategies and critical practices. This has the potential to enhance the support that our team will provide on-site, but would still have the advantage of serving the schools in-person frequently. Additionally, this provides a potentially valuable capacity-building opportunity that could lead to a better outcome for the students.

Finally, the UEPC's partnerships with higher education (faculty and staff at the University of Utah, as well as other Higher Education Institutions), local organizations (e.g., USBE, Utah Afterschool Network, STEM Action Center) as well as with national organizations (e.g., Learning Forward, National Afterschool Association, WestEd - Center on School Turnaround, WestEd - West Comprehensive Center, National Center on Urban School Transformation at San Diego State University) provide additional resources and opportunities to expand our team to meet the distinct needs of the JMES staff and students.

Category 2: Plan

Criteria 1: Address root causes of the low performing school's low performance identified through the needs assessment.

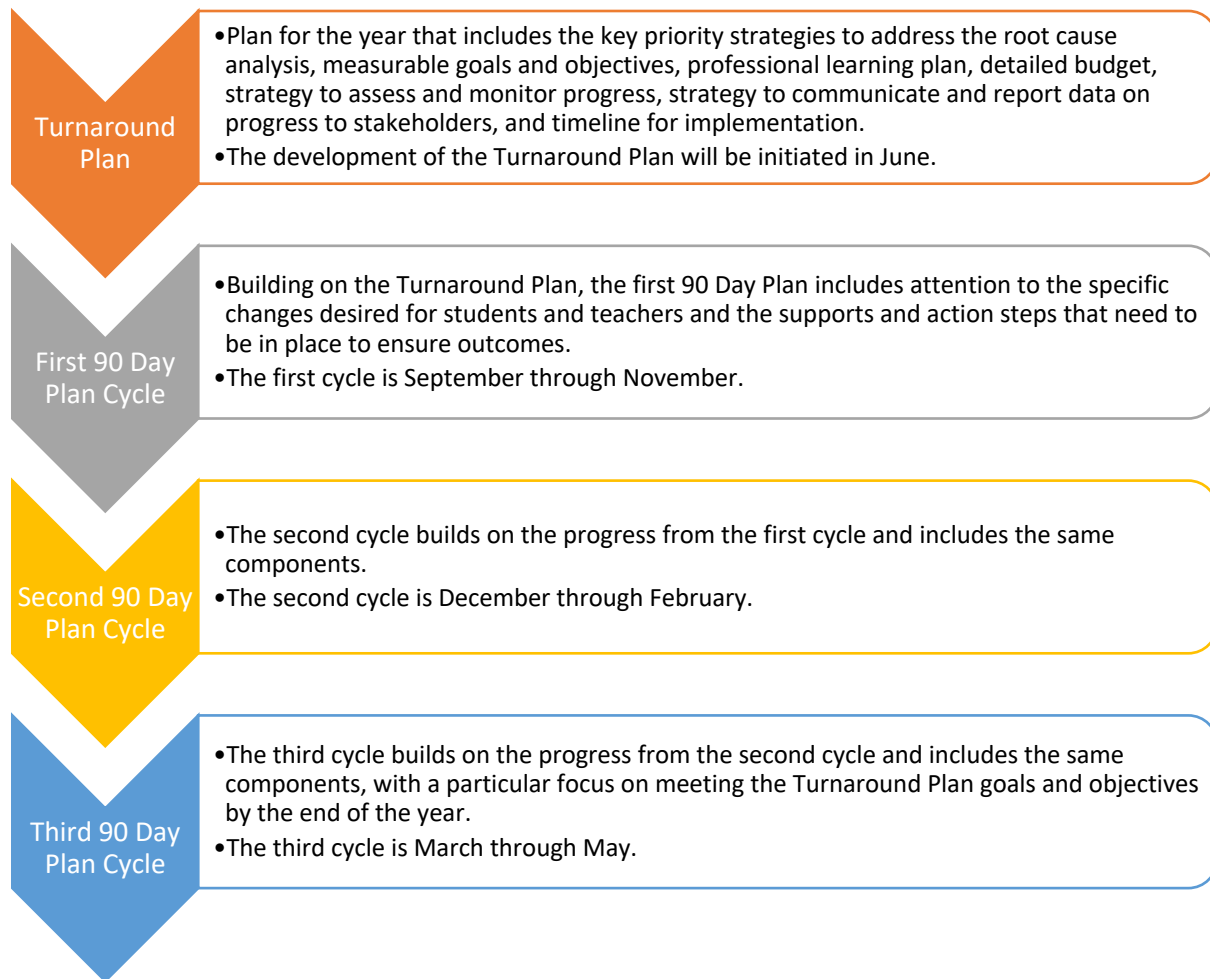
As noted in the introduction, after thoroughly reviewing the CNA/RCA Report (Tetra Analytics, 2019), we found that the report provided insufficient information about the current practices at JMES, how the priority strategies and critical practices were identified specific to the JMES context, and how the root causes for each priority area were determined in collaboration with the school.

A critical first step for the partnership between JMES and UEPC will be to better understand the JMES context, including the strengths, opportunities for growth, and for building on current capacity. To launch our partnership with JMES, the UEPC proposes an initial series of meetings in August where the UEPC will gather additional evidence about current JMES leadership, talent development, and instructional practices related to the Four Domains to guide the process for creating the school improvement plan. The partnership launch will include the following:

1. Collaboratively review the available evidence (qualitative and quantitative data related to the Four Domains) reported in the CNA/RCA and whether additional data should be gathered (as guided by the data collection tools outlined Appendix 2 A-F in the Utah System of Support Handbook).
2. Collaboratively review the prioritization of needs and root cause analysis and whether the focus on priority strategies/critical practices identified in the CNA/RCA report should be adjusted.
3. Identify the next steps for engaging in a supplemental needs assessment process depending on whether we determine more formal needs assessment data should be collected.
4. Develop shared understanding of how the UEPC partnership can support JMES in accomplishing its goals and vision for student success.
5. Develop a shared understanding of the school improvement and change process, including the shared frameworks to guide planning and decision-making, professional learning, and continuous inquiry.

Once priorities are confirmed, the UEPC will support the development of an annual School Turnaround Plan that will guide the work for the school year. The Turnaround Plan will be complemented with three 90 Day Plans that build on and support implementation of the Turnaround Plan. This structure for developing and implementing the plans is illustrated in Figure 3.

Figure 3. Turnaround Plan and 90 Day Plan Cycles



Turnaround Plan

The UEPC will support JMES in a collaborative **process** to develop the Turnaround Plan that will have the following **features**:

- The plan will be co-designed with JMES Turnaround Committee.
- Plans will be supported and monitored through the 90 Day Plans and monthly meetings with the JMES leadership team to discuss the progress being made, gather and review the evidence that changes are taking place, celebrate successes, and adjust as needed to ensure that the plans are fully implemented and resulting in the intended outcomes.

Criteria 2: Include recommendations regarding changes to the low performing school's personnel, culture, curriculum, assessments, instructional practices, governance, leadership, finances, policies, or other areas that may be necessary to implement the school turnaround plan

Based on the outcomes of the discussions to confirm the root cause analysis and priority areas for focus, the UEPC will provide recommendations about critical areas for change and the highest leverage, evidence-based strategies to support those changes.

Three key considerations will be addressed as we provide recommendations to JMES:

1. The strategies selected to address the highest priority needs will likely take two or more years to implement. As such, it will be important to develop a long-term implementation plan with a strong professional learning plan and milestones to track progress.
2. The strategies selected must be evidence-based with research to support the use of this strategy in the particular JMES context. The UEPC will provide guidance on ensuring strategies are evidence-based and aligned with the goals and context of JMES, and particularly with ELS instructional practices.
3. For each strategy selected, it will also be important to articulate the theory of action that explains how the activities are expected to result in the intended outcomes. The UEPC will support JMES in the development of theories of action for each of their priority strategies. Below is an example of a theory of change statement related to critical practices from the CNA/RCA in the talent development domain:

If professional learning is differentiated, based on needs of JMES teachers/staff and student learning data,
Then teachers will be able to develop a deeper understanding of how to support students' mastery of the Utah Core Standards and how to refine/enhance the use of effective, evidence-based, content-specific instructional practices to support all students.

Criteria 3: Include measurable student achievement goals and objectives and benchmarks by which to measure progress

The UEPC will follow the guidance from the Utah System of Support Handbook (p. 21, and Appendix 3-A) to support JMES in establishing its current mission, goals, indicators, data sources, baseline performance data, and annual targets.

As part of the JMES and UEPC partnership launch process, we will explore the following questions:

- Are the JMES mission, goals, and measures still relevant or do they need to be adjusted to reflect updated needs assessment and root cause analysis?
- Does the mission statement still apply? Has the “for whom” changed?
- Do the goals reflect what the JMES wants for its current and future students?
- Are the performance measures and baselines appropriate to the goals?
- Are the targets rigorous yet attainable?

• The **mission** describes what the organization does and for whom;
• **Goals** are ambitious and aspirational statements of what all students are expected to achieve;
• **Goal performance measures** gauge progress toward a goal and include indicators, data sources, baseline data, and targets. Baseline performance is reported for each indicator and annual targets are established for at least two years. (Utah System of Support Handbook, p. 21)

Criteria 4: Include a professional development plan that identifies a strategy to address problems in instructional practice

Once we confirm the specific priority areas and critical practices, we will work with JMES teachers to choose professional learning designs based on where they want to grow their knowledge and competencies to improve student learning, aligned with the SIP and 90 Day Plans. Examples of effective, evidence-based professional learning designs are included in Table 2 above, and include:

- Study of the Standards
- Collaborative Lesson Planning, Teaching, Assessing
- Lesson Study
- Six Week Planning
- Peer Learning Walks
- Creative and Innovative Teaching
- Administrators/Coaches/Teachers Leadership Teams
- Common Formative Assessment Creation and Practice
- Intervention and Enrichment – Customized “Catch-up” Strategies
- Creating Highly Effective PLCs
- Coaches Learning Community
- Peer Coaching/Teaching Structures
- Coach’s Lab

Criteria 5: Include a detailed budget specifying how the school turnaround plan will be funded

The UEPC will be available to provide guidance to JMES in designing a budget that accomplishes the desired outcomes. As noted above, the UEPC will offer strategies to optimize the use of resources to improve student learning by shifting resources to the programs or practices with the greatest evidence of effectiveness. Specific attention will be given to how to use discretionary resources, how the principal and teachers have a voice in budget decisions, how to recognize time as a critical resource, how to optimize resources with flexibility, autonomy, and accountability, and in times of scarcity, how to make the most of resources, (Wallace Foundation, 2019). Attention will be given to how money, human capital, and time are coordinated and coherently aligned to support student achievement. For example, if too much money is allocated without support systems that grow the necessary teacher knowledge, expertise, and motivation, it's highly likely students will not achieve at the expected levels. Additionally, a committed staff without money or time to collaborate does little to alter practice. Finally, the UEPC will offer strategies for the principal to be transparent with school budgets and funding allocations and ways to involve teachers in budget discussions and decisions.

Criteria 6: Include a plan to assess and monitor progress

UEPC promotes the approach where all members of the school community—teachers, parents, students, and administrators—actively engage in the assessment of the data and agree on the changes and improvements necessary for students to achieve. The data describes the conditions at the school and identifies the root causes of the conditions that most influence student achievement. Facilitated conversations around data are necessary to allow trust to develop among the various stakeholders. Through a collaborative process, the probing analysis of that data to continually monitor progress, develops school and community ownership and a positive collective attitude among the adults in the school system responsible for educating each student. A key message for the entire school team is that this process is not about assigning blame for past results; it is about taking ownership for future outcomes.

Assessing and Monitoring the 90 Day Plan. The UEPC will encourage and support JMES to constantly collect and analyze data systematically to measure the effectiveness of 90 Day Plan goals and objectives, instruction, and student progress. Data include measures of student learning and teacher observational data, as well as anecdotal data collected from conversations with students, teachers, and family members. The leadership team collaborates with the UEPC consistently, either weekly or bi-monthly, to examine data to determine the effectiveness of initiatives and instruction on student achievement. Ongoing collection of perceptual and student outcome data serves as indicators of change and allows for interventions and supports to address challenges of implementation and helps maintain momentum toward improvements identified in the 90 Day Plan. The designated monitoring system ensures the school focuses and stays on task, maintains awareness of challenges of implementation, addresses challenges quickly, and celebrate “quick wins” along the journey of turnaround.

One Month Implementation Cycles are used to monitor progress. The first cycle begins with initial planning that includes assessing the current state with data analysis, identifying desired student changes, and determining the knowledge and skills teachers need to use to improve student achievement. Planning is followed by 1) job-embedded professional learning for teachers to acquire new knowledge and skills, 2) time to practice new skills in classrooms with support and feedback through peer and individual coaching, 3) data collection through Learning Walks, and 4) analysis, reflection, and revision, and the next cycle begins.

Assessing and Monitoring Student Progress. The UEPC will support JMES to develop a system (or enhance current systems) to monitor student progress toward proficiency with state Standards, by using a variety of assessments, including developing common formative assessments. Research has shown that when teachers use progress monitoring, teachers' decision making improves, student achievement increases, and students take more ownership of their learning. The process of student progress monitoring begins with a thorough understanding of quantitative student achievement data and a plan to regularly measure all skills and concepts that students are to learn and be assessed on. Through collaborative conversations amongst teachers, the student's pattern of progress is noted, and the teacher can adjust instruction to improve student learning.

Criteria 7: Include a plan to communicate and report data on progress to stakeholders

Communication with all stakeholders is aligned with the 90 Day Plan cycle, as school leaders develop clear and consistent messages to share accomplishments as well as work still in progress with all staff, parents, and community members. These messages are shared in 90 Day Planning leadership meetings in which data are reviewed and new goals are made, School Community Council (SCC) meetings, and faculty meetings. From the very beginning, these stakeholders will be involved with the development of the core values statements, school vision, and School Turnaround Plan(s), and therefore, will share in the celebrations of progress towards these 90 Day Plan goals. A comprehensive communication plan will be developed with the school leadership team annually to ensure that this information is shared and aligned with the 90 Day Plan cycle.

Criteria 8: Include a timeline for implementation

Below is an **example** of a timeline and activities for implementation. The UEPC will work closely with JMES leadership with district input as appropriate to collaboratively develop the timeline and activities.

Annual 90 Day Plan Cycles

- Preparation, Planning, and Reflection: August
- First Cycle: September, October, November
- Second Cycle: December, January, February
- Third Cycle: March, April, May

Table 4. Sample Timeline for Implementation

Month	Implementation Activities
July-August	<ul style="list-style-type: none"> • Launch turnaround partnership between JMES and UEPC with a series of meetings in August with school leadership team and key board representatives. In addition to the discussions about the potential need for supplemental needs assessment, the initial launch of the partnership will include discussions to: <ul style="list-style-type: none"> ○ Develop shared understanding of partnership roles and expectations ○ Draft first 90 Day Plan ○ Prepare professional learning calendar with dates for the full school year ○ Design the whole faculty “back to school” professional learning day ○ Build relationships with staff for collaboration, communication, and learning • Host “back to school” day in August: <ul style="list-style-type: none"> ○ Get grounded in the JMES core values and vision ○ Develop shared understanding of the partnership to support improvement efforts for coming school year ○ Build capacity to implement JMES’s improvement plan, including priority strategies for the 2019-20 school year and first 90 Day Plan. ○ Clarify strategies and roles/expectations to realize the priority strategies and build commitment to a culture of community and continuous improvement that includes feedback ○ Align systems and structures to support ongoing, continuous learning, including professional learning opportunities, administrative support, teacher collaboration (PLCs), and coaching.
September	<ul style="list-style-type: none"> • 90 Day Plan implementation begins with feedback cycles • Create one-month implementation plan with building leadership team (to be repeated monthly for each 90 Day Plan) • Develop capacity of School Leadership Team to facilitate change • Review all available beginning of year student achievement data • Build relationships with teacher teams • Create coherence in structures and systems • Weekly on-line check-ins to assess progress
October	<ul style="list-style-type: none"> • 90 Day Plan data collection with teacher participation • Assess progress of one-month implementation plan • Celebrate successes and address challenges of implementation • Actively engage in Professional Learning Designs for teachers (pending design of professional learning calendars) • Meet with School Improvement Team • Weekly on-line check-ins to assess progress

Month	Implementation Activities
November	<ul style="list-style-type: none"> • 90 Day Plan data collection with teacher participation • Continue building relationships for collaboration and communication • Assess progress of one-month implementation plan and plan feedback • Actively engage in Professional Learning for teachers (pending design of professional learning calendars) • Review progress of 90 Day Plan; develop next 90 Day Plan • Quarterly district coordination meeting • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Weekly on-line check-ins to assess progress
December	<ul style="list-style-type: none"> • Begin implementation of second cycle 90 Day Plan • One-month implementation plan with feedback cycles • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Weekly on-line check-ins to assess progress
January	<ul style="list-style-type: none"> • Administer mid-year surveys to school faculty • Survey debrief meetings with school leaders • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Progress review meetings with school and charter board representatives • Professional learning for teachers (pending design of professional learning calendars) • 90 Day Plan data collection with teacher participation • One-month implementation plan with feedback cycles • Review interim data with school teams • Weekly on-line check-ins to assess progress • Begin preparation for RISE testing by building familiarity and confidence with platform, practice tests, and benchmark assessments
February	<ul style="list-style-type: none"> • Professional learning for teachers (pending design of professional learning calendars) • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • 90 Day Plan data collection with teacher participation • One-month implementation plan with feedback cycles • Review interim data with school teams • Quarterly district coordination meeting • Weekly on-line check-ins to assess progress • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Continue preparation for RISE testing with faculty

Month	Implementation Activities
March	<ul style="list-style-type: none"> • Begin implementation of third cycle 90 Day Plan • Professional learning for teachers (pending design of professional learning calendars) • 90 Day Plan data collection with teacher participation • One-month implementation plan with feedback cycles • Weekly on-line check-ins to assess progress • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Continue preparation for RISE testing with faculty
April	<ul style="list-style-type: none"> • 90 Day Plan data collection with teacher participation • One-month implementation plan with teacher participation • RISE administration • Weekly on-line check-ins to assess progress • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation
May	<ul style="list-style-type: none"> • 90 Day Plan data collection with teacher participation • RISE administration • Administer end-of-year surveys to faculty • Quarterly district coordination meeting • School Improvement Team assesses progress, celebrates successes, and addresses challenges of implementation • Celebration of Progress with Faculty
June	<ul style="list-style-type: none"> • Reflections of progress; review student achievement data, survey data, and other implementation data • Progress review meeting with school and district representatives • Begin planning for the next school year, including professional learning calendar.

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Appendix A - Credentials of the UEPC Bridgeworks Team

An important benefit of our support to schools is that we broker connections with our partner schools to a larger network of experts and practitioners with vast expertise in school improvement and turnaround.

The Bridgeworks Team engages in ongoing research and reflection about our school improvement efforts, which has been facilitated by Vicki Park, Ph.D., Assistant Professor at San Diego State University. Most recently, our team is engaged in a research study, funded by a Spencer Foundation Grant to Dr. Park to study the Bridgeworks school improvement efforts, and to provide meaningful and actionable feedback to the Bridgeworks Team.

The Bridgeworks team also partners with the National Center on Urban School Transformation (NCUST), a research-based center at San Diego State University dedicated to studying and recognizing America's best urban schools. We partner with NCUST in a variety of ways that enhances and enriches our team's understanding of NCUST research. We have invited NCUST faculty to Utah for professional learning and leadership coaching sessions. We also attend the annual NCUST Symposium that includes visiting and learning from award winning schools who have raised student achievement to high levels for all student groups.

Our partnership with WestEd continues to influence our experience designing, implementing, and evaluating data-driven instructional systems. Specifically, we collaborate with the West Comprehensive Center (WCC) and the Center on School Turnaround (CST). The UEPC has partnered with WestEd (WCC and CST) to design the Leadership and Inquiry for Turnaround (LIFT), which is a comprehensive professional learning experience for leaders of schools identified as Turnaround, including schools identified in the lowest performing 3% of schools statewide, according to the percentage of possible points earned under the school grading system. LIFT provides Turnaround Schools leadership teams with professional learning experiences grounded in the CST's Four Domains of Rapid School Improvement and research-based Leadership Principles to build leadership capacity and skills and to develop of network of leaders across the state focused on common goals and priorities.

In addition, the UEPC Bridgework team is absolutely committed to the success of our partner schools and we work tirelessly to ensure that we provide the most reliable and valid, research-based supports available. The UEPC's core mission is to *bridge research, policy, and practice*. Our Bridgeworks School Improvement team adheres to this belief by engaging in continuous cycles of improvement through research of our own school improvement work, through monthly accountability and reflection meetings, through collection and analysis of data gathered from our partner schools, and engaging with other scholars and research centers across the country who study school improvement and turnaround.

UEPC Personnel

Finally, we have included below a brief description of the background and expertise of the UEPC team. The Curriculum Vitae for the PI on this project, Andrea Rorrer, is attached as a separate document.

Dr. Andrea Rorrer (PI) is the Director of the UEPC, a Professor in the Department of Educational Leadership and Policy, and Associate Dean for Research in the College of Education at the University of Utah. She is also the co-director of the INSPIRE Leadership Collaborative, national, multi-institutional research and development team that provides valid and reliable tools to support leadership preparation programs, districts and schools improve leadership learning and practice. Dr. Rorrer received her master's degree at the University of Virginia and her Ph.D. from the University of Texas at Austin. Prior to receiving her Ph.D., Dr. Rorrer's prior professional experiences in education included serving as a policy analyst and a research associate in Texas, and a school administrator (i.e., principal and assistant principal) and a classroom teacher in Virginia. Dr. Rorrer's scholarship focuses on districts and the state as actors in organizational and policy change, particularly those changes aimed at increasing equity in student access and outcomes. Her scholarship has been featured in such publications as *Educational Administration Quarterly*, *Theory into Practice*, *Educational Policy*, *the Journal of Educational Policy*, *Journal of Special Education Leadership*, *Journal of Cases in Educational Leadership*, *Economics of Education Review*, *Peabody Journal of Education* and the *UCEA Review*, and the *Journal of Research on Educational Leadership*, among other publications and book chapters. Her dissertation, *Leadership and Equity: From Reproduction to Reconstruction: An Institutional Analysis*, was awarded the American Education Research Association, Division A "Education Administration" 2001 Dissertation Award. She is the 2006 recipient of the Jack A. Culbertson Award, which is given annually by the University Council for Educational Administration for outstanding contributions to the field as an early-career professor, and the 2008 College of Education at the University of Utah Research Award. She serves as an associate editor for *Educational Administration Quarterly* and has previously served as an associate editor for the *Journal of Cases in Educational Leadership* and a co-features editor for the *UCEA Review* among service as an editorial board member for other professional journals. Dr. Rorrer is past president of the University Council for Educational Administration (UCEA), which is the foremost organization in the field of educational.

Dr. Cori Groth is the associate director for the Utah Educational Policy Center at the University of Utah where she is involved in educational research and school improvement at both the preK-12 and higher education levels. Her UEPC work involves the planning and coordinating of policy analyses and program evaluations on educational issues in both preK-12 and higher education; establishing and maintaining relationships with local and state educational leaders in preK-12 and higher education, legislative leadership, and local and state community-based groups who focus on educational issues; organizing research, policy and practice convenings and forums; and seeking, applying for, and managing grants to conduct policy analysis and program evaluations. In addition, she works closely with local schools and districts to support their school improvement efforts. She also serves as an adjunct assistant professor, teaching courses in the Department of Educational Leadership & Policy. Dr. Groth has a sociology background and has experience in the design and coordination of a variety of evaluation research studies of statewide, cross-state, and local educational interventions in public schools and higher education, afterschool and other youth development programs, and professional development programs for educators. She is a member of the American Educational Research Association, the University

Council of Educational Administration, and the American Evaluation Association. She earned a Ph.D. and B.S. from the University of Utah and a M.A. from Arizona State University.

Dr. Janice Bradley is Assistant Director for the Bridgeworks School Improvement at the UEPC at the University of Utah. Her UEPC work focuses on facilitating school change and improvement, designing professional learning environments and experiences for schools, administrators, and coaches, developing effective collaborative teams and professional learning communities, and developing and building capacity for supportive communication climates. In addition, she also serves as an adjunct assistant professor, teaching courses in the Department of Educational Leadership & Policy. Dr. Bradley has a teaching, mathematics education, leadership, professional learning, and coaching background. Her experiences include mathematics teaching at the K-6 and university levels, mathematics coaching at the school and district levels, directing leadership professional learning for administrators, teachers, and coaches through a Math Science Partnership (MSP) at district and state levels, directing mathematics professional learning at district and university levels, coordinating and facilitating systemic change at both district and school levels across 5 states, and researching Professional Learning Communities. She is a member of the National Supervisors of Mathematics and Learning Forward, where she serves Chair-elect of the Learning Forward Foundation, and Vice-chair of the Research and Support Committee. She earned a Ph.D., M.A., and B.S from the University of Texas at Austin.

Lisa Wisham, M.Ed., is a research associate at the UEPC. Prior to joining the UEPC, Lisa was an Education Specialist at the Utah State Board of Education (USBE), where she managed the 21st Century Community Learning Centers federal grant, as well as the Intergenerational Poverty Interventions and Partnerships for Student Success state grants. She also served as a Title I Early Childhood Education Specialist. Prior to her work at USBE, Lisa taught middle school and high school students for ten years in both public and private schools. She also served as the Academic Director at a private residential school for students with severe emotional and behavioral challenges. Lisa earned her Master of Education degree from James Madison University and her bachelor's degree from Mary Washington College. Lisa has a current Level 2 Utah Educator's License (Cactus ID 85979).

NOTE: We are in the process of hiring two additional UEPC Bridgeworks personnel who have experience and expertise in school turnaround leadership and supporting English learners.

Our Bridgeworks team also collaborates with UEPC Faculty Research Associates who are engaged in school improvement research and practice. These collaborations inform our support for schools in their improvement efforts, and frequently provide direct services to leaders, schools, and teachers. UEPC Faculty Research Associates include:

- Yongmei Ni, Ph.D., Department of Educational Leadership and Policy & UEPC Assistant Director, University of Utah and UEPC Faculty Research Associate
- Irene Yoon, Ph.D., Department of Educational Leadership and Policy, University of Utah and UEPC Faculty Research Associate
- Aaron Fischer, Ph.D., Department of Educational Psychology, University of Utah and UEPC Faculty Research Associate

- Keith Radley, Ph.D., Department of Educational Psychology, University of Utah and UEPC Faculty Research Associate
- Sharlene Kiuvara, Ph.D., Department of Special Education, University of Utah and UEPC Faculty Research Associate
- Vicki Park, Ph.D., Educational Leadership, San Diego State University and UEPC Faculty Research Associate

Collectively, the school improvement services provided by the UEPC Bridgeworks' Team are supported by education professionals who have previous experience as teachers, principals, state office of education leaders, coaches, professional learning facilitators, university-based faculty and instructors and researchers. The expertise of our team includes: data-based decision-making and practice; instructional effectiveness; multi-tiered system of supports and positive behavior interventions and support; social and emotional learning, organizational change, instructional leadership.

Appendix B - Evidence of Previous Successful Turnaround Consultation

The UEPC has partnered with 23 schools across three districts and three charter schools since 2010 as an external School Support Team. These schools serve racially, economically, and language-diverse students from elementary and secondary schools in urban, suburban, and rural areas.

As noted in the introduction, the UEPC has also supported school improvement through the Leadership and Inquiry for Turnaround (LIFT), which is a comprehensive professional learning experience for leaders of schools identified as Turnaround. LIFT serves schools identified by the State in the lowest performing 3% of schools statewide. LIFT, which is provided by the UEPC in collaboration with WestEd's Center on School Turnaround (CST) and West Comprehensive Center (WCC), is based on Utah's leadership standards as well as principles for professional learning, improvement science, and the network improvement community framework.

The schools that the UEPC has supported as an external support team and through LIFT have made improvements to student achievement on statewide assessments in a number of ways. The following examples highlight successes from 10 schools we partnered with during the past five years to support their school improvement efforts and the schools who have participated in LIFT since 2016.

Highlights of Success on Statewide Assessments

- **100%** of schools with whom we partnered as an external support team **improved student proficiency or growth in one or more academic areas**.
- **100%** of schools showed **growth in all academic areas** for the 2017-18 school year.
- **89%** of schools with whom UEPC began supporting since 2015-16 and 2016-17 **increased or maintained their school grade** between 2015-16 and 2016-17.⁵
- **63%** of schools showed **typical or high growth in science** for the 2017-18 school year.
- **88%** of Cohort I schools who attended LIFT exited State Turnaround Status after two years of participation.
- **90%** of schools maintained or increased SAGE proficiency in one or more subject areas after the partnership with UEPC ended between 2014 and 2017.

⁵ USBE accountability calculation changed from 2016-17 to 2017-18 and school grades were not issued for the 2017-18 school year; as such, per USBE guidance school grade comparisons are not available for the 2017-18 school year.

- **100%** of schools maintained or increased SAGE proficiency in science after the partnership with UEPC ended.

School-Specific Data Highlights

The following examples highlight successes from individual schools we partnered with during the past five years.

- In one school English Language Development proficiency was **nearly 3 times higher than the state average** and the students showing adequate progress was significantly higher than the state average (9%).
- In two schools that focused on implementing student engagement strategies with support from professional learning opportunities and coaching cycles **increased student engagement by more than 12%** in one year.
- One school made considerable improvements in **Language Arts** from **29%** proficiency on SAGE the year prior to our partnership in 2014-15 to **34%** proficiency at the end of the second year of our partnership in 2016-17. This school had similar gains in **Mathematics**, improving from **21%** proficiency in 2014-15 to **33%** proficiency in 2016-17. Their proficiency increased or maintained in all areas in 2017-18, the year following the end of our partnership.
- Another school **sustained** considerable gains after our support ended, improving performance in **Language Arts** from **25%** proficiency in 2013-14, the last year of our support, to **39%** proficiency in 2015-16. Similar gains were sustained in mathematics and science.