

June 9, 2016

To Whom It May Concern:

Please consider my application for Superintendent of Wasatch School District. I want to work with district leadership to assist teachers, programs and students to achieve excellence. Implementing the vision school board would be my highest priority.

Because I have worked in the two similarly-sized districts of Provo and Ogden, I have many experiences relevant to Wasatch School District. These include extensive staffing, program development, and teacher supervision. I worked closely with board members in implementation of high-stakes, data-driven initiatives and also piloted state programs such as the teacher evaluation tool. I have also testified before legislative bodies and the Governor's Task on Education regarding school performance. In Ogden District, after the reconstruction of the main high school campus, I assisted in the process of bonding for the swimming pools. My experience is in taking facilities projects from inception through approval, public input, architects and to final construction. Wasatch district is well-known for its "technology forward" thinking and I would continue to develop technology infrastructure for the district's future.

I have developed strong leadership teams of administrators and teachers who use data to reach new levels of student achievement by building programs, improving teaching and assisting students. Our work in College and Career Readiness, as well as attention to graduation rates and credit recovery has had a significant impact. My leadership teams have improved curricular and extra-curricular programming and have coordinated with facilities improvement and budgeting to strengthen the organization and increase future opportunities. I would focus on working with parents and other local stakeholders to contribute to the amazing communities served by Wasatch School District.

Sincerely,



Stacey Briggs

# SUPERINTENDENT APPLICATION WASATCH COUNTY SCHOOL DISTRICT

## A. PERSONAL INFORMATION

Date 6/2/2016

Full Name Stacey Briggs

Present Address [REDACTED]

City [REDACTED]

State [REDACTED]

Zip [REDACTED]

Telephone Number [REDACTED]

e-mail address [REDACTED]

Present Position Principal, Ogden High School

## B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
BYU	Provo, UT	Masters	EDLF		
BYU	Provo, UT	B.A.	Math Ed	Spanish Teaching	

## C. PROFESSIONAL EXPERIENCE

Employment History (including administrative assignments, financial management and/or technology assignments and educational leadership):

Employer (including address and supervisor)	Major Responsibilities and Accomplishments	Dates
Ogden High School, 2828 Harrison Blvd, Ogden UT; Supt. Sandy Coroles	Principal: increase graduation rate, upgrade tech base, create working budgets, facility reconstruction	Aug 2011 to Present
Provo High School, 1125 N University Ave, Provo, UT Dr. Samuel L. Ray	Principal: Create PLCs, Remodel, Create GT program, increase performing arts, implement new math o	June 2004 - July 2011
Farrer Middle School, Center St, Provo, UT Dr. Samuel L. Ray	Teacher, Team Leader; Create PLCs, ESL team, Mastery based instruction	Aug 1999 - May 2004

Other Professional Experience:

Wasatch County School District welcomes candidates without traditional K-12 educational experience. Please explain your training, background and qualifications.

In addition to 17 years in education, I have previously worked as a tech/trainer for a high-tech silicon wafer equipment manufacturer, programming and training. Additionally, at BYU, I was the admin secretary for Planning and Construction where I gained experience in all aspects of the construction process which has been utilized in my school assignments for remodeling and facilities construction.

**D. ADDITIONAL INFORMATION:**

List any additional qualifications or experiences that prepare you for this position such as foreign language, business management, financial management, special education, vocational education, information technology, etc.

Fluent written and spoken Spanish. I worked with large budgets (\$2.5 million+) through the School Improvement Grant process and also at the High School where we recovered from multiple years of deficit spending. Also worked with GEARUP federal grants in both University and local settings. Strong ESL background with SIOP training and implementation. Creation of near 1:1 computer status at high school. Support of Athletic programs in transition from 3A to 4A including remodeling of pool, football field and track. Creation and implemetation of Gifted/Talented programming including International Baccalaureate and Magnet for grades 7 and 8.

**E. ON A SEPARATE PAGE, ANSWER THE FOLLOWING QUESTIONS. PLEASE LIMIT YOUR RESPONSE TO ONE PAGE OR LESS.**

1. Describe a time when you had to implement or enforce an unpopular policy or organizational change. Describe what strategies you used to maintain morale. What were the results of the change on the organization?
2. What is the role of technology in a public school district and how would you measure its effectiveness?



E. 1.

When my previous school was designated a School Improvement Grant school, it was during a time of organizational upheaval at the district and school level, and the information about the processes and consequences did not reach me as the new principal nor the teachers. During November, as I met with Anne White from the USOE, we realized how critical our next steps would be. The State team evaluation of the school was presented to the faculty during the second week in December and showed a huge gap between the SIG results and what the teacher teams believed the performance of the school to be related to effective performance and instruction. The teachers were shocked by the discrepancy. Some teachers wanted to quit, others wanted to blame the district and almost all felt that there was no clear path forward to get out of SIG status.

I created a plan that brought department leaders and the instructional coach together for the two days before Christmas to create a vision for the school. We brought in a facilitator and committed to not leave the room until we had a SIG plan that included rigorous goals for instructional improvement, professional development, data tracking and school culture growth. By the end of the two days, through a process of gathering ideas, building consensus and refining our plan, we had created our basic ideas. Most of the department heads felt that it was a good process, but that our goals were not possible given the constraints of our demographics and past performance. I held these leaders accountable to present the plan to the faculty on the first Friday in January. At that meeting, we created norms for interacting with our department heads with respect and being accountable for the performance of our students. Our department heads were understandably concerned that they would be “shouted down” by their peers, but we continued with a firm, positive direction and started to implement the steps from our plan.

My role was to model, encourage and hold firm to our vision and plan when my teachers wanted to say that our students couldn't meet our new level of expectations and that our parents wouldn't support us. I also made certain that we monitored and explicitly publicized how we were doing on each step in our plan. During February, we had another huge “aha” moment when we calculated how many seniors were off-track for graduation. It validated the poor results we had in our SIG review, but this time, my teachers were able to respond by creating individual plans for students to recover credit and get ready to graduate. The excitement infused the entire school, and we kept track day by day of each student who got back on track.

That year, Ogden High's graduation rate jumped 11% to 89%. Teachers and parents were thrilled to know that we were moving forward. This also made teachers feel confident that they could increase the rigor in their classrooms and that teachers would respond. Since that time, the enrollment of the school has increased, advanced programs have progressed, and OHS has been designated a National Honor Roll School for Advanced Placement for increasing the diversity and equity of rigorous programming.



E. 2.

Technology in a public school district has multiple implementations and important uses. It is a tool to bring information to the students and teachers and opens a wider window on the world. Additionally, technology can be used by teachers to increase their effectiveness, improve student engagement and provide alternate ways to deliver and receive instruction such as in flipped classroom, computer-based courses and online collaboration. Technology also needs to be used and modeled to prepare students for the world of work and study that is beyond public schooling.

Technology is a tool to make the world a little smaller, but much more detailed and vibrant. Its effectiveness may sometimes be hard to measure, but efforts must be made to look at results. Sometimes it may be tempting to look only to improved state testing scores, which could be one indicator, but looking at increased participation by students in programs such Career and Tech Education, diversity of populations participating in advanced learning opportunities and success of students in post-secondary pursuits are other valuable ways to see if the technology is being used effectively.

## F. LICENSE INFORMATION

Check the licenses you now hold:

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Elementary           | <input checked="" type="checkbox"/> Administration                   | <input type="checkbox"/> Librarian            | <input type="checkbox"/> Communication Disorders |
| <input checked="" type="checkbox"/> Secondary | <input type="checkbox"/> Counselor                                   | <input type="checkbox"/> Reading Specialist   | <input type="checkbox"/> Special Education       |
| <input type="checkbox"/> Early Childhood      | <input type="checkbox"/> Career and Technical Education              | <input type="checkbox"/> School Social Worker |  |
| <input type="checkbox"/> School Psychologist  | <input checked="" type="checkbox"/> Other <u>Gifted and Talented</u> |   |  |

(List additional information under Section D)

Type of License	Effective Dates	State of Issue	Additional Description
Admin/Supervisory Lvl 2	7/10/2010	Utah	
Secondary Ed Lvl 2	7/10/2010	Utah	Math, Spanish, Gifted/Talented

## G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
Dr. Samuel L. Ray		Superintendent
Sandy Coroles		Superintendent
Jim Mieure		Principal

## H. LIST RELATIVES NOW EMPLOYED IN THE WASATCH COUNTY SCHOOL DISTRICT

Name	Relationship	Where Employed
none		

## I. PLEASE INITIAL YOUR RESPONSE TO EACH OF THE FOLLOWING:

- Yes ☐ No ☒ 1. Have you ever been charged with or convicted of a felony or crime of moral turpitude?  
Please explain using a separate sheet.
- Yes ☒ No ☐ 2. Are you a U.S. Citizen?
- Yes ☐ No ☐ 3. If you are not a U.S. Citizen, have you received INS Authorization to work in the United States?

## J. PREVIOUS PERFORMANCE INFORMATION

1.) Indicate the circumstance, if any, where you were formally disciplined for behavior or performance on the job.

no

2.) Have you ever been dismissed from employment? If so, describe circumstances and identify employer:

no

3.) Have you ever left an employer to avoid disciplinary measures? If so describe circumstances and identify employer:

no

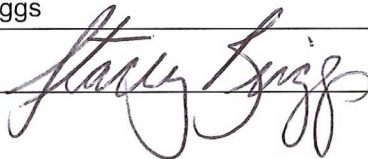
4.) Have you ever been charged with misconduct by another employee or employer for which an investigation substantiated the charge? If so describe circumstances and indicate employer.

no

I certify that answers given herein are true and complete to the best of my knowledge. In the event of employment, I understand that false or misleading information given may result in discharge.

Print Full Legal Name: Stacey Briggs

SIGNATURE OF APPLICANT:



Date

6/9/2016

Please return this form and all Application materials by 5 P.M., June 10, 2016 to:

Mr. Richard Stowell  
860 East 9085 South  
Sandy, UT 84094



## STACEY BRIGGS

### Professional Experience

**Principal, Ogden High School, Ogden, Utah**

**2011 to present**

- Implement school reform under state SIG. Improve math (18%) and language arts scores (12%). Retain students resulting 30% increase in school enrollment. Increase graduation rate from 78% to near 90%.
- Strengthen PLC implementation in both Departments and Smaller Learning Communities including monitoring of every student for graduation progress. Assist Teacher Teams in creation of Common Formative Assessment cycle and Common Interim Assessments through collaboration and consensus building.
- Create micro-teaching/professional development model leading to increased implementation of lesson planning, student engagement, and rigor in all classrooms as well as faculty improvement. Extend use of SIOP model. Develop RTI model.
- Increase AP enrollment and test scores. Execute creation of International Baccalaureate Programme reaching 10% of juniors and seniors. Create STEM Hub for school.
- Support of Positive Behavior Intervention Systems (PBIS), AVID, and mapping/usage of AP Springboard curriculum related to Utah Core for math and language arts school-wide.
- Extensive use of data related to increased student achievement in the areas of attendance; grades; credits; and math, language arts, and science performance. Assist parents in both English and Spanish.
- Focused support for extra- and co-curricular activities. Significant increase in participation rates for fine arts and athletics. Multiple state titles. Manage transition to 4A Classification.
- Supervise final 2 stages of \$58 million total facility reconstruction. Participate in successful bond and construction process for High School Swimming Pool remodel.

**Assistant Principal, Provo High School, Provo, Utah**

**2004 to 2011**

- Supervision of Mathematics, Science, Social Studies, Visual and Performing Arts departments including master schedule and core content. Development of honors and remediation classes. Supervision of additional staff from grants such as Trustlands aides, after-school staff and volunteers. Work with all parent concerns for departments.
- Facilitation of Professional Learning Communities including norming, SMART goals, power standards and common assessments, including technical support.
- Recruit, hire, and conduct clinical supervision of faculty including provisional and probationary status. Assist Principal Interns.
- Implementation of CREDE and SIOP for ELL Learners and LEA for Special Education services for approximately 240 students.
- Provide safe environment during school hours and activities through supervision in the school, assisting teachers with development of classroom management skills, and improving the facilities and resources for students.

- Discipline interventions and referrals, including school at-risk committee and district screening for behavior.
- Supervise activities and athletics home and away. Region Volleyball chair for seven years.
- Resolve technology issues including computers, phones, and sound systems. Calendaring.
- Supervise facility issues including two major remodels with \$1 million budget.
- Develop programming such as 9<sup>th</sup> and 10<sup>th</sup> grade Academic Teams and International Baccalaureate and work closely with district personnel to develop gifted programming.
- Use data to evaluate progress of students and school with PowerSchool, COGNOS, etc.

**GEAR UP Site Coordinator, Farrer Middle School**

**2003-2004**

- Create and implement activities to meet grant objectives.
- Provide school publicity and parent outreach services and training for parents of students at risk to help parents become informed and have strategies to assist students.
- Hire, supervise and train advocates for tracking and student intervention, lunch time supervision and lunch time study hall. Recruit, train and facilitate volunteers.
- Monitor migrant students' annual progress and use migrant budget to provide supplemental services and supplies.
- Coordinate grant services with grant partner UVSC.
- Write and submit annual federal report and matching funds documents.
- Monitor, administer and track (\$401K) annual budget and justify and request adjustments.

**Instructor, Brigham Young University, Provo, Utah**

**2004 to 2012**

- Offer "Introduction to Gifted Education" as part of CITES GT Endorsement
- Offer Home Study class for Gifted Education

**District Gifted/Talented Coordinator, Provo School District**

**2002 to 2004**

- Train school specialists in program development and implementation leading to dramatic increase in qualified personnel and GT services at school sites including special placement classes, pull-out services, clustering and differentiation.
- Supervise practica for CITES/GT Endorsement candidates to prepare to meet GT needs at school sites for two cohorts.
- Coordinate district services to meet student needs, including curriculum mini-grants.
- Present at UAGC conference and provide inservice in schools on differentiation and gifted curriculum.
- Disburse district funds to promote program growth.
- Participate on CITES/GT committee and facilitate internships for endorsement candidates through Bright Ideas. Have Provo District sponsor Bright Ideas summer program 2004.
- Participate on State GT Coordinator Committee to create new yearly reporting requirements.



**Core Academic Team Leader, Farrer Middle School****2002 -2004**

- Provide leadership service to math, science, history and English teachers with common cohort of approximately 130 students with weekly meetings, summer teaming days and monthly inservices. Coordinate with Counselor and Special Education Lead Coordinator.
- Coordinate tracking of team students for high-stakes credit intervention, including advocate services for lunch-time study hall, after-school assist, classroom help and pull-outs.
- Monitor and assist in implementation of 2<sup>nd</sup> Chance reading and writing strategies and assessments, including Provo Writing Assessment and monthly writing assignments.
- Mentor and train interns and new teachers on team with four new members, including classroom discipline strategies and interventions.

**ESL Sheltered Team Facilitator, Farrer Middle School****2002-2003**

- Coordinate services of new team of core academic teachers, ESL teacher and ESL para-professional for sheltered program.
- Facilitate summer and ongoing training for new team.
- Adapt curriculum for ESL Math class and math remediation.
- Attend SDAIE/SIOP training and conduct training of sheltered team members.
- Provide parent outreach services.

**Gifted/Talented and Honors Specialist, Farrer Middle School****1999-2004**

- Design and implement Honors program for options in every class. Track student notifications and honors recognitions. Create and implement GT Identification.
- Create and implement in partnership with GT team English/History Symposia, Math/Science Symposium, Math/Science Summer Camp and Pull-Out.
- Facilitate endorsements to build GT team, including math, science, English and technology teachers. Conduct quarterly staff development on in-class differentiation (2000).
- Serve as member of District GT Task Force.

**Math Instructor, Farrer Middle School****1999-2004**

- Teach Algebra II, Geometry, Algebra I, Pre-Algebra, ESL Math.
- Increase test scores and pass rate of all students in a high-stakes middle school model.

**Education****Darden Business School Education Partnership/University of Virginia****2011-2014****Doctoral Coursework, EDLF, Brigham Young University****2007-2011****Educational Leadership, M.Ed., Brigham Young University****2004****SDAIE/SIOP training****2004****Gifted/Talented Endorsement, CITES/BYU****2000****Mathematics Education, B.A., Spanish Teaching Minor, Brigham Young University****1998**



## Memberships and Committees

- Professional Working Relations Committee, Ogden School District, 2013-present
- Math Task Force, Ogden School District, 2012-present
- Attendance Committee, Ogden School District, 2012-present
- Honors Committee, Ogden School District, 2011-2013
- USOE Math Honors Committee 2009-2011
- Secondary Task Force reporting to Provo School Board, 2007-2009
- UAGC (Utah Association for Gifted Children) Board, Member VP, 2006-2009
- CAS Development Team for PSD gifted studies center grades 4-6 2008
- CITES PSD cohort 2007-08
- Anti-Bullying Committee, PSD 2006
- AIBSU (Association of International Baccalaureate Schools of Utah) 2003-2014
- 2004 **Conference Co-Chair**, Utah Association for Gifted Children (UAGC)
- Farrer Middle School Building Leadership Team, 2002-03
- Farrer Middle School Technology Committee, 2001-02, Discover the Difference, 2003-04
- BYU/CITES GT Committee
- National Association for Gifted Children (NAGC)
- National Council of Teachers of Mathematics (NCTM), Utah Council of Teachers of Mathematics (UCTM)
- Association for Supervision and Curriculum Development (ASCD)

## Awards

- 2013 **Administrator of the Year**, Ogden School District
- 2009 **Finalist, Assistant Principal of the Year**, UASSP
- 2003 **Outstanding Educator of the Year**, Provo School District
- 2001 **Teacher of the Year**, Farrer Middle School

## References

Dr. Samuel L. Ray,  
Superintendent  
North Sanpete School  
District

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Sandy Coroles,  
Superintendent  
Ogden School District

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Shawn MacQueen,  
Athletic Director  
Ogden High School

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████████████████████



# Professional Educator License for the State of Utah



## Level 2

THE UTAH STATE BOARD OF EDUCATION  
AFFIRMS THAT

### STACEY BRIGGS

has satisfactorily completed the requirements which by provision of law gives the holder license to  
render professional service in the schools of the State of Utah.

**Issue Date: 07/10/2012**

**Expiration Date: 06/30/2017**

**CACTUS ID:** [REDACTED]

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**License Area of Concentration**

Administrative/Supervisory (K-12)  
Secondary Education (6-12)

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**Endorsements**

Spanish  
Mathematics Endorsement 4  
Gifted / Talented

Sydnee Dickson, Ed. D.

Director, Educator Quality and Licensing

Larry Shumway, Ed. D.

Utah State Superintendent of Public Instruction

**It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.**